



Jerry Clay Academy Subject Leader Action Plan

Subject: PSHCE

Leader: N BURROWS

Date: November 2020

Target 1

Leadership and Management

- 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 (utilising 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
- 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
- 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

What will success look like?

- Ensure all 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.
- A well-being charter is developed for all staff to ensure that all staff continue to feel fully supported both personally and professionally.

<p>for professional development complements the work which we do for the Jerry Clay English Hub</p> <ul style="list-style-type: none"> To formalise partnerships with other schools and potentially develop into a multi-academy trust 				
Action	Who?	When?	Resource	✓
Presentation to staff to develop a consistent approach of teaching the PSHCE curriculum and to highlight expectations and coverage in KS1 and 2 against the new scheme of work.	NB	October 2020	TEAMs	
Set up a subject twitter account to share excellent examples of PSHCE learning across JCA and share good practice and ideas Nationally.	NB	November 2020	Twitter	
Lead staff on Antibullying and Children's Mental Health weeks in School.	NB	Autumn 2 and Spring 1	Place2be Oak National Academy	
Link with the Junior Leadership Team to encapsulate the JCA Learner Traits and heighten PSHCE in the Academy.	NB	Spring and Summer	JLT including Head of Mental Health.	
Evaluation (impact on learning and progress) (Who? How? Reported to?)				

<p>Target 2 Priority 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'. Develop Reading further across the whole school. Further develop assessment methods for all subjects, including improving retrieval practices. Develop the subject knowledge of all our Subject Leaders. 	<p>What will success look like?</p> <ul style="list-style-type: none"> Further develop assessment methods for all subjects, including improving retrieval practices. Subject Leads to monitor impact across their subject. To ensure the new SRE guidance is integrated into the curriculum. Teaching sequences developed and presented by all Subject Leaders. Retrieval practices developed across the curriculum.
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<ul style="list-style-type: none"> • 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). 				
Action	Who?	When?	Resource	✓
<p>Long- and medium-term plans clarified and shared with all staff. Teachers confident with resources available to develop effective short-term plans. PSHCE/SRE curriculum being delivered across all year groups. Parents meeting to share the newly revised curriculum before roll-out in autumn 2021.</p>	NB and TP	Spring / Summer	TEAMs SRE guidance and materials. Guidance and Parents letter/information.	
<p>Develop teaching sequences on the effective teaching and assessment of PSHCE. Monitor the impact of retrieval practices across the PSHCE curriculum.</p>	NB	Summer	Retrieval methods	
Evaluation (impact on learning and progress) (Who? How? Reported to?)				

<p>Target 3 Behaviour and Attitudes</p> <ul style="list-style-type: none"> • 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. • To nurture children who show respect, consideration and responsibility for others and 	<p>What will success look like?</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.
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their environment, at all times, both within the Academy and the wider community.				
Action	Who?	When?	Resource	✓
To access and review Lloyds banking group safeguarding resources for each year group with the ICT Lead.	NB and AM	Spring / Summer	Safeguarding resources online.	
Develop the Curriculum Library book to show ARE for each year group and AFL/retrieval methods and critiquing.	NB	Spring / Summer	Retrieval methods	
Evaluation (impact on learning and progress) (Who? How? Reported to?)				

<p>Target 4 Priority 4: Personal Development</p> <ul style="list-style-type: none"> • <i>Ensure the mental health of our pupils is a high priority for all staff.</i> • <i>Ensure all our pupils are aware of how to keep physically healthy.</i> • <i>Ensure all pupils are given opportunities to discover new talents and interests.</i> • <i>Ensure all our children are well prepared for their next steps.</i> • <i>Ensure our pupils know what it means to be a good citizen.</i> 	<p>What will success look like?</p> <ul style="list-style-type: none"> • Children have lessons taught on anti-racism through an enhanced PSE curriculum. • Ensure the PSE curriculum is firmly in everyone's timetable and that additional time has been planned in for relaxation/ well-being time. • Build in antiracism sessions across the whole school which complements our PSE curriculum. • Short courses for mental health and well-being delivered to parents throughout the year. • Effective reconnection of JCA learner traits to the whole curriculum. 			
Action	Who?	When?	Resource	✓
Monitor the coverage of PHSCE / Wise Time using medium and short-term planning, displays, talking floor books, pupil voice, lesson observation and Wise Time evidence books.	NB and TP	Ongoing		

Ensure mindfulness and relaxation techniques are practiced regularly in each class to support mental health and well-being.	NB	Ongoing		
Redevelop the JCA values in the entrance of the school to reinforce the pivotal role that they play to our whole curriculum.	NB	Ongoing		
Liaise with the Mental health ambassador and support the appointed Mental Health Junior Leader in School.	NB	Ongoing		
Evaluation (impact on learning and progress) (Who? How? Reported to?)				