


Development Plan 25/26

<p>Quality of Education</p>	<p>Introduce the new Grammasaurus DT curriculum.</p>	<p>Review the planning and delivery of the wider curriculum units, fine tune knowledge organisers and add in engaging activities.</p> <p>Subject leaders to monitor.</p> <p>Publish Music development plans.</p>	<p>Use assessment across the wider curriculum with precision to effectively check what pupils have learned.</p> <p>Ensure that assessment in the wider curriculum identifies gaps in prior knowledge so that subsequent learning builds on what pupils already know and remember.</p> <p>Develop recall of the curriculum in all subject areas.</p>	<p>Continue to develop Maths Mastery approach.</p> <p>Writing Review, Literacy working group to lead.</p>
<p>Behaviour and Attitudes</p>	<p>Attendance maintained at National or above for all groups.</p> <p>Use Attend framework where necessary and monitor regularly.</p> <p>Work with families towards good school attendance.</p>	<p>Develop Cultural Capital by providing a wealth of experiences which build confidence, self-esteem and experience of working in groups.</p> <p>Focus activities on British Values, protected characteristics and world views on religion.</p>	<p>Further develop a 'Relational Approach' based on the Devon model in all schools.</p> <div data-bbox="1249 943 1585 1257" data-label="Diagram">  </div> <p>Explore and develop new approaches to support pupils' mental health.</p>	<p>Support staff training and deployment is developed with bespoke training.</p> <p>Develop a Climate Action Plan with a focus on sustainability.</p>



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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.	Review award systems in all schools to ensure pupils have the ability to become leaders and have responsibility.	Develop emotional literacy and self-regulation – e.g. Zones of Regulation, relational practice, emotion coaching approach.
Leadership and Management	School leaders, including those responsible for governance, regularly check the impact of the curriculum on pupil attainment.	Support new and recently appointed Heads of School to become effective leaders.	Continue to support coordinators to be clear on expectations of their role. What is required in files, evidence of teaching and learning, monitoring evidence, coaching and the ability to articulate clearly about their subject.	Implement more effective communication across the Federation. Set up and develop the use of SharePoint, emails and Teams groups.
Early Years	Continue to develop the EYFS Curriculum to meet the needs of children in each school.	Ensure the effective use of purposeful continuous provision that is accessible to all pupils.	DMF Early Years Group meetings to continue to develop new ideas and best practice.	Ensure EYFS staff have training and attend briefings – conference bi-annually.