



Unit 5: How can I best action plan as a subject leader? School Trainer Guidance

Unit 5 suggested time 45 minutes

Watch the video yourself before running the session to ensure you understand the difference between this model and conventional action plans.

Show the Unit 5 video.

Take a current strategic school improvement priority from your school development plan. The most challenging aspect of this process is defining the subsidiary outcomes in the right hand column.

Put colleagues into groups of 2 or 3 and ask them to write down any subsidiary outcomes for that strategic objective on a flipchart.

Look at all the ideas across the room together and ensure they are *outcomes* and not *actions*. Outcomes often refer to the impact on learners and learning.

Have a look at the model action plan provided. Discuss how each outcome is broken down into a baseline position and linked actions to achieve it. Emphasise that only the outcome column on the right needs highlighting for evaluation.

There is no need to add text into the document once written – anything else sits behind this, keeping the action plan concise and clear for all readers.

As a staff you will decide which subjects need action plans annually, and which might not.

As colleagues produce their action plans, they will need quality support reading. This might be the role of the headteacher, the SLT, or you.

Ask the following questions:

If all the subsidiary outcomes are achieved in the right column, will the overall strategic outcome be achieved?

Is there an accurate baseline for every outcome?

Are the actions indicated likely to ensure the movement from the baseline to the intended impact?