

The following is intended as a series of prompt questions, designed to structure a senior leadership team meeting as plans take shape for 2022-23. It is intended to be discussed in the context of the EEF's 'Moving forwards, making a difference' guide.



[eef.li/school-planning](https://eef.li/school-planning)

## High-Quality Teaching:

### Five-a-day

- *Are teachers and school leaders using the 'five-a-day' approach to promote good teaching for all pupils, including those with SEND?*
- *What are the necessary 'five-a-day' teaching practices that would best support pupils in your school context?*

More information on the 'Five-a-day' Principle:

[eef.li/fiveaday-pdf](https://eef.li/fiveaday-pdf)



### Improving literacy and mathematics outcomes

- *What are the specific literacy or maths issues that need to be addressed? For example, for young readers, is it a decoding issue, vocabulary knowledge, reading fluency, or something else?*
- *What are the existing literacy or mathematics practices and supports already established in school? Are these well targeted to best support pupils adversely impacted during the pandemic?*

### Diagnostic assessment

- *What assessment tasks will give us the best diagnostic information about the prerequisite knowledge, skills, and competencies we want our pupils to develop?*
- *Are assessments used to diagnose issues at both an individual pupil level and at a cohort or class level?*
- *Are assessments being used to inform judicious adaptations to the curriculum?*

### Securing effective professional development

- *Does any proposed professional development focus align with school priorities? Does this professional development address the most important needs of teachers and pupils at this time?*
- *Is there capacity to sustain this professional development for the time necessary to embed changes to classroom practice?*

## Targeted Academic Support:

- Does your planned targeted academic support draw on the principles highlighted within the 'TARGET' model?
- Are pupils missing important curriculum content when undertaking interventions and how can this challenge be mitigated so that learning gaps are not compounded?

More information on Academic Support:

[eef.li/selecting-interventions-pdf](https://eef.li/selecting-interventions-pdf)



## Wider Strategies:

### Attendance

- How effective are current systems of communication with parents around attendance? Could these be improved or strengthened?
- What support is available for pupils with poor attendance? Does this address the root causes of their low—or non—attendance?

### Improving behaviour

- Are behaviour routines explicitly understood and enacted across your whole school?
- During periods of transition, do pupils have a clear understanding of any changes to routine, the opportunity to develop relationships with peers, and access to a curriculum that builds on what they already know? What changes might be needed to ensure this?

## Implementation:

- What evidence will be needed to identify the most pressing priorities for our school plans?
- How will staff be supported to implement the practices that will address the priority identified?
- Does this include information from a range of sources (for example, assessment information, lesson observations, or staff and pupil surveys or interviews) to build a rich evidence picture?