**SEFSS:** A FRAMEWORK TO SUPPORT SCHOOL EVALUATION SCIENCE SPECIFIC. SATC 2022.



Towards a reflective critique of the subject action plan

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| **Prompt for reflection** | **Yes /No**  Tweak the action plan directly |
| Identify the rows or columns where it details what will be improved for the children in their education. (Sometimes this is the success criteria, but many different terms are used. The term is not important, but knowing what will be different for children as a result of the plan is essential.)  Has your action plan got a ‘so what’? If not, then why not? Lovely and nice are not useful enablers of change for improvement in a cycle of continuous improvement. |  |
| Identify the row or column of priorities. (Sometimes called Aims, Objectives, key identified needs etc., but the name doesn’t matter. Knowing how these are different to actions is important). Are they clearly different to the actions? How many priorities or key identified needs? How do these relate to school priorities? How were these priorities decided? Eg linked to research or subject review? Rank the priorities as short term, over 6 months, medium 12 months, long term over two years. Suggest no more than 3 priorities. Check that there is an active verb in the priority text as active verbs drive change. |  |
| Identify two or three of your actions and check for the following features.   * The presence of a milestone (might not be called a milestone!) A way of knowing if you have planned progress along the way and by when. Expect to come back to your action plan regularly. It is not a start and end document. Good use of an action plan includes annotation, scribbles, and even red pen. A printed copy immediately to hand is often a preference for many. Cross check the plan regularly. It feels good when you tick things off! Enjoy the successes along the way. * Clear responsibility- Who is doing the actions? Be careful not to create a busy ‘to do’ list! * Defined Impact (outcome) expected from the action on learning (see also the SEFSS for Data gathering) * Is a budget needed? Do you have a budget? Do you need to find a budget? (Finding a budget is an action line)   These features are often described as SMART. Is the plan SMART? |  |
| Are the actions chosen known to be reliable interventions? How were they chosen? Are the interventions (sometimes called active ingredients) from evidence based, trusted sources or are your actions innovative and trial blazing? Don’t re-invent the wheel if you don’t need to. How close to the suggested approach of others, or compared to research findings, are your actions? (Sometimes called the fidelity of the action.) Be careful not to have lovely ideas that are just lovely without reason or without rigour. |  |
| Are there scheduled times to liaise with SMT? Who in SMT has the action plan been shared with? What support will the action plan need from SMT? Having SMT involved in monitoring gives credibility and depth. It is good to celebrate progress with senior teams. SL should not be working in isolation. How and when will the action plan be reflected upon and reported to SMT and governors? A short paragraph to describe, reflect and show next step thinking sets the scene for the next phase as the action plan rolls towards the next year. |  |