

Federation Development Plan

2024 – 2025

Quality of Education	Identify and sequence the essential knowledge that pupils need to know and remember across all foundation subject curriculums.	Ensure that curriculum plans are ambitious and implemented consistently in all subjects. Publish Music development plans	Use assessment across the wider curriculum with precision to effectively check what pupils have learned.	Ensure that assessment in the wider curriculum identifies gaps in prior knowledge so that subsequent learning builds on what pupils already know and remember.	Continue to develop Maths Mastery approach. Continue to develop handwriting in line with Little Wandle letter formation.
	Implement, monitor and evaluate Grammarsaurus curriculum: <ul style="list-style-type: none"> - CPD sessions for all staff - Learning walks - Book audits - Pupil conferencing 	Implement, monitor and evaluate use of small steps across the wider curriculum: <ul style="list-style-type: none"> - CPD sessions for all staff - Learning walks - Book audits - Pupil conferencing Use appropriate format for music development plan to show how subject knowledge and skills progression are taught at Filleigh School: <ul style="list-style-type: none"> - SLT meetings - Middle leaders working group 	Implement, monitor and evaluate impact of cumulative quizzes in the wider curriculum as a way of allowing middle leaders to effectively check what pupils have learned.: <ul style="list-style-type: none"> - Released time for subject leaders 	Develop use of cumulative quizzes as a way of allowing class teachers to identify gaps in knowledge and address misconceptions: <ul style="list-style-type: none"> - Staff meeting time - PPA 	Continue to develop, monitor and evaluate APED approach to mastery: <ul style="list-style-type: none"> - CPD sessions for all staff - Learning walks - Book audit - Pupil conferencing Continue to develop, monitor and evaluate whole school approach to handwriting: <ul style="list-style-type: none"> - CPD sessions for all staff - Development of progression document



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Behaviour and Attitudes	Attendance maintained at National or above Work with DCC to improve attendance where necessary.	Develop Cultural Capital by continuing to give forest schools, music, PE and trips a priority in the curriculum to give pupils a wealth of experiences, build confidence, self-esteem and experience of working in groups.	Explore and share approaches to inclusion and supporting an increasingly high level of need in some schools	Behaviour expectations are reviewed in all schools Support staff training and deployment is reviewed and adapted to meet increased behaviour challenges
	<p>Continue to monitor attendance and take prompt action:</p> <ul style="list-style-type: none"> - Parent meetings <p>HoS and admin to meet AIO (attendance inclusion officer) Kate Wilson to develop action point for PA children.</p>	<p>Continue to map out curriculum opportunities and develop a rolling program of residentials, school trips, etc. to ensure pupils are accessing a variety of enriching activities that are linked to curriculum objectives.</p>	<p>In conjunction with the SENDCo, ensure SEND provision meets the needs of learners by monitoring progress:</p> <ul style="list-style-type: none"> - Learning walks - Provision map targets - Staff meeting time 	<p>Continue to develop relational behaviour policy as a federation:</p> <ul style="list-style-type: none"> - CPD meetings with DCC inclusion team - Staff meeting time - Collaborative development of relational support plans - Learning walks - Monitoring of behaviour logs



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Personal Development	Embed EH4MH strategies to support pupils wellbeing and continue to promote positive mental health for all pupils.	Continue to provide a variety of in-school and after-school clubs
	<p>Develop PSHE offer into a wider “life curriculum” approach, using “ask-it basket” in each class, developing a rich assembly curriculum and ensuring a diverse range of texts are covered in the school’s reading spine.</p>	<p>Continue to deliver specialist PE and club provision, alternating between key stages.</p> <p>All staff members to deliver a club for at least one half term each year:</p> <ul style="list-style-type: none"> - Develop timetable to ensure a variety of subjects and age groups are catered for



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<p>Leadership and Management</p>	<p>School leaders, including those responsible for governance, check the impact of curriculum development for the wider curriculum.</p>	<p>Develop and adapt school to school support across the federation to improve standards achieved in teaching and learning and opportunities for pupils.</p>	<p>Leaders and governors to ensure that subject leaders have the expertise and knowledge to ensure the wider curriculum is implemented as intended.</p> <p>Support coordinators to be clear on expectations of their role. What is required in files, evidence of teaching and learning, monitoring evidence etc</p>	<p>Leaders and governors to strengthen staff subject knowledge, where necessary, to teach the wider curriculum effectively.</p> <p>Further develop working groups at senior and Middle leader level to monitor and improve teaching, learning and assessment in the wider curriculum.</p>	<p>Continue to support new and recently appointed Heads of School to become effective leaders</p>
	<p>Continue development cycle to further improve wider curriculum:</p> <ul style="list-style-type: none"> - Monitoring visits - SLT meetings 	<p>Continue to develop federation wide links through review cycle:</p> <ul style="list-style-type: none"> - Monitoring visits 	<p>Continue to develop subject leadership monitoring:</p> <ul style="list-style-type: none"> - Develop files (inc. checklist) - Staff meeting time - Subject leadership allocation - Learning walks - Book audits - Pupil conferencing 	<p>Continue to support the development of staff subject knowledge:</p> <ul style="list-style-type: none"> - Grammarsaurus CPD - PPA <p>Continue to develop federation wide links at a middle leadership level:</p> <ul style="list-style-type: none"> - Release time for subject leaders - Opportunities to feedback to SLT 	<p>Access support through regular SLT meetings and development conversations to meet performance management target (to become an effective Head of School).</p>



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Early Years	Continue to develop the EYFS Curriculum to meet the needs of children in each school	Develop children’s use of quality vocabulary in their speaking and writing across the curriculum – some schools to use Drawing Club Develop use of assessment to track starting points in speech and language.	Further develop links between EYFS settings across the federation to share good practice and support each other in implementing Little Wandle and curriculum development Lympstone to lead as Champion Little Wandle school and develop their role across Devon and the SW	Development of EYFS environment at Copplestone, Kilmington, Shute and Clyst Hydon.
	Further develop the EYFS curriculum to ensure prior knowledge and skills are built on within the grammarsaurus curriculum: <ul style="list-style-type: none"> - DCC EYFS briefings - Middle leader working groups - SLT meetings 	Continue to monitor and evaluate impact of Drawing Club in EYFS: <ul style="list-style-type: none"> - DCC review days - Federation review days - Learning walks - Book audits Continue to access support from SENDCo and external agencies to assess gaps in pupils language and develop appropriate provision and interventions if necessary: <ul style="list-style-type: none"> - Language link assessments - Monitor implementation of provision map 	Continue to deliver, monitor and evaluate the impact of high quality Little Wandle sessions in EYFS: <ul style="list-style-type: none"> - Learning walks - DCC/Federation reviews - Ilsham English Hub graduate events - Staff meetings All staff to continue to access support from Lympstone when appropriate: <ul style="list-style-type: none"> - Federation wide reviews - SLT meetings 	Continue to ensure the EYFS environment is safe: <ul style="list-style-type: none"> - Health and safety monitoring cycle



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SEND	<p>All tracking SEND tracking data and provision to be submitted on set dates to a central portal</p> <p>Provision Maps in evidence in all classes and regularly updated</p>	<p>Explore and share approaches to inclusion and supporting an increasingly high level of need in some schools</p> <p>Staff training and deployment is reviewed and adapted to meet increased behaviour challenges</p> <p>Develop and share good practice in relational approaches</p>	<p>Embed book look and student voice into all schools through a termly programme.</p>	<p>To develop a SENDCo support and development group across the Federation.</p> <p>Support new SENDCo's and facilitate regular Federation SENDCo meetings</p> <p>New SEN gov to meet with all SENDCo's</p>
	<p>Continue to ensure progress of SEND pupils is monitored and next steps implemented:</p> <ul style="list-style-type: none"> - ILP and Provision map cycles - SEND update staff meetings each term - Learning walks - Data analysis and pupil progress meetings 	<p>Continue to develop SEND support at Filleigh School by monitoring and evaluating the impact of provision regularly:</p> <ul style="list-style-type: none"> - SLT meetings - Weekly SEND meetings (HoS and SENDCo) - CPD and staff meetings - Staff deployment - Support from DCC inclusion team 	<p>Continue to ensure SEND pupil voices are heard:</p> <ul style="list-style-type: none"> - Pupil conferencing - SEND monitoring (inc. learning walks and book audits) 	<p>No changes to SENDCo support at Filleigh School.</p>