

Key Area: Early Years

<u>Devon Moors Federation</u>	Year: 2024-25	Area of development: Early Years
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Objective	Actions	Impact	Person responsible	Budget Allocation	Monitoring	Evaluation
Continue to develop the EYFS curriculum to meet the needs of the children in each school	<ul style="list-style-type: none"> All EYFS practitioners receive high quality training. Regular face to face EYFS meetings take place across federation schools to support and enhance teachers implementation of new EYFS requirements. Update training given as required. All subject leads made aware of expectations for their subject areas through staff meetings and class visits. 	<ul style="list-style-type: none"> Improved EYFS provision. Improved EYFS outcomes 	Early years leaders	12 days release time = £2100	Heads of School	Autumn Term Ongoing through year
Further develop links between EYFS settings across the federation to share good practice and support each other in implementing Little Wandle	<ul style="list-style-type: none"> EYFS leads meet face to face each term EYFS leads share resources and ideas via a portal 	<ul style="list-style-type: none"> Improved EYFS provision Improved EYFS outcomes 	Early years leaders	£8400 annually 12 days release time = £2160	SLT Govs	Termly
Develop children's use of quality vocabulary in their speaking and writing across the curriculum.	<ul style="list-style-type: none"> Introduce Drawing Club in some schools and share good practice Provide Drawing club training Expose children to quality texts Plan for exposure to quality vocabulary Celebrate use of quality vocabulary in children's writing Teachers other adults demonstrate use of quality vocabulary 	<ul style="list-style-type: none"> Quality vocabulary is used in children's speech 	Early years leaders Literacy lead	£500 in literacy budgets	SLT Govs	Review in Spring Term
Lympstone to lead	<ul style="list-style-type: none"> Model good practice 	<ul style="list-style-type: none"> High quality phonics provision in 	Lympstone		Govs	Ongoing

Little Wandle developments	<ul style="list-style-type: none"> • Lead training days • Little Wandle Catch-up and Keep-up is used effectively for target pupils. • Parents are informed about supporting their child's reading at home. 	all schools	SLT			
Development of EYFS environment and buildings at Coplestone, Kilmington, Shute and Clyst Hydon	<ul style="list-style-type: none"> • Build new classroom extension to replace conservatory at Coplestone, • Redevelop EYFS outdoor space at Coplestone • Replace EYFS Classroom at Kilmington and redevelop outdoor space. • Improve classroom layout and outdoor learning space at Shute • Develop outdoor learning space at Clyst Hydon 	EYFS environments at Coplestone, Kilmington, Shute and Clyst Hydon improved.	SLT	£100,000+	SM Govs	Autumn and Spring Terms

- Introduce Drawing club to reception children
- Visit other EYFS settings to share good practice
- Review continuous provision planning to ensure it is purposeful
- Run a session for reception parents to ensure they are clear on little wandle expectations
- Review the EYFS wider curriculum to align with new grammarsaurus curriculum
- Attend EYFS federation meetings

Key Area: Quality of Education

<u>Devon Moors Federation</u>	Year: 2024-25	Area of development: Quality of Teaching and learning
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Objective	Actions	Impact	Personnel Involved	Budget Allocation	Monitoring	Evaluation
Identify and sequence the essential knowledge that pupils need to know and remember across all foundation subject curriculums.	<ul style="list-style-type: none"> • Review and adapt all foundation subject curriculums one at a time. • Release Hof S to work in teams. • Work in groups of same size schools to share expertise. • Produce detailed curriculum planning for each foundation subject. 	<ul style="list-style-type: none"> • Children receive a clear and structured curriculum in each foundation subject. • Children’s learning is enhanced as essential knowledge is identified and sequenced in each foundation subject. • Recall of knowledge is reinforced and embedded over time. 	SLT All teachers	Release time as needed Subscriptions to schemes, if needed	Heads of school Governors	Termly
Ensure that curriculum plans are ambitious and implemented consistently in all subjects.	<ul style="list-style-type: none"> • Ensure that curriculum plans are of a high quality for all subjects. • A consistent approach is used across different subject areas. • Schools share their approach with each other. • Knowledge organisers are consistent and vocabulary rich. • Key knowledge reflects small steps in learning • Knowledge organisers and knowledge recall approaches used effectively to aid pupils long term knowledge retention and recall. 	<ul style="list-style-type: none"> • Pupils receive an ambitious and well-planned education for all subjects. • Recall of knowledge is reinforced and embedded over time. • Work in books reflects ambitious curriculum 	Exec Heads SLT	Release time as needed Subscriptions to schemes, if needed	SLT through monitoring visits Governors through visits and Hof S reports	Termly
Use assessment across the wider	<ul style="list-style-type: none"> • Use knowledge organisers and children’s books effectively to retrieve knowledge and enhance learning. • Research different styles and approaches to 	<ul style="list-style-type: none"> • Recall of knowledge is reinforced and embedded over time. • Work in books reflects ambitious curriculum 	SLT All teachers		SLT through monitoring visits	Autumn Term

<p>curriculum with precision to effectively check what pupils have learned.</p>	<p>retrieval skills</p> <ul style="list-style-type: none"> Establish an approach that works for us. Staff meetings led by SLT Embed low stakes quizzes and a variety of other knowledge recall approaches. 	<ul style="list-style-type: none"> Knowledge organisers and knowledge recall approaches used effectively in Science, History and Geography, French, Art and DT to aid pupils long term knowledge retention and recall. Develop using these approaches in other subjects. 			<p>Governors through visits and Hof S reports</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>	<ul style="list-style-type: none"> Establish assessment tasks at the end of teaching units. Use knowledge retrieval activities regularly. Staff check assessments and ensure gaps in knowledge are addressed. 	<ul style="list-style-type: none"> Gaps in knowledge are identified and addressed effectively. Assessment takes place at the end of all units of work. Catch up activities take place. 	<p>SLT All teachers</p>		<p>SLT through monitoring visits</p>	
<p>Adopt a consistent approach to handwriting linked to Little Wandle</p>	<ul style="list-style-type: none"> EYFS and KS1 follow Little Wandle letter formation. Yr2 and KS2 adopt a handwriting scheme and follow consistently. Books are regularly shared at staff meetings. Books are moderated across schools every half term by SLT Books are moderated across schools by teachers every term. Good practice and standards shared at SLT meetings. 	<ul style="list-style-type: none"> Handwriting is based on Little Wandle approach Pupils work is presented to a consistently high standard across each school and the Federation. Handwriting is always neat and legible in all subject areas. 	<p>Heads of School Subject leads</p>	<p>Head of school and Literacy leader release time £4320 for 8 schools</p>	<p>SM SLT Governors</p>	<p>Autumn Term Spring Term Summer term</p>

<p>Implement a consistent Maths Mastery approach across all schools</p>	<ul style="list-style-type: none"> • Maths leads to meet termly and share practice • Focus on middle learners who did not achieve expected. • Tackle the question of why are maths results better in some of our schools than others and what we need to do to change that. • Share how we use White Rose Maths. • Share implementation of Maths Hub training and greater depth teaching • Share use of Nrich and Maths shed etc 	<ul style="list-style-type: none"> • Raise attainment in KS2 maths. • SATs results improve 	<p>Maths leads</p>	<p>Maths leads release time x3 days per school</p> <p>£4320 for 8 schools</p>	<p>Heads of school and governors</p>	<p>Termly</p>
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- Embed the Grammarsaurus curriculum across the school for geography, history, science, and art; implementing the differentiated skills through KS2 to ensure children are learning appropriate skills for their age within a unit.
- Devise a music curriculum that works to ensure children build on skills systematically while being taught in a 4 class year group.
- Devise a system for differentiating PE to ensure children all make progress at their own level.
- Ensure PSHE curriculum is planned to ensure children have full coverage of each topic with more sensitive subject matters being taught separately to Y34 and 56.
- Refresh MFL curriculum to ensure children have a curriculum which builds upon previous knowledge and has opportunities for revision.
- Implement consistent use of knowledge organisers and regular retrieval exercises.
- Assess at the end of each unit and address any gaps in knowledge.
- Implement more open ended problem solving activities in maths.

Key Area: Behaviour and Attitudes

<u>Devon Moors Federation</u>	Year: 2024-25	Area of development: Behaviour, Learning Behaviours and Attendance
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Objective	Actions	Impact	Person responsible	Budget Allocation	Monitoring	Evaluation
Attendance is at National or above. Implement new DCC approach to attendance	<ul style="list-style-type: none"> Meet with EWO/AIO/EKW and assess if anything else we can do. Record minutes of meeting and create action plan Remind staff about sending pupils home too soon. Send letter to parents about holidays in term time. Continue to offer rewards for 99%+ attendance. Celebrate outstanding attendance each term. Continue to engage more forcefully with persistent absentees. Continue to use EWO/AIO/EKW even more regularly Continue to monitor all groups closely at half term intervals and take action where needed. 	<ul style="list-style-type: none"> Attendance is at National or above 96.2% All groups have good attendance. 	SLT Teachers TAs Admin staff EWO	£200 administration	SM Govs	Termly report to govts for individual schools
Develop Cultural Capital by continuing to give priority in the curriculum to give pupils a wealth of experiences, build confidence, self esteem and experience of working in groups.	<ul style="list-style-type: none"> Give extra curriculum time to – Forest schools Music PE Trips that bring the curriculum to life Giving pupils real experiences through visitors and workshops 	<ul style="list-style-type: none"> Pupils have planned experiences of the world Pupils are confident when approaching new situations or problems. Pupils work well with others in pairs, small groups and teams. 	SLT	PP, PE and trip support money £70,000 across all schools		Summer Term

<p>Explore and share approaches to inclusion and supporting an increasingly high level of need in some schools</p>	<ul style="list-style-type: none"> • SENDCo group set up • Focus area for SLT group meetings • Share good practice across the Federation and Coop Trust 	<ul style="list-style-type: none"> • All schools are inclusive and children with differing needs are able to access the curriculum at an appropriate level. • SEN pupils do not dominate the school environment 	<p>All teachers SENDCo</p>	<p>SENDCo release time x3 days £540</p>	<p>SLT Govs</p>	<p>Termly review</p>
<p>Behaviour expectations are reviewed in all schools Staff training and deployment is reviewed and adapted to meet increased behaviour challenges</p>	<ul style="list-style-type: none"> • High behaviour expectations are maintained • Golden rules are reviewed, consistently implemented referred to • Staff training and updates on expectations. • Implementation and impact monitored. • Good playground systems maintained. • Equipment and activities at playtime developed and enhanced • Celebration assemblies etc highlight and reward model behaviour. • Staff training and deployment is reviewed and adapted to meet increased behaviour challenges 	<ul style="list-style-type: none"> • Expectations of children's behaviour is consistent throughout the school. Good behaviour is celebrated and rewarded by all staff, Poor behaviour is dealt with immediately and consistently high expectations are maintained. • Playtimes become even more positive with less negative incidents. 		<p>PE money for playtime equipment £500 per school</p>	<p>SM Governors</p>	<p>SLT and Gov monitoring termly</p>

- Implement new system for attendance letters and fines.
- Monitor attendance half termly
- Implement attend framework for children at risk of EBSA
- Ensure every opportunity is taken for enrichment activities including forest School, Music, PE, curriculum trips, walks on Dartmoor, off curriculum days, visitors.
- Implement golden rules system for managing behaviour
- Continue to implement a relational approach to all children with particular focus on those who have high needs

Key Area: SEND

Devon Moors Federation	Year: 2024-25	Area of development: SEND
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Objective	Actions	Impact	Personnel Involved	Budget Allocation	Monitoring	Evaluation
<p>To further develop a SENDCo support and development group across the Federation</p> <p>Support new SENDCo's and facilitate regular Federation SENDCo meetings</p>	<p>The four SENDCO's to meet at least termly.</p> <p>An agenda to be circulated.</p> <p>First meeting to take place during Autumn term 2024 and then termly.</p> <p>PP to be the point of contact, expert and support good practice.</p> <p>All SENDCo's to meet regularly with new SEND gov</p>	<p>The network of four SENDCO's will be able to share good practice.</p> <p>The sharing of good practice and ongoing communication will have a positive effect on the workload of each SENDCo.</p> <p>The support and advice will make for better outcomes for SEND children and their families.</p>	<p>PP ZI EM CS</p>	<p>Meeting time allowed for in SENDCo release time</p>	<p>HoS/ SENDCo/ SEND Governor/s</p>	
<p>All tracking SEND data and provision on set dates to a central portal</p> <p>Provision maps in evidence in all classes and regularly updated</p>	<p>Reinforce this message at staff and SLT meetings. Autumn 2024</p> <p>Heads of School have diary dates by when they expect SEND paperwork from staff to be on the individual school shared network for SENDCo to pick up. Autumn 2024</p> <p>Make sure any new members of staff have an understanding of what a provision map and an ILP are and their place within the SEND Pathway. Autumn 2024</p> <p>Ongoing monitoring by SENDCo that all schools are using and updating provision maps and ILPs.</p> <p>Provision maps and ILPs are consistently reviewed and rewritten at the agreed times.</p> <p>The target setting on both is consistent and meaningful.</p>	<p>SEND children have clearly identified outcomes and provision to support their progress in class.</p> <p>Parents are aware of the support their child receives.</p> <p>Class provision maps are created alongside ILP's by all teachers in all schools to allow for effective monitoring by HoS and SENDCo of wider SEND needs in individual classes.</p> <p>Provision Maps will be in evidence for all classes and reviewed regularly.</p> <p>To maintain the deadlines as agreed by SMT that class/school provision maps will be reviewed /renewed at the start of each term.</p> <p>Heads of School have clear dates set by which these are on staff resource folder.</p> <p>That ILP's will be reviewed /renewed at the mid-term breaks.</p>	<p>All HoS/ teaching staff/TA's and SENDCo</p>	<p>Within existing staff meeting and planning time.</p>	<p>HoS/ SENDCo/ SEND governor</p>	

		As far as it is possible that all targets will be SMART. Heads of School have clear dates set by which these are on staff resource folder. There is a clear understanding from staff about the expectations of content in both provision maps and ILPs.				
Explore and share approaches to inclusion and supporting an increasingly high level of need in some schools	<p>All schools in the federation have had access to training to support and promote positive behaviours.</p> <p>Staff training and deployment is regularly reviewed and adapted to meet increased behaviour challenges</p> <p>Start to develop and share good practice in relational approaches</p> <p>SENDCo to audit needs as identified on SEND registers in Autumn 2024</p> <p>SENDCo to audit current level of SEND training in the DMF. Autumn 2024</p> <p>Based on the audits to plan training needs for the year. Autumn 2024</p> <p>SENDCo to contact possible providers of training and look at who in federation could train others. Autumn 2024</p> <p>Twilight sessions/meeting time identified when this training may take place. Autumn 2024</p> <p>SENDCo to liaise with providers, colleagues and Heads of School to confirm dates of planned training. Ongoing</p> <p>Consider the role of the federation EP in this. Ongoing</p>	<p>SENDCo will have an up to date profile of SEND in schools and be able to identify training opportunities to support these needs.</p> <p>For all teachers and TA's(where possible) to have received up to date training in how to support children with common needs in Federation.</p> <p>A greater level of support to meet children's needs will impact on promoting positive classroom behaviour.</p>	SENDCo/ HoS/ Federation EP, external providers of training.	Meeting time/ Twilight Staff time/cover if training is delivered by other colleagues <i>External training costs not yet known.</i>	HoS/ SENDCo/ SEND governor	
Embed book look and student voice into all schools through termly programme						

- Introduce staff to concept of OAIP
- Continue to work closely with SENDCO to support children
- Ensure ILPs are focused and targeted.

Key Area: Leadership and management

<u>Devon Moors Federation</u>	Year: 2024-25	Area of development: Continue to improve the quality of leadership and management
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Objective	Actions	Impact	Person responsible	Budget Allocation	Monitoring	Evaluation
School leaders, including those responsible for governance, check the impact of curriculum development for the wider curriculum.	<ul style="list-style-type: none"> • SLT monitor wider curriculum developments and impact through termly school to school monitoring visits. • Wider curriculum development included on H of S reports to governors. • Wider Curriculum developments fed back to governors via FDP feedback. • Champion governor visits focus on the wider curriculum 	<ul style="list-style-type: none"> • Curriculum plans are ambitious and implemented consistently in all subjects. • Essential knowledge that pupils need to know and remember across all foundation subject curriculums is identified and sequenced well. • Assessment is used across the wider curriculum with precision to effectively check what pupils have learned. 	Exec Heads SLT	H of S release time	Exec Heads SLT Governors	Termly through Head of School reports and Champion governors
Develop and adapt school to school support across the federation to improve standards achieved in teaching and learning and opportunities for pupils.	<ul style="list-style-type: none"> • Schools of similar size within the Federation work together to develop their curriculums. • SLT monitoring to focus on the wider curriculum subjects. 	<ul style="list-style-type: none"> • Standards improved in teaching and learning in all wider curriculum subjects. • Curriculum plans are ambitious and implemented consistently in all subjects. • Essential knowledge that pupils need to know and remember across all foundation subject curriculums is identified and sequenced well. • Assessment is used across the wider curriculum with precision to effectively check what pupils have 	Exec Heads SLT	H of S release time for monitoring Subject lead release time for subject meetings £180 per day, per	Exec Heads SLT Governors	Termly

		learned.		subject lead		
<p>Leaders and governors to strengthen staff subject knowledge, where necessary, to teach the wider curriculum effectively.</p> <p>Further develop working groups at senior and Middle leader level to monitor and improve teaching, learning and progress Early years, Literacy, Maths, and computing.</p>	<ul style="list-style-type: none"> • Subject planning shared across the federation. • Subject expertise shared across the federation. • Subject leaders to meet in groups within the federation where necessary. • Training courses attended where necessary. <ul style="list-style-type: none"> • Exec head and Exec Head T&L to meet with middle leaders/subject to support and guide. • Regular meetings held with middle leaders/subject to set time limited targets for development. • Phonics, Early years, Reading, Maths 	<ul style="list-style-type: none"> • The wider curriculum is taught effectively in all subjects <ul style="list-style-type: none"> • Middle leaders/subject are confident in leading their subjects • Middle leaders/Subject leaders have the knowledge and skills to lead their subjects effectively and impact positively on standards 	<p>SLT</p> <p>Subject leads</p>	<p>Release days for subject leaders.</p> <p>£3600</p>	<p>SM</p>	<p>Termly</p>

<p>Leaders and governors to ensure that subject leaders have the expertise and knowledge to ensure the wider curriculum is implemented as intended.</p> <p>Support coordinators to be clear on expectations of their role</p>	<ul style="list-style-type: none"> • Subject planning shared across the federation. • Subject expertise shared across the federation. • Subject leaders to meet in groups within the federation where necessary. • Training courses attended where necessary. <ul style="list-style-type: none"> • What is required in Files • Planning and progression • Evidence of teaching and learning • Evidence of Monitoring • Displays • Photos etc 	<ul style="list-style-type: none"> • Each subject coordinators is fully aware of what is happening in their subject across the school and has evidence to demonstrate this. • Weaknesses in subject teaching and learning are picked up by subject leads and/or SLT and addressed. 	<p>SLT</p> <p>Subject leads</p>	<p>Subject leader meeting release time</p> <p>£4320</p>	<p>Heads of school</p>	<p>Termly</p>
<p>Support new Heads of School and heads that are new to the federation to become effective leaders</p>	<ul style="list-style-type: none"> • AM to continue to provide regular support at Upottery and Spreyton. • SM to continue weekly support at all federation and Management partnership schools. • Filleigh to become a focus for support 	<ul style="list-style-type: none"> • Heads of school become effective leaders. • Heads of school are well supported. 	<p>SM</p> <p>AM</p>	<p>Exec Heads time</p>	<p>Govs</p> <p>Champion govs</p>	<p>Termly visits to schools</p>

- Ensure monitoring visits are planned and actioned
- Monitor wider curriculum subjects to ensure new curriculum is embedded
- Attend curriculum leaders groups across the federation
- Develop subject leader files to ensure new curriculum documents are ready to share.
- Review displays across the school

Key Area: Personal development

<u>Devon Moors Federation</u>	Year: 2024-25	Area of development: Curriculum beyond academic, resilience, confidence and independence, Mental Health and British Values
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Objective	Actions	Impact	Person responsible	Budget Allocation	Monitoring	Evaluation
To develop positive mental health and learning strategies to support all pupils. All pupils are positively supported and successfully focused on their learning.	<ul style="list-style-type: none"> • Plan in class time to develop skills over time • Review for consistency at staff meetings • Access EH4MH training and support. • Use yoga sessions in school • Use peer massage in school • Use Mindfulness strategies in school. • Forest schools • Trips • After school clubs timetabled into the school day 	<ul style="list-style-type: none"> • All children understand how to be a successful learner at the appropriate level. • Children become more independent learners. • Children have awareness and access to a number of support strategies for positive mental health 	EH4MH leads	£200 for resources	SM Governors	End of Spring Term
To continue to use Forest schools provision to support working together and wellbeing.	<ul style="list-style-type: none"> • All children to continue to receive regular timetabled Forest School provision. • Targeted extra forest schools provision for PP and SEND children. • Plan out areas and buy resources. 	<ul style="list-style-type: none"> • To further develop Forest schools provision in all of our schools and develop the environment in which it is taught. 	Forest School leads	£7635 staffing + £2000 materials	SM	End of Spring Term
Continue to provide a variety of in school and after school clubs	<ul style="list-style-type: none"> • All teachers encouraged to run at least 1 club for a 6 week block each year. • TA's run clubs that they have an interest in • Buy in external provision where possible 	<ul style="list-style-type: none"> • A variety of clubs is provided in each school that enriches the children's experiences. 	All staff	PE Funding and non-pupil day time	SLT	End of Summer Term

- Seek opportunities for enrichment activities
- Expand the offering for after school clubs and explore the possibility of a breakfast club
- Look into offering NSPCC assemblies
- Ensure British values and themes promoting equality and diversity are explored in assemblies