



Appendix 2 Action plan template

For each action plan point, rate the effectiveness of current practice: 1 = all/most all practice is ineffective; 2 = mainly ineffective practice, but with some features of good practice; 3 = good practice in evidence, but needs to be more consistently applied throughout the school; 4 = mainly good practice, but some improvement required; 5 = all/most all practice is effective.

Action plan point	Steps we will take	Predicted timescale	Staff and resources (specify lead member of staff)	Potential issues we might face	Success criteria	Monitoring (how we will measure progress)
Deployment (e.g. Defining TAs' role/purpose; classroom organisation; support for SEN)	1					
	2					
	3					
	4					
	5					
Teacher/school-level action (e.g. Teachers' role in class; provision for high-level SEN)	1					
	2					
	3					
	4					
	5					
Practice (e.g. Developing a teaching and learning identity for TAs; effective interactions; developing independence)	1					
	2					
	3					
	4					
	5					
Teacher/school-level action (e.g. Training required)	1					
	2					
	3					
	4					
	5					
Preparedness (e.g. Creating liaison time for teachers and TAs; improving pre/post-lesson communication; training)	1					
	2					
	3					
	4					
	5					
Teacher/school-level action (e.g. Improving lesson planning; managing interventions; teacher training)	1					
	2					
	3					
	4					
	5					