

Development Priority	Lead	Key Actions	Intended Impact/ Outcomes	Monitoring	Evaluation
1.1 Share and develop effective practice in differentiation	CD/DC	1. Staff meeting to discuss approaches to planning for differentiation (Sept) 2. Performance management meetings with differentiation target (Oct) 3. Share ideas and practice around differentiation regularly in phase & staff meetings (ongoing) 4. JPD peer observations to share and trial different approaches 5. Feedback on JPD observations to rest of staff	- Teachers have greater confidence differentiating for the full ability range in their class - Teachers use a wider range of differentiation strategies to meet pupils' needs - All children can access the learning and are appropriately challenged in lessons so that they can make good progress	Half-termly observations by FLT & subject leaders focused on differentiation Performance management observations with focus on differentiation in Maths (Spring) Staff meeting feedback Discussions with phase leaders	Observations of differentiation in teaching have taken place in Phonics, Maths and Writing and been used to identify key next steps for teachers and general areas for development. These are being reviewed this term in performance management observations. Teachers have tried a range of different differentiation strategies. In Literacy, we have focused across the federation on providing clear, differentiated next steps in written feedback, on scaffolding using writing prompts (e.g. openers) and on greater modelling of writing. In Maths, most year groups have experimented extensively with children choosing from a range of levels of challenge and this is proving very successful. Many teachers are also making greater use of extra challenges for more able children during whole class teaching. Further work on next steps marking in Maths is needed next year. Other successful initiatives in specific year groups have included greater differentiated group work and objective-led planning in EYFS, use of 'break out' groups, and traffic light coloured AfL trays to support children in self-assessment



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1.2 Share and develop effective use of the classroom learning environment	CD/DC	1. Visit other local schools to review different approaches to the learning environment 2. Trial greater use of KS1-style topic & book areas in KS2 and share successful ideas 3. Meeting time for teachers and TAs to visit different classrooms and share good practice in school 4. Share photos of learning environment from other schools to inspire all staff 5. Whole-school key skills display with examples from different classes 6. Update classroom environment guidance document in consultation with phase leaders 7. Review storage & labelling of resources, especially in shared areas	<ul style="list-style-type: none"> - Teachers share ideas for display and work together more collaboratively to develop their learning environments - Greater consistency and creativity in learning environment across phases - Children are able to use classroom resources and displays independently to assist their learning - Children reflect more on their learning - Children are encouraged to show greater respect for school environment 	Learning walks (initially in Oct, then repeated during the year) Staff meeting feedback Discussions with phase leaders	A learning walk happened at both sites in the autumn term, which fed into training days and staff meeting time. Feedback was given to staff in the form of '20 Great Things for the Learning Environment', which has been re-distributed and discussed throughout the year both in staff meetings and phases. Phases have invested in new resources to help their learning environment, for example: Nursery have benefited from language resources such as Wellcomm boxes and talking hot spots in their library. Other phases have explored new ideas, for example: Reception have experimented with new 'deconstructed' role play areas to allow the children to lead; Year 1 have introduced a 'Proud Wall' to celebrate work, which gets changed regularly; Year 3 have focused on displaying children's work and taking photos of work that is not easy to display; Year 5 have created a comic themed Reading Area to inspire children. All phases have had a focus on resources to help keep their classrooms tidy and resources accessible, with a focus on making the reading corners more appealing. New resources have been purchased to launch reading corners again in September.