



Date		Description	Data on Pupil Asset/To be complete	ExLT Responsibilities	Tch/Subject Responsibilities	Governor Responsibilities
Autumn 1 Data	Before 25th Sept (Phonics & Y2-6 to be completed during w/b 14th Sept 2020)	Baseline · EYFS · Phonics (2016 Paper) · Y1 (Using ELG's) · Y2 – 6 (Using Pixl Transition Package)	25th Sept 2020 Using tests to inform TA	Establish baseline % for cohorts post pandemic Plan intervention therapies whole class, split year groups (ongoing), make sure it can be delivered	Fill gaps that are evidenced pre lessons Deliver intervention	First LGB Aut 1 Key Conversations Question baseline assessments and how successful are gaps are filled Check that leaders, teachers remain ambitious to exceed NA Ask about intervention planned and rationale
	Start 7 th Sept	Classroom visits <ul style="list-style-type: none"> ELT Assess learning at start of year Social distance/cleaning 	Sept 21st	EL visit classes Set targets for pupils/tch	Deliver timetables, curriculum and assess	Question that ELT visits evidence positive learning and safe working
	Start Sept 14 th	Attendance check <ul style="list-style-type: none"> Admin measure attendance and send letters after 3 weeks 	Sept 28 th	Call families, conduct informal meetings and plan support for key pupils	Tell ELT of absence concerns for vulnerable	Question attendance % on HT report Discuss overall Management strategy including pay awards
Start 1 st Oct	Performance management <ul style="list-style-type: none"> Tch Reviewing PM cycle 	1 st - 31 st Oct	Set class targets so there is ambition to exceed NA	Prepare SL reports/action plans for PM	Question subject leadership success in delivering KRC What are next steps ?	

	Start 7 th Sept	IEP and Ed Psych requests	14 th Sept	Make sure IEP done and arrange funding/Outside agency support	Write IEP – using last year format and content	Question how EL are supporting SEN pupils needs
	w/b 16th Nov 2020	Y6 (2017 National Papers)	25th Nov 2020	Ensure completed against KS assessment conditions Analyse baseline data vs NA/PA	Tch deliver and present results to EL at PP meeting	Second LGB Aut 2 Key Conversations Expect written report in HT Report LGB 2 – question compared to NA 72% <ul style="list-style-type: none"> Focus on phonics HIS/SPS Y6 compared to NA and shadow analysis Maths HIS PP and SEN
	w/b 23rd Nov 2020	<ul style="list-style-type: none"> EYFS Y1 Phonics (2017 Paper) Y2 (2019 National Papers) Y3 – 5 (Pixl Autumn 2020) Y4 Times Tables 	2 nd Dec 2020	Compare to pixl and organise KS2 booster Organise fortnightly Y6 pupil progress through Spring to discuss gaps Agree action at PP meetings and implement	Suggest action at PP meeting	
Autumn 2 Teach/Le arn	Start mid Oct- Nov	Curriculum Development Meetings	Nov 20	Ensure evidence exists for CD meetings across all subjects	Call CD meeting target colleagues across schools to discuss learning/resources and look at books for quality and coverage. Invite link governor.	Expect contact before LGB2 from linked leader Consider safety to join allocated subject and be present at meetings – use zoom
	Start mid Oct- Nov	Attendance Fast track	Nov 2020	Ensure Admin to have completed policy stages for low attendees. Identify FT and conduct meetings	Support family with frequent meet and greets Praise and phone calls	Ask how those with attendance lower than 90% are being support? How many meetings with EL? How many pupils' attendance is improving compared to last year?
	Start mid Oct- Nov	Pupil Discussion and subject dives	Nov 2020	Attend sample deep dives with subject leads across schools- maths HIS, computing SPS, History	Gather range of pupils to discuss learning – invite gobs and record quotes, views, success in recalling knowledge	Expect contact before LGB 2 from linked leader
	7 th Dec	Pupil Progress meetings Assessment across subjects onto tracker	11 th Dec	AHT/EL Ensure written evidence of accelerated progress through QLA, PA, books and next steps	Talk through pupils attainment and accelerated progress with AHT/EL	Ask about accelerated progress for pupils and impact shown over term.
Spri ng 1	w/b 18th Jan	· Y6 (2018 National Papers)	27th Jan 2021	Analyse baseline data vs NA/PA	Tch deliver and present results to EL	Third LGB Spr 1 Key Conversations Check that leaders, teachers remain ambitious to exceed NA

Data	w/b 8 th Feb	· Y1 (Pixl Spring Assessment) · Y1 Phonics (2018 Paper) · Y3 – 5 (Pixl Spring 2021) · Y4 Times	26th Feb 2021	Compare to pixl – ensure action takes place	Suggest action	Ask about intervention planned and rationale
Spring 1 Teach/ Learn	w/b 5 th Jan	Classroom visits <ul style="list-style-type: none"> ELT Assess check environments Social distance/cleaning 	28 th Jan	EL visit classes or monitor class dojo pages Set targets for pupils/tch	Deliver timetables, curriculum and assess	Question that ELT visits evidence positive learning and safe working
	w/b 5 th Jan	Attendance check <ul style="list-style-type: none"> Admin measure attendance and send letters 	28 th Jan	Call families, conduct informal meetings and plan support for key pupils	Tell ELT of absence concerns for vulnerable	Question attendance % on HT report Discuss overall Management strategy including pay awards
	W/b 1 st feb	Performance management <ul style="list-style-type: none"> Tch Reviewing PM cycle 	25 th Feb	Coach tch /staff to review class targets and PM targets – what needs to be done to achieve?	PM/Subject lead prepare evidence for review	Question subject leadership success in delivering KRC and quality learning What are next steps ?
	w/b 5 th Jan	Review SEN Support with Senco	28 th Jan	Make sure IEP done and arrange funding/Outside agency support	Review IEP, highlight achievements and write new smart targets	Question how EL are supporting SEN pupils needs
Spring 2 Data	w/b 15th March	· Y6 (2019 National Papers) · Y2 (2020 National Papers *2018 as a back-up of 2020 not released)	24 th March 2021	Ensure completed against KS assessment conditions	Tch deliver and present results to ExL at PP meeting	Fourth LGB S[pr 2 Key Conversations Expect written report in HT Report LGB 2 – question compared to NA 72% <ul style="list-style-type: none"> Focus on phonics HIS/SPS Y6 compared to NA and shadow analysis Maths HIS PP and SEN
	w/b 22nd March	· Y1 Phonics (2019 Paper) ELG · Y4 Times Table	26 th March 2021	Ensure completed against KS assessment conditions	Suggest action at PP meeting	
Spring 2 Teach/ Learn	Start Feb -March	Curriculum Development Meetings	25 th Feb	Ensure evidence exists for CD meetings across all subjects	Call CD meeting target colleagues across schools to discuss learning/resources and look at books for quality and coverage. Invite link governor.	Expect contact before LGB2 from linked leader Consider safety to join allocated subject and be present at meetings – use zoom

	Start Feb	Attendance Fast track	12 th feb	Ensure Admin to have completed policy stages for low attendees. Identify FT and conduct meetings	Support family with frequent meet and greets Praise and phone calls	Ask how those with attendance lower than 90% are being support? How many meetings with EL? How many pupils' attendance is improving compared to last year?
	Start Feb -March	Pupil Discussion and subject dives	5 th March	Attend sample deep dives with subject leads across schools- maths HIS, computing SPS, History	Gather range of pupils to discuss learning – invite govgs and record quotes, views, success in recalling knowledge	Expect contact before LGB 2 from linked leader
	Start Feb -March	Pupil Progress meetings Assessment across subjects onto tracker	26 th March	AHT/EL Ensure written evidence of accelerated progress through QLA, PA, books and next steps	Talk through pupils attainment and accelerated progress with AHT/EL	Ask about accelerated progress for pupils and impact shown over term.
Sum me r dat a	During May	KS1 Testing	During May 2021	Ensure completed against KS assessment conditions Use KS1 and KS2 ARA 2021	Teachers follow guidance to support pupils under test conditions All staff on board to support KS1/2 SATS and same procedures follow as previous terms	Fourth LGB Summer 1 Key Conversations <ul style="list-style-type: none"> • How was assessment process? Strengths? Weaknesses? • Were statutory guidelines followed? •
	w/c 10th May 2021	KS2 SATs (2021)	Mon 10 th – Thurs 14 th May 2021			
	w/b 31st May	· Y1 (Pixl Summer Papers) · Y3 – 5 (Pixl Summer Papers)	16th June 2021			
	w/c 7th June 2021	Y1 Phonics Test (2021) & Y2 re-takes 7 th June 2021 · EYFS End of Year · Y4 Multiplication Test	18th June 2021			
Sum me r tea ch/ lea rn	Start Mid May- June	Curriculum Development Meetings	25 th June	Ensure evidence exists for CD meetings across all subjects	Call CD meeting target colleagues across schools to discuss learning/resources and look at books for quality and coverage. Invite link governor.	Expect contact before LGB 6 from linked leader Consider safety to join allocated subject and be present at meetings – use zoom

	Start April	Attendance Fast track	1 st May	Ensure Admin to have completed policy stages for low attendees. Identify FT and conduct meetings	Support family with frequent meet and greets Praise and phone calls	Ask how those with attendance lower than 90% are being support? How many meetings with EL? How many pupils' attendance is improving compared to last year?
	Start Mid May- June	Pupil Discussion and subject dives	25 th June	Attend sample deep dives with subject leads across schools- maths HIS, computing SPS, History	Gather range of pupils to discuss learning – invite gobs and record quotes, views, success in recalling knowledge	Expect contact before LGB 6 from linked leader
	Start July	Pupil Progress meetings Assessment across subjects onto tracker	13 th July	AHT/EL Ensure written evidence of accelerated progress through QLA, PA, books and next steps	Talk through pupils attainment and accelerated progress with AHT/EL	Ask about accelerated progress for pupils and impact shown over term.

NB- classroom visits take place all the time as part of our collaborative and supportive visits. It is expected that all senior and middle leaders will support staff on a daily basis through modelling and guidance- that new staff will visit classrooms to team teach as part of their CPD.