**Faculty Delivery Plan 2022-2023**

**Faculty/Subject: Social Science / Prep for Adult Life Middle Leader: SLH**

|  |  |  |  |
| --- | --- | --- | --- |
| **Whole school KPI/ Impact** | **Action/s** | **Staff Code/s** | **Monitoring/Timeline** |
| **QUALITY OF EDUCATION: INTENT** | * QA of SoL to ensure that disadvantaged and SEND students are able to fully access the course. * Meet with RPY to discuss how to better incorporate strategies to improve the outcomes of SEND and disadvantaged students. * Conduct regular QA to ensure that lessons are following SoL. * Liaise with Federation PD lead to ensure that Prep curriculum is relevant and improves personal development of all students. | SLH  Charlotte Cooper | * February half-term * QA - ongoing |
| **1.1**  Provide robust evidence that demonstrates a shared **ambitious** curriculum, particularly designed to give disadvantaged and SEND the knowledge and cultural capital to succeed.  **1.2**  Provide robust evidence that demonstrates the curriculum contains **well-chosen demanding content sequenced coherently** with previous and future years, including transition from primary school and developing skills for future employment. |
| **QUALITY OF EDUCATION: IMPLEMENTATION** | * QA to ensure that all lessons are following the GRIT structure and that knowledge retrieval practice is embedded into all lessons. * Ensure that whole-school reading policies are adhered to, make explicit reference to students when they are reading and provide the relevant resources which will enable students to access all and improve outcomes. – Monitored through QA. * Meet with RPY to discuss how to better incorporate strategies to improve the outcomes of SEND and disadvantaged students. * Ensure that homework is regularly set and monitored in line with whole school policy.- Monitored through QA. | SLH | * QA ongoing * February half-term |
| **1.4**  Provide robust evidence that systematically checks **understanding** to identify and address misconceptions so that students learn and **remember** more over time (GRIT).  **1.5**  Launch the Dearne whole-school **reading** framework and provide half-termly impact evidence to allow swift adaptation in delivery to improve outcomes.  **1.6**  Provide robust evidence that the curriculum meets the needs for **SEND** students and **disadvantaged** students and is implemented consistently with clear impact.  **1.8**  Implement a whole school strategy to significantly and rapidly improve the quality and quantity of **homework**. |
| **BEHAVIOUR AND ATTITUDES:** | * Continue to follow whole school policy of logging lateness on SIMS. * Liaise with form tutors and HOY for students who are persistently late. Develop a departmental report to tackle lateness. * Ensure that parents are contacted regularly if students are persistently late and record this on a departmental tracker so that information can be shared easily with form tutors and HOY. | SLH  KDG  LHS | * Ongoing * Discussions with line managers and T&L |
| **2.11**  Implement a **‘no excuses’** lateness to lessons strategy and work closely with Heads of Subject to eradicate all lateness to learning. |
| **PERSONAL DEVELOPMENT:**  **3.3**  Provide robust evidence to demonstrate how SMSC is taught through the curriculum to prepare children for **modern Britain** and to promote confident, resilient and independent learners with real-life opportunities to contribute positively to society | * QA of SoL to make more explicit links to SMSC within the curriculum. QA to monitor and reflect. * Ensure Skills Drill and all careers/cross-curricular logos are displayed to ensure explicit discussion of links. * All Prep booklets to promote British Values * Provide a range of lessons/activities to ensure that lessons are relevant and focussed. | SLH | * Termly * Faculty time CPD and training to support all Prep teachers. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Faculty/Subject KPI** | **Action/s** | **Staff Code/s** | **Impact** |
| 1.14 – Review the curriculum offer and ensure pedagogy and approach to learning is adapted to significantly improve boys’ progress. | * Conduct Student Voice to gauge engagement of boys in the subject. * Conduct research into how to better engage boys in lessons and implement relevant strategies to encourage and improve boys’ progress. | SLH | * Completed by April * Improved engagement/progress/outcomes of boys in psychology |
| 1.17 – Create tailored subject CPD for Prep for Adult Life to ensure that all teachers are confident and have relevant skills and understanding. | * Bespoke CPD dependent upon topics/themes being taught each term. * Regularly provide staff with resources/online form of support to ensure subject knowledge is effective | SLH | * Ongoing monitoring (QA) |
|  |  |  |  |
|  |  |  |  |