**Autumn Term**

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| Do what? | By when? | Evidence |
| Ensure the smooth induction of new staff | End of September | Staff have induction programmes and packs sharing all policies, expectations, targets and training plan. |
| Share with staff the new Safeguarding guidance (Sept 2018) and update training for all. | End of September | All staff have signed the policy and dated it to show they have read it.  All staff have had updated training. |
| Write the SEF | End of September | All staff, parents and governors have read and agree to the SEF having a clear understanding of where the school is and it’s vision – the vision relates to the SDP/staff appraisals. Have a copy on your website. |
| Implement the school improvement/development plan (SIP/SDP) and any major new initiatives and curriculum changes. Ensure all staff have contributed to action plans. Linked with data from previous year. Targets set to improve outcomes. | Mid-September | SDP is known by all staff and all have subject action plans.  Numerical targets are set higher than previous year’s outcomes. (linked to appraisal targets) |
| After SDP write a training programme for all staff:  INSETs  Staff meetings  Bespoke teacher plans  Support staff | By mid-September | INSETs and staff meeting CPD reflect the needs of the individual teachers as well as the needs shared in the SDP |
| Review the finance budget to ensure there are funds to meet the needs of the SDP and training programme | By end of September | There are funds available for the training programme listed. Budgets are listed as to where the funds are coming from. |
| Check all policies are in date and reviewed. | End of September | Any which need reviewing refer to committees and/or staff to review, such as curriculum, maths, literacy, SEN, marking etc. All out of date policies are listed and dated for review over the year. |
| Create dates:  H&S walks/fire drills  Monitoring days with leads/govs (gov learning walks)  Staff meeting yearly timetable with clear CPD focus each week which includes: moderation x3, subject updates x3, assessment reviews, dates for the year, events, vision/SDP.  Intervention menu (ELSA, Maths, ILI, SEN etc)  Workshops for parents | Beginning of September | Fire drills and H&S walks are planned but not on school calendar.  Monitoring days are planned in with Governors to assist – See Monitoring programme  Timetable of staff meetings with CPD shared for all staff – subtle invite to support staff to attend.  Clear support for teachers needing intervention for their children.  EYFS, SEN, e-safety, Reading, Maths etc. |
| Set monitoring programme:  Dates for subjects/focus  Observations  Data  Book scrutiny  Pupil interviews  Learning walk | Beginning of September | Link governors have dates in diary for year as to when they will accompany Luke on monitoring days.  Template for feedback to staff and govs set. |
| Set pupil progress dates: 1/2 termly  All children  All staff to attend  On trackness charted  Intervention programme created  Analysis impact of intervention | Beginning of September | All staff know when pupil progress dates are including support staff to attend and discuss intervention given.  All staff aware of children who are not on track and what intervention is planned.  All staff have children who are a focus group in the classroom. |
| Ensure staff are fully briefed on changes to Ofsted guidance and SIAMS new guidance. If an inspection is anticipated, start detailed preparation | New framework is shared with staff. | Staff are aware of changes. |
| Complete staff annual reviews (appraisals) and set new objectives by 31 October (or by the date set in your pay policy) | By end of October | All staff (teaching) have had an appraisal which links their targets to the SDP and subject action plans.  All Support staff have dates set for review by end of Term 1. |
| Review SATs outcomes and discuss in SLT meetings. Draw up a preliminary report to governors and hold meetings with subject leaders. | By end of September (first FGB) | All staff and Governors have had a copy of the data analysis for SATs, teacher assessments for all children, all groups, all year groups and targets for new year. (attainment and progress)  Create a parent/Ofsted review of outcomes and progress for the year for the website. |
| Create a Pupil premium strategy | By end of September | There is clear understanding of the issues arising from PP children and a strategy to address those issues. Funding is spent directly on this strategy along with events/days out etc. Post the strategy on the school website. |
| Submit October school census data | By date issued. | Ensure a member of staff is aware of how to carry out this procedure and submit the data. |
| Organise seasonal events and activities | By end of September for Autumn Term | Share dates with families and governors. |
| Revise your analysis of results in light of ASP data (usually available in late November) or equivalent data | End of November | ASP data is compared to school data and any adjustments to SDP finalised. |
| Report on standards and their implications to governors at the autumn term governors’ meeting, using data where possible | End of Autumn term | Headteacher report Governors give clear information on teaching/learning standards, feedback from monitoring and moderation, data projections (on-trackness) and any arising concerns. |
| Review the staffing structure and staffing needs for the following academic year, bearing in mind curriculum changes and changes to teachers’ pay and conditions | By end of Autumn term. | Taking in to account the budget for April 2019 consider any staff changes and share with Governors. |
| Ensure the review of the headteacher performance is completed by 31 December (or in line with your pay policy) and that the headteacher’s objectives relate to the SIP | End of Autumn term | Governors have set a date for the review and consulted with support to carry it out. |
| At the end of the autumn term, further update your SEF on the basis of your analysis of results (including data from ASP). |  |  |



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