



## Jerry Clay Academy Subject Leader Action Plan

<b>Subject:</b> MFL (Spanish)	<b>Leader:</b> T Palin	<b>Date:</b> October 2019
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<p><b>Target 1</b> Leadership and Management</p> <ul style="list-style-type: none"> <li>• To provide a happy, caring and secure learning environment where everyone thrives through feeling safe, confident and valued and the well-being of each and every individual is a priority.</li> <li>• To nurture children who show respect, consideration and responsibility for others and their environment at all times, both within the academy and the wider community.</li> <li>• To open minds through the delivery of a creative curriculum, encouraging independent, self-motivated and active learners.</li> <li>• To encourage and inspire all pupils to achieve their true potential academically, socially, emotionally and physically through effective inclusive practice.</li> <li>• To ensure a positive and supportive ethos permeates through all aspects of academy life ensuring we all celebrate our successes together.</li> <li>• To share our good practice across the region in order to ensure that our own practice get stronger</li> <li>• To formalise partnerships with other schools and develop into a multi-academy trust</li> </ul>	<p><b>What will success look like?</b></p> <ul style="list-style-type: none"> <li>• <i>Develop the use of the education endowment fund (EEF) research tools to ensure any initiatives introduced are proven to be high impact/low cost.</i></li> <li>• <i>Ensure trustees have a full and realistic picture of the impact of the school improvement priorities using an increased range of monitoring processes.</i></li> <li>• <i>Further develop the expertise and skills of our senior and middle leaders to secure effective succession planning</i></li> <li>• <i>Ensure senior leaders including trustees have a consistently accurate picture of pupil's attainment and progress through the increased use of external standardised tests for all year groups.</i></li> <li>• <i>To develop from being a stand-alone academy to a multi-academy trust</i></li> <li>• <i>To develop the strategic model of the English Hub to ensure it has maximum impact on all the schools we are supporting</i></li> <li>• <i>Ensure National Support work continues to be reputable and have an impact on the schools we are supporting</i></li> </ul>			
<b>Action</b>	<b>Who?</b>	<b>When?</b>	<b>Resource</b>	<b>✓</b>
Ensure Spanish is monitored using the monitoring cycle to ensure coverage	TP	Autumn onwards		
Staff CPD to encourage the involvement of reading Spanish texts in lessons.	TP	Autumn 1		
TP to review 'starting' assessment to see children's starting points.	TP	Autumn term		
Constantly review the SDP to update on Spanish developments.	TP	Autumn onwards		

**Evaluation (impact on learning and progress) (Who? How? Reported to?)**

To look at assessment data where relevant

To compare next steps with next steps from the previous yearly cycle of monitoring

Monitor teaching standards in observations/drop-ins

Monitor standards in data over the course of the year.


<p><b>Target 2</b> <b>Priority 2:</b> Quality of Education</p>	<p><b>What will success look like?</b></p> <ul style="list-style-type: none"> <li>• <i>Conduct a subject review of MFL, RE, DT</i></li> <li>• <i>Ensure we increase the % of pupils achieving greater depth in reading</i></li> <li>• <i>Improve the progress measure in reading for both boys and girls in all year groups, particularly focusing on reading in key stage 2</i></li> <li>• <i>Ensure all PP children meet ARE</i></li> <li>• <i>Continue with Curriculum review meetings with the Curriculum leader</i></li> <li>• <i>Continue with the termly foundation subjects' reviews to ensure the curriculum subjects are being taught in a coherent and ambitious way.</i></li> <li>• <i>To ensure the new sex and relationships guidance is integrated into our curriculum coverage</i></li> <li>• <i>To ensure vocabulary domains are integrated into every subject across our curriculum and is progressive for year groups</i></li> </ul>			
<b>Action</b>	<b>Who?</b>	<b>When?</b>	<b>Resource</b>	✓
Launch the Spanish curriculum and model Spanish lessons to staff in staff meeting.	TP lead	Autumn 1		
Spanish Day to be planned to raise awareness and aspirations in Spanish in school.	All staff	Autumn 1		
Develop an assessment process for MFL to compare start point and end point in each year group.	TP	Autumn term onwards		
Ensure that a Spanish library is established so that children can read. This will include bi-lingual books.	TP/Staff	Autumn 1 onwards	Cost of Spanish books	
To monitor planning of staff on the school's shared area.	TP	Spring 2		
To moderate books (KS2)	TP	Spring 2		
Pupil voice to assess enjoyment in the subject	TP	Autumn 1		
Lesson observation of a member of staff	TP	Autumn 2/Spring 1		
Display Monitoring	TP	Summer 1		
To develop the science curriculum to ensure coverage across all year groups. Lessons should all	TP	Autumn 1 onwards		

be engaging for children and should involve practical science.				
Develop an assessment process for MFL to compare start point and end point in each year group.	TP	Spring term onwards		
Feedback given to governors at end of year meeting.	TP	Summer 2		
Research good practice and visit schools for inspiration where necessary.	TP/staff	Autumn 1 onwards		
Share good practice where needed in Spanish.	TP	Autumn 1 onwards		
Ensure that the school's website is updated to show good practice in Spanish.	TP	Autumn 1 onwards		
Ensure that Spanish is heightened on Twitter to share good practice. #JCASpanish	TP	Autumn 1 onwards		

**Evaluation (impact on learning and progress) (Who? How? Reported to?)**

To look at assessment data (Using new pro-forma)  
 To compare next steps with next steps from the previous yearly cycle  
 Monitor teaching standards in observations/drop-ins  
 Monitor standards in data over the course of the year.

<p><b>Target 3</b>          Behaviour and Attitudes</p> <ul style="list-style-type: none"> <li>To provide a happy, caring and secure learning environment where everyone thrives through feeling safe, confident and valued and the well-being of each and every individual is a priority.</li> <li>To nurture children who show respect, consideration and responsibility for others and their environment at all times, both within the Academy and the wider community.</li> </ul>	<p><b>What will success look like?</b></p> <ul style="list-style-type: none"> <li><i>Continue to increase the independence of our pupils by further reinforcing AFL methods and critiquing</i></li> <li><i>Improve the attendance of a small minority of our pupils</i></li> <li><i>Ensure all our pupils are staying safe online both at home and school</i></li> </ul>			
<p><b>Action</b></p>	<p><b>Who?</b></p>	<p><b>When?</b></p>	<p><b>Resource</b></p>	<p>✓</p>
<p>Pupil Voice</p>	<p>TP</p>	<p>Autumn term</p>		
<p><b>Evaluation (impact on learning and progress) (Who? How? Reported to?)</b></p>				

<b>Target 4</b> <b>Priority 4:</b> Personal Development	<b>What will success look like?</b> <ul style="list-style-type: none"> <li>• <i>Ensure the mental health of our pupils is a high priority for all staff</i></li> <li>• <i>Ensure all our pupils are aware of how to keep physically healthy</i></li> <li>• <i>Ensure all pupils are given opportunities to discover new talents and interests</i></li> <li>• <i>Ensure all our children are well prepared for their next steps</i></li> <li>• <i>Ensure our pupils know what it means to be a good citizen</i></li> </ul>			
<b>Action</b>	<b>Who?</b>	<b>When?</b>	<b>Resource</b>	
After school club in Spanish	TP	Autumn term (to start in Spring)	Subsidise cost for some children (PP)	
<b>Evaluation (impact on learning and progress) (Who? How? Reported to?)</b> Feedback from other schools.				