

SLE Deployment Fund: Deployment action plan template

An SLE and the school receiving their support need to agree an action plan for the deployment. This form needs to be agreed by the Teaching School Alliance. The text provided in this form should be the current best estimate of the work required. The National College recognises that the detail of the action plan may change during the deployment.

National/Local Leader of Education Details:			
SLE name:	Nadine Fielding	SLE tel & email:	Nadine.fielding@beechhill.newcastle.sch.uk
School name:	Beech Hill Primary School	School business manager name & email:	admin@beechhill.newcastle.sch.uk

Date this action plan was agreed between the SLE and the supported school	25.2.15
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Partner School Details	
School name:	
Head name:	

Deployment Action Plan

Objectives for the deployment	Activity planned	By when	Cost (£)	Impact measures
To build capacity within the SLT to continue to develop the quality of provision across EYFS to be consistently outstanding.				
Audit of current provision, including teaching and learning opportunities, in Nursery (2 teachers job sharing the weekly teaching of a split Nursery cohort). Feedback given to HT and EYFS leader and actions agreed.	- All phonics planning to be done by the teacher responsible for that group of Nursery children in order for each session to be differentiated to meet the needs of the different groups of learners. - Weekly enhancements to be done for the Nursery 2 class by the Wednesday morning of each week and displayed on the planning board.	Audit/ feedback 25.3.15 – 1 full day w/b 2.3.15 w/b 2.3.15	OWL trust- SLE support for 3 days funded through WVPS teaching school	EYFS leader to monitor the quality and reliability of the phonics planning done by the Nursery 2 teacher weekly. To be monitored by EYFS leader.

	- Nursery 2 teacher to take responsibility for planning the introduction and directed learning opportunities for the new topic. (Both classes) - EYFS leader to work with SLE on developing skills and confidence to articulate EYFS progress and attainment data for both Nursery and Reception children. - Cross moderation of baseline judgements comparing like for like children from both schools. - EYFS leader and both Reception teachers to visit Beech Hill with a focus on outdoor provision, planning and TAPESTRY (an electronic pupil assessment tool). ***** team to have informal discussions with Beech Hill team and issues arising from observation of practice/ environment. - EYFS leader and SLE to work together to further enhance the learning environment (starting with the reading area) in order for the quality of the provision to be judged as consistently outstanding.	w/b 16.3.15 18.3.15 ½ a day (Nursery) Date TBA after Easter for Reception ½ a day 25.3.15 ½ a day TBA ½ a day	alliance.	EYFS leader to provide support to Nursery 2 teacher in the form of a joint planning session and monitor the quality and reliability of topic plans for both groups. EYFS leader will improve confidence to discuss her clear overview of progress across the phase with SLT/ HT. EYFS leader will have the opportunity to discuss judgements with staff from another setting to ensure that she is confident to make accurate judgements of children across the phase. Reception teachers to gain fresh ideas to inform their continuous improvements to the outdoor learning space (PM targets). Staff to explore the TAPESTRY tool with a view to trial something similar at **** to focus observations done by wider staff team and encourage parents to actively engaged in their child's learning. All areas of the Nursery classroom to have the 'wow' factor.
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