

## MTM ALLIANCE:

2023-24					
Action / Task	Lead	Progress Indicators / timescale	Outcomes for learning	Training and resources / costs	Monitoring and evaluation
1. Moderation – secure judgements in attainment across Alliance schools.	HTs	1a. Meet to moderate work in reading, writing, maths and chosen elements of EYs. Year groups to meet and moderate expected and greater depth work in each year group. EYs team to share knowledge of the new curriculum. 1b. Provide written evidence of moderation and next steps to core subject coordinators and H/Ts.	1a. Attainment and progress judgements are accurate across the three schools. 1b. Schools have clear next steps to work on. 1c. School data is accurate and secure.	Time for meetings	SLTs in own school to ensure that feedback is acted on and impacts on pupil outcomes and progress. GBs to challenge any underachievement.
2. Curriculum development – review and support with curriculum development plans.	HTs	2a. Meet / liaise with pyramid schools to ensure there is limited repetition of content objectives / topics in own schools. 2b. Curriculum leads in each school to meet / liaise to discuss progress with curriculum development in own schools – share good practice. 2c. Attend any training together. 2d. Review each other's curriculum methodologies, key knowledge plans, monitoring procedures and give advice. 2e. Learning walks to be planned to see curriculum in action including use of learning	2a. Children in the MTM Alliance have access to a broad curriculum offer. 2b. 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?

		environments and how reading / writing are promoted. 2f. Support subject leads following Ofsted findings in each school.			
3. Share and support each other with improvement advice across the schools.	HTs	3a. HT meet termly to review school priorities and progress towards targets. Update action plan where needed. 3b. Conduct learning walks in each other's schools. Focus to be agreed ahead of walk. Provide feedback. 3c. Governors to be involved where available / appropriate. 3d. Share training – inform Alliance schools of training booked where relevant and offer to other schools / staff / GBs. 3e. Support each other in planning for and addressing any local or national issues.	3a. KITs are scrutinised and reviewed by other professionals outside of own schools. 3b. Schools have clear targets for improvement and learn from each other. 3c. Training can be followed up across the Alliance.	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.
4. Support staff in each school in the early stages of their careers e.g. ECTs, new subject leaders.	SF	4a. HTs to agree to visits to schools for ECTs to share good practice and support with individual targets / priorities. 4b. Moderation support across schools for ECTs. 4c. HT support.	4a. Staff are well supported in their roles and have supportive partners to liaise with.	Meeting time, ECT support, shared training, moderation meetings	HTs to ensure that any actions are carried out. HTs to report to GBs on key priority areas and success of actions.
5. Share Governor training with MTM Alliance.	SF	5a. Investigate the possibility of shared training and the sharing of good practice.	5a. Governors have a shared understanding of their roles and share good practice.	Meeting time	GB to evaluate effectiveness of training and impact on their roles.

		5b. Governors could potentially support each other across schools.			
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