**Spring Term**

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| Do what? | By when? | Evidence |
| Ensure the smooth induction of new staff | End of January | Staff have induction programmes and packs sharing all policies, expectations, targets and training plan. |
| Update the SEF/SART | End of January | Ensure evidence is collected for the SART in order to produce a SEF. Share with Governors and staff. |
| Review the school improvement/development plan (SIP) and any major new initiatives and curriculum changes. Rag rate where the school currently is with the targets. | Mid-January | SIP 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)  Rag rating is updated and compared to last term. |
| After SIP review address the training programme for all staff:  INSETs  Staff meetings  Bespoke teacher plans  Support staff | By mid-January | INSETs and staff meeting CPD reflect the needs of the individual teachers as well as the needs shared in the SDP  Have clear desired outcomes for all. |
| Review the finance budget to ensure there are funds to meet the needs of the SIP and training programme | By end of January | There are funds available for the training programme listed. Budgets are listed as to where the funds are coming from. Consider the effects on the month 9 report. |
| Review policies for Spring term with Governors and staff | End of January | Any that 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 All out of date policies are listed and dated for review over the term. |
| 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 January | 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 January | 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 January | 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. |
| Complete staff appraisal reviews by half term. | By end of February | 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. These must all be reviewed. |
| Review SATs predictions. Prepare any support for staff or children to take place | By end of February | All staff and Governors have had a copy of the predicted data analysis for SATs, teacher assessments for all children, all groups, all year groups and targets for new year. (attainment and progress) |
| Submit January school census data | By date issued. | Ensure a member of staff is aware of how to carry out this procedure and submit the data. |
| Deadline for admission arrangements for September 2021 | By end of February | Governors should have this information available on the website. |
| Organise seasonal events and activities | By the end of January for Spring term | Share dates with families and governors. |
| Revise your analysis of results in light of ISDN data (usually available in late November) or equivalent data | End of January | ISDN data is compared to school data and any adjustments to SDP finalised. |
| Report on standards and their implications to governors at the Spring FGB | End of Spring 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, considering possible NOR for September and plan any changes | By end of March. | Taking in to account the budget for April 2020 consider any staff changes needed for September 2020 and share with Governors. |
| Begin budget planning :-   * Review teaching staff and non-teaching staff roles, rates and full-time equivalents to build forecast staff expenditure * Review costs of resources and allocate * Decide which service level agreements (SLAs) to buy into * Review SIP and allocate funds appropriately * Review staff development costs and allocate funds * Review recruitment and retention costs * Identify projected pupil numbers * Project costs for the next 3 years | By the end of February | Ensure there is a clear understanding of costs for the forthcoming year and present this to your Finance committee. |
| Ensure the review of the Headteacher performance is completed by March (or in line with your pay policy) and that the Headteacher’s objectives still relate to the SIP | End of Spring term | Governors have set a date for the review and consulted with support to carry it out. |



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