

Shared Action Plan 2019-20	Lead/ Change Team: Curriculum & Pedagogy Janine, Sarah G, Clair, Catherine, Caroline			SDP Links: K6: Quality of maths, English and computing; K8: Research		Leader Links: Alex (English), Jane (Maths) Parents and Families team			
'We will' statements 2019	Actions to Complete	Time Frame for Completion	Who	Budget Allocated	Intended Impact & Links to Research	Lead links	Progress Review (2019-20)		
							Dec	March	July
We will research an appropriate computing curriculum that meets the needs and entitlements for learners at all levels.	<p>1. Review information gathered from classes relating to what and why for a computing curriculum.</p> <p>2. Research what else is available to extend and expand the curriculum offer.</p> <p>3. Investigate current and future technologies and their potential impact on students' future learning after school.</p> <p>4. We will develop real life links with English skills – developing skills to support with reading, writing and communication (smartphones, AAC etc.)</p> <p>5. We will create a meaningful and effective computing curriculum for all pupils.</p>	<p>1. Spring 2019</p> <p>2. April 2020</p> <p>3. Spring 2020</p> <p>4. Summer 2020</p>	Annabelle p	£5000	<p>1. Understand what we need to provide and why.</p> <p>2. Providing a well-researched evidence-based curriculum offer.</p> <p>3. Making the provision appropriate for our current and future learners.</p> <p>4. Students have appropriate methods to communicate to build skills for adulthood and working life.</p>	Alex (English) Catherine/Jo (Communication and Pupil Premium)	<p>Staff meeting took place in Autumn 1 discussing the computing curriculum with colleagues. They worked with their class teams to find out what they thought would make an effective computing curriculum and why. Whole school staff support and input, leads to better buy in and ownership over the curriculum, resulting in better quality teaching and learning.</p> <p>Pupil Premium money has been allocated to resource equipment to support the computing curriculum when this has been identified, and is written on the pupil premium strategy.</p> <p>New computing lead taken over from SG (leaving school) in December 20 to ensure this aspect of the curriculum is a priority.</p>		
We will work in consultation with other professionals and parents to develop an RSE curriculum that provides essential lifelong learning for our students.	<p>1. We will develop key staff understanding of the new RSE framework that is mandatory for all schools in Autumn 2020.</p> <p>2. We will review our current confidence in teaching the RSE provision at Coppice.</p> <p>3. We will research pedagogy approaches in relation to RSE / PHSE. To tailor the curriculum so that it meets current local issues that Doncaster have as a priority. To read the EEF review questionnaire that will advise on the types of questions we should be asking.</p> <p>Look at staff LTP'S review and analyse. To complete drop ins with a RSE focus. Staff to complete the RSE questionnaire.</p> <p>4. We will deliver a training session to Teachers to help develop their understanding of the new framework and the content that should be covered.</p> <p>K10 Develop the teaching of Relationship, Health and Sex Education appropriate to the developmental level of each pupil in line with statutory guidance.</p>	<p>1. Autumn 2019</p> <p>2. Autumn 2019</p> <p>3. Spring 2020</p> <p>4. Nov 2019</p>	Clair	£1000	<p>1. We will have a member of staff in school who will help develop a framework to offer high quality RSE lessons, enabling pupils to have more awareness and empowerment over the choices they make regarding relationships, health and sex. We will have a clear plan forward so that we are all ready for the 2020 statutory implementation.</p> <p>2. To assess where we currently are as a school and how RSE is regarded within school. Gaining a clear understanding of strengths / weaknesses so that a structured plan can be formulated for improvement and implementation across school. To highlight areas of practice where we already deliver RSE, showing cross curricular links.</p> <p>3. Staff and pupil knowledge of RSE will be increased, ensuring pupils are safeguarded to the best of our ability.</p> <p>4. Staff and pupil knowledge of RSE will be increased, ensuring pupils are safeguarded to the best of our ability.</p>		<p>Attended RSE session 11.11.19 – with relation to what we need to do I need to meet with Mental Health lead TC and JS Health Lead to plan ahead.</p> <p>Meeting 20.11.19 and 09.12.19</p> <p>RSE RAG questionnaire handed to all staff 25.11.19</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</p> <p>Article obtained from EEF 25.11.19 To read which elements of the SEL sections are relevant to Coppice.</p> <p>Booked in for spring 1 and Summer 1 with teachers (Tuesday meeting) then Summer 2 whole school, (Wednesday meeting).</p>		

					<p>5. The RSE sessions that are delivered will be appropriate with specific learning objects.</p> <p>6. RSE sessions will be developmentally appropriate and not repeated every year.</p>			
<p>We will identify strengths within our current curriculum and develop skills and networks to improve and widen our provision for arts, music and culture.</p>	<ol style="list-style-type: none"> 1. Review current practice and teacher confidence in content teaching for art, music and culture. 2. Research evidence base for different creative activities, including linking with Nexus to provide continuity. 3. Upskill staff by providing training in different creative arts and therapies, e.g. Jabadao, Shabang, Musical Interaction, 4. Make/continue links with other providers, e.g. Higher Rhythm, DaRTS, Culture Network 5. Investigate Arts Mark award. 6. Work with other change teams to develop a celebration of achievement event to include all students. 	<ol style="list-style-type: none"> 1. Autumn 2019 2. Autumn 2019 3. Spring 2020 ongoing 4. Spring 2020 5. Summer 2020 6. Summer 2020 	Catherine Caroline	£2000	<ol style="list-style-type: none"> 1. Awareness of areas of strength and areas to support/improve within school. 2. Providing a well-researched evidence-based curriculum provision. 3. Staff and pupil knowledge of music, art and culture will be increased, ensuring pupils are experiencing a wide range of appropriate opportunities. 4. Pupils and staff have the opportunity to work outside of school to develop skills. 5. If appropriate, Art Mark will evidence higher skill level for both pupils and staff in the arts. 6. All pupils have the opportunity to have their achievements celebrated, whether or not they are happy to perform live on stage. 	Annabelle (Enrichment & Entitlement)		
<p>We will develop wider links for formal sports as well as developing therapeutic movement and PE throughout the curriculum to promote healthy living and lifestyles.</p>	<ol style="list-style-type: none"> 1. Identify what we are currently delivering in PE across the school – are we using Sport Explorers scheme to support less confident teachers? How does the therapeutic movement fit into the PE curriculum? 2. Audit how we currently assess progress in PE – Is this appropriate? If not, how else could we do it? – Link with Lynn C re motor skills assessments. 3. Develop links with other schools (mainstream and special) to arrange formal sport fixtures and tournaments. 4. Look at timetabling for PE – is it working? Could we have a movement afternoon once a week, e.g. Weds, where everyone does something appropriate that involves not being sat down? 	<ol style="list-style-type: none"> 1. Feb 2020 2. Feb 2020 3. Autumn 2019 4. Spring 2020 	Janine	£ PE budget	<ol style="list-style-type: none"> 1. Higher quality PE provision across the school and understanding of movement needs in the wider curriculum. 2. Improved knowledge and understanding of pupils' levels and using this to inform teaching and learning. 3. Improve positive relationships, competition, inclusion and awareness of self. 4. Better use of facilities, more focus for learning, greater focus on kinaesthetic learning, improved health outcomes. 		<p>Links with 7 other SEN schools and 8 fixtures arranged. Two fixtures have been completed and feedback provided. Termly meeting with PE leads from the SEN schools have been arranged to continue to develop the links further.</p> <p>Links with Crookesbroom 2 weekly visits arranged. Five year 4 pupils attend for two lessons a week. One year 6 and one year 7 pupil visit Crookesbroom for two lessons a week.</p>	

<p>We will ensure all students achieve accreditation at an appropriate level during 6th form which enables them to make an appropriate and informed choice about their future. (including post-16, post-19 and careers)</p>	<ol style="list-style-type: none"> 1. Expand and develop careers programme within school (SWOT analysis) 2. Work with internal and external providers to improve careers experiences for students. 3. Deliver CPD session to teachers/HLTAs to explain careers and pathways for adulthood so they can be more embedded in the curriculum from an early age. 4. Audit how well accreditation is being used and how useful it is for students leaving Coppice. 5. Develop pupil voice strategies across school. 6. Revalidate the Quality in Careers Standard in 2020 to demonstrate cycle of improvement and development. 	<ol style="list-style-type: none"> 1. Summer 2020 2. Spring 2020 onwards 3. Autumn 2019 4. Autumn 2019 5. Spring 2020 6. July 2020 	<p>Tracey S Sarah G</p>	<p>(budget needed) Accreditation £500 Work exp £ staffing & mileage Pupil voice £500 Careers Mark £750 Networking £300 New prospectus £50</p>	<ol style="list-style-type: none"> 1. Know strengths/weaknesses to improve careers experience. 2. Quality control standards for curriculum offer relating to careers. 3. All staff aware of pathways so preparation can start early. 4. Moderation with others so accurate targets are set. 5. Pupil thoughts, ideas and opinions will be well represented. 6. Provide evidence we are meeting 16-19 provision obligations. 				
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