

MTM ALLIANCE PLAN 2021 - 2022

2021-22					
Action / Task	Lead	Progress Indicators / timescale	Outcomes for learning	Training and resources / costs	Monitoring and evaluation
1. Curriculum development – review current curriculums and curriculum development plans	HTs	1a. HTs and DHTs to meet to review existing curriculums and audit / analyse. 1b. Meet / liaise with pyramid schools to ensure there is limited repetition of content objectives / topics (check skills will be revisited). 1c. Curriculum leads in each school to meet / liaise to discuss progress with curriculum development in own schools – share good practice. 1d. Attend any training together. 1e. Review each other's curriculum methodologies, skills progression, monitoring procedures and give advice. 1f. Learning walks to be planned to see curriculum in action including use of learning environments and how reading is promoted.	1a. Children in the MTM Alliance have access to a broad curriculum offer. 1b. Curriculums are tailored to the needs of children in each individual school and there is clear evidence of how and why the curriculums have been designed.	Time for meetings	SLTs to meet and review pupil outcomes. Is the curriculum ensuring that pupils are receiving the best education which is meeting their needs?

		1g. Support each other in planning for and addressing issues following the Coronavirus school closures and Recovery Curriculums.			
2. Subject leader development / Early Years support	HTs	<p>2a. Core subject leaders and EYs teams to continue to meet termly. Share key priority areas and discuss common themes.</p> <p>2b. All schools to link up subject leaders to discuss planning and curriculum coverage. Look at skills progression documents and how schools monitor progress and attainment in non-core subjects.</p> <p>2c. Subject leaders to review progress towards meeting school objectives in each subject area with Alliance leaders.</p> <p>2d. Discuss how wider elements are captured in each subject area e.g. arts, sports creativity.</p> <p>2e. Look at elements of SMSC and British Values across subject areas.</p> <p>2f. Ensure middle leader staff fully understand their roles and</p>	<p>2a. Subject leaders are more confident in their roles and learn from each other.</p> <p>2b. Good practice is shared and staff are up to date in their practice.</p> <p>2c. Curriculum design ensures that all needs are met and that children have access to wider opportunities.</p> <p>2d. Reading has a high priority in all schools.</p>	Time for meetings	<p>SLTs to meet and review pupil outcomes. Is the curriculum ensuring that pupils are receiving the best education which is meeting their needs?</p> <p>SLTs to work with own middle leaders to look at knowledge of own subjects – curriculum and assessments. SLTs to work in own schools to look at curriculum intents to ensure they are matched to the needs and context of own schools.</p>

		<p>can lead their subject successfully.</p> <p>2g. Look at how reading and early maths are applied in other subject areas.</p> <p>2h. Attend any joint training where needed and appropriate.</p> <p>2i. Support each other in planning for and addressing issues following the Coronavirus school closures.</p> <p>2j. EYs support in implementing the new curriculum and assessments.</p>			
3. Safeguarding – provide a critical friend approach to checking the schools’ safeguarding procedures and challenge where needed.	HTs	<p>3a. HTs to meet and check safeguarding procedures in each other’s school.</p> <p>3b. Access any shared training where needed.</p> <p>3c. Provide reports to GBs / Ofsted / LA where needed.</p> <p>3d. Consider record keeping procedures in each school and learn from each other’s systems.</p>	<p>3a. Safeguarding procedures in each school are rigorous and meet government / LA expectations.</p> <p>3b. Children and staff are safe.</p>	Time for meetings	GBs to ensure that schools fully comply with legal requirements. Report to LA.
4. Moderation – secure judgements in attainment across Alliance schools.	HTs	<p>4a. Meet termly to moderate work in reading, writing, maths and chosen elements of EYs. Year groups to meet and moderate expected and greater</p>	<p>4a. Attainment and progress judgements are accurate across the three schools.</p> <p>4b. Schools have clear next steps to work on.</p>	Time for meetings	SLTs in own school to ensure that feedback is acted on and impacts on pupil outcomes and

		<p>depth work in each year group. EYs team to share knowledge of the new curriculum.</p> <p>4b. Provide written evidence of moderation and next steps to core subject coordinators and H/Ts.</p>	4c. School data is accurate and secure.		progress. GBs to challenge any underachievement.
5. Share and support each other with improvement advice across the schools.	HTs	<p>5a. HT meet termly to review school priorities and progress towards targets. Update action plan where needed.</p> <p>5b. Conduct learning walks in each other's schools. Focus to be agreed ahead of walk. Provide feedback. (Where possible due to the pandemic).</p> <p>5c. Governors to be involved where available / appropriate.</p> <p>5d. Share training – inform Alliance schools of training booked where relevant and offer to other schools / staff / GBs.</p> <p>5e. Support each other in planning for and addressing issues following the Coronavirus school closures.</p>	<p>5a. KITs are scrutinised and reviewed by other professionals outside of own schools.</p> <p>5b. Schools have clear targets for improvement and learn from each other.</p> <p>5c. Training can be followed up across the Alliance.</p>	Time for meetings, shared training costs	HTs to ensure that any actions are carried out. HTs to report to GBs on key priority areas and success of actions.