Devon Moors Federation Development Plan 2026/2027

Inclusion	The needs of disadvantaged pupils are identified quickly, and support is provided to reduce barriers to learning and well-being. There are high expectations for these pupils. Staff have evidence-based research to learn from –EEF. https://educationendowmentfoundation.org.uk/education-evidence/inclusive-teaching	The Federation develops a clear inclusion strategy with a measurable impact. SENDCos work with HoS to drive this forward and rigorously evaluate the impact. https://www.gov.uk/government/publications/inclusive-mainstream-fund-support-for-school-leaders/developing-an-inclusion-strategy-using-the-inclusive-mainstream-fund	Work with DCC and Olive Academies to implement the new inclusion strategy for Devon Maintained Schools, including place-based working, inclusion partners and Experts at Hand.	Monitoring and audit of current provision, including effective use of OAIP.	Tracking of SEND pupils – attendance, engagement, enrichment, achievement.
Curriculum and teaching	Writing progression. All schools to have clear curriculum mapping focusing on quality texts. Writing standards to be held to scrutiny (e.g. using AI prompts developed by DMF) Ensure that spelling is well taught and there is a focus on developing the fundamental skills of spelling.	Handwriting policy and progression to be standardised across all schools and to be implemented consistently. Track and monitor the impact in books.	Develop an oracy strategy in each school to include expectations for oracy in the curriculum. Provide new opportunities for oracy activities. Track, monitor and analyse the impact.	Foundational skills in maths to be strengthened with high expectations – using NCETM materials. Monitor and analyse gaps and address them. Focus on the MTC and improving scores over time. Ensure calculation	Further develop the foundation subjects with teachers given the scope to refine and improve units of learning, especially in KS2 history and geography without losing key threads and disciplinary knowledge. Children should

				policy is well understood.	continue to know and remember more, and this must be monitored by teachers, so misconceptions are swiftly addressed.
Achievement	Effectively track all summative data for pupils and identify achievement for all groups. (PP, FSM, Early Help, CiN, CP, CiC, SEND Support, EHCP, Military, boys, girls.) Analyse where there are gaps and address these using Bromcom and excel.	Strengthen the use of formative assessment in lessons so that misconceptions are quickly identified, addressed and monitored. Use support staff effectively to support catch up interventions.	Develop all pupils' knowledge of the appropriate foundational knowledge to allow them to access the full curriculum – language and communication, reading, spelling, handwriting and maths knowledge. Work with Hubs in maths and English to support this.	Pupils will have attainment scores in line with the national averages. (GLD, PSC, MTC, KS2) so they are well prepared for the next stage of their education.	Gaps between disadvantaged pupils and those with SEND and non-disadvantaged pupils will start to close, and all pupils will make progress form their starting points. HoS will closely track, monitor and work with teachers to achieve this.
Attendance and behaviour	Monitor weekly attendance for all groups: PP, FSM, Early Help, CiN, CP, CiC, SEND Support, EHCP, Military, boys, girls.	Behaviour in all schools will be managed in line with the relational approach. Staff will have high expectations for sustained engagement in learning, making use	A relational approach to behaviour is adopted in all schools, in	Engage with DCC attendance briefings and use the	Work in partnership with parents to help create sustained

	Demonstrate what actions have been taken and the impact of these. There is sustained high attendance for vulnerable groups over time.	of clear routines and transitions. Children should be 'ready to learn'.	partnership with DCC (Matt Jones). Staff have training and are able to work in cross-federation groups to further develop their practice.	support of inclusion partners to improve overall attendance and engagement with school. Use outside agencies where appropriate.	improvements over time for all pupils. Ensure parents are aware of important messages about the importance of good attendance. Help families remove barriers to good attendance.
Personal development and well being	Implementing new Mental Health and Well-being policy in all schools. New MH lead for the Federation will guide schools into developing or enhancing MH provision in each school.	Begin to implement elements of the new non-statutory enrichment framework. Ensure vulnerable pupils have targeted access to enrichment and track who is fully participating. https://www.gov.uk/government/publications/the-enrichment-framework-for-schools-and-colleges	Develop a range of enrichment opportunities for all children and in particular these groups – PP, FSM, Early Help, CiN, CP, CiC, SEND Support, EHCP, Military, boys, girls. Analyse the impact of this engagement.	Review the offer for trips and residentials to make them relevant, affordable and enjoyable for all children. Utilise the local area and environment to promote learning outside and the development of confidence	Ensure the PHSE/RSE guidance is followed in the systematic delivery of the taught programme. Engage parents with the RSE aspects of the subject. Allow children to have a voice in their learning.

				and well-being.	
Early Years	Creating strong, inclusive settings for Early Years children from 2 years upwards. Working in partnership with parents and other agencies to achieve this. Opening more spaces and opportunities for wrap around care. https://www.gov.uk/government/publications/inclusive-early-years-fund-2026-to-2027	Having rigorous, evidence-based decisions around the use of continuous provision. The intention will be to maximise what children are learning 'in the moment'.	Developing a handwriting strategy which forms a strong foundation for pupils.	Strong foundations in mathematics related to mastery approach.	PSED opportunities to be further strengthened, including a sharp focus on developing good learning focus and behaviours.
Safeguarding	1. New SENDCos to have level 3 training. 2. All staff to have annual refresher training, including the Prevent strategy, KCSIE 2026. 3. Children have safeguarding training through the PHSE programme, online safety and NSPCC.	HoS maintain strategic oversight of all aspects of safeguarding, promote an open culture and work effectively with a range of agencies to support pupils. Evaluate the impact of safeguarding actions and report termly to FGB.	Early identification and intervention for vulnerable pupils. (PP, FSM, Early Help, CiN, CP, CiC, SEND Support, EHCP, Military.)	The voices of pupils are heard, including those who are not on school site or on p/t timetables. Annex R is used only in appropriate circumstances, closely monitored, and impact is measured.	Attendance is monitored closely as a tool to help identify any safeguarding concerns.
Leadership and Governance	Governors challenge school leaders and hold them to account in driving forward school. They are well informed about the impact of leader's actions in the schools through visits and monitoring of reports. They take	Staff have opportunities to undertake professional learning. This learning draws on evidence and is related to aspects of the SDP so that it can make an impact. ECT have access to the appropriate support and	Leaders' actions have a significant impact on vulnerable and disadvantaged	Leaders consider staff workload especially when implementing	Leaders take account of staff well-being in all decisions. They can use the employee

	actions to safeguard the future of the Federation.	training. HoS are encouraged to undertake the NPQH and to use their DSLS support partners.	pupils by implementing effective use of the PP fund and drawing on resources or other resources to help support. The impact of this is analysed and measured using data and tools such as the IDSR.	new initiatives. Projects are planned and carried out with trust and support. Ofsted inspections are well-prepared for and managed with minimal disruption to the operation of a school.	assistance programme, and Mental Health in Schools Team or other resources to help support and manage staff well-being and managing absence.