

Faculty Delivery Plan 2021-2022

Faculty/Subject:

Middle Leader:

Whole school KPI/ Impact	Action/s	Staff Code/s	Monitoring/Timeline
QUALITY OF EDUCATION: INTENT			
<p>1.1 Provide robust evidence that demonstrates a shared ambitious curriculum, particularly designed to give disadvantaged and SEND the knowledge and cultural capital to succeed.</p> <p>1.2 Provide robust evidence that demonstrates the curriculum contains well-chosen demanding content sequenced coherently with previous and future years, including transition from primary school and developing skills for future employment.</p>	<ul style="list-style-type: none"> ● Review the remodeled curriculum in light of in-house CPD and subject specific CPD. ● Continue to collaborate with SEND and PP leads to reflect on curriculum decisions and collaborative QA. ● Participation in national NATRE symposium: focus on curriculum. ● Review intent document to ensure that cultural capital and R.E.A.C.H pledge are at the heart of curriculum decisions. ● Explore feeder primaries curriculums and collaborate with careers team to ensure the curriculum offer builds on existing knowledge and prepares students for the next stages of their academic lives ● Faculty time and subsequent QA specifically on the level of challenge in lessons > review and act on findings ● Pupil voice on level of challenge ● Embed use of connect to link to other subjects and relevant cultural capital concepts ● Places of worship trip diarised for November 2021 	<p>DBH RPD and NFT RPY and BHY with RPD</p>	<ul style="list-style-type: none"> ● Meet with RPY/ BHY before the end of term 1a. ● NATRE symposium term 1b ● Middle leaders meeting to discuss reach pledge and curriculum term 1b ● Target to meet with primary feeder schools in year 11 gained time term 3 ● Challenge QA term 2a ● Places of worship trip planned for November 2021
QUALITY OF EDUCATION: IMPLEMENTATION			
<p>1.4 Provide robust evidence that systematically checks understanding to identify and address misconceptions so that students learn and remember more over time (GRIT).</p> <p>1.5 Launch the Dearne whole-school reading framework and provide half-termly impact evidence to allow swift adaptation in delivery to improve outcomes.</p> <p>1.6</p>	<ul style="list-style-type: none"> ● Faulty time and subsequent QA to focus on effective questioning, reshaping misconceptions and effective feedback > review and act on findings ● Ensure skills drill and learning lockdown are embedded effectively ● Book scrutiny to focus on demonstrating how knowledge builds over time 	<p>LHS DBH RPD NFT RPY and JHN</p>	<ul style="list-style-type: none"> ● Half termly in faculty meeting SWOT analysis of reading materials used in the past half term and the half term to come. ● QA half term 1b retrieval ● QA knowledge building over time: collaborative

<p>Provide robust evidence that the curriculum meets the needs for SEND students and disadvantaged students and is implemented consistently with clear impact.</p> <p>1.8 Implement a whole school strategy to significantly and rapidly improve the quality and quantity of homework.</p>	<ul style="list-style-type: none"> • Summative assessments test knowledge over years 1, 2 and 3 respectively. • Children perform or exceed expectations in summative assessments • Reflect on reading materials provided and provide a SWOT analysis at the end of each half term • QA of how reading materials are used with students • SEND QA drop in/book scrutiny and student interviews • Setting and completion of knowledge organiser quizzes • All staff to be tracking knowledge organiser results and contacting home to support progress where appropriate • QA and analysis on homework setting and completion • Collaboration with SEND on curriculum: professional conversations and joint drop ins / student focus 		<p>QA in faculty meeting term 1b</p> <ul style="list-style-type: none"> • Analysis following summative assessments: 2a • SEND QA term 3a – update on practice since last collaboration in previous academic year •
<p>BEHAVIOUR AND ATTITUDES:</p>			
<p>2.11 Implement a 'no excuses' lateness to lessons strategy and work closely with Heads of Subject to eradicate all lateness to learning.</p>	<ul style="list-style-type: none"> • Collaborate with middle leaders (firstly in humanities) and then other middle leaders to create and trial a strategy to tackle lateness: humanities attendance report. If successful share with middle leaders across school. • All postholders to be out on corridors AM, PM and in between lessons changeovers 	<p>DCY RPD SMR SLR</p>	<ul style="list-style-type: none"> • Term 1a initial meeting with humanities leads – launch attendance report
<p>PERSONAL DEVELOPMENT:</p>			
<p>3.3 Provide robust evidence to demonstrate how SMSC is taught through the curriculum to prepare children for modern Britain and to promote confident, resilient and independent learners with real-life opportunities to contribute positively to society</p>	<ul style="list-style-type: none"> • Trial use of symbols (as with curriculum links) on teaching resources eg powerpoints • Adapt existing SMSC document to ensure it accurately evidences where the RE 	<p>KDG NFT RPD</p>	<ul style="list-style-type: none"> • Launch SMSC symbols in term 1b • Faculty time on pedagogy to support SMSC term 1b

	<p>curriculum contributes to the SMSC agenda</p> <ul style="list-style-type: none"> • Explore pedagogy that supports development of SMSC (eg debating skills and structures) in faculty time and then look to embed this in classroom practice. • 		
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<u>Faculty/Subject KPI</u>	<u>Action/s</u>	<u>Staff Code/s</u>	<u>Monitoring/ Timeline</u>
<p>1.14 Review the curriculum offer and ensure pedagogy and approach to learning is adapted to significantly improve boys' progress</p>	<ul style="list-style-type: none"> • Literature review: Boys Don't Try? / The Boy Question: How to teach boys to succeed in school / The Boy Crisis: Why are our boys struggling and what can we do about it? / Rosenshine's Principles in Practice. Each half term set pre-reading for faculty which is then discussed in a 20 minute slot about how this can influence classroom practice. Continuous professional review cycle 	<p>DBH RPD NFT</p>	<ul style="list-style-type: none"> • Anticipate one text per half term. • Begin with Boys Don't Try term 1b
<p>1.11 Create tailored subject CPD to incorporate primary pedagogy and practice into all curriculum areas.</p>	<ul style="list-style-type: none"> • Request to book in JHN to do some initial CPD and diagnostic within RE in faculty time. From there set priorities. • Use SI/ request cover to spend afternoon in feeder primary / meet postholders for 	<p>JHN RPD NFT</p>	<ul style="list-style-type: none"> • Request earlier in year but most likely 3a after year 11 leave

professional discussion. Paired activity
with another middle leader?

- Literature review in faculty time.

