



Jerry Clay Academy Subject Leader Action Plan

Subject: R.E.	Leader: L Brook	Date: November 2020
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<p>Target 1 Priority 1: Leadership and management</p> <ul style="list-style-type: none"> Ensure leaders are developed as much as possible, professionally to carry out their role to the best that they can Performance Management processes ensures that all individuals are as reflective as possible in developing their roles and driven on their professional paths Subject leaders develop further with their subject knowledge so that they become subject specialists Professional development is mapped for the whole year with individualised career plans developed 	<p>What will success look like?</p> <ul style="list-style-type: none"> Continue to develop an ethos of excellence where everyone strives to be the best they can be, both adults and children All adults & children live by our JCA Learner Traits in the way in which they model to both themselves and others and to ensure a positive and supportive ethos permeates through all aspects of academy life ensuring we all celebrate our successes together. To develop the intrinsic motivation of leaders at all levels so that everyone feels that they are on a personal journey of development, as well as collectively towards the excellence for all of the academy Reflectiveness of leaders at all levels so that all members of staff have a deeper understanding of their strengths (utilizing these) and their development areas (understand their path to improvement). Professional development is mapped for the whole year and individual staff have personal journeys mapped out to support their professional journey Subject leadership is heightened even more so that Subject Leads become absolute specialists in their subjects 			
Action	Who?	When?	Resource	✓
Continue to monitor progression of work throughout Autumn 2	Camera			
Monitor planning across year groups- monitor MTP and weekly planning (Smartboards).	LB	Termly		
Ensure planning is following guidance of knowledge organisers. This will support teachers with knowledge, retrieval and lesson sequencing.	LB	Autumn 1 onwards. Each term will need some monitoring.		
Book scrutiny	LB	Autumn 1 onward	Year group Science books	
Whole school staff training Use monitoring cycle evidence to identify gaps in knowledge and where further developments are needed across the school	LB	Spring 2		
Evaluation (impact on learning and progress) (Who? How? Reported to?)				

<p>Target 2 Quality of Education</p> <ul style="list-style-type: none"> • Develop our cultural capital offer - reflect on what we do, refine and introduce the 'Pupil JCA Enrichment Journey' • Further develop assessment methods for all subjects, including improving retrieval practices • Develop the subject knowledge of all our Subject Leaders • Ensure we are constantly reviewing our full curriculum & ensuring cohesion of application from one subject to another • Development of Teaching and Learning in all subjects with a particular focus on developing effective retrieval practices (Knowing more, remembering more and being able to do more) 	<p>What will success look like?</p> <ul style="list-style-type: none"> • Conduct a subject review of RE • Improve the progress measure in reading for both boys and girls in all year groups, particularly focusing on reading in key stage 2 • Ensure all PP children meet ARE • Continue with Curriculum review meetings with the Curriculum leader • Continue with the termly foundation subjects' reviews to ensure the curriculum subjects are being taught in a coherent and ambitious way. • To ensure the new sex and relationships guidance is integrated into our curriculum coverage • To ensure vocabulary domains are integrated into every subject across our curriculum and is progressive for year groups 			
Action	Who?	When?	Resource	✓
Establish RE experiences into the JCA Pupil Passport.	LB	Autumn 2		
Use the Values calendar to heighten different religious festivals across the school.	LB	Autumn 2 onwards		
To monitor planning of staff on the school's shared area.	LB	Spring 2		
To moderate books (KS2) in staff meeting with all staff	LB	Spring 2		
Pupil voice to assess enjoyment in the subject	LB	Autumn 2		
Lesson observation of a member of staff	LB	Summer 1		
Display Monitoring	LB	Summer 1		
To develop the RE curriculum to ensure coverage across all year groups with engaging lessons	LB	Autumn 2 onwards		
Ensure that Knowledge Organisers are used for each year group to plan key vocabulary/key learning	LB	Spring onwards		
Share good practice where needed in RE (including Twitter).	LB	Autumn 2 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 RE (including Twitter).	TP	Autumn 1 onwards		
<p>Evaluation (impact on learning and progress) (Who? How? Reported to?)</p>				

<p>Target 3 Behaviour and Attitudes</p> <ul style="list-style-type: none"> Continue to increase the independence of our pupils by further reinforcing AFL/ retrieval methods and critiquing Improve the attendance of a small minority of our pupils Ensure all our pupils are staying safe online both at home and school 	<p>What will success look like?</p> <ul style="list-style-type: none"> 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. Nurture children who show respect, consideration and responsibility for others and their environment at all times, both within the Academy and the wider community. 			
<p>Action</p>	<p>Who?</p>	<p>When?</p>	<p>Resource</p>	<p>✓</p>
<p>Continue to ensure that teachers are using AFL (formative assessment) to plan and adapt lessons, as necessary. Ensure teachers are using lesson sequence and retrieval, as well as others, to enable them to do this.</p>	<p>LB</p>	<p>Drop in through staff meetings (coordinator messages) and feedback through coordinator time)</p> <p>Ongoing</p>		
<p>Continue to share good examples of critiquing</p>	<p>LB</p>	<p>Thorough planning and staff meetings</p> <p>Ongoing</p>		
<p>Evaluation (impact on learning and progress) (Who? How? Reported to?)</p>				

<p>Target 4 Personal development</p> <ul style="list-style-type: none"> • Ensure the mental health of our pupils is a high priority for all staff • Ensure all our pupils are aware of how to keep physically healthy • Ensure all pupils are given opportunities to discover new talents and interests • Ensure all our children are well prepared for their next steps • Ensure our pupils know what it means to be a good citizen 	<p>What will success look like?</p> <ul style="list-style-type: none"> • Redevelop the JCA values in the entrance of the school to reinforce the pivotal role that they play to our whole curriculum. Children know the importance of RE and know careers possible. They understand how it helps them learn about the world. • Ensure that RE is linked well to real life and embedded in the curriculum. • Strengthen links within the community – make links with visitors into school. 			
<p>Action</p>	<p>Who?</p>	<p>When?</p>	<p>Resource</p>	<p>✓</p>
<p>Ensure children understand how RE can inform them into their everyday life – understanding of other cultures/festivals etc.</p>	<p>LB</p>	<p>Autumn 2 and onwards</p>	<p>Knowledge organisers</p>	
<p>Heighten RE on Twitter</p>	<p>LB/Staff</p>	<p>Autumn 2 onwards</p>		
<p>Evaluation (impact on learning and progress) (Who? How? Reported to?)</p>				