



Greenside School
Learning Achieving Together

Development Plan 2022 - 2025

Introduction

The Greenside School Improvement Plan is structured around key aspects for school development:

- 1. Planning / Assessment**
- 2. Curriculum / Teaching and Learning**
- 3. Communication (Including Augmentative and Alternative Communication (AAC))**
- 4. Leadership / Wellbeing**

The judgments of external partners (OFSTED; Challenge Partners; Hertfordshire School Improvement Partner (HIP)) inform the school's self-evaluation process.

The improvement plan is a working document. It is a valuable tool to enabling the school to reflect its values and achieve its intent.

The Improvement plan is updated regularly and presented to governors each term.

Our Vision: *Empower, enable and equip each learner for a meaningful, happy fulfilling life beyond school*

Our Values: *Creativity Respect Collaboration*

Our Intent: *Greenside to be:*

- *An enquiry informed school*
- *A school that has a responsive and engaging curriculum for all*
- *A place where every learner is heard*
- *An environment focussed on wellbeing*

We want our learners to:

- *Develop independence to the best of their ability, have a sense of personal responsibility for themselves and their actions and to be mindful of the needs of others.*
- *Be excited about learning.*
- *Be happy and confident people through a focus on developing their communication and social skills.*
- *Know how to find support and be able to make safe relationships.*

To achieve our vision we will:

- *Value each learner as an individual and develop their sense of personal identity and worth.*
- *Encourage our learners to become effective communicators.*
- *Promote an ethos of respect for all by respecting each other at all times.*
- *Provide excellent standards in teaching and learning based on sound assessments and high expectations.*
- *Encourage learners to take controlled and monitored risks so that they experience success and satisfaction.*
- *Develop personal and social skills through opportunities to be independent and creative.*
- *Coordinate a personalised package of education, therapy and care for each individual.*
- *Celebrate every success informally and through established systems.*
- *Enable our learners feel safe and secure*
- *Provide a highly personalised curriculum with the learner at the centre.*
- *Develop skills and understanding based on 4 key areas My Communication, My Thinking, My Well-being, and My Body.*
- *Be responsive to and build upon individual strengths and interests of each learner*
- *Provide engaging and creative learning experiences based on a rolling programme of themes, contexts, and subjects.*

We believe in: *Learning Achieving Together*

1. Judgements of External Partners

External Partner	Area for development / Even Better If	Relevant school Improvement Plan objective 2022 / 23
Ofsted <i>"The school continues to be good" - h January 2020</i>	The system for identifying learners' small steps in learning is not used consistently by all teachers. This means that learners do not have access to the range of subjects in the curriculum. Leaders need to ensure that all staff are developed and trained appropriately so that planning for small steps of progress is consistent for all subjects	1.1 1.2 1.3 4.4
	The curriculum is not well planned and sequenced for every subject. Teachers do not know how to plan activities in a logical order to support learners' progress. Senior leaders must ensure that curriculum leaders receive the support and training so that all subjects have well-chosen content. Each subject plan must show the sequence of learning so that teachers identify what each learner needs to know to make good progress.	2.1 2.3 2.4 1.4 3.1
School Improvement Partner (HIP) Richard Hill <i>"Overall, teaching was good and appeared to have a positive impact on the vast majority of pupils."</i> <i>June 2022</i>	The Headteacher to review leadership needs of the school to enable accelerated progress towards the next Ofsted inspection	4.1 4.2 4.3 4.4
	Leaders review school's curriculum documentation to ensure they communicate vision, aims and intent effectively	4.1 4.2 4.3 4.4
	Leaders evaluate EHCP targets in relation to the curriculum and pupil learning needs	1.2 2.3 3.2
	Performance management and CPD focus on improving quality of teaching	4.4 3.3 2.2
	Leaders at all levels require further training in monitoring, evaluation and action planning	4.1 4.2 4.3 3.4

Greenside Improvement Plan – Our Vision

1. Planning and Assessment

Greenside is an enquiry informed school. Staff reflect on the learner's needs and abilities. They use formative assessment to inform planning. Each member of the class team understands and is able to build on the strengths and interests of each learner, they are sensitive to the learner's emotional needs.

Personised planning enables high levels of engagement, enjoyment, progression and achievement.

Class team members use assessment to plan and shape future lessons. Class leads update and use EHCP outcomes to plan, share and undertake an analysis of progress.

2. Curriculum / Teaching and Learning

Greenside has a responsive and engaging curriculum for all. The school provides a personalised curriculum which focuses on skills and understanding in key areas of communication; physical; cognition; wellbeing.

Learning pathways enable structured learning opportunities, through a programme of themes, context and subjects.

Teaching is creative and inspiring. Each member of the class team enables learners to engage and be as independent in all tasks as possible. There is sense of purpose and fun.

3. Communication

At Greenside every learner has a voice.

We enable each learner to use / understand an appropriate form of communication to share their desires, emotions, wishes and needs.

Specialists lead and support the use of Augmentative and Alternative Communication (AAC), ensuring effective use of sign, symbols, object cues and innovative use of new technology.

4. Leadership / Wellbeing

School leaders enable an environment that is focused on wellbeing, where everyone feels valued, respected and listened to. Leaders ensure that Greenside is outward looking, positive, optimistic and solution focused. They recognise that everyone at Greenside is a learner and potential leader. Leaders enable high quality opportunities for learning, ensuring enjoyment, fulfilment and inclusive practice, as part of the wider community.

High quality performance management and continuous professional development opportunities enable improvement and career progression.

Greenside School Improvement Plan – Year One Targets 2022 / 2023

1. Planning and Assessment	2. Curriculum / Teaching and Learning	3. Communication	4. Leadership / Wellbeing
1.1 Implement whole school guidance for planning and review, to ensure clear / shared learning goals; high quality practice; engagement and progress.	2.1 The curriculum is well planned and sequenced ensuring that the vision and intent is effectively communicated.	3.1 All class staff to use signing and visuals to communicate, being proactive and effective in ensuring that each learner is able to make their needs and views known.	4.1 New leadership structure is effective, roles are understood, enabling consistency whilst ensuring flexibility and creativity. Role of Upper Scale teachers developed, leading subject teams in priority areas.
1.2 EHCP outcomes inform specific targets to develop skill / knowledge / understanding.	2.2. Raise the profile of literacy, for <u>every</u> learner to have the opportunity to read every day – ensuring the school is a “literacy rich” environment.	3.2 Each class and outside environment has the tools needed to enable communication opportunities.	4.2 Governors make robust, independent judgements regarding the quality of provision.
1.3 Consistent and effective in the use of the Evidence for Learning (EfL) tool by all members of the class teams.	2.3 Teaching activities enable high levels of engagement, learner participation, progress and achievement across the whole curriculum.	3.3 The principles taught in the EKLAN training are embedded in practice.	4.3 Greenside embarks on the UNICEF education programme and uses this to ensure that supporting rights and wellbeing is central to everything we do.
1.4 Class leads to plan and report progress in priority Maths, Literacy and RSHE.	2.4 Develop policy and practice in 3 priority subject areas: Maths; Literacy (including phonics) and RSHE.	3.4 High quality training in Augmentative Alternative Communication (AAC) for all class staff and MSA's .	4.4 Develop a clear induction and training plan for new members of staff as well as those moving into different areas of the school.

Greenside School Improvement Plan – Year Two Targets 2023 / 2024

1. Planning and Assessment	Curriculum / Teaching and Learning	Communication	Leadership
1.5 Planning is ambitious and leads are able to describe how this fits in with the learners journey throughout the school	2.5 Develop policy and practice in priority subject areas: Science (understanding of the world); RE and PE.	3.5 Communication training for staff is relevant and valued.	4.5 Work with external agencies (HIP and Challenge Partners) to evaluate and develop the role of school leads
1.6 External partners support school leads in undertaking an evaluation of the EHCP outcomes and their impact on planning for individual learners.	2.6. Class teams are effective in their role to promote independent learning.	3.6 Every learner to be able (with appropriate support) to communicate around the school at anytime.	4.6 School leads undertake an analysis of the impact of Maths, Literacy and RSHE and use this information to inform planning and practice.
1.7 External partners support school leads in undertaking an evaluation of the use of the Assessment for Learning (AfL) tool.	2.7 All class staff to recognise how we promote process over product.	3.7 Undertake an analysis of the impact this has in the classroom Elklan training – use this to inform further development.	4.7 An analysis is undertaken of the impact of performance management and CPD on the quality of teaching and learning.
	2.8 The MOVE programme enables learners with PMLD to make exceptional progress and supports wellbeing.		4.8 Greenside to achieve UNICEF silver accreditation, supporting rights and wellbeing.

Greenside School Improvement Plan – Year Three Targets 2024 / 2025

Planning and Assessment	Curriculum / Teaching and Learning	Communication	Leadership
1.8 EHCPs have a clear learner voice, either through strategies such as 'me bags' or through having an active role.	2.8 Parents and carers are partners in the curriculum in the school. Continuing topics at home and celebrating success.	3.8 Communication targets for 80% of learners are achieved across all assessment systems with at least 'good' progress seen for all.	4.9 An analysis is undertaken of the impact of the wellbeing scheme Greenside subscribes to; along with the school's Wellbeing Team.
1.9 Projects of enquiry are continued and outcomes of finished projects show impact on the learners progress.	2.9 Undertake an analysis of the impact of policy and practice in areas: Maths; Literacy (including phonics) and RSHE.	3.9 An analysis is undertaken of the impact of communication training, this informs future planning	4.10 Greenside achieves UNICEF gold accreditation.
1.10 All teaching staff are reflective of their practice and use this to inform planning.	2.10 Greenside achieves silver accreditation for the use of MOVE programme.		4.11 Undertake an analysis of the effectiveness and impact of leadership structure.

Action Plan 2022-23

1. Planning and Assessment											
					Progress						
	Objective	Success Criteria/ Impact expected	Lead	By when	STARTED	PROGRESS	COMPLETED	BEHIND SCHEDULE	Governor Committee	Workload test: Refinement/ Replacement or New	Resources Cost/ Implications
	Actions/steps										
1.1	Implement whole school guidance for planning and review.	Planning is consistent, clear learning goals understood by the whole class team; high quality practice; engagement and progress.	GW / MK	July 2023	✓				Curriculum	Refinement	Meeting and leadership Time
1.1	Prepare and share guidance.	Guidance is understood by all class leads.	GW / MK	Sept 2023	✓	✓	✓		Curriculum	Refinement	Time
	Area Leads develop simple systems of monitoring / reviewing planning and practice through observation; mentoring questioning.	Effective monitoring and review informs supportive / effective coaching and support. Review impact and feedback – present to Governors.	All leads	Dec 2022	✓				Curriculum	Refinement	Time
	Senior leads monitor through sampling; area lead and learner progress meetings.	Consistency in quality of planning which supports practice enables progress.	SLT	Dec 2022	✓				Curriculum	Refinement	Time

1.2	EHCP outcomes inform specific targets, which develop skill / knowledge / understanding.	Individual targets used by all, the whole staff team enable each learner to build skill / knowledge / understanding.	SLT	Dec 2022	✓				Curriculum	Refinement	Time
1.2	Prepare and share guidance; explaining good practice in writing EHCP outcomes.	Guidance is understood by all class leads.	SLT	Oct 2022					Curriculum	New	Time
	Prepare and share guidance regarding writing of learning targets to reflect outcomes and sharing these with class team in extended meetings.	Guidance is understood by all class leads	SLT	Nov 2022					Curriculum	New	Time
	Senior leads monitor writing of EHCP outcomes and targets.	Sampling by named leads.	SLT	From Nov 2022					Curriculum	Refinement	Time
	Senior and area leads monitor impact of learning targets.	Sampling by named leads Review impact and feedback – present to Governors.	SLT	From Nov 2022					Curriculum	Refinement	Time
1.3	Consistent and effective in the use of the Evidence for Learning (EfL) tool by all members of the class teams.	Class leads are effective in the use of assessment to inform planning and practice.	SLT	By Feb 2023	✓	✓			Curriculum	Refinement	INSET, meeting and non-contact Time
1.3	Prepare and share guidance explaining good practice in use of EfL.	Guidance is understood by all class leads.	JT	By Dec 2022	✓				Curriculum	New	Time
	Area leads contact a deep dive into the use of EfL.	Sampling / analysis report to SLT and Governors.	Area leads	By Feb 2023					Curriculum	Refinement	Time
	Lead teacher conducts a deep dive into use of EfL by parents and carers.	Sampling / analysis report to SLT and Governors.	JT						Curriculum	Refinement	Time
1.4	Class leads plan and report progress in priority Maths, Literacy and RSHE.	High quality planning secures good / outstanding progress in Maths, Literacy and RSHE.	SLT	May 2023	✓				Curriculum	New	Meeting and non-contact Time

1.4	Learning teams are established for each priority area.	Teams have a sense of purpose and work to realistic timescales.	UPS teachers	Oct 2023	✓				Curriculum	New	Meeting and non-contact Time
	Learning teams prepare policies, schemes of work, skill banks (as appropriate) and share with class leads.	Policies, schemes of work and skill banks are of a high standard – have an impact on the quality of planning, inform practice, and enable progress.	UPS teachers	April 23					Curriculum	New	Meeting and non-contact Time
	Class leads use materials in planning and practice.	Materials are understood and valued.	UPS teachers	May 23					Curriculum	New	Meeting and non-contact Time
	Team leaders feed back to SLT and Governors on progress and impact.	Impact measured and action/s followed up on.	SLT	June 2023					Curriculum	New	Lead time

2 Curriculum / Teaching and Learning

	Objectives	Success Criteria/ key performance progress indicators.	Lead <i>SLT mentor</i>	By When	Progress				Committee	Workload: Refinement ? Replacement? New?	Resources Cost/ Implications
	Actions				STARTED	PROGRESS	COMPLETED	BEHIND			
2.1	The curriculum is well planned and sequenced ensuring that the vision and intent is effectively communicated.	Class leads plan activities in a logical order to support learners' progress.	GW/ MW		✓	✓			Curriculum	Refinement	INSET, meeting and non-contact Time
2.1	Pathway plans show the sequence of learning.	Class leads identify what each learner needs to know to make good progress.	GW/ MW	Dec '22	✓	✓			Curriculum	Refinement	meeting and non-contact Time
	All classes to have consistent planning folders – to be available in class and be a place to keep planning/skills banks etc.	Class leads know where their learners are in relation to progression in Maths and Literacy.	GW/ MW		✓	✓			Curriculum	Refinement	meeting and non-contact Time
	All learners are tracked relating to their progression through Maths and Literacy skill banks.	Consistent planning helps support questions and ensures professional discussions occur, enabling improvement in quality of teaching.	GW/ MW		✓	✓			Curriculum	Refinement	meeting and non-contact Time
	Leads to be able to confidently describe Maths and Literacy attainment for their learners.	All leads to have Maths / Literacy attainment recorded in class folder, using highlighted documentation.	GW/ MW	Feb 2023	✓	✓			Curriculum	Refinement	meeting and non-contact Time
	Meeting time to reflect on the topics discussed and ensure they sequence learning and curriculum across a learners time in the school.	Curriculum planning meeting to include 'why' we are planning this, how does it fit with the rest of the school.	GW/ MW	From Sept '22	✓	✓			Curriculum	Refinement	meeting and non-contact Time

2. Curriculum / Teaching and Learning

	Objectives	Success Criteria/ key performance progress indicators	Lead	By When	STARTED PROGRESS		COMPLETED	BEHIND SCHEDULE	Committee	Workload: Refinement Replacement New	Resources Cost/ Implications
	Actions										
2.2	Raise the profile of literacy, for <u>every</u> learner to have the opportunity to read every day - ensuring the school is a "literacy rich" environment.	All learners will have opportunities to be immersed in rich literacy experiences and make outstanding progress.	MK	From Oct 2022	✓	✓			Curriculum	New	INSET – External provider + overtime for TA's £6k
2.2	Dr Sarah Moseley (external provider) delivers 2 training sessions 1 x class leads 1 x TA's.	Increased knowledge and practical strategies enable phonics to be taught / reinforced in all aspects of the curriculum.	DB	Sept '22	✓				Curriculum	New	2 INSET days overtime for TA's £6k
	Team time to be given to explore what process in phonics looks like with their learners.	Increased understanding of the importance of phonics and how it can be delivered for all learners.	MK	Nov '22	✓				Curriculum	New	Meeting time
	Observations recognise staffs skills in promoting phonics learning,	Class teams share process / learning.	MK	May '22	✓				Curriculum	New	Time
	Ensure a wide range of good quality reading resources in every class.	All learners have opportunities to be immersed in rich literacy experiences.	MK	From Sept '22	✓	✓			Curriculum	Refinement	Time
	Text rich signage around the school – audit classes and shared spaces.	Link with AAC – enabling progress and achievement.	MK / EC	From Sept '22	✓	✓			Curriculum	Refinement	Time
	'Little Wandle' reading scheme is used. Class staff complete online training.	Scheme supports high quality assessment and teaching.	MK	Sept '22	✓	✓			Curriculum	New	Resource £1.5k INSET time
	Staff have an accurate knowledge of each learners reading ability. Aspirational reading targets set for <u>every</u> learner.	Baseline set – clear individual targets – rigorous assessment of progress.	MK	Nov '22	✓				Curriculum	Refinement	Time

2.3	Teaching activities enables high levels of engagement, learner participation, progress and achievement across the whole curriculum.	Learners are engaged, class teams focus on the process of an activity, ensuring the product reflects and celebrates the learners own efforts.	LS	Jan '23	✓					Curriculum	Refinement	INSET meeting time Observation feedback
2.3	One dedicated INSET session to explore what independent learning is.	Increased knowledge of what independence looks like in their classroom.	LS	Sept 18th	✓	✓				Curriculum	Refinement	INSET meeting time
	School leads observe, feedback, support, coach, share examples to reinforce good practice.	All class staff to recognise how we promote process over product and know what learning looks like in the classroom.	LS	June 2023	✓					Curriculum	Refinement	Leadership time
	Focus week where we capture independent learning and celebrate our successes.	Celebration of learners' achievements.	AT/ Gov	July 2023	✓					Curriculum	Refinement	Directed time
	Extend learning – structured lunch time activities and after school clubs.	Learners are engaged throughout the day – enabling progress and achievement.	SLT / Area Leads	Feb '22	✓					Curriculum	Refinement	Time

3. Communication

	Objectives	Success Criteria/ key performance progress indicators.	Lead	When	STARTED	PROGRESS	COMPLETED	BEHIND SCHEDULE	Committee	Workload: Refinement Replacement New	Resources Cost/ Implications
	Actions										
3.1	All class staff use signing and visuals to communicate proactively and effectively, ensuring that each learner is able to make their needs and views known.	All class staff to know the importance of communication skills development. They are consistent and affective in the use of AAC to support each learner. Communication is a strength of the school and enables each learner to make exceptional progress.	MW GW EC	Feb 23	✓	✓			Curriculum	Refinement	New post for school (AAC assistant) to support communication specialist. Meeting INSET time
3.1	Communication induction docs to be developed, including core signs, video induction and guide.	A pack to be given to new starters.	EC	Jan '12	✓	✓			Curriculum	Refinement	Meeting time
	Area leads to be briefed on their role in ensuring staff have a focus on communication skills in class.	Class leads are confident on where to signpost and support new staff.	DV	Feb '23	✓				Curriculum	New	Meeting time
	Class leads identify training / development needs of their team and prepare CPD plan with senior and area leads.	Every member of the class team communicates effectively at all times.	DV	May 23					Curriculum	New	Meeting / INSET / overtime
	Each learner has a completed communication docs – highlighting current level etc.	Leads know where learner are with their communication and next steps.	EC	Jan 23	✓	✓			Curriculum	Refinement	Meeting time
	Governors and senior leads learning walks highlight every learner having tools to communicate in every moment.	Learners effective in use of appropriate communication, progress shared and celebrated.	DV	Spring 23	✓				Curriculum	Refinement	Time
3.2	Each class and outside environment has the AAC tools needed to enable communication opportunities.	All staff be knowledgeable on how to teach and encourage communication.	GW/ EC	Jan '23	✓	✓			Curriculum	Refinement	Time
3.2	Audit by communication specialist and senior lead(s) of core boards/ signage etc.	Identify areas of good practice and where development is required.	EC	Jan 23	✓	✓			Curriculum	Refinement	Time

	Prepare and implement action plan.	High quality resources enable outstanding practice.	EC	Jan '23	✓	✓			Curriculum	Refinement	Time + £3k resources
	AAC resource pack designed for each class, featuring symbols / signs (videos on YouTube) coreborads related for specific learners.	Communication needs of each learner are understood and met by each member of the class team.	EC	Sept '22	✓	✓			Curriculum	Refinement	Time
3.3	The principles taught in the EKLAN training are embedded.	All class staff share a common understanding in developing communication skills. High quality practice enables progress and achievement.	GW/ MW/ LC/ EC	March '23	✓	✓			Curriculum	New	Time
3.3	All class staff complete EKLAN training programme.	All class staff complete training and use skills and understanding gained in their practice.	EC / LC	Dec '22	✓				Curriculum	New	Extended meeting time
	Senior / Area leads / Governors undertake observations and learning walks + structured meetings with class staff.	Identify areas of good practice, analysis of impact, identify where development is required.	SLT	June '23	✓				Curriculum	New	Time
3.4	High quality training in AAC for all class staff and MSA's.	Effective training schedule enables consistent, high quality practice in developing use of AAC including sign and symbols.	SLT / EC	June '23	✓				Curriculum	Refinement	Time
3.4	Prepare training programme.	Trainers identified. Time allocated. Training implemented.	SLT / EC	Nov '22	✓				Curriculum	Refinement	Meeting time
	Structured observations – constructive feedback provided in each class – focus AAC.	Outstanding / good practice celebrated and shared – areas for development identified – coaching support provided.	SLT / Area Leads / EC	Dec '22	✓				Curriculum	Refinement	Time

4 Leadership											
	Objectives	Success Criteria/ key performance progress indicators.	Lead	When	STARTED	PROGRESS	COMPLETED	BEHIND SCHEDULE	Committee	Workload: Refinement Replacement New	Resources Cost/ Resources Cost/
	Actions										
4.1	New leadership structure is effective and roles are understood.	Responsibilities are understood by all, enabling consistency whilst ensuring flexibility and creativity. Roles of Upper Scale teachers developed, leading subject teams in priority areas.	DV	Nov '22	✓	✓			Resources	New (relaunch)	Meeting and INSET time
4.1	Prepare revised leadership structure – consult and finalise.	Clear line management. Fair work load. Delegation of responsibilities reflect school needs – understood by all staff.	DV	Sept '22	✓	✓	✓		Resources	New (relaunch)	Meeting time
	Job descriptions revised.	Clear description of responsibilities.	DV / ME	Nov '22					Resources	Refinement	time
	Monitor and review effectiveness of leadership structure.	Rigorous review. Feedback informs further review – reported to Governors.	DV / RH						Resources	Refinement	time
	Develop role of area leads. Provide additional time (.5 day pre week) to enable focus of quality of teaching and learning.	Area leads make accurate and robust judgements about the quality of teaching and provide feedback, plan support to enable improvement in quality of teaching and learning.	SLT	From Autumn '22	✓	✓			Resources	Refinement	time
4.2	Governors make robust, independent judgements, regarding the quality of provision.	Governors have a clear, objective view of the strengths and needs of the school, and challenge senior leads to ensure improvement.	DS / DV	June '23					Resources	Refinement	Governor meeting and training time
4.2	Governors receive training.	Effective training provided by Herts for Learning.	DS / DV	Autumn '22					Resources	Refinement	Governor meeting and training time

	Governors prepare and undertake structured visits and report to the appropriate committee.	Frequent views. Informed judgements. Constructive challenge to senior leads.	DS / DV	From Autumn '22					Resources Curriculum	Refinement	Governor time
	External review of the effectiveness / impact of Governors.	Objective review informs further development / improvement.	DV / RH	Summer '23					Resources	Refinement	Governor time
4.3	Greenside embarks on the UNICEF education programme and uses this to ensure that supporting rights and wellbeing is central to everything we do.	The Wellbeing team use the UNICEF programme to inform development planning and evaluate the effectiveness of policies and practices that support wellbeing throughout our school.	LS	From Oct '22	✓				Resources	New	Meeting / leadership time
4.3	Wellbeing team consider the UNICEF accreditation requirement – prepare action plan.	School embarks on the accreditation process.	LS	Spring 23	✓				Resources	New	Meeting / leadership time
	Wellbeing team undertake an analysis of the quality and effectiveness of policies and strategies to promote wellbeing.	Objective report is shared with colleagues and governors, informs future development.	LS	Summer '23					Resources	New	Meeting / leadership time
4.4	Develop an effective induction and training plan for new members of staff as well as those moving into different areas of the school.	Colleagues feel welcome and valued. Key information is provided in a clear, effective and timely manner. Induction enables high quality practice, work satisfaction and supports staff retention.	DV / ME / ML	From Sept '22	✓				Resources	New	Meeting / administration time
4.4	Prepare and share induction policy and programme.	Policy and programme provides a clear, robust structure to support all new colleagues.	DV / ME / ML	From Sept '22	✓				Resources	New	Meeting / administration time
	Area leads develop support plans to assist colleagues who are new to their area of the school.	All class staff understand their role in supporting unfamiliar colleagues, ensuring they feel welcome and have the information they require.	DV / LC / AW / MB / MW / MK	From Nov '22					Resources	New	Meeting / leadership time
	Monitor and evaluate – asking new colleagues about the support they received.	Objective, robust review informs policy and practice.	DV / ME / ML	June '23					Resources	New	Meeting / administration time

Key:

AAC = Augmentative and Alternative Communication

UNICF = United Nations Childrens Fund

EKLAN = Name of company delivering training to support language and learning

SLT = Senior leadership team

HIP = Herts Improvement Partner

Names = DV (Dave Victor), DB (Dawn Brown), LS (Luke Simonds), AL (Area Leads), BT (Behaviour Team), GW (Gemma Wishart), EC (Emma Covington) SLT (Senior Leadership Team), MW (Mandy Wheelhouse) RH (Richard Hill) ME (Mason Emoli) LC (Laura Cope) MW (Mandy Wheelhouse) ML (Michael Levy) AW (Amy Warwick) MB (Michelle Bailey)

Development Plan - Progress Review Spring 2023

1. Planning and Assessment											
					Progress						
	Objective	Success Criteria/ Impact expected	Lead	By when	STARTED	PROGRESS	COMPLETED	BEHIND SCHEDULE	Governor Committee	Workload test: Refinement/ Replacement or New	Review Spring '23
	Actions/steps										
1.1	Implement whole school guidance for planning and review.	Planning is consistent, clear learning goals understood by the whole class team; high quality practice; engagement and progress.	GW / MK	July 2023	✓	✓			Curriculum	Refinement	Senior leads GW and MK reviewing assessment policy visited example of good practice (Brook Sch)
1.1	Prepare and share guidance.	Guidance is understood by all class leads.	GW / MK	Sept 2023	✓	✓	✓		Curriculum	Refinement	Monitored by area leads at Learner progress meetings
	Area Leads develop simple systems of monitoring / reviewing planning and practice through observation; mentoring questioning.	Effective monitoring and review informs supportive / effective coaching and support. Review impact and feedback – present to Governors.	All leads	Dec 2022	✓	✓			Curriculum	Refinement	Area leads undertaking regular observations and learning walks – feedback to SLT informs training and targeted support

	Senior leads monitor through sampling; area lead and learner progress meetings.	Consistency in quality of planning which supports practice enables progress.	SLT	Dec 2022	✓	✓			Curriculum	Refinement	School leads undertake regular structured learner progress meetings – issues inform changes - support
1.2	EHCP outcomes inform specific targets, which develop skill / knowledge / understanding.	Individual targets used by all, the whole staff team enable each learner to build skill / knowledge / understanding.	SLT	Dec 2022	✓	✓			Curriculum	Refinement	Member of SLT support all EHCP reviews
1.2	Prepare and share guidance; explaining good practice in writing EHCP outcomes.	Guidance is understood by all class leads.	SLT	Oct 2022	✓				Curriculum	New	Guidance shared – informs support
	Prepare and share guidance regarding writing of learning targets to reflect outcomes and sharing these with class team in extended meetings.	Guidance is understood by all class leads	SLT	Nov 2022	✓				Curriculum	New	Guidance shared – informs support
	Senior leads monitor writing of EHCP outcomes and targets.	Sampling by named leads.	SLT	From Nov 2022	✓				Curriculum	Refinement	SLT supporting all EHCP reviews
	Senior and area leads monitor impact of learning targets.	Sampling by named leads Review impact and feedback – present to Governors.	SLT	From Nov 2022				✓	Curriculum	Refinement	(delayed – impact of staff absence) To commence May '23
1.3	Consistent and effective in the use of the Evidence for Learning (EfL) tool by all members of the class teams.	Class leads are effective in the use of assessment to inform planning and practice.	SLT	By Feb 2023	✓	✓			Curriculum	Refinement	Ongoing – monitored by school leads
1.3	Prepare and share guidance explaining good practice in use of EfL.	Guidance is understood by all class leads.	JT	By Dec 2022	✓	✓			Curriculum	New	School leads support colleagues

	Area leads contact a deep dive into the use of EFL.	Sampling / analysis report to SLT and Governors.	Area leads	By Feb 2023				✓	Curriculum	Refinement	delayed –To commence May '23
	Lead teacher conducts a deep dive into use of EFL by parents and carers.	Sampling / analysis report to SLT and Governors.	JT					✓	Curriculum	Refinement	delayed –To commence May '23
1.4	Class leads plan and report progress in priority Maths, Literacy and RSHE.	High quality planning secures good / outstanding progress in Maths, Literacy and RSHE.	SLT	May 2023	✓				Curriculum	New	Set for summer term as planned
1.4	Learning teams are established for each priority area.	Teams have a sense of purpose and work to realistic timescales.	UPS teachers	Oct 2023	✓	✓			Curriculum	New	Impact of teams affected by long term staff absence of UPS teacher
	Learning teams prepare policies, schemes of work, skill banks (as appropriate) and share with class leads.	Policies, schemes of work and skill banks are of a high standard – have an impact on the quality of planning, inform practice, and enable progress.	UPS teachers	April 23					Curriculum	New	Set for spring term as planned
	Class leads use materials in planning and practice.	Materials are understood and valued.	UPS teachers	May 23					Curriculum	New	Set for summer term as planned
	Team leaders feed back to SLT and Governors on progress and impact.	Impact measured and action/s followed up on.	SLT	June 2023					Curriculum	New	Set for summer term as planned

2 Curriculum / Teaching and Learning

					Progress						
	Objectives	Success Criteria/ key performance progress indicators.	Lead SLT mentor	By When	STARTED	PROGRESS	COMPLETED	BEHIND	Committee	Workload: Refinement ? Replacement? New?	Review Spring '23
	Actions										
2.1	The curriculum is well planned and sequenced ensuring that the vision and intent is effectively communicated.	Class leads plan activities in a logical order to support learners' progress.	GW/ MW	May '23	✓	✓			Curriculum	Refinement	Good progress made – set to be shared May '23 as planned
2.1	Pathway plans show the sequence of learning.	Class leads identify what each learner needs to know to make good progress.	GW/ MW	Dec '22	✓	✓	✓		Curriculum	Refinement	Pathways seen by HIP and other special schools as example of good practice
	All classes to have consistent planning folders – to be available in class and be a place to keep planning/skills banks etc.	Class leads know where their learners are in relation to progression in Maths and Literacy.	GW/ MW	May '23	✓	✓			Curriculum	Refinement	Good progress made – set to be shared May '23 as planned
	All learners are tracked relating to their progression through Maths and Literacy skill banks.	Consistent planning helps support questions and ensures professional discussions occur, enabling improvement in quality of teaching.	GW/ MW	May '23	✓	✓			Curriculum	Refinement	Good progress made – set to be shared May '23 as planned

	Leads to be able to confidently describe Maths and Literacy attainment for their learners.	All leads to have Maths / Literacy attainment recorded in class folder, using highlighted documentation.	GW/ MW	Feb 2023	✓	✓			Curriculum	Refinement	Good progress made – support required for new leads
	Meeting time to reflect on the topics discussed and ensure they sequence learning and curriculum across a learners time in the school.	Curriculum planning meeting to include 'why' we are planning this, how does it fit with the rest of the school.	GW/ MW	From Sept '22	✓	✓		✓	Curriculum	Refinement	Senior and area leads ensure high quality planning is shared and supports learning / progress

2. Curriculum / Teaching and Learning

	Objectives Actions	Success Criteria/ key performance progress indicators	Lead	By When	STARTED PROGRESS	COMPLETED	BEHIND SCHEDULE	Committee	Workload: Refinement Replacement New	Review Spring '23
2.2	Raise the profile of literacy, for <u>every</u> learner to have the opportunity to read every day - ensuring the school is a "literacy rich" environment.	All learners will have opportunities to be immersed in rich literacy experiences and make outstanding progress.	MK	From Oct 2022	✓	✓	✓	Curriculum	New	Good progress made – see below
2.2	Dr Sarah Moseley (external provider) delivers 2 training sessions 1 x class leads 1 x TA's.	Increased knowledge and practical strategies enable phonics to be taught / reinforced in all aspects of the curriculum.	DB	Sept '22	✓	✓	✓	Curriculum	New	Excellent feedback – evidence of impact on understanding and practice
	Team time to be given to explore what process in phonics looks like with their learners.	Increased understanding of the importance of phonics and how it can be delivered for all learners.	MK	Nov '22	✓	✓		Curriculum	New	Undertaken by sch leads – evidence of progress

	Observations recognise staffs skills in promoting phonics learning,	Class teams share process / learning.	MK	May '22	✓				Curriculum	New	Set for summer term as planned
	Ensure a wide range of good quality reading resources in every class.	All learners have opportunities to be immersed in rich literacy experiences.	MK	From Sept '22	✓	✓	✓		Curriculum	Refinement	Extensive range of high quality literacy resources – library provided in shepherds hut – literacy resources in dining room are used well TA assigned to maintain resources
	Text rich signage around the school – audit classes and shared spaces.	Link with AAC – enabling progress and achievement.	MK / EC	From Sept '22	✓	✓	✓		Curriculum	Refinement	Regarded by special school as example of good practice
	'Little Wandle' reading scheme is used. Class staff complete online training.	Scheme supports high quality assessment and teaching.	MK	Sept '22	✓	✓	✓		Curriculum	New	Effective tool
	Staff have an accurate knowledge of each learners reading ability. Aspirational reading targets set for <u>every</u> learner.	Baseline set – clear individual targets – rigorous assessment of progress.	MK	Nov '22	✓	✓			Curriculum	Refinement	Enabled by quality of training and support by sch leads
2.3	Teaching activities enables high levels of engagement, learner participation, progress and achievement across the whole curriculum.	Learners are engaged, class teams focus on the process of an activity, ensuring the product reflects and celebrates the learners own efforts.	LS	Jan '23	✓	✓			Curriculum	Refinement	Focus of area lead observations – identified specific needs priority spring term '23

2.3	One dedicated INSET session to explore what independent learning is.	Increased knowledge of what independence looks like in their classroom.	LS	Sept 18th	✓	✓			Curriculum	Refinement	On-going focus of observations and feedback examples of outstanding practice – others where additional support required
	School leads observe, feedback, support, coach, share examples to reinforce good practice.	All class staff to recognise how we promote process over product and know what learning looks like in the classroom.	LS	June 2023	✓	✓			Curriculum	Refinement	Ahead of schedule On-going focus of observations
	Focus week where we capture independent learning and celebrate our successes.✓	Celebration of learners' achievements.	SLT	July 2023	✓				Curriculum	Refinement	Set for summer term as planned
	Extend learning – structured lunch time activities and after school clubs.	Learners are engaged throughout the day – enabling progress and achievement.	SLT / Area Leads	Feb '22	✓	✓			Curriculum	Refinement	Progress in most areas – impact by staff absence

3. Communication

	Objectives	Success Criteria/ key performance progress indicators.	Lead	When	STARTED	PROGRESS	COMPLETED	BEHIND SCHEDULE	Committee	Workload: Refinement Replacement New	Review Spring '23
	Actions										
3.1	All class staff use signing and visuals to communicate proactively and effectively, ensuring that each learner is able to make their needs and views known.	All class staff to know the importance of communication skills development. They are consistent and affective in the use of AAC to support each learner. Communication is a strength of the school and enables each learner to make exceptional progress.	MW GW EC	Feb 23	✓	✓	✓		Curriculum	Refinement	New AAC assistant supports communication specialist.
3.1	Communication induction docs to be developed, including core signs, video induction and guide.	A pack to be given to new starters.	EC	Jan '12	✓	✓	✓		Curriculum	Refinement	High quality materials supports learning and progress
	Area leads to be briefed on their role in ensuring staff have a focus on communication skills in class.	Class leads are confident on where to signpost and support new staff.	DV	Feb '23	✓	✓			Curriculum	New	Focus is effective and ongoing
	Class leads identify training / development needs of their team and prepare CPD plan with senior and area leads.	Every member of the class team communicates effectively at all times.	DV	May 23					Curriculum	New	Set for summer term as planned
	Each learner has a completed communication docs – highlighting current level etc.	Leads know where learner are with their communication and next steps.	EC	Jan 23	✓	✓			Curriculum	Refinement	Good progress made – ongoing
	Governors and senior leads learning walks highlight every learner having tools to communicate in every moment.	Learners effective in use of appropriate communication, progress shared and celebrated.	DV	Spring 23	✓				Curriculum	Refinement	Set for spring term as planned –
3.2	Each class and outside environment has the AAC tools needed to enable communication opportunities.	All staff be knowledgeable on how to teach and encourage communication.	GW/ EC	Jan '23	✓	✓	✓		Curriculum	Refinement	High quality resources used effectively to support communication and enable independence

3.2	Audit by communication specialist and senior lead(s) of core boards/ signage etc.	Identify areas of good practice and where development is required.	EC	Jan '23	✓	✓	✓		Curriculum	Refinement	Ongoing review lead by EC
	Prepare and implement action plan.	High quality resources enable outstanding practice.	EC	Jan '23	✓	✓			Curriculum	Refinement	Ongoing review lead by EC – plan not required
	AAC resource pack designed for each class, featuring symbols / signs (videos on YouTube) coreborads related for specific learners.	Communication needs of each learner are understood and met by each member of the class team.	EC	Sept '22	✓	✓	✓		Curriculum	Refinement	High quality resources in place and arte effective in supporting practice
3.3	The principles taught in the EKLAN training are embedded.	All class staff share a common understanding in developing communication skills. High quality practice enables progress and achievement.	GW/ MW/ LC/ EC	March '23	✓	✓	✓		Curriculum	New	Extensive training programme delivered – evidence of impact on progress
3.3	All class staff complete EKLAN training programme.	All class staff complete training and use skills and understanding gained in their practice.	EC / LC	Dec '22	✓	✓			Curriculum	New	Plan required by new starters (staff)
	Senior / Area leads / Governors undertake observations and learning walks + structured meetings with class staff.	Identify areas of good practice, analysis of impact, identify where development is required.	SLT	June '23	✓				Curriculum	New	Set for summer term as planned
3.4	High quality training in AAC for all class staff and MSA's.	Effective training schedule enables consistent, high quality practice in developing use of AAC including sign and symbols.	SLT / EC	June '23	✓	✓			Curriculum	Refinement	Good progress made ahead of schedule
3.4	Prepare training programme.	Trainers identified. Time allocated. Training implemented.	SLT / EC	Nov '22	✓	✓			Curriculum	Refinement	Good progress made – evidence of impact
	Structured observations – constructive feedback provided in each class – focus AAC.	Outstanding / good practice celebrated and shared – areas for development identified – coaching support provided.	SLT / Area Leads / EC	Dec '22	✓	✓	✓		Curriculum	Refinement	Evidence of impact on learner achievement and progress

4 Leadership											
	Objectives	Success Criteria/ key performance progress indicators.	Lead	When	STARTED	PROGRESS	COMPLETED	BEHIND SCHEDULE	Committee	Workload: Refinement Replacement New	Review Spring '23
	Actions										
4.1	New leadership structure is effective and roles are understood.	Responsibilities are understood by all, enabling consistency whilst ensuring flexibility and creativity. Roles of Upper Scale teachers developed, leading subject teams in priority areas.	DV	Nov '22	✓	✓			Resources	New (relaunch)	Further review to be undertaken March '23
4.1	Prepare revised leadership structure – consult and finalise.	Clear line management. Fair work load. Delegation of responsibilities reflect school needs – understood by all staff.	DV	Sept '22	✓	✓	✓		Resources	New (relaunch)	Further review required to reflect staff changes
	Job descriptions revised.	Clear description of responsibilities.	DV / ME	Nov '22	✓	✓			Resources	Refinement	Further review required
	Monitor and review effectiveness of leadership structure.	Rigorous review. Feedback informs further review – reported to Governors.	DV / RH	May '23	✓				Resources	Refinement	Set for summer term as planned
	Develop role of area leads. Provide additional time (.5 day pre week) to enable focus of quality of teaching and learning.	Area leads make accurate and robust judgements about the quality of teaching and provide feedback, plan support to enable improvement in quality of teaching and learning.	SLT	From Autumn '22	✓	✓	✓		Resources	Refinement	Additional time and responsibilities in place – direct impact on teaching and learning

4.2	Governors make robust, independent judgements, regarding the quality of provision.	Governors have a clear, objective view of the strengths and needs of the school, and challenge senior leads to ensure improvement.	DS / DV	June '23					Resources	Refinement	Set for summer term as planned
4.2	Governors receive training.	Effective training provided by Herts for Learning.	DS / DV	Autumn '22	✓	✓			Resources	Refinement	Undertaken by most governors
	Governors prepare and undertake structured visits and report to the appropriate committee.	Frequent views. Informed judgements. Constructive challenge to senior leads.	DS / DV	From Autumn '22	✓				Resources Curriculum	Refinement	Undertaken by some governors
	External review of the effectiveness / impact of Governors.	Objective review informs further development / improvement.	DV / RH	Summer '23					Resources	Refinement	Governor time
4.3	Greenside embarks on the UNICEF education programme and uses this to ensure that supporting rights and wellbeing is central to everything we do.	The Wellbeing team use the UNICEF programme to inform development planning and evaluate the effectiveness of policies and practices that support wellbeing throughout our school.	LS	From Oct '22	✓			✓	Resources	New	Delayed impact of staff absence – not a priority at this stage
4.3	Wellbeing team consider the UNICEF accreditation requirement – prepare action plan.	School embarks on the accreditation process.	LS	Spring 23	✓				Resources	New	Revised time scale required
	Wellbeing team undertake an analysis of the quality and effectiveness of policies and strategies to promote wellbeing.	Objective report is shared with colleagues and governors, informs future development.	LS	Summer '23					Resources	New	Set for summer term as planned
4.4	Develop an effective induction and training plan for new members of staff as well as those moving into different areas of the school.	Colleagues feel welcome and valued. Key information is provided in a clear, effective and timely manner. Induction enables high quality practice, work satisfaction and supports staff retention.	DV / ME / ML	From Sept '22	✓	✓	✓		Resources	New	Policy and plan completed implanted from 20.2.23 –

4.4	Prepare and share induction policy and programme.	Policy and programme provides a clear, robust structure to support all new colleagues.	DV / ME / ML	From Sept '22	✓	✓	✓		Resources	New	very positive feedback
	Area leads develop support plans to assist colleagues who are new to their area of the school.	All class staff understand their role in supporting unfamiliar colleagues, ensuring they feel welcome and have the information they require.	DV / LC / AW / MB / MW / MK	From Nov '22	✓	✓	✓		Resources	New	In place and effective supported by school reps
	Monitor and evaluate – asking new colleagues about the support they received.	Objective, robust review informs policy and practice.	DV / ME / ML	June '23					Resources	New	Set for summer term as planned

Key:

AAC = Augmentative and Alternative Communication

UNICEF = United Nations Childrens Fund

EKLAN = Name of company delivering training to support language and learning

SLT = Senior leadership team

HIP = Herts Improvement Partner

Names = DV (Dave Victor), DB (Dawn Brown), LS (Luke Simonds), AL (Area Leads), BT (Behaviour Team), GW (Gemma Wishart), EC (Emma Covington) SLT (Senior Leadership Team), MW (Mandy Wheelhouse) RH (Richard Hill) ME (Mason Emoli) LC (Laura Cope) MW (Mandy Wheelhouse) ML (Michael Levy) AW (Amy Warwick) MB (Michelle Bailey)