



## Jerry Clay Academy Subject Leader Action Plan

<b>Subject:</b> MFL (Spanish)	<b>Leader:</b> T Palin	<b>Date:</b> November 2020
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<p><b>Target 1</b> Leadership and Management</p> <ul style="list-style-type: none"> <li>Ensure leaders are developed as much as possible, professionally to carry out their role to the best that they can</li> <li>Performance Management processes ensures that all individuals are as reflective as possible in developing their roles and driven on their professional paths</li> <li>Subject leaders develop further with their subject knowledge so that they become subject specialists</li> <li>Professional development is mapped for the whole year with individualised career plans developed</li> <li>A well-being charter is developed for all staff to ensure that all staff continue to feel fully supported both personally and professionally</li> </ul>	<p><b>What will success look like?</b></p> <ul style="list-style-type: none"> <li>Continue to develop an ethos of excellence where everyone strives to be the best they can be, both adults and children</li> <li>All adults &amp; 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.</li> <li>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</li> <li>Reflectiveness of leaders at all levels so that all members of staff have a deeper understanding of their strengths (utilising these) and their development areas (understand their path to improvement).</li> <li>Professional development is mapped for the whole year and individual staff have personal journeys mapped out to support their professional journey</li> <li>Subject leadership is heightened even more so that Subject Leads become absolute specialists in their subjects</li> <li>A well-being charter is clearly developed for the academic year and the levels of support that all staff can get to support them on their personal and professional journey</li> <li>To continue to share our good practice across the region in order to ensure that our own practice gets stronger. Development of the JCA package for professional development complements the work which we do for the Jerry Clay English Hub</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		

TP to review 'starting' assessment to see children's starting points.	TP	Autumn term		
Subject Leader to attend MFL Coordinator termly meetings ran by the LA	TP	Autumn, Spring, Summer	Cost of individual meetings.	
Use knowledge organisers to ensure coverage from each class and each year group.	TP	Autumn onwards		
Utilise time within the professional CPD calendar to ensure that staff are updated on necessary information following on from co-ordinator time.	TP	Autumn onwards		
Establish and maintain the Spanish twitter account (JCA_Spanish) to share and research the best practice.	TP	Autumn onwards		
As curriculum lead and MFL lead, document the steps taken in the subject in-line with the other co-ordinator meetings.	TP	Autumn onwards (Termly)		
<p><b>Evaluation (impact on learning and progress) (Who? How? Reported to?)</b></p> <p>To look at assessment data where relevant</p> <p>To compare next steps with next steps from the previous yearly cycle of monitoring</p> <p>Monitor teaching standards in observations/drop-ins</p> <p>Monitor standards in data over the course of the year.</p>				

<p><b>Target 2</b></p> <p>Quality of Education</p> <ul style="list-style-type: none"> <li>• Develop our cultural capital offer - reflect on what we do, refine and introduce the 'Pupil JCA Enrichment Journey'</li> <li>• Develop Reading further across the whole school</li> <li>• Further develop assessment methods for all subjects, including improving retrieval practices</li> <li>• Develop the subject knowledge of all our Subject Leaders</li> </ul>	<p><b>What will success look like?</b></p> <ul style="list-style-type: none"> <li>• <i>Conduct a subject review of MFL</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> </ul>
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- 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)

- *To ensure vocabulary domains are integrated into every subject across our curriculum and is progressive for year groups*

<b>Action</b>	<b>Who?</b>	<b>When?</b>	<b>Resource</b>	<b>✓</b>
Establish MFL into the JCA Pupil Passport.	TP lead	Autumn 1		
Use the Values calendar to heighten languages across the school.	TP lead	Autumn 1 onwards		
Spanish books to continue to be used to heighten expectations (KS2)	TP order	Autumn 1		
Update the curriculum library to add relevant MFL books.	All staff	Autumn 1		
Develop an assessment process for MFL to compare start point and end point in each year group.	TP	Summer term onwards		
Ensure that Spanish retrieval practices are shared with staff so that retrieval is also effective in MFL.	TP/Staff	Autumn 1 onwards		
To monitor planning of staff on the school's shared area.	TP	Spring 2		
To moderate books (KS2) in staff meeting with all staff	TP	Spring 2		
Pupil voice to assess enjoyment in the subject	TP	Autumn 1		
Lesson observation of a member of staff	TP	Summer 1		
Display Monitoring	TP	Summer 1		
To develop the Spanish curriculum to ensure coverage across all year groups. Lessons should	TP	Autumn 1 onwards		

all be engaging for children and should involve speaking, listening, reading and writing.				
Ensure that Knowledge Organisers are used for each year group to plan key vocabulary/key learning	TP	Spring 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 (including Twitter).	TP	Autumn 1 onwards		
Ensure that the school's website is updated to show good practice in Spanish.	TP	Autumn 1 onwards		
<p><b>Evaluation (impact on learning and progress) (Who? How? Reported to?)</b></p> <p>To look at assessment data (Using new pro-forma)</p> <p>To compare next steps with next steps from the previous yearly cycle</p> <p>Monitor teaching standards in observations/drop-ins</p> <p>Monitor standards in data over the course of the year.</p>				

<p><b>Target 3</b></p> <p>Behaviour and Attitudes</p> <ul style="list-style-type: none"> <li>Continue to increase the independence of our pupils by further reinforcing AFL/ retrieval methods and critiquing</li> <li>Improve the attendance of a small minority of our pupils</li> </ul>	<p><b>What will success look like?</b></p> <p>-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.</p> <p>-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>
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<ul style="list-style-type: none"> <li>Ensure all our pupils are staying safe online both at home and school</li> </ul>				
<b>Action</b>	<b>Who?</b>	<b>When?</b>	<b>Resource</b>	<b>✓</b>
Pupil Voice	TP	Autumn term		
Develop AFL techniques	TP	Autumn term onwards		
<b>Evaluation (impact on learning and progress) (Who? How? Reported to?)</b>				

<p><b>Target 4</b> <b>Priority 4:</b> Personal Development</p> <ul style="list-style-type: none"> <li>Ensure the mental health of our pupils is a high priority for all staff</li> <li>Ensure all our pupils are aware of how to keep physically healthy</li> <li>Ensure all pupils are given opportunities to discover new talents and interests</li> <li>Ensure all our children are well prepared for their next steps</li> <li>Ensure our pupils know what it means to be a good citizen</li> </ul>	<p><b>What will success look like?</b></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 encourage and inspire all pupils to achieve their true potential academically, socially, emotionally and physically through effective inclusive practice.</li> <li></li> </ul>			
<b>Action</b>	<b>Who?</b>	<b>When?</b>	<b>Resource</b>	<b>✓</b>
After school club in Spanish (Assess due to COVID)	TP	Autumn term (to start in Spring)	Subsidise cost for some children (PP)	
Work alongside relevant Junior Leader so that Spanish is heightened from their point of view.	TP	Autumn onwards		
<b>Evaluation (impact on learning and progress) (Who? How? Reported to?)</b>				

Feedback from other schools.