



Date	Description	Data on Pupil Asset/To be complete	ExLT Responsibilities	Tch/Subject Responsibilities	Governor Responsibilities	
Autumn 1 Data	Before 25th Sept (Phonics & Y2-6 to be completed during w/b 14th Sept 2020)	Baseline •EYFS • Phonics (2016 Paper) • Y1 (Using ELG's) • Y2 – 6 (Using Pixl Transition Package)	25th Sept 2020 Using tests to inform TA	Establish baseline % for cohorts post pandemic Plan intervention , make sure it can be delivered	Fill gaps that are evidenced pre lessons  Deliver intervention	<b>First LGB Aut 1 Key Conversations</b> Question baseline assessments and how successful are gaps are filled  Check that leaders, teachers remain ambitious to exceed NA Ask about intervention planned and rationale
Teach/Learn	Start 7 <sup>th</sup> Sept	Classroom visits <ul style="list-style-type: none"> <li>• ELT Assess learning at start of year</li> <li>• Social distance/cleaning</li> </ul>	Sept 21st	EL visit classes  Set targets for pupils/tch	Deliver timetables, curriculum and assess	Question that ELT visits evidence positive learning and safe working
	Start Sept 14 <sup>th</sup>	Attendance check <ul style="list-style-type: none"> <li>• Admin measure attendance and send letters after 3 weeks</li> </ul>	Sept 28 <sup>th</sup>	Call families, conduct informal meetings and plan support for key pupils	Tell ELT of absence concerns for vulnerable	Question attendance % on HT report  Discuss overall Management strategy including pay awards
Autumn 1	Start 1 <sup>st</sup> Oct	Performance management <ul style="list-style-type: none"> <li>• Tch Reviewing PM cycle</li> </ul>	1 <sup>st</sup> - 31 <sup>st</sup> Oct	Set class targets so there is ambition to exceed NA	Prepare SL reports/action plans for PM	Question subject leadership success in delivering KRC What are next steps ?
	Start 7 <sup>th</sup> Sept	IEP and Ed Psych requests	14 <sup>th</sup> Sept	Make sure IEP done and arrange funding/Outside agency support	Write IEP – using last year format and content	Question how EL are supporting SEN pupils needs
	w/b 16th Nov 2020	Y6 (2017 National Papers)	25th Nov 2020	Ensure completed against KS assessment conditions	Tch deliver and present results to EL at PP meeting	<b>Second LGB Aut 2 Key Conversations</b> Expect written report in HT Report LGB 2 – question compared to NA 72%

	w/b 23rd Nov 2020	<ul style="list-style-type: none"> <li>EYFS</li> <li>Y1 Phonics (2017 Paper)</li> <li>Y2 (2019 National Papers)</li> <li>Y3 – 5 (Pixl Autumn 2020)</li> <li>Y4 Times Tables</li> </ul>	2 <sup>nd</sup> Dec 2020	<p>Analyse baseline data vs NA/PA</p> <p><b>Compare to pixl and organise KS2 booster</b></p> <p><b>Organise fortnightly Y6 pupil progress through Spring to discuss gaps</b></p> <p>Agree action at PP meetings and implement</p>	Suggest action at PP meeting	<ul style="list-style-type: none"> <li>Focus on phonics HIS/SPS</li> <li>Y6 compared to NA and shadow analysis</li> <li>Maths HIS</li> <li>PP and SEN</li> </ul>
Autumn 2 Teach/Learn	Start mid Oct- Nov	Curriculum Development Meetings	Nov 20	Ensure evidence exists for CD meetings across all subjects	Call CD meeting target colleagues across schools to discuss learning/resources and look at books for quality and coverage. Invite link governor.	Expect contact before LGB2 from linked leader  Consider safety to join allocated subject and be present at meetings – use zoom
	Start mid Oct- Nov	Attendance Fast track	Nov 2020	Ensure Admin to have completed policy stages for low attendees. Identify FT and conduct meetings	Support family with frequent meet and greets Praise and phone calls	Ask how those with attendance lower than 90% are being support? How many meetings with EL? How many pupils' attendance is improving compared to last year?
	Start mid Oct- Nov	Pupil Discussion and subject dives	Nov 2020	Attend sample deep dives with subject leads across schools- maths HIS, computing SPS, History	Gather range of pupils to discuss learning – invite gobs and record quotes, views, success in recalling knowledge	Expect contact before LGB 2from linked leader
	7 <sup>th</sup> Dec	Pupil Progress meetings  Assessment across subjects onto tracker	11 <sup>th</sup> Dec	AHT/EL Ensure written evidence of accelerated progress through QLA, PA, books and next steps	Talk through pupils attainment and accelerated progress with AHT/EL	Ask about accelerated progress for pupils and impact shown over term.
Spring 1 Data	w/b 18th Jan	• Y6 (2018 National Papers)	27th Jan 2021	Analyse baseline data vs NA/PA  Compare to pixl – ensure action takes place	Tch deliver and present results to EL  Suggest action	<b>Third LGB Spr 1 Key Conversations</b>  Check that leaders, teachers remain ambitious to exceed NA Ask about intervention planned and rationale
	w/b 8 th Feb	• Y1 (Pixl Spring Assessment) • Y1 Phonics (2018 Paper) • Y3 – 5 (Pixl Spring 2021) • Y4 Times	26th Feb 2021			

Spring 1 Teach/Learn	w/b 5 <sup>th</sup> Jan	Classroom visits <ul style="list-style-type: none"> <li>• ELT Assess check environments</li> <li>• Social distance/cleaning</li> </ul>	28 <sup>th</sup> Jan	EL visit classes  Set targets for pupils/tch	Deliver timetables, curriculum and assess	Question that ELT visits evidence positive learning and safe working
	w/b 5 <sup>th</sup> Jan	Attendance check <ul style="list-style-type: none"> <li>• Admin measure attendance and send letters</li> </ul>	28 <sup>th</sup> Jan	Call families, conduct informal meetings and plan support for key pupils	Tell ELT of absence concerns for vulnerable	Question attendance % on HT report  Discuss overall Management strategy including pay awards
	w/b 1 <sup>st</sup> feb	Performance management <ul style="list-style-type: none"> <li>• Tch Reviewing PM cycle</li> </ul>	25 <sup>th</sup> Feb	Coach tch /staff to review class targets and PM targets – what needs to be done to achieve?	PM/Subject lead prepare evidence for review	Question subject leadership success in delivering KRC and quality learning What are next steps ?
	w/b 5 <sup>th</sup> Jan	Review SEN Support with Senco	28 <sup>th</sup> Jan	Make sure IEP done and arrange funding/Outside agency support	Review IEP, highlight achievements and write new smart targets	Question how EL are supporting SEN pupils needs
Spring 2 Data	w/b 15 <sup>th</sup> March	<ul style="list-style-type: none"> <li>• Y6 (2019 National Papers)</li> <li>• Y2 (2020 National Papers *2018 as a back-up of 2020 not released)</li> </ul>	24 <sup>th</sup> March 2021	Ensure completed against KS assessment conditions	Tch deliver and present results to ExL at PP meeting	<b>Fourth LGB S[pr 2 Key Conversations</b> Expect written report in HT Report LGB 2 – question compared to NA 72% <ul style="list-style-type: none"> <li>• Focus on phonics HIS/SPS</li> <li>• Y6 compared to NA and shadow analysis</li> <li>• Maths HIS</li> <li>• PP and SEN</li> </ul>
	w/b 22 <sup>nd</sup> March	<ul style="list-style-type: none"> <li>• Y1 Phonics (2019 Paper) ELG</li> <li>• Y4 Times Table</li> </ul>	26 <sup>th</sup> March 2021	Ensure completed against KS assessment conditions	Suggest action at PP meeting	
Spring 2 Teach/Learn	Start Feb -March	Curriculum Development Meetings	25 <sup>th</sup> Feb	Ensure evidence exists for CD meetings across all subjects	Call CD meeting target colleagues across schools to discuss learning/resources and look at books for quality and coverage. Invite link governor.	Expect contact before LGB2 from linked leader  Consider safety to join allocated subject and be present at meetings – use zoom
	Start Feb	Attendance Fast track	12 <sup>th</sup> feb	Ensure Admin to have completed policy stages for low attendees. Identify FT and conduct meetings	Support family with frequent meet and greets Praise and phone calls	Ask how those with attendance lower than 90% are being support? How many meetings with EL? How many pupils' attendance is improving compared to last year?
	Start Feb -March	Pupil Discussion and subject dives	5 <sup>th</sup> March	Attend sample deep dives with subject leads across schools- maths HIS, computing SPS, History	Gather range of pupils to discuss learning – invite gobs and record quotes, views, success in recalling knowledge	Expect contact before LGB 2from linked leader

	Start Feb -March	Pupil Progress meetings Assessment across subjects onto tracker	26 <sup>th</sup> March	AHT/EL Ensure written evidence of accelerated progress through QLA, PA, books and next steps	Talk through pupils attainment and accelerated progress with AHT/EL	Ask about accelerated progress for pupils and impact shown over term.
Summer data	During May	KS1 Testing	During May 2021	Ensure completed against KS assessment conditions Use KS1 and KS2 ARA 2021	Teachers follow guidance to support pupils under test conditions  All staff on board to support KS1/2 SATS and same procedures follow as previous terms	<b>Fourth LGB Summer 1 Key Conversations</b> <ul style="list-style-type: none"> <li>• How was assessment process? Strengths? Weaknesses?</li> <li>• Were statutory guidelines followed?</li> <li>•</li> </ul>
	w/c 10th May 2021	KS2 SATs (2021)	Mon 10 <sup>th</sup> – Thurs 14 <sup>th</sup> May 2021			
	w/b 31st May	• Y1 (Pixl Summer Papers) • Y3 – 5 (Pixl Summer Papers)	16th June 2021			
	w/c 7th June 2021	Y1 Phonics Test (2021) & Y2 re-takes 7 th June 2021 • EYFS End of Year • Y4 Multiplication Test	18th June 2021			
Summer teach/learn	Start Mid May- June	Curriculum Development Meetings	25 <sup>th</sup> June	Ensure evidence exists for CD meetings across all subjects	Call CD meeting target colleagues across schools to discuss learning/resources and look at books for quality and coverage. Invite link governor.	Expect contact before LGB 6 from linked leader  Consider safety to join allocated subject and be present at meetings – use zoom
	Start April	Attendance Fast track	1 <sup>st</sup> May	Ensure Admin to have completed policy stages for low attendees. Identify FT and conduct meetings	Support family with frequent meet and greets Praise and phone calls	Ask how those with attendance lower than 90% are being support? How many meetings with EL? How many pupils' attendance is improving compared to last year?
	Start Mid May- June	Pupil Discussion and subject dives	25 <sup>th</sup> June	Attend sample deep dives with subject leads across schools- maths HIS, computing SPS, History	Gather range of pupils to discuss learning – invite gobs and record quotes, views, success in recalling knowledge	Expect contact before LGB 6 from linked leader

	Start July	Pupil Progress meetings  Assessment across subjects onto tracker	13 <sup>th</sup> July	AHT/EL Ensure written evidence of accelerated progress through QLA, PA, books and next steps	Talk through pupils attainment and accelerated progress with AHT/EL	Ask about accelerated progress for pupils and impact shown over term.
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NB- classroom visits take place all the time as part of our collaborative and supportive visits. It is expected that all senior and middle leaders will support staff on a daily basis through modelling and guidance- that new staff will visit classrooms to team teach as part of their CPD.

#### Continuous Professional Development Schedule

##### Inset Days

September – 3<sup>rd</sup> Safeguarding, 4<sup>th</sup> Transition

October – RWI Spelling AM and Talk 4 Reading PM

January – Metacognition and assessment

Summer - Core subjects, Subject leadership,

Term	Priority
Autumn 1	1.Accelerated learning, gaps and therapies 2. IEPS, 3. RWI Spelling, 4. Talk for Reading 5. Share subjects
Autumn 2	1.Accelerated learning, interventions 2. Maths delivery, paired teaching 3. Computing 4. Data Review 5. SEND
Spring 1	1.Metacognition 2. Pupil progress 3. Assessment across subjects 4. Subject leadership 5. SEN 6. Data input
Spring 2	1.Metacognition 2. Pupil progress 3. Assessment across subjects 4. Subject leadership 5. SEN 6. Data input
Summer 1	1.Moderation 2. Moderation 3. Subject leadership 4. Maths 5. English 6. Assessment across subjects
Summer 2	1.Moderation 2. Moderation 3. Subject leadership 4. Maths 5. English 6. Assessment across subjects

