**Faculty Delivery Plan 2022-2023**

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

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| **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.
 | SLHCharlotte Cooper | * February half-term
* QA - ongoing
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| **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
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| **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.
 | SLHKDGLHS | * Ongoing
* Discussions with line managers and T&L
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| **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.
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| **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
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| 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)

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