

2019 – 2020

TEAM Multi Academy Trust

Development Plan



Together Each
Achieves More

Life, Love and Learning to the Full

Our Vision

At TEAM, children are at the heart of everything we do. We will do our utmost to foster a love of learning and make learning fun and memorable through our approach to a creative and vibrant curriculum.

We recognise that each child is unique and celebrate the success of all.

We will promote tolerance and mutual respect as part of a global community.

We will encourage our children to learn to think for themselves, challenge and question and have confidence to shape their world. We want them to thrive and lead happy lives. Our children will have a voice.

Our Curriculum Plan

CURRICULUM INTENT:

Our aim is to provide a curriculum that raises children's personal aspirations by providing them with the skills, knowledge, understanding and vocabulary to realise their ambitions.

TEAM's curriculum is built on a foundation of skills that are practiced, and extended each year, and on knowledge and vocabulary that informs and enriches understanding. Through our 'Big Event' curriculum, all children have wide curricular experiences that broadens their horizons and deepens their learning.

The context of our curriculum for the coming year will continue to revolve around our core commitment to our teaching and learning ethos that gives a focus to active and real learning, designed to engage and motivate the children and provide enjoyable and immersive learning experiences.

CURRICULUM IMPLEMENTATION:

The learning journey is mapped out year by year, subject specific content ensures there is clear progression, consolidation and extension of skills and knowledge. We strive to teach subjects using a cross-curricular approach ensuring that learning is connected, relevant and purposeful.

Themed weeks and immersion days raise the profile of subjects and areas of learning and provides children with new experiences, as well as opportunities to enrich and deepen learning.

CURRICULUM IMPACT:

Our curriculum provision helps to create engaged, inquisitive, happy children, who work well collaboratively and independently using a broad range of skills, an improving vocabulary and academic knowledge. Children will have improved aspirations for their futures, and they will be equipped with the skills, knowledge and vocabulary that will enable them to reach these aspirations.

	Autumn Term	Spring Term	Summer Term
2019 - 2020	Digging into the Past	From Farm to Fork	We are the Champions!
2020 - 2021	The 1600s and all that!	Saving the World	Urban Masterpiece

Priority Summary	Success criteria
Leadership	<ul style="list-style-type: none"> • Heads of school and other leaders are able to articulate curriculum intent, implementation and impact of a broad and balanced curriculum • Middle leaders have the capacity and skills to monitor the work of teachers so that individual pupil progress is more rapid and teaching is consistent • Subject leaders have created a subject action plan and a progression framework for their particular subject.
SEND	<ul style="list-style-type: none"> • Early targeted intervention for children with particular needs ensures that progress is maximised.
Attainment and progress	<ul style="list-style-type: none"> • A minimum of 80% of children across TEAM make at least expected progress from their individual starting points • All children are making progress against their beginning of year baseline.
High prior attaining pupils	<ul style="list-style-type: none"> • By the end of the Year at KS2, the percentage of children exceeding the expected standard in reading, writing and maths is at least in line with the national picture. • Pupils are provided with challenge to deepen their thinking, resulting in strong progress.

	<ul style="list-style-type: none"> • Pupils demonstrate high levels of independence and the ability to contribute to their learning and that of their peers.
EYFS	<ul style="list-style-type: none"> • At least 80% of EYFS achieve good level of development at the reception year. • Children demonstrate good levels of independence across a range of curriculum activities.
PHSE/ Mental health	<ul style="list-style-type: none"> • Teachers are confidently able to plan and deliver age appropriate PHSE sessions, paying particular attention to aspects that promote positive mental health • Each school is committed to safeguarding the mental health of its staff and pupils.

MONITORING AND EVALUATION CYCLE

	Performance Management	Monitoring	Assessment	Action planning and Evaluation	Stakeholders
A U T U M N	CEO Appraisal and objective setting Heads of School reviews and target setting Teacher performance management Support staff appraisal and objectives set	School reviews Trustee visits Teacher lesson observations Learning walks Weekly and medium term planning scrutiny Book scrutiny	KS1 and 2 SATS analysis EYFSP analysis Baseline Assessments Reading age testing NFER English and Maths test (KS2) EYFS analysis Pupil progress reviews Data analysis	SIP published and implemented SIP progress review Subject leader action plan SENCo action plan SENCo Information report Safeguarding audit	Parent consultation evenings Half termly reports Board meeting
S P R I N G	Teacher mid-year review	Trustee visits Teacher lesson observations Learning walks Weekly and medium term planning scrutiny Book scrutiny	Data analysis Pupil progress reviews EYFS moderation 2 nd reading age testing English and Maths test (KS2)	SIP progress review Subject leaders' evaluation and action plan update	Parent consultation Evenings Half termly reports
S U M M E R	Support staff appraisal review Teacher end of year review	School reviews Trustee visits Teacher lesson observations Learning walks Weekly and medium term planning scrutiny Book scrutiny	Data analysis Pupil progress reviews EYFS moderation SATS, Optional Sats EYFSP Phonics check	SIP progress review New SIP drafted English and Maths subject leader question level analysis Subject leaders' evaluation	Parent, Pupil, Staff surveys completed and analysed. Annual pupils reports SATS results

What We Plan to Achieve

QUALITY OF EDUCATION			
INTENT			
<i>Aim: To design a curriculum that is planned and sequenced to allow children to develop detailed knowledge and skills in all areas.</i>		<i>Strategic Lead CEO Head of School</i>	<i>Link Trustee / Governor Sue Wells</i>
<i>Objective</i>	<i>Actions</i>	<i>Monitoring</i>	<i>Evaluation</i>
<p><i>Subject leaders can define expectations in the knowledge and skills required to progress through their subject.</i></p> <p><i>TEAM's curriculum intent and implementation are embedded securely and consistently across each school</i></p>	<ul style="list-style-type: none"> <i>Subject leaders develop progression pathways which are clearly sequenced to secure children's acquisition of age appropriate knowledge and skills.</i> <i>Curriculum/subject leaders create action plans indicating how these plans impact school improvement and end of key stage results</i> <i>Create timetable to ensure subject leads across the MAT are able to share information and monitor impact of curriculum across each setting.</i> 	<p><i>CEO and Heads of school monitor planning. Lesson observations Book scrutiny</i></p> <p><i>Discussion with key staff.</i></p> <p><i>Subject leaders monitor progression through:</i></p> <ul style="list-style-type: none"> <i>- Monitoring teacher planning</i> <i>- Discussion with</i> 	

	<ul style="list-style-type: none"> Teachers plan series of lessons which contribute well to delivering the curriculum intent, making links across subjects as appropriate. 	<p>children about their learning</p>	
<p>KEY QUESTIONS:</p> <p><i>Do our teachers have a firm and common understanding of our school's curriculum intent and what it means for their subject?</i></p> <p><i>Is the work expected of our children coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment?</i></p>			

**QUALITY OF EDUCATION
IMPLEMENTATION**

Aim:		Strategic Lead	Link Trustee / Governor
a) To ensure teachers have secure knowledge of the subjects they teach.		CEO	Sue Wells
b) To ensure children of all abilities are both challenged and supported		Heads of School	
Objective	Actions	Monitoring	Evaluation
<p>a) All subject leaders are confident in their knowledge of the subject matter being taught. Secure a culture of openness so that all staff are able to approach subject leaders / senior staff if they need support.</p> <p>b) Learning outcomes are clearly defined to ensure appropriate differentiation which challenge and support</p>	<ul style="list-style-type: none"> • Staff complete self-evaluation which will be used to plan support through coaching a targeted CPD programme either in house expertise or by an external provider. • Ensure all staff have appropriate time for preparation and research activities to enhance personal subject knowledge. • Time allocated at the end of each term for subject teams across the MAT to plan together to ensure a cross curricular approval of the topic. • Planning across all subjects shows clear differentiation showing the work given to children is significantly demanding. • Continue to focus on teaching strategies 	<p>Scrutiny of planning. Talking with children.</p> <p>Lesson observations, work scrutiny and talking to children.</p>	

<p><i>individual children. Children show a greater level of independence and resilience</i></p>	<p><i>that build on BLP principles paying particular attention to a flexible approach to presentation allowing children to make their own decisions.</i></p>		
<p>KEY QUESTIONS: <i>Do our leaders provide effective support for those teaching outside their main areas of expertise? (CPD)</i> <i>Do our teachers check children's understanding systematically, identify misconceptions accurately and provide clear, direct feedback?</i> <i>Do our children find the work set appropriately challenging and demanding?</i></p>			

**QUALITY OF EDUCATION
IMPACT**

Aim: Children of all abilities make progress from their initial starting points.

*Strategic Lead
CEO
Heads of School*

*Link Trustee /
Governor
C EM*

<i>Objective</i>	<i>Actions</i>	<i>Monitoring</i>	<i>Evaluation</i>
<p><i>To quickly address issues identified through rigorous analysis of end of year data, with particular focus given to progress data.</i></p> <p><i>To ensure attainment at key points throughout the year shows children are on track to meet expectations.</i></p> <p><i>To ensure children working at</i></p>	<ul style="list-style-type: none"> <i>• Heads of School/ English and maths subject leads complete question level analysis early in the Autumn term to identify areas which require additional time/teacher input. Any subject specific curriculum or assessment issues are addressed in subject reviews by Autumn half term. Teaching sequences/strategies adjusted according to identified needs.</i> <i>• Throughout TEAM, children are assessed in Reading, writing and maths at key points in the year: at the end of the Autumn, Spring term with SATS and optional SATS administered in May.</i> <i>• Intervention plans created for all underperforming children/groups.</i> 	<p><i>Lesson planning sequences show greater focus on identified areas.</i></p> <p><i>Pupil progress meetings</i></p>	

<p><i>greater depth are appropriately challenged to secure progress.</i></p>	<ul style="list-style-type: none"> • <i>Clear guidance from teachers, both verbal and written results in clear progression between launch task and end product.</i> • <i>Identify opportunities in planning to challenge more able children</i> • <i>More able group are given greater autonomy to develop their own lines of enquiry</i> • <i>Introduce 'Learning in Depth across TEAM schools initially with older year groups (this could be pursuing aspects of the whole school topic)</i> • <i>Involvement with external agencies e.g. Exeter University</i> • <i>Creation of cross TEAM more able groups in writing and maths.</i> • <i>Targeted support in place for children at risk of underachievement.</i> 		
<p>KEY QUESTIONS:</p> <p><i>Do our pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well?</i></p> <p><i>Do our pupils with SEN and/or disabilities achieve the best possible outcomes?</i></p> <p><i>Do our children find the work set appropriately challenging and demanding?</i></p>			

BEHAVIOUR & ATTITUDES

Aim: Children are well engaged and have a positive attitude to learning.

*Strategic Lead
CEO/ Heads of School*

*Link Trustee /
Governor
Penny Wignall*

<i>Objective</i>	<i>Actions</i>	<i>Monitoring</i>	<i>Evaluation</i>
<p><i>To ensure children's work across the curriculum is of good quality, and children take pride in their presentation.</i></p> <p><i>To ensure children are committed to their learning and know how to study effectively.</i></p>	<ul style="list-style-type: none"> <i>• INSET session (beginning of September) focusses on "Sketchbook approach" provided by Beaford Arts.</i> <i>• Introduction of "topic" journals for each child.</i> <i>• At the beginning of each year, teachers model clear expectations of presentation (non-negotiables)</i> <i>• Handwriting is taught systematically with cursive script being introduced in EYFS.</i> <i>• Continue to promote aspects of BLP so that children are resilient to setbacks, work diligently and sustain concentration and motivation.</i> 	<p><i>Scrutiny of work</i> <i>Regular book look</i> <i>Talking to children</i> <i>Learning walks</i></p> <p><i>Analysis of questionnaires eg SHEU (Schools Health Education Unit) surveys.</i></p>	

KEY QUESTIONS:

Is children's work across our curriculum consistently of a high quality? If not...why not? Is there evidence of high expectations and high quality work in books across the school?

Are our children highly motivated and persistent in the face of difficulties?

PERSONAL DEVELOPMENT

<p><i>Aim: To raise aspirations for all children of different socio, economic backgrounds and abilities.</i></p>		<p>Strategic Lead <i>Heads of School</i> <i>PHSE lead</i></p>	<p>Link <i>Trustee/Governor</i> <i>Sue Davies/ Julie Wells</i></p>
<i>Objective</i>	<i>Actions</i>	<i>Monitoring</i>	<i>Evaluation</i>
<p><i>To introduce a coherent and consistent approach to PHSE.</i></p> <p><i>To provide opportunities to engage in global and local communities.</i></p> <p><i>Provide opportunities for children to demonstrate skills beyond the academic.</i></p> <p><i>Provide and encourage children to engage in other activities.</i></p> <p><i>To secure a comprehensive transition programme between primary and secondary settings</i></p>	<ul style="list-style-type: none"> • <i>PHSE lead provides CPD for teachers from across the MAT.</i> • <i>There is a planned, timetabled, weekly session to ensure comprehensive coverage.</i> • <i>Apply for a British Council Partnership Cluster Grant</i> • <i>Participation in music and sporting events / competitions through agencies such as SMLC</i> • <i>Create Activity Passport so parents are aware of and engaged in work beyond the classroom.</i> • <i>Trust PA to contact relevant providers with view to setting up teams of secondary pupils who will engage with primary feeders through music events for example.</i> 	<p><i>As part of 'talking to children' sessions, lead trustees gather and analyse views expressed through 'pupil voice'</i></p> <p><i>H of S to monitor on a half termly basis. Questionnaire sent to parents.</i></p>	

KEY QUESTIONS:

Does our curriculum extend beyond the academic and does it provide our children with opportunities for broader development?

Is our work to enhance pupils' SMSC development of a high quality?

Does Our curriculum and the school's effective wider work support pupils to be confident, resilient and independent?

LEADERSHIP AND MANAGEMENT

<p>Aim: Leaders at all levels have a clear understanding of their roles and responsibilities for improving the learning experience and outcomes for both children and staff.</p>		<p>Strategic Lead CEO/Heads of school</p>	<p>Link Trustee Nigel Dilkes</p>
Objective	Actions	Monitoring	Evaluation
<p>Trustees will be rigorous in its challenge to check the impact of leaders' actions in improving outcomes for children.</p> <p>Heads of School ensure a rigorous whole school self - evaluation programme is maintained so they have an accurate and thorough understanding of school's strengths and areas for development.</p> <p>Develop role of subject leaders in monitoring their subjects.</p>	<ul style="list-style-type: none"> • Timetable drawn up to include: Joint lesson obs/learning walks Book look alongside subject leads/Heads of school Meetings with children Subject leads to be invited to present information at Trustees meetings • Heads of School adhere to a timetable to include: Performance management reviews Support staff appraisals Work scrutinies Pupil conferences Pupil progress meetings • Subject audits identify training needs • Access to CPD offered through Dartmoor 	<p>CEO</p> <p>Chair of Trustees to ensure visits are planned and linked with TEAM priorities.</p> <p>H of S to ensure equity in CPD provision.</p>	

<p>Support new staff to enable them to become highly effective members of TEAM</p> <p>Develop staff wellbeing programme</p>	<p>Teaching School Alliance/ Teaching Schools South West/ Babcock/ Ilsham English Hub etc.</p> <ul style="list-style-type: none"> • 'In house' support provided by subject leads and delivered through Staff meetings. This may be across schools as necessary. • Rigorous induction of new teachers supported through the attendance of Babcock and DTSA NQT events. • Induction tutor training. • Team around the teacher 'TAT' approach to secure input from appropriate staff members for NQTs and RQTs. • Time allocated for members of staff, including senior leaders, to pursue area of interest – not necessarily education based. Staff wellbeing day to be planned and timetabled to minimize disruption. 		
<p>KEY QUESTIONS:</p> <p>Do leaders focus on improving teachers' subject, pedagogical and pedagogical content knowledge in order to enhance the teaching of the curriculum?</p> <p>Do all staff feel they are listened to and do leaders show a commitment to wellbeing?</p>			

SEND

Aim: To improve awareness and understanding of the speech, language and communication needs (SLCN) of our children:		Strategic lead Kate Taylor, SLCN champions, Lucy Ratcliffe, Laura Short	Link Trustee Penny Wignall
<i>Objective</i>	<i>Actions</i>	<i>Monitoring</i>	<i>Evaluation</i>
To develop staff confidence and knowledge about SLCN.	<ul style="list-style-type: none"> • Deliver staff training session in each school. Content taken from DELP cascade training information. • Communication audit tools for individual classrooms provided in staff training. • Identify school priorities for improving in school communication. SLT to consider the communication commitment document. • Appoint a SLCN champion/team in each school. • Training for SLCN champions/team 	<p>Training dates set Training delivered</p> <p style="text-align: center;">SLT</p> <p>Champions named</p> <p>Training delivered</p>	

	<p><i>in use of identification, screening tools. (Training package purchased from Communication and Interaction Team)</i></p> <ul style="list-style-type: none"> <i>• Ongoing support through 3 network meetings, one per half term to ensure skills are embedded.</i> <i>• SLCN Champions provide point of reference and support for staff in schools</i> 	<p><i>Network meeting dates set</i></p> <p><i>Staff report increased confidence</i></p>	
<p><i>Implement screening programme to secure earlier identification of SLCN.</i></p>	<ul style="list-style-type: none"> <i>• Screening programme for all children: on entry, year 1 and again in year 3 (at Pilton Year 3 entry point) using Speech and language Link programme. Junior and Infant language Link screens expressive and receptive language Speech Link identifies development difficulties with speech sounds.</i> 	<p><i>Screening conducted with all year 1 and year three children</i></p> <p><i>Difficulties are identified</i></p>	

<p><i>Identifying clear responses to SLCN</i></p> <p><i>classroom strategies</i></p> <p><i>targeted interventions</i></p> <p><i>referral to specialist agencies when appropriate</i></p>	<ul style="list-style-type: none"> • <i>Clear routes for SLCN are identified by SENCO and SLCN champions group – route map is shared with all staff.</i> • <i>Staff conduct communication audits of their classrooms.</i> • <i>Staff have access to language link classroom resources, SLCN champions and Wigit online (symbols system to support communication)</i> • <i>Communication profiles for complex children impact on classroom practice,</i> • <i>Targeted intervention groups are delivered for those children indicated in screening</i> • <i>Referral to SALT service is made if indicated</i> 	<p><i>Routes are available, used and monitored</i></p> <p><i>Staff have used tools</i> <i>Tools available and reported as known about</i></p> <p><i>Interventions/impact monitored through progress screening</i></p> <p><i>SENCO to monitor referral rates/outcomes</i></p>	
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	<ul style="list-style-type: none"> • Children with more complex/lasting SLCN are placed on schools SEN register of need • My Plans are developed to support all SEN children including those with SLCN • Communication Profiles are developed to ensure better sharing of communication strategies for SLCN children across staff teams. 	<p>My Plans are monitored through termly TAC meetings</p> <p>Profiles are in place and visible within each school. (learning walk to check)</p>	
<p>Increase parent confidence and knowledge of speech and language development to support learning through parent workshops in our pre-school settings</p>	<ul style="list-style-type: none"> • Witheridge pre-school to develop a series of parent workshops focused on speech and language and metallization (the use of language to understand thinking in yourself and others) • Communication and Interaction Team time to support the development of Workshops • Workshops piloted at Witheridge pre-school 	<p>Workshop written</p> <p>Workshop delivered and evaluated</p> <p>Roll out to all Team schools</p>	

	<ul style="list-style-type: none">• Workshops delivered in all Team early years settings.		
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KEY QUESTIONS:

Is our curriculum successfully adapted to be ambitious and meet the needs of pupils with SEN and/or disabilities, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence?

EYFS			
Aim: a) To develop pleasure for reading across EYFS settings. b) To introduce and develop 'Planning in the moment' to deliver a meaningful and stimulating curriculum c) Develop the use of 'Numberblocks' in pre-school settings and guided maths sessions.		Strategic Lead CEO/Sophie Beattie	Link Trustee/Governor Julie Wells
<i>Objective</i>	<i>Actions</i>	<i>Monitoring</i>	<i>Evaluation</i>
a) To develop children's experiences and excitement for reading.	<ul style="list-style-type: none"> • EYFS staff to provide a well-stocked reading area, allowing children access to a wide range of reading materials. • Ensure there is time, every day, for children to be read to. • Support children to develop their own thoughts and opinions about what they have encountered. • EYFS staff to tell 'on the spot' stories to the children based on children's interests. 	SB to share 'Closing the word gap: activities for the classroom' with EYFS staff. Observations and visits of settings by Sophie Beattie and School Leaders. Meetings/ moderation and discussion within HUB meetings. Data scrutiny of cohorts to ensure good progress is being made in	

	<ul style="list-style-type: none"> • Support children to develop their story-telling through play. • Set up a vocabulary wall that is developed/ added to with the children. • Model and explain new words to the children. 	<p>Reading, Speaking and Understanding.</p>	
<p>b) To reduce time spent on current planning format and to be more child focused.</p> <p>c) To deliver 'Numberblocks' and</p>	<ul style="list-style-type: none"> • Sophie Beattie to share training to staff during HUB Meeting on 'Planning in the Moment' • Upskilling of staff to use 'planning in the moment.' • Monitoring strengths/ limitations of new planning system. • All pre-school staff to deliver 	<p>Half termly HUB meetings to be held by Sophie Beattie across the Trust settings.</p> <p>Quality of learning being provided through enriched environment and enhanced continuous provision.</p> <p>Visits across the school year by Sophie Beattie.</p> <p>Monitor and discuss the</p>	

<p><i>follow up session with pre-school children.</i></p>	<p><i>'Numberblocks' and to use the programme to stimulate children's sense of number.</i></p> <ul style="list-style-type: none"> • <i>Provide focused taught opportunities as well as exploration to enable all children to develop a love of maths. Provide achievable yet challenging next steps for pre-school children.</i> • <i>Ensure EYFS teaching staff are clear on the expectations for the end of year ELGs for Mathematics to enable quality pre-school provision in mathematics.</i> 	<p><i>development and teaching of mathematics through EYFS HUB meetings, training and support from SB.</i></p>	
<p>KEY QUESTIONS:</p> <p><i>Do our children share and co-operate well, demonstrating high levels of self-control and respect for others?</i></p> <p><i>Does our provision build on what children know and can do and is it designed to develop knowledge and skills for their future learning?</i></p>			