

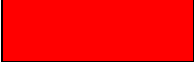



Key Area for Development: Curriculum		Inspection Area: 3 & 4	
Focus: Implementation of the new curriculum and associated assessment arrangements		Leaders: Nicola Fredrickson, Mark Thompson , Christina Hodder and Ros Brace Governors: All	

Target (Where do we want to be?)	Actions (How will we get there?)	Success criteria (How will we know?)	Resources, & training	Personnel	Monitoring and evaluation (who, how, when)	Timescales/ milestones
Implementation fully of Curriculum 2020, including updated SRE guidance and IT across the curriculum (National priority and elements left over from SDP 2019)	Once the new orders are received, all topics will be reviewed by teachers and pupils. NF to trial use of Picture News to ensure short, sharp, relevant topics. KJ to trial totally electronic planning	All topics are revised, are in line with the new orders and include pupil contributions	2 X INSET days Professional Learning Grant £6,042	MT and NF	Perusal of documentation, planning and book scrutiny. Discussion with pupil voice groups which will be reported to governors	December 2020
	An enhanced and refined way of pupil independent learning is developed to build on and extend existing good practice	Learning is led by pupils and is impacting positively on their standards	2 X INSET days	MT and NF	Perusal of documentation, planning and book scrutiny. Discussion with pupil voice groups which will be reported to governors	December 2020
	All school schemes and policies are reviewed in line with the new SRE guidance. These are shared with all stakeholders (including	All revisions are in place and have been fully consulted upon and shared	2 X ADDS sessions and leader non-contact time (£500)	MT and CH	Perusal of documentation, planning and book scrutiny. Discussion with pupil voice groups and parents which will be reported to governors	December 2020

	possibly the removal of the right of withdrawal)					
	Investigate how new technologies can be used to support other subjects (e.g. pupils find writing significant amounts takes away from the enjoyment of scientific skills)	Agreements on how new technologies can support other subjects are agreed and being consistently used	2 X ADDS sessions	MT & TS	Perusal of documentation, planning and book scrutiny. Discussion with pupil voice groups which will be reported to governors	December 2020
Develop the role of outdoor learning across the curriculum (Staff contributions to SER 4.11.19)	Agree a whole school approach to the use of the school grounds and the wider community, including revision to the zoning of yards and gardens	Full agreements have been made and are being consistently applied	1 X ADDS session	All staff	Perusal of documentation, planning and book scrutiny. Discussion with pupil voice groups which will be reported to governors	December 2020
Ensure the Bell Foundation Assessment Tool is fully embedded in everyday assessment work (Staff contributions to SER 4.11.19)	Design an assessment system which measures EAL progress and dovetails with existing assessment procedures and systems	EAL assessment is integral to whole school processes, has not increased workload and is not a 'bolt on'	Termly EAL professional network meetings	MT & RB	Perusal of assessment information. Discussion with pupil voice groups which will be reported to governors	September 2020

Research based questions linked to the area of development	Professional reading/research linked to the area of development	Input from Pupil Voice groups	Within school sharing of good practice and school to school working opportunities (Swansea Directory and beyond)
<p>Does increased pupil voice in topic work lead to increased outcomes in pupil learning?</p> <p>What do schools with delegated funding do well to ensure all EAL pupils achieve their potential and how can this be transferred to St. Helen's?</p>	<p>Bell Foundation Research documents</p>	<p>Please see all pupil voice minutes from Autumn Term 2019 as these often focus on what they want to learn and how they should do it.</p>	<p><b>Internal sharing:</b></p> <p>RB to model use of the BELL Foundation Tool</p> <p>NF to share outcomes of trialling Picture News</p> <p>KJ to share the outcomes of trialling electronic planning</p> <p><b>External practice:</b></p> <p>Visits to similar EAL schools for curriculum and assessment issues</p>

**EVALUATION:**

	Limited progress. Each aspect or many important aspects continue(s) to require attention. No effect on standards and / or quality of provision
	Satisfactory progress. Continues to require substantial attention to some important aspects. Limited effect on standards and / or quality of provision.
	Strong progress. Requires attention only to minor aspects. Positive effect on standards and / or the quality of provision
	Very good progress. Does not require any further attention to any aspect. Very good effect on the quality of provision.

<b>Term</b>	<b>Progress colour and progress level</b>	<b>Comment</b>
Spring term		<b>Staff and Governors:</b>  <b>Pupil Voice Group:</b> .
Summer term		<b>Staff and Governors:</b>  <b>Pupil Voice Group:</b>
Autumn term		<b>Staff and Governors:</b>  <b>Pupil Voice Group:</b>