


WILLOW DENE School Development Plan 2022-23

 To enhance and extend subject specific approaches to teaching and learning in maths and science



WHY

What is the driver for this core priority?
 Why should people care about it or engage with it?
 Ensuring high quality teaching of maths and science across all the whole school, enhancing learning and enabling confidence in teaching the fundamentals in subject specific areas.



SUCCESS

What does beautiful look (or sound) like?
 How will we know this is achieved?

AUTUMN			
What? (action)	Why? (is the change needed)	Success (what will it look / sound like?)	Evaluation (sources of impact feedback)
Working with and sharing lesson expectations with leaders at all levels	To ensure consistency on expectations around fundamentals on Maths and Science lessons. This would align leaders and teachers understanding of the subject, enabling feedback from learning walks and observations to be supportive and not contradictory to subject expectations.	SLT as a whole group understand what good practice looks like within a subject, including subject specific details such as fundamentals. SLT are knowledgeable on identifying good practice and development points through learning walks and observations. Teachers and STA's understand what good practice looks like within the core priority subject(s) and the expectations of this.	LW feedback Conversations with teachers
Use data from LWs and appraisal to support collaborative working	Core priority subjects are a whole school focus.	Subject leads have whole school picture of teaching in their subject,	SLT minutes LW feedback

	<p>Subject leaders are supported to gain a good understanding of their subject across the whole school to enable targeted and whole school support which is relevant to the needs of the school.</p> <p>All leaders are clear on the starting point for the core priority and can support progression through line management role.</p> <p>Aligning leaders and class teams supports whole school development. Utilising staff with a vested interest (appraisal targets, best practice) supports whole school impact.</p>	<p>mapping strengths and areas for development across the school.</p> <p>A network of teachers able to support colleagues with planning and teaching maths and science</p> <p>Small working parties for each subject</p> <p>Wider impact within maths and science towards quality of teaching and learning</p>	<p>Conversations with teachers</p> <p>Feedback from teachers</p> <p>Appraisals</p> <p>Support provided through line management roles</p>
Teacher's survey	<p>Teachers views are heard and support is put in place to ensure the quality of maths and science lessons.</p> <p>Understanding teachers perspectives of the core priority supports enables leaders to have a full picture when providing support.</p>	<p>Subject leads understand teachers' perception and confidence in teaching their subject.</p> <p>Teachers provide information that reflects their perception of their teaching within a subject and is used in conjunction with LW and further support</p>	Survey results
Produce clear rationale and guidance to frame conversations and future training around subject specific approaches	<p>A clear vision will ensure that subject leads understand the input and information that is required for teachers to be able to deliver subject specific approaches in the classroom</p>	<p>Subject leads have clearly communicated key approaches that should be used to support subject specific learning</p> <p>Teachers understand the key components of subject specific learning and are developing confidence with this in the classroom</p>	<p>Documentation which references the specific approaches used for maths and science</p> <p>Teachers demonstrate that they are exploring key approaches within their planning and lesson delivery in collaboration with subject leads</p>
Monitor understanding of subject knowledge and progression using examples of planning	<p>Subject leaders will be able to identify understanding of intent and how this knowledge impacts implementation within individual classes.</p>	<p>Subject leaders will be clear on teacher understanding of progression in maths and science.</p> <p>Teachers will be supported to understand progression in maths</p>	<p>Planning examples</p> <p>Subject leader conversation/questioning</p>

		and science. Subject lead and teacher narrative will align. Teachers will be confident challenging and enabling children's progression (the bulk of this work is likely to take place in spring)	
Subject power day	Offer opportunities to ignite passion and interest in subjects through a focus day, supporting career opportunities.	Children will access immersive and engaging opportunities linked to maths and science. Teachers will be able to identify specific interests linked to the subjects. Teachers will feel passionate about exploring maths and science in their classrooms	Power day feedback

SPRING

What? (action)	Why? (is the change needed)	Success (what will it look / sound like?)	Evaluation (sources of impact feedback)

SUMMER

What? (action)	Why? (is the change needed)	Success (what will it look / sound like?)	Evaluation (sources of impact feedback)