



Outstanding Problems	What we will change	Implementation activities	Implementation outcomes	Impact on children
<p>Support staff (including lunch supervisors) are not always receiving regular CPD which links to school priorities. This is often tricky to timetable due to TA working hours and cover required in classrooms. (Professional development timetable)</p> <p>Induction pack for teachers has worked well this year, but it could be improved by covering more topics (that come up intermittently during the year) - following feedback from new staff</p> <p>Key vocabulary is included within planning however not consistently revisited and children have not embedded the key vocabulary.</p> <p>Bank of foundation planning provides useful exemplars for staff, consistency, and reduces workload. It would be very useful to have this in English and Maths.</p> <p>Conferencing can be too abstract and not allow children opportunities to link it to physical work/environments. This means subject leaders do not get clear picture of children's understanding within subjects.</p> <p>There is clear evidence of pupils' progress between data drops but not within individual units of work.</p>	<p>A Timetable which allows support staff regular access to appropriate CPD will be planned and implemented.</p> <p>Induction pack will have timetable of support that stretches for longer, and covers key school tasks/processes (e.g. data drops, subject leader roles)</p> <p>We will develop an induction pack for support staff (in various roles)</p> <p>There is clear focus in all subjects on the key vocabulary that children need to learn.</p> <p>Compile bank of quality planning in English and Maths.</p> <p>We will amend the way subject leaders perform pupil conferencing in order to make it as effective as possible.</p> <p>Subject leaders will analyse children's learning over units of learning in all subjects.</p>	<p>SLT will plan out a timetable for support staff CPD which has minimal impact on classroom support and is cost effective with regard to overtime.</p> <p>Support staff timetable will be planned out in order to ensure key school priorities are being shared with support staff.</p> <p>DHT to amend teacher induction pack</p> <p>SLT to write support staff induction pack</p> <p>Subject leaders to create a key vocabulary overview for their subjects showing how it builds on the previous year's key vocabulary. This is used in planning and delivery of learning.</p> <p>DHT to work with English and maths leads to determine what it would be useful to save for planning and how we can best do this on the system. Develop a standard structure for saving planning/resources so future year groups can access it easily. On an ongoing basis, DHT to help staff build this.</p> <p>Pupil Conferencing will be developed in order to effectively understand pupil's strengths and gaps and to encourage staff to teach in a way that develops deep understanding of concepts.</p> <p>Subjects leaders identify progress, and whether it is good or better, in specific units of learning.</p>	<p><u>Short Term</u></p> <p>Support staff will have a clear timetable for CPD.</p> <p>Subject leaders have created vocab expectations and progressions for their subjects.</p> <p><u>Medium Term</u></p> <p>Teacher and support staff induction packs will be updated/written for future new staff.</p> <p>All planning for units of work across the curriculum has reference to key vocab, which is linked to subject's vocab progression.</p> <p>There is a bank of planning for English and Maths ready for next year.</p> <p>Pupil conferencing is carried out in a way that better informs leaders on the retention and application of learning.</p> <p>Subject leaders have evidence of learning across units of work.</p> <p><u>Long Term</u></p> <p>Induction for new staff members is effective and based on induction packs.</p> <p>Teachers use English and Maths planning bank from previous year.</p>	<p><u>Short Term</u></p> <p><u>Medium Term</u></p> <p>Children are able to understand and use the key vocabulary linked to specific units of work effectively.</p> <p>Children make good progress over individual units of work.</p> <p><u>Long Term</u></p>