

Section 3: The NSP self-review, development and planning toolkit

3.1 Introduction

Phase 2 was originally designed to focus on self-review and action-planning so that schools, working with their partners, could identify the support they needed in Phase 3. These activities will continue to form part of Phase 2 and are outlined below.

However, as a result of the NSP's work with schools and feedback from other sources, these materials also give schools with the confidence and capacity the opportunity to make progress with implementation as well as identifying priority areas where they will need support.

Contents of Section 3

This toolkit includes material on areas for schools to consider in implementing the LNF: there are sub-sections, called components, on:

- the curriculum;
- assessment, recording and reporting;
- learning and teaching policies and strategies in relation to literacy and numeracy;
- aspects of school leadership.

Each of the components includes:

- a flowchart giving an overview of the process of review, planning and development. The stages are the same for each component, but the activities differ;
- step-by-step guidance on reviewing, planning and developing the particular area, preceded by a summary flowchart. Schools may choose to use and/or adapt the process set out in the guidance;
- step-by-step guidance divided into four columns. The first column on the left suggests steps to be followed by a school in carrying out self-review or planning;
- a short example in the second column, alongside each step of the guidance, called 'What this might look like ...';
- the third column for the school to record its own self-review;

- the fourth column for the school to record its judgement on how far it has progressed in implementing the LNF.

Some of the components are further divided into sub-components to make the review and development process more manageable.

This is summarised in the following table:

Components	Sequence of materials in each component
Curriculum	<div style="text-align: center;"> <p>Overview</p>  <p>What works? Evidence about good practice</p>  <p>Overview of the review and development process (flowchart)</p>  <p>Step-by-step guide to the review and development process</p> </div>
Assessment, Recording and Reporting	
Learning and Teaching: Literacy: Policy	
Learning and Teaching: Literacy: Strategies	
Learning and Teaching: Numeracy: Policy	
Learning and Teaching: Numeracy: Strategies	
School leadership, management and strategic planning: Governors	
School leadership, management and strategic planning: Parents/carers	
School leadership, management and strategic planning: Staffing	
School leadership, management and strategic planning: Resources	

In addition, there are templates for schools to use and/or adapt, together with case studies and examples of good practice. Annex 4 contains the coded LNF and Progression Pathways comprising:

- copies of the components of the LNF that have been coded so that teachers can refer easily to particular expectation statements. No changes have been made to the contents of the LNF components.
- a final section of each of the components containing all of the expectation statements arranged so that users can track and plan for progression.

Using the components

It would be best if schools worked their way through each of the components. However, they may choose to manage the workload by concentrating on one or two first of all. Where this is the case, schools should give priority to the curriculum and assessment.

Working through the step-by-step guidance in the components will enable staff and governors to:

- see how far the school has progressed in implementing the particular area;
- build on the review to carry out further development;
- identify areas of focus for further support.

Section 2 (see page 36) explains how schools can use the components for self-review, development and planning.

Choosing priorities for NSP support

When schools have worked their way through each one of the components in the toolkit (Section 3 of Part 2 of the guide, page 58), they will:

- have completed the red/amber/green (RAG) ratings;
- know what further steps they need to take, by referring to the section 'What works? Evidence about good practice' and the step-by-step guidance in each component;
- be able to identify areas of focus for future support by:
 - reviewing areas where they have red or amber ratings;
 - looking at the purposes, activities, lead personnel and outcomes in the relevant steps.

Areas of focus (i.e. those rated amber or red) generated from working through each of the components, should be prioritised to reflect the school leadership team's professional judgement about which areas for support will:

- have most impact on the effective implementation of the LNF;
- raise standards in literacy and numeracy;
- counter the impact of deprivation on attainment.

The first five priorities should be entered in the Summary Development Record. The support required should, therefore, be entered against the appropriate outcome sought; identifying the inputs/support schools want and their target audience (e.g. subject leaders). Schools may decide that all their priorities fall within one category, such as the curriculum. Or they may decide they span two or more linked categories, such as curriculum, ARR or learning and teaching. A completed sample of the Summary Development Record can be seen in Annex 2.2 (page 48).

The outcomes of the review and development process, culminating in identification of priority areas for support and development, can be integrated into school self-evaluation and school improvement planning.