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| **Key Priority** – To develop the subject leader roles within the department to promote a broad and balanced curriculum.  **SDP LINK:**  **To develop the subject leader role to promote subject development within the curriculum pathways and monitor its impact.** | | | |  |
| **Position statement** | | | |  |
| The lower department has a Computing lead and a Drama lead | | | |  |
| **Vision statement** | | | |  |
| Teachers will continue to develop the statements for the curriculum documents including bridging levels.  To observe lessons in their subject to gain an overview of teaching and learning across the school.  The lower department will have strong middle leaders who are confident leading their subject | | | |  |
| **Actions and strategies** | **Timescale** | **Completed by** | **Impact and Evidence** |  |
| Introduce new 3 year rolling cycle for lower department topics | Autumn Term 2022 | Nicole Todd | **Spring** – We sat down as a department and talked through what we wanted to cover. We looked at the middle long term plan as we didn’t want the topics to be repetitive. The topic cycle really showcases our irresistible offer. |  |
| Introduce new format for medium term planning for the department. | Autumn Term 2022 | Lead and supported by Nicole Todd | **Autumn** – We reviewed the previous format for Medium term plans and found that they did not inform planning in the way we would like to. The medium term plans did not show coverage of EYFS. We made a format that links to EYFS curriculum and the SEND small steps assessment tool. Classes now contribute to the medium term plan for their own classes to make sure it is bespoke to the learning needs of the cohort. |  |
| Complete audit of resources and highlight gaps in provision | Autumn/Spring Term 2023 | Subject leaders | Nicole has completed an iPad audit to ensure all iPads are working and fit for purpose. Nicole has also completed an audit of resources and also asked staff about any training opportunities they require in the future. Findings can be found in subject leader file. |  |
| Ensure subjects leaders have the opportunity to look at coverage of subject and feedback to department team. | Spring Term | Subject leaders | Ongoing monitoring opportunities for subject leader observations across the school  SLP moderation meetings for core and foundations subjects – feedback was that the meetings were useful and levels were agreed. |  |
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| **Next steps:**  **Begin to think about trips and how we can continue to improve our irresistible offer.**  **To plan department events linked to showcasing teaching and learning in subject areas. E.g. Drama** | | | |  |

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| **Key Priority** – To develop the use of TaSSELs and Makaton across the department.  **SDP LINK:**  ***To further improve learner access to Alternative and Augmentative Communication (AAC).*** | | | |  |
| **Position statement** | | | |  |
| The staff in the lower department have received training during an INSET day on the use of TaSSEls and we have weekly Makaton training just before whole school briefing via zoom. Staff know where to find the Makaton signs on the system for them to use when planning and resource making. | | | |  |
| **Vision statement** | | | |  |
| To support teachers to use TaSSELs with particular learners in their classes – Blue and Sky Blue class.  To continue to use Makaton to support spoken language throughout the day in all activities. | | | |  |
| **Outcome** | | | |  |
| The lower department will have a total communication approach to teaching and learning to help develop communication and language across the classes. | | | |  |
| **Actions and strategies** | **Timescale** | **Completed by** | **Impact and Evidence** |  |
| To identify the learners in the department who would benefit from this communication support – liaise with teachers | Autumn 22 | NT and class teachers | Total communication approach to the communication and language development in school as per the SDP |  |
| To send home feedback forms in order to develop an understanding of the learner’s starting points before rolling it out. | Autumn 22 | NT and class teachers | To ensure class staff have relevant information before starting the programme. Liaising with parents and using their knowledge and expertise of their children. |  |
| To liaise with Makaton Lead about signs linked to topics and support for TA’s with resource making | Ongong | NT and TD | To have continued support from SALT and Makaton lead.  Signs shown during weekly briefing meetings |  |
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| **Next steps:**  **Speak to Makaton lead and SALT team regarding introducing more signs to use during transitions in class and other specific activities.** | | | |  |

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| **Key Priority** – To have an overview of the attendance across the department and support teachers to improve partnerships with parents.  **SDP LINK: To work in partnership with parents to improve learner attendance** | | | |  |
| **Position statement** | | | |  |
| At the moment attendance is addressed during safeguarding meetings fortnightly as well as department meetings fortnightly. Teachers are encouraged to let the Head of Department know which learners are causing them concern. The Head of Department checks SIMS every two weeks to see which learners in the department have low levels of attendance and the reasons for this. | | | |  |
| **Vision statement** | | | |  |
| Head of Department will have an overview of attendance across the department. They will have regular meetings with teachers and LMT to raise concerns about learners who have low attendance and support teachers to contact parents of learners who are absent for long periods of time. | | | |  |
| **Outcome** | | | |  |
| To foster positive partnerships with parents and to promote the irresistible offer that we provide at St Giles. Parents to have an understanding of the importance of attendance and the support available to them if they need it. Teachers to have an overview of the low attenders in their class. | | | |  |
| **Actions and strategies** | **Timescale** | **Completed by** | **Impact and Evidence** |  |
| To use SIMS to identify low attenders in the department | Autumn - ongoing | LMT | Print out reports from SIMS in order to highlight low attenders  (see Department Lead folder) |  |
| To identify low attenders during department meetings and to monitor welfare calls made to parents | Ongoing | LMT | Raise concerns with teachers where appropriate.  Encourage teachers to make welfare calls to parents to build positive relationships and to ensure open communication |  |
| To identify low attenders across the departments and liaise with Medical team and Family Support worker during safeguarding meetings | ongoing | LMT | To have a holistic approach to managing attendance across the school To build a profile for learners who have low attendance (see department lead folder)  Celebrate successful cases where welfare calls and made an impact on student’s attendance and relationships with parents. |  |
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| **Next steps:** | | | |  |