SUPPORT PLAN EXAMPLE-

Development area and TS	**Desired actions**	**Support/Training to be Provided**	**Measures of Success**	**Review Date**	**Review Notes:** Key Questions: What progress has been made? What impact has the support had? What remains the next priority?
Current strengths: Positive relationships with pupils, personal and professional conduct					
Classroom Expectations and Behaviour Management (TS 1 & 7)	- Clearly communicate good learning behaviours to prevent disruptions. - Use whole-school expectations like raising hands for silence. - Encourage students to take pride in their work. - Model desired behaviours, such as partner talk. - Ensure rewards and consequences are clear and fair, using positive reinforcement publicly and	- Observe colleagues to develop behaviour management strategies and deconstruct in weekly mentor meetings - Support from mentor/granular action steps set weekly to embed strategies	**Demonstration of, and consistency of:** -Strong Voice And What to Do -raising hand/non-verbal signal for silence -Use of partner Talk prefaced by a clear What To Do -Use of anonymous correction and RADAR/Be Seen Looking -Use of precise praise and consequences	12.10.26 26.10.26	<u>Meeting on 12.10.26</u> - Whole-school expectations are being applied more consistently and low-level disruption has reduced - Closer adherence to whole-school expectations, with room for refinement (inc. Strong Voice, non-verbal signals) - Partner Talk not yet used consistently. - Good modelling of desired behaviours. - Further development needed in using precise praise and consequences (public positive and private addressing) -To be reviewed 25.10.26 **Overall RAG rating: Some progress evident, however further support required before practice is consistently embedded.** <u>Meet on 26.10.26</u> -Precise praise and consequences is being used- but not consistently (inc. Public vs Private) -Relationships with students are good, but utilisation of -precise praise at apt moments, alongside using the behaviour systems are not consistent, which is still leading to lowering of expectations -Partner Talk not being used consistently

	addressing issues privately.			9.11.26	-Mentor to observe and support with granular feedback in weekly meetings- this will be the focus for the next few weeks. To be reviewed on 9.11.26 **Overall RAG Rating: Some progress evident, however further support required before practice is consistently embedded.**
Formative Assessment (TS6)	- Plan formative assessment tasks linked to lesson objectives. - Identify and act upon knowledge gaps or misconceptions	Scripting and rehearsing with mentor in deliberate practice/Instructional Coaching meets/ setting of granular action steps	**Demonstration of, and consistency of:** -Hinge questions being routinely used to identify misconceptions and inform subsequent teaching -Hinge questions being delivered to class and data acted upon 'there and then' (e.g unpick, re-explain, and cfu before moving on) -Misconceptions unpicked or revisited in	12.10.26 26.10.26	<u>Meeting on 12.10.26</u> - There is a sound understanding of hinge questions and integration of plausible distractors which is a real positive, - The delivery of these hinge questions is not always being delivered with fidelity, or the data acted upon. - Mentor will shift focus from Development Cycle 1 to action steps that align with TS6, and continue to provide specific modelling and practice of hinge question delivery. - ECT to engage with an expert/observe colleague who is strong with cfu execution and acting on 'in the moment' data To be reviewed 26.10.26 **Overall RAG Rating: Some progress evident, however further support required before practice is consistently embedded.** <u>Meeting on 26.10.26</u> - Hinge questions are now routinely evident within planning and are being delivered more confidently during lessons.

			subsequent lesson	09.11.26	- There is growing consistency in checking whole-class understanding before moving learning on. - On several occasions, responses to hinge questions have led to misconceptions being identified and addressed within the lesson, demonstrating improved responsiveness to assessment information. - Further development is needed in adapting subsequent lesson planning based on trends identified through formative assessment. - Mentor to continue modelling how assessment information can be used to inform future planning and retrieval activities. - ECT to continue practising the use of hinge questions and acting on pupil responses in real time. To be reviewed on 09.11.26 **Overall RAG Rating: Some progress evident, however further support required before practice is consistently embedded.**