



INCORPORATING



DEVELOPMENT & INNOVATION PLAN

September 2023 – JULY 2024

**Everyone will be the best that they can be
Everyone has a voice
No-one is excluded**

Monitored via SLT and Governor Monitoring Strategies

Evaluated via termly Executive Head's Report to Governors

5 Year Strategic Aims across the Learn to Live Federation



- **Improve pupil outcomes**
- **Enhance our provision and facilities**
- **Clear and consistent communication and engagement between all stakeholders (internal and external)**
- **Financial stability**
- **Ensuring expertise and leadership for all**
- **Empowering families and communities**
- **Keeping everyone safe**

Federation Development and Innovation Plan – Priorities September 23 – July 24

Quality of Education

Curriculum:

- Development of the engagement pathway curriculum
- Development of the foundation subject curricula

Teaching & Learning

- All staff to have a better understanding of child development
- Teachers understand what constitutes as good or better teaching – pedagogy is secure.

Outcomes:

- Leaders at all levels using data from earwig to improve quality of teaching & Learning
- Teachers will regularly use formative assessment to ensure challenge for all within lessons
- Teachers will use summative assessments (BTEC/PHONICS/EARWIG) to ensure curriculum and planning are appropriate.

Behaviour and attitudes

- Further develop a positive and supportive environment for all pupils promoting positive wellbeing and developing resilience

Personal Development

- All staff exploit every opportunity to develop independence for our pupils.
- Enhance our Physical Development Offer and ensure equitability of access.

Leadership and Management

- Develop a more robust culture of accountability across the federation, holding each other to account, ensuring best outcomes for children and young people.
- Further develop role of middle and key stage leaders
- Provide opportunities for teachers to develop subject specific pedagogy.
- To update & launch new website improving information and links with families

Quality of Education

Key Priorities

Curriculum:

Development of the engagement pathway curriculum

Development of the foundation subject curricula

Teaching & Learning

All staff to have a better understanding of child development

Teachers understand what constitutes as good or better teaching – pedagogy is secure based on lesson observation form.

Outcomes:

Leaders at all levels using data from earwig to improve quality of teaching & Learning

Teachers will regularly use formative assessment to ensure challenge for all within lessons

Teachers will use summative assessments (BTEC/PHONICS/EARWIG) to ensure curriculum and planning are appropriate.

Intent	Implementation	Who is responsible?	Cost	S	O	N	D	J	F	M	A	M	J	J	S	Impact
To ensure skilful implementation of the curriculum through outstanding teaching learning and assessment practices promote best outcomes for all pupils.	To develop a clear engagement pathway curriculum that is known and understood by staff	Kate Bromage & EM working Party		S	O	N	D	J	F	M	A	M	J	J	S	Teaching is of sustained high quality, matched to pupil need ensuring good progress and aspirational outcomes The Engagement curriculum is successfully, designed to be ambitious and meet the needs of pupils on the Engagement Path All curricula promote independence and prepare pupils for adulthood and best futures. Pupils, families and staff feel the taught curriculum is relevant and pertinent to individuals.
	All Staff ensure that pupils following the engagement pathway have time to respond to a range of stimuli and initiate communication	Enable Team		S	O	N	D	J	F	M	A	M	J	J	S	
	All support for pupil's communication development matches the best in the school.			S	O	N	D	J	F	M	A	M	J	J	S	
	Core subject Leads to continue to refine and develop our core curricula ensuring challenge and independence are promoted.	Empowerment Team		S	O	N	D	J	F	M	A	M	J	J	S	
To ensure there are opportunities across the curriculum for children to express individual creativity and our foundation curricula is developmentally sequenced		Enrich Team		S	O	N	D	J	F	M	A	M	J	J	S	
Formative assessment is clear and developmental throughout teaching across the federation	To ensure staff have the confidence to identify when to scaffold and support children and when to provide stretch and challenge through quality first teaching.	Deputy Heads Teaching & Learning	Training Budget - £500	S	O	N	D	J	F	M	A	M	J	J		Progress through all taught subjects is tracked using earwig Performance continues to improve as a result of dynamic, appropriate and outcomes focussed provision
	To provide Federation wide CPD rooted in concepts and application of formative assessment, that develops the use of adaptive teaching	SLT	Increase number of devices available across federation	S	O	N	D	J	F	M	A	M	J	J		
	To ensure staff make accurate formative and summative assessments of individual pupils' attainment and act on this information. Regular monitoring by middle and senior leaders. Routinely evaluate the use of Earwig how it is used in the classroom to evidence that pupils are learning what is taught - Middle leaders to timetable time in class each week until embedded in practice. feedback to senior leaders on site.	SLT and Middle Leaders	£4200 from April 24	S	O	N	D	J	F	M	A	M	J	J		

Extend all staff knowledge to ensure continued high-quality pupil outcomes and teaching and learning best practices.	To provide ongoing targeted CPD for all staff to ensure pedagogy is secure and all have a better understanding of child development	Deputy Heads Teaching & Learning	Training Budget £4000	S	O	N	D	J	F	M	A	M	J	J	Teaching and learning is rooted in current research and developments with staff taking responsibility for their own professional development and reflect practice in place for all. Inspirational and highly effective teachers and teaching assistants (TAs) are a great strength of the federation All staff, including those new to supporting SEND pupils, are confident and competent in meeting the needs of individuals.
	All staff to have CPD logs so that CPD activity is recorded in terms of the learning outcomes and objectives, and what can be put into practice. Recording CPD helps provide evidence that ongoing learning is being completed, which can then be useful for career development and workplace appraisals. Logs provide Evidence that knowledge and skills are being up-to-date, help provide a professional sense of direction whilst also building and enhancing professional confidence and credibility.	Deputy Head – CPD Hr Managers		S	O	N	D	J	F	M	A	M	J	J	
	A Focused and robust induction programme for all is put in place, monitored and reviewed			S	O	N	D	J	F	M	A	M	J	J	

Behaviour & Attitudes

Key Priorities

Further develop a positive and supportive environment for all pupils promoting positive wellbeing with a particular emphasis on developing resilience

Intent	Implementation	Who is responsible?	Cost	S	O	N	D	J	F	M	A	M	J	J	S	Impact
To respond to the increasing complexity of pupils' needs who are presenting more challenging behaviours (including those related to mental health) and finding it harder to consistently attend school as medical needs increase, medication changes, and puberty hits.	All Core documents are kept up to date and reviewed regularly – senior leaders to monitor	Heads of Site		S	O	N	D	J	F	M	A	M	J	J	S	The journey of embedding core documents including Positive Behaviour Support (PBS) and relational practice plans is embedded. Transition arrangements are effective
	PBS plans are known, understood and implemented so that the increasing number of pupils with challenging behaviours receive the positive support they need			S	O	N	D	J	F	M	A	M	J	J	S	
	Full implementation of Relational practice at universal, targeted and intensive level. Universal Level – staff attuned to pupils, minimal low-level disruption. Targeted – programme of targeted interventions implemented with data showing good progress towards intervention targets. Relational support plans in place supporting staff to meet the needs of students who require targeted support. Reduction in class and school avoidance, more engagement in learning. Intensive – stages for re-engagement with learning and a progression document fully developed enabling staff to track and demonstrate good process.	CDMT & Enable Team		S	O	N	D	J	F	M	A	M	J	J	S	
	CDMT to continue to develop PBS and relational support approach, collaborating with wider Enable Team, LD team and educational Psychologists.	Heads of Site		S	O	N	D	J	F	M	A	M	J	J	S	
	A realistic target and plan is in place for every pupil whose attendance is below 90% (persistent absentees). The target will take account of their medical needs and interventions, respite, clinical care, therapeutic appointments etc and be reviewed fortnightly at our HOS meetings			S	O	N	D	J	F	M	A	M	J	J	S	
	Review the impact of attendance plans – report to governors with case studies.		S	O	N	D	J	F	M	A	M	J	J	S		
	Termly meetings with AIO and clear processes in place that are understood by all.		S	O	N	D	J	F	M	A	M	J	J	S		
	Review the school-based pupil and staff mental health provision. Ensure each school has, published on its' website, a wellbeing policy that has been developed through engagement with its own whole school community.		S	O	N	D	J	F	M	A	M	J	J	S		

Personal Development

Key Priorities

Ensure regular opportunities are planned to develop pupil interests and talents – broaden horizons.

Enhance our Physical Development offer and ensure equitability of access

Intent	Implementation	Who is responsible?	Cost	S	O	N	D	J	F	M	A	M	J	J	Impact
To promote pupil's ability to engage with and understand the world around, their communities and people around them to increase their cultural capital, self-actualisation and quality of life.	Continue to extend the range of appropriate experiences and activities which prepare for life as a young adult are offered across the school, particularly at Key Stage 4 & 5	Enrichment Team Key Stage Leads	Cost of rips - parental contribution and pupil premium	S	O	N	D	J	F	M	A	M	J	J	Pupils develop self-belief and enjoy and achieve during their time in school Success is recognised and celebrated In and around classrooms, there is a pervasive, purposeful learning atmosphere.
	Plan year overview and timetable of activities, ensuring all students have access to supplementary activities such as trips. Resources, visitors, texts and activities raise awareness of, and reflect diversity around, disability and gender identity.			S	O	N	D	J	F	M	A	M	J	J	
	Life skills curriculum fully developed – look at the possibility of creating independence passports			S	O	N	D	J	F	M	A	M	J	J	
	Audit curriculum to evidence how we are nurturing cultural capital and identify opportunities for where we could more.			S	O	N	D	J	F	M	A	M	J	J	
To give our school communities opportunities to come together and develop a sense of collective purpose to support the teaching, learning and outcome of all pupils	Promote the work of both PTFAs and provide opportunities for families to engage with existing members, with the aim of increasing PTFA numbers and improving participation.	Federation Communication Lead		S	O	N	D	J	F	M	A	M	J	J	Both school communities have a range of events that supports stakeholder involvement and creates a wider sense of community for all Nurturing challenging and empowering opportunities are available to pupils, staff and families
	Expand the cycle of feedback for families and the community.			S	O	N	D	J	F	M	A	M	J	J	
	Broaden community engagement opportunities for all pupils and liaise with Outreach/Work Experience staff regarding promoting links with mainstream schools.			S	O	N	D	J	F	M	A	M	J	J	
	To seek and encourage fundraising/sponsorship opportunities from the local community to support existing and new projects at both schools.			S	O	N	D	J	F	M	A	M	J	J	
	To update & launch new website improving information and links with families			S	O	N	D	J	F	M	A	M	J	J	
To review the impact of interventions on the quality of education	Create inventory of all interventions available. Provide staff with clear directory as to what is an intervention and what is core. Ensure regular reviews are in place or students accessing interventions and evidence of impact. Clear plans in place to ensure skills and knowledge gained through interventions are embedded and transferable.	HOS & Enable Team	Energise and Enable budget	S	O	N	D	J	F	M	A	M	J	J	Physical development is actively promoted at every opportunity All interventions are planned with even greater consideration of the pupils' individual needs
	Seek out and develop other creative ways to integrate therapeutic provision into the curriculum and enrichment offer.			S	O	N	D	J	F	M	A	M	J	J	
	Enhance Physical Development offer - Work with physios and Active Devon and Dartmoor Schools Sport Partnership so that physical development is more embedded into the curriculum and ensure equitability of access for all students across the federation.	Enable Team	Dartmoor Schools partnership £4800 ET funded through sports premium from September	S	O	N	D	J	F	M	A	M	J	J	
	Review Rural Skills offer and plan provision ensuring maximum offer.			S	O	N	D	J	F	M	A	M	J	J	
	Outdoor Ed, Rural Skills and PD Lead- audit of opportunity and access to ensure equitability			S	O	N	D	J	F	M	A	M	J	J	
Look to provide all students with the opportunity to access an overnight or residential stay during their time at school- Develop proposed curriculum of overnight/residential offers, progressing across phases.		DSP From April at BB	S	O	N	D	J	F	M	A	M	J	J		

Leadership & Management

Key Priorities

Develop a more robust culture of accountability across the federation, holding each other to account, ensuring best outcomes for children and young people.

Further develop role of middle and key stage leaders

Provide opportunities for teachers to develop subject specific pedagogy.

Intent	Implementation	Who is responsible?	Cost													Impact
To sustain leadership and governance to further enhance the Federations systems for self-improvement.	To embed a distributive performance management model that professionally develops staff at all levels. Review cycle of appraisals and ensure a timetable is in place with staff members responsible. Review PD document to make it more targeted and impactful	EHT & HR managers		S	O	N	D	J	F	M	A	M	J	J	Accountability and commitment to improvement across all roles secured through distributed leadership.	
	To encourage staff to take greater responsibility for their performance management.			S	O	N	D	J	F	M	A	M	J	J		
	To develop a wider understanding of the roles within the leadership structure and wider staff team to ensure an efficient and effective educational offer.	EHT		S	O	N	D	J	F	M	A	M	J	J		
	To create opportunities for leaders at all levels to network and work collaboratively with colleagues beyond the school.-	SLT		S	O	N	D	J	F	M	A	M	J	J		
	To consider and implement any CPD middle leaders may require to manage performance in the teams they lead.			S	O	N	D	J	F	M	A	M	J	J		
	Establish a T&L log as a record of middle and senior leaders' evaluation of the time they spend in each teacher lesson each week.			S	O	N	D	J	F	M	A	M	J	J		
To ensure that staff remain equipped to support pupils changing needs and develop their own resilience	Continue to actively recruit a diverse set of governors - Publicity and invitations to stand as published,	Chair of Governors		S	O	N	D	J	F	M	A	M	J	J	Strength of governing body is maintained and improved to fulfil the strategic direction of the federation.	
	Continue to liaise with LA governor services			S	O	N	D	J	F	M	A	M	J	J		
	Develop engagement strategies such as visits and on-site events.			S	O	N	D	J	F	M	A	M	J	J		
To ensure that staff remain equipped to support pupils changing needs and develop their own resilience	Review staff code of conduct with staff	Hr Managers & Wellbeing Lead		S	O	N	D	J	F	M	A	M	J	J	Continuing Professional Development (CPD) is highly effective in developing subject knowledge, pedagogy and specific skills and approaches.	
	Federation has a named explicit "Wellbeing Lead". All staff in the setting know who this is.			S	O	N	D	J	F	M	A	M	J	J		
	The named lead is a conduit for all information regarding training, advice and support. They have an identified strategy for cascading information throughout the federation.			S	O	N	D	J	F	M	A	M	J	J		
	Develop staff wellbeing offer (coaching, reflective practice) to reduce the stigma of mental health acknowledging the complex role we play in supporting our children and young people.			S	O	N	D	J	F	M	A	M	J	J		
				S	O	N	D	J	F	M	A	M	J	J	Well-being of whole school community recognised and enacted as a priority to which all contribute	