



# **Wayfinder Toolkit User Guide**

## **A toolkit to help you:**

- Self- or peer-assess your school provision in a given area
- Create a development plan based on areas of identified need
- Create a one-page summary for publication on your school website.

This guide will take you step by step through the toolkit. If you do not yet have access to the toolkit, you can sign up at <http://toolkit.wema.org.uk>

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# Toolkit Overview

When you log in to the toolkit, you will be taken to the list of schools with which your account is linked.

See below for actions you can take here.

Once you have entered a toolkit topic (eg Music) there are 5 key sections:

- **About: underpinning information and core provision review** About you, who you are, and your wider priorities and vision. Also about your subject area; key statements which are considered essential provision in your area (e.g. key outcomes of government strategy)
- **Focus Areas: the self (or peer) review section:** Dividing your subject area into strategic areas, to help you think through your current provision against indicators of best practice. This section also asks you to note your areas of strength and identify the areas you wish to target for development.
- **Progress Chart:** This radar chart page shows your areas of strength and areas for development according your gradings in the focus area. You may like to focus your development targets on those areas the radar chart shows as less developed.
- **Development Plan: putting your review into action:** Taking the areas you identified for development in the evaluation section, this area focusses your development targets into an action plan. This action planning puts detail into how you will achieve your targets and what success will look like.
- **Summary for Publication:** This section is designed to meet the statutory government requirement in some subjects (eg music) to publish your current provision and development targets on your website. This final stage presents your previous entries in the toolkit for review before creating a public page to which you can link from your website.

# Scale of Use

The Toolkit is intended to be adapted for your needs, depending on whether you want to carry out a comprehensive analysis, a quicker 'mid-range' option, or create an express plan in a short timescale. The Toolkit's five key sections are:

## Standard Use

The toolkit is designed to be a comprehensive way to analysis your current position, help you create development priorities for the future (typically the next 12 months), create an action plan to help you achieve your targets and communicate these targets alongside your current provision in a public summary page (a DfE requirement for some subjects).

To use the toolkit fully, work step by step through each stage. You can do this either through self-evaluation or peer-evaluation (if you can work with others, such as subject colleagues across your MAT).

Through this comprehensive review, you will be able to show stakeholders what you do, celebrate your strengths and create a focussed improvement plan linked to your whole-school priorities.

**Remember that you don't have to evaluate against every indicator in the toolkit, nor do you need to do it all at one time; you can save progress as you go and come back later.**

## Toolkit Express

If you need to publish your one-page summary straight away, just follow the quick steps below. The express route won't serve as an evaluation tool or support you to create targeted development plans, but you will be able to satisfy any statutory need (eg summary publication) quickly until you can use the toolkit fully (see standard use above) at a later date.

- Complete the '**About you**' page.
- Go to '**Development Plan**' – add a review date, and complete the boxes in the 'Current Offer' section at the top
- Go to '**Summary Page**' and tidy up and text you wish to, then add two or three development targets by clicking '**Add Key Statement**' at the bottom. Add one target to this first box, then click 'Add Key Statement' again to add your second target.
- Finally, click **Save**. When the page has finished saving, click **Preview** to check your text, then **Publish**, then **Share** to get your URL link.

# Site Navigation

Is via the top and side (left-hand) menus.

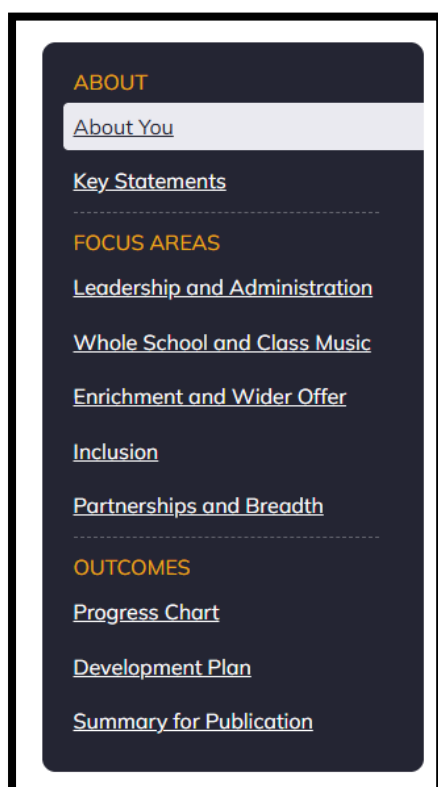
- The top menu takes you around your linked schools and to select a development plan for a school
- The side menu is for navigation once you are inside a development plan

The top menu:



- **Dashboard:** the start screen for the chosen school
- **Account:** change your display name, email address or password
- **Schools** (or click the logo): go to the list of schools to which your account is linked
- **Log out:** log out

The side menu



The **About** section contains overarching information about the topic

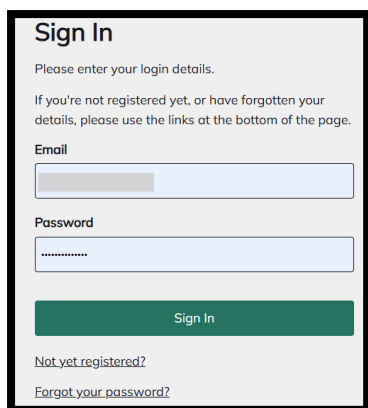
**Focus Areas** are the main section where you self-assess your school against indicators

The **Outcomes** section contains the progress chart, development plan and summary

# Getting Started

## Log In

Log in at <https://toolkit.wema.org.uk> and enter your username and password



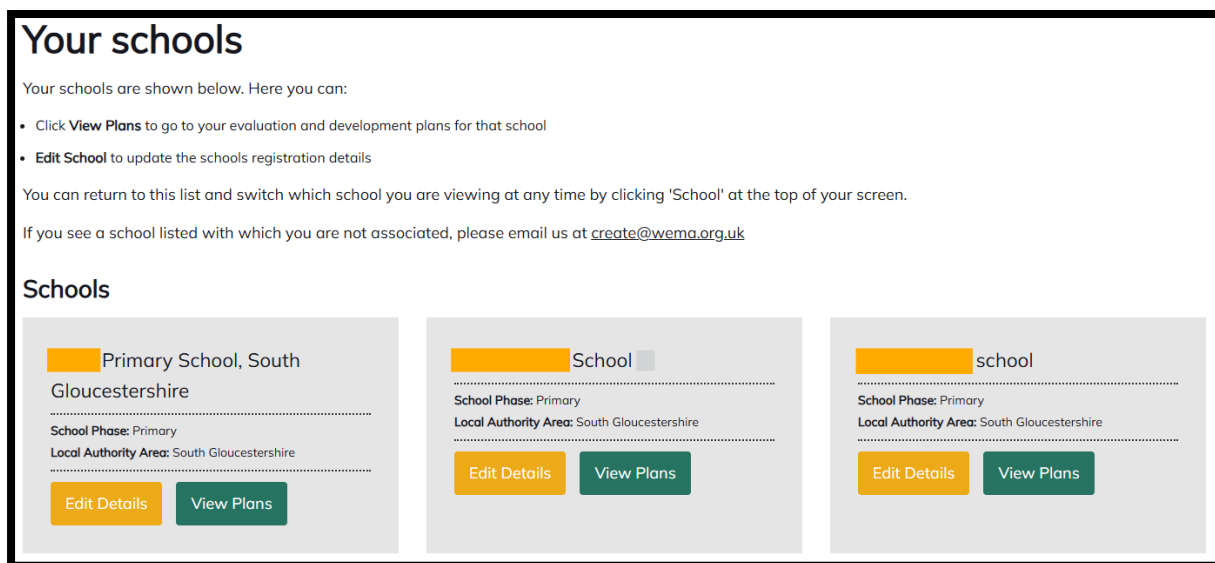
The screenshot shows a 'Sign In' form with the following elements:

- Title: **Sign In**
- Text: Please enter your login details.
- Text: If you're not registered yet, or have forgotten your details, please use the links at the bottom of the page.
- Form field: Email
- Form field: Password
- Button: Sign In
- Text: Not yet registered?
- Text: Forgot your password?

If you've forgotten your password, use the **Forgot your password** link

Click **Sign In** to go to the next step...your school(s).

## Your Schools



The screenshot shows the 'Your schools' page with the following content:

- Title: **Your schools**
- Text: Your schools are shown below. Here you can:
- List:
  - Click **View Plans** to go to your evaluation and development plans for that school
  - Edit School** to update the schools registration details
- Text: You can return to this list and switch which school you are viewing at any time by clicking 'School' at the top of your screen.
- Text: If you see a school listed with which you are not associated, please email us at [create@wema.org.uk](mailto:create@wema.org.uk)
- Section: **Schools**
- Three school cards, each with:
  - Yellow 'Edit Details' button
  - Green 'View Plans' button

Note:

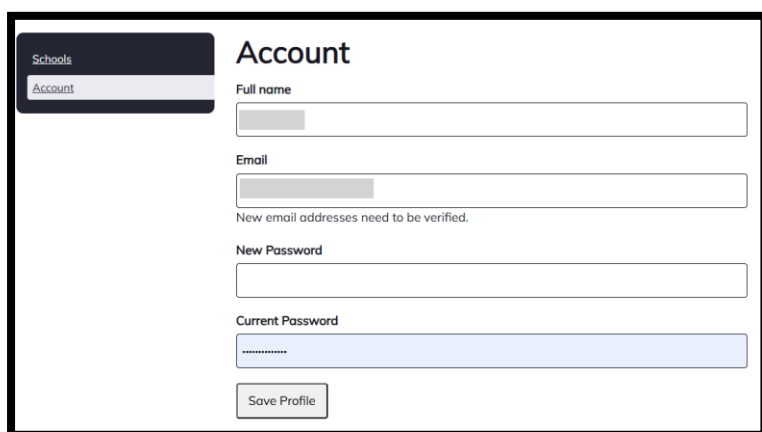
Some users, such as teachers who work in more than one school, executive headteachers, MAT CEO and MAT subject leaders, will have multiple schools linked to their account.

If you see a school on your account to which you no longer are associated with (eg you have left the school), please email [create@wema.org.uk](mailto:create@wema.org.uk) so that we can remove the school from your list.

Choose your school and click

- **Edit Details** to edit your school phase, location and logo
  - These details, including the logo, will be used in the development plan and online summary page. If your school title is wrong, please email us at [create@wema.org.uk](mailto:create@wema.org.uk) to amend the school name.
- **View Plans** takes you to your dashboard where you can choose which plan (topic) you wish to work on.

## Your Account



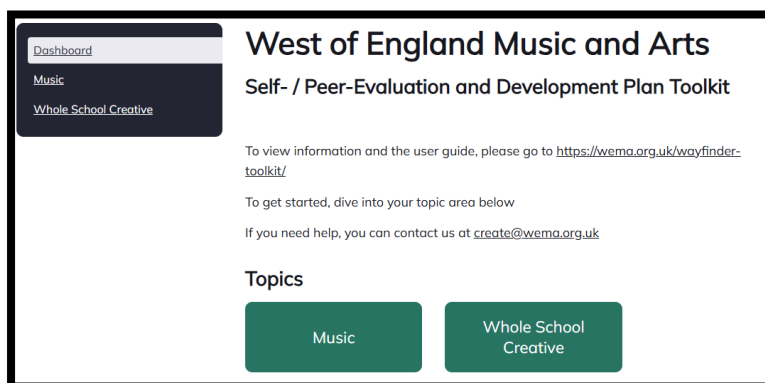
The screenshot shows a web interface for updating a user's account. On the left, there is a dark sidebar with two menu items: 'Schools' and 'Account', with 'Account' selected. The main content area is titled 'Account' and contains the following fields and elements:

- Full name:** A text input field with a grey placeholder.
- Email:** A text input field with a grey placeholder. Below it, a note reads: "New email addresses need to be verified."
- New Password:** A text input field.
- Current Password:** A text input field with a grey placeholder.
- Save Profile:** A button located at the bottom of the form.

Here you can update your personal profile details. Just make any edits you wish, and click Save Profile.

# Creating or Editing Plans

## Dashboard

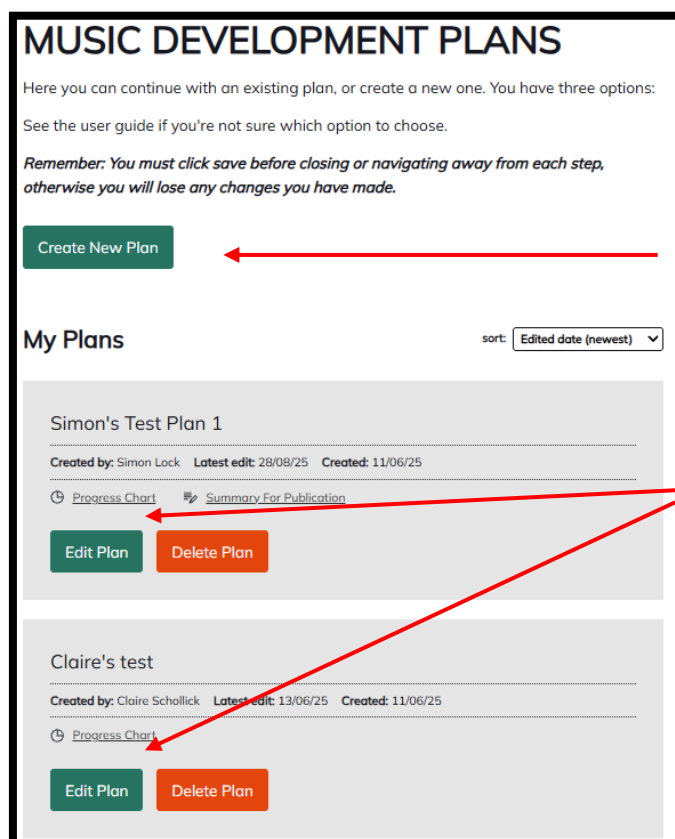


Once you reach the dashboard, you can choose which topic plan you wish to work with. You will only see the plans your school has requested.

This guide will use the Music plan, but all plans work the same, but you will see different topic names and focus areas.

Once you have chose your topic, you will see the plan start page. You can return to this page at any time by choosing the topic name in the side menu. Here, we've chosen Music from the dashboard

## Creating a new, or selecting an existing, plan



Here you can continue with an existing plan or create a new one.

You have three options:

### Create a new plan

You then have two options (see below)

Or

Choose to **edit an existing plan**

If you wish to **delete a plan**, you can do so here. Please note though that plan deletion cannot be undone.

**Create New Plan** will then ask you to give the plan a title.

Give your plan a name, such as 'Sam's 2025-26 plan' so, as your plans build up, you can easily identify which is which as different people in your school create plans year on year.

Then, from the dropdown menu choose where to:

- **Start a new plan** - this is an entirely blank plan to start from scratch, or
- **Choose one of the existing plans as a starting point** - this is the best way to update a previous (eg last year's) plan. We recommend this option if you are building on a previous assessment because you can easily build on the previous evaluation rather than starting from scratch, but you won't overwrite the previous version.

Click **Create Plan** to continue

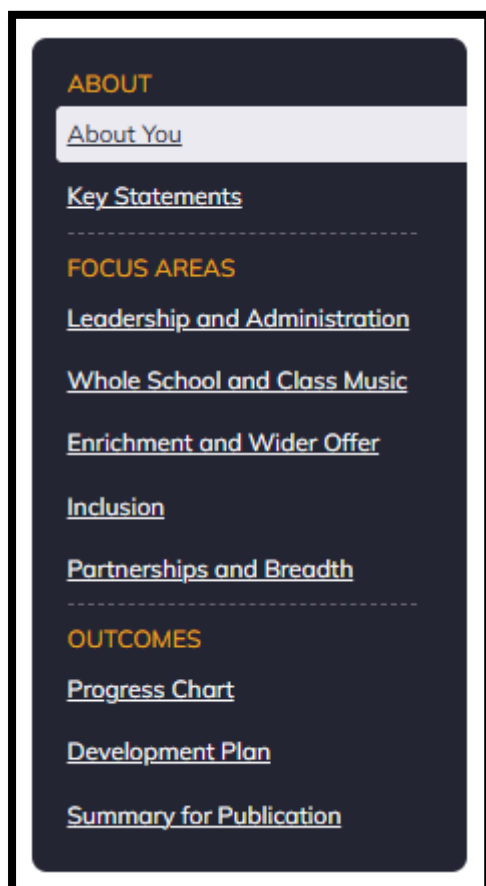
Or

**Edit a plan** will take you to an existing plan from where you can make changes to the plan.

# Working with Plans

Use the side navigation menu to move around the plan, or just work through the plan step by step using **Save and Continue** at the bottom of the page.

Remember to click **Save** before navigating away from a page, or you will lose your edits.



There are three areas to the plan:

## **About**

Overarching information

## **Focus Areas**

The heart of the self-evaluation, with a series of focus areas for your subject

## **Outcomes**

Progress chart, development plan and summary

This guide uses the 2026 Music plan as illustrations, but all plans work the same.

# About

## About You:

The form is titled 'ABOUT YOU & YOUR SCHOOL' and includes the following fields:

- First name:** Input field with 'Sam' entered.
- Last name:** Input field with 'Smith' entered.
- Email:** Input field with 'sam@tetschool.co.uk' entered.
- Your role:** Input field with 'Chair of Governors' entered.
- Local hub:** Dropdown menu with 'West of England Music and Arts' selected.
- Name of your music lead:** Input field with 'Jo Jones' entered.
- Name of the leader/governor with responsibility for music:** Input field with 'Tony Evans' entered.
- Your music vision statement (optional):** Text area with the text 'To ensure every child can thrive and achieve through music and the arts'.
- Your school-wide key priorities:** Text area with 'Priority 1', 'Priority 2', and 'Priority 3' listed.

Start by giving a little information about you and your school.

This information will transfer to the final development plan and summary page, giving your plan context.

You may like to create a vision statement for your school. This will transfer to the **summary for publication** which can appear on your school website.

It's also important to state your school-wide priorities here. We recommend you keep these priorities in mind as you decide on your subject specific targets.

## Key Statements:

Key statements are some of the fundamental principles which underpin the topic. These might be, for example, key indicators from Ofsted or a Government priority.

These are provided to help you prioritise your development plan. If you feel the key statements highlight areas where you particularly need to develop, it is recommended to focus on these outcomes as you work through the development plan. Remember though, you don't have to address everything immediately; choose one or two and make them your priority for this year. Others can wait for next year.

The interface shows a sidebar on the left with a menu:

- ABOUT
- About You
- Key Statements (highlighted)
- FOCUS AREAS
- Leadership and Administration
- Whole School and Class Music
- Enrichment and Wider Offer
- Inclusion
- Partnerships and Breadth
- OUTCOMES
- Progress Chart
- Development Plan
- Summary for Publication

The main content area is titled 'KEY ELEMENTS FROM THE NATIONAL PLAN' and contains the following text:

Key statements are indicators which form the foundations which underpin evaluation of the topic.

Click the + next to a heading below, and select from the drop down lists.

Detailed information is in the user guide.

Our Music Curriculum +

Other Experiences +

Red arrows point to the '+' symbols next to the headings.

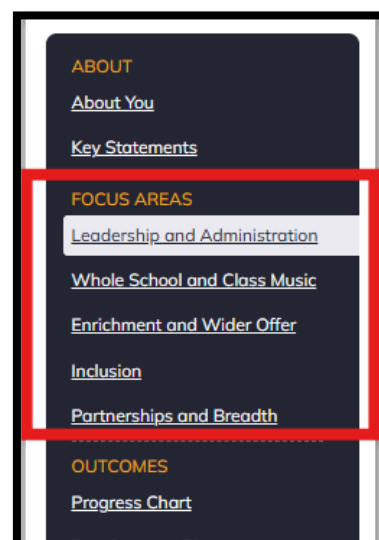
Click the '+' next to each heading below to view the evaluation statements, then assess your current position using the options in the drop down box.

You have the option to add a note against each point. This note is for your reference only; it doesn't appear in the development plan or online summary. It's a useful place to put why you chose the evaluation rating you select - eg by stating the things you do or would like to do in the future. The note is a useful aide memoir next time you come back to the plan, or if anyone asks you about your activity in these areas (eg your headteacher, or Ofsted).

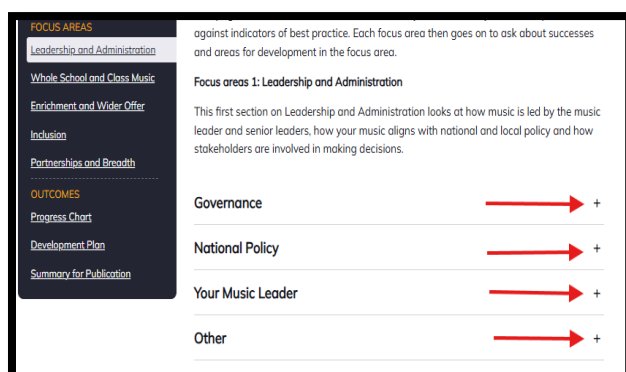
**Don't forget to click Save (or Save and Continue) or you will lose your progress**

# Focus Areas

The focus areas are the backbone of the evaluation process. You can work through these alone or with a peer, for example a subject lead from another school, or your MAT subject leader.



## Statements of best practice - evaluation section



The focus areas are grouped by an area of the topic, such as leadership, classroom work, co-curricular provision, partnerships etc. Within each focus area are subheadings; click the + sign next to the subheadings to see a range of indicators of best practice from a range of sources to help with your self- or peer evaluation.

NB: There is an extensive list of indicators

You don't need to respond to every indicator, but the more you do, the more informative the progress chart will be, which help you better prioritise your development targets.

To assign a grading to each prompt, just choose one of the ratings from the dropdown box:

- We don't do this yet
- We've started this
- We're doing well but aspire to be better
- We're doing really well

How you rate yourself is translated in a 'score' in the progress chart. The more realistic and consistent you are with you assessments will improve the effectiveness of the progress chart.

Each focus area then continues with an area to note your successes and areas of achievement in the focus area, and then a place where you can set a development target.

## Areas to Celebrate and Development Targets

Areas to Celebrate and Development Targets  
Leadership and Administration

Areas to celebrate

Development Targets

Remove

Remove

Add another development focus

**Areas to celebrate area**

**Development target(s) area**

**Click to remove a target**

**Click to add a new target**

### Areas to Celebrate

In the first box below, enter a little text about strengths you have identified relating to the focus area (Leadership and Administration) - from the statements above and from what you hear and discuss with your students, parent/carers, colleagues, line manager, headteacher and governors/trustees. You can use the information in these boxes when you tell others about your music offer.

### Development Targets

**Important:** Don't try to set too many development targets. Two or three per year in total is normally plenty. There are five focus areas in this toolkit, so that's less than one target per focus area. If you set too many, it's more likely none will get achieved.

**Suggestion:** Whilst you can add development targets as you work through the focus areas, we suggest you leave target setting for now, and first work through all the focus areas, then view the progress chart. The progress chart shows you visually which focus areas are stronger than others. You can then return to those focus areas where you are less strong and set your targets to focus on these areas.

**To add a development target,** click 'add a development focus' to open up a text box. Your targets will likely be informed by areas highlighted in the statements above and be relevant to your school-wide priorities and national policy.

Only put one target in each box. If you want to add more, click the 'Add another development focus' to create a new input area. Just put a brief target statement here - one short sentence about the change you want to make happen. What you write here will appear in the 'Summary for Publication' so you may like to use public-facing language.

If you change your mind, now or later on, you can remove a development target by clicking remove. **Be careful, once you click the remove button, there is no way to undo the removal.**

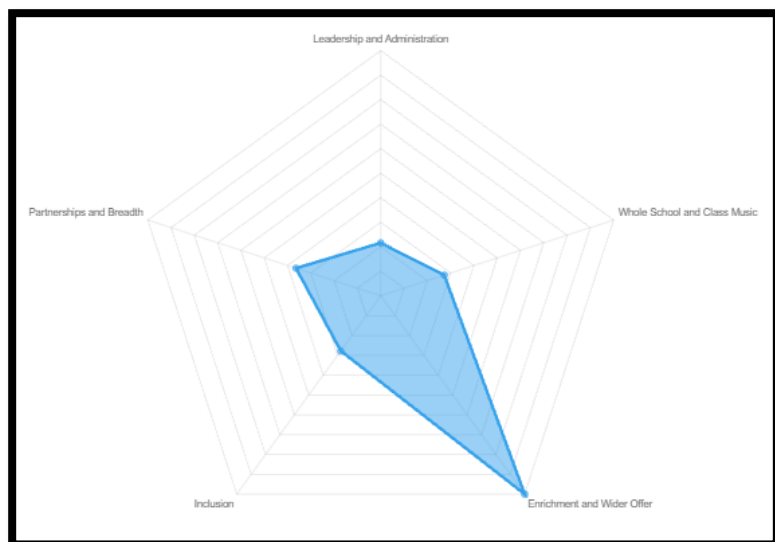
Once you have completed all you wish to in this focus area, click Save to come back later via the left-hand menu, or click Save and Continue to carry straight on to the next focus area.

Complete all focus areas in the same way until you reach the Outcomes section and the Progress Chart.

# Outcomes Section

## The Progress Chart

The progress 'radar chart' graphically represents the assessment gradings you gave yourself in the focus areas. You will see each of the focus area titles around the outside of the chart. Where you have rated yourself more strongly in the focus area statements, the coloured area appears closer to the outside edge of the radar chart.



The progress chart is only as accurate as the data given to it, so if you have only entered a few responses in the assessment area, it will be less accurate.

You can use this chart in many ways, including:

- Easily see a representation of your strengths (bigger shaded area for the focus area)
- Compare this chart to that from a different plan (eg last year, or next year) to see visually and easily where you have improved
- Help you focus on areas in the development plan where you might like to set development targets. By choosing focus areas where the shaded area is closest to the middle (less strong), you will be addressing the areas of greater need.

Having viewed the progress chart, we suggest going back to those less strong focus areas, reviewing the statements and setting some targets based on this information.

To move on from the progress chart, click **Next Section** at the bottom of the page, or **Development Plan** from the left menu

# Development Plan

The focus area sections you have already completed support the self- / peer-assessment of your setting's provision. This next stage, Development Plans, further explores your current offer and brings in the targets you set in the focus area stage.

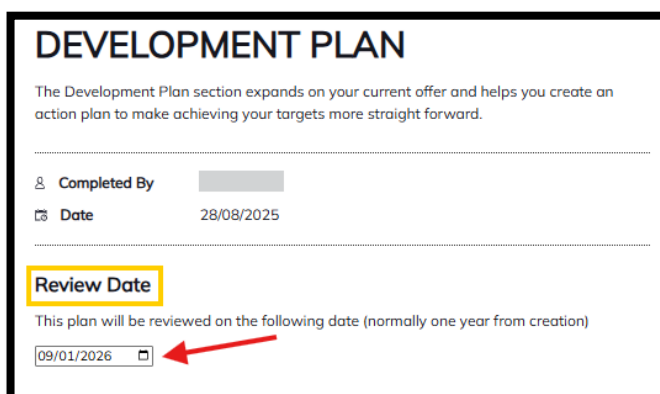
The first few questions in the Development Plan section ask about what is currently on offer in your school.

These questions are also those which the DfE suggests you include on your one-page summary, so they will automatically transfer to the 'Summary for Publication'. Whilst you can edit the text in the Summary section, you might want to write words here which you are happy to appear in public on your website. This section is taken directly from the DfE's template, with some guidance (from the DfE) about what to put in each section given below. More guidance is available on the DfE template; to find the template search in your web browser for 'DfE School music development plan summary template'.

Further down this page you will come to the Action Plan section. You don't need to do this, but creating an action plan for each of your targets is good practice, helping you to think about how you will achieve the targets and bring your aspirations to life.

## Review Date

This is a date which will be printed on your one-page summary as the date you will next review your development plan. Normally this is one year from now, but you can set any timescale you wish.



The screenshot shows a form titled "DEVELOPMENT PLAN". Below the title is a descriptive sentence: "The Development Plan section expands on your current offer and helps you create an action plan to make achieving your targets more straight forward." Below this, there are two fields: "Completed By" with a greyed-out input box, and "Date" with the value "28/08/2025". A section titled "Review Date" is highlighted with a yellow box. Below this title, it says "This plan will be reviewed on the following date (normally one year from creation)". There is a date input field containing "09/01/2026" with a calendar icon to its right. A red arrow points to the date input field.

## Current Offer

This sets out your current provision in different aspects of the subject, e.g. in class teaching, co-curricular and other experiences. This is a chance to set out your current range and depth of offer so that an outside reader will understand what is on offer.

### Current music offer

Add information to this section about what you currently offer in your setting

**Curriculum Music**

This section describes what is taught in class music, how much time is spent teaching music and any music qualifications or awards that pupils can achieve.

Our Curriculum Music includes this...

**Co-Curricular music**

This is about opportunities for pupils to sing and play music, outside of lesson time, including choirs, ensembles and bands, and how pupils can make progress in music beyond the core curriculum.

Co-curricular music in dev plan

**Musical experiences**

This is about all the other musical events and opportunities that we organise, such as singing in assembly, concerts and shows, and trips to professional concerts.

Musical experiences in dev plan

## Areas for Development

### Areas for Development

**Targets from the Focus Areas**

The targets below are those you have entered in the focus areas. If you wish to change any of these, just go back to the focus area (via the left hand menu) and edit what you've written in the development target boxes at the bottom of the relevant focus area page.

Include a member of senior leadership team in reviewing music provision and setting targets

Include a live music presentation in weekly music assemblies, promoting the benefits of learning and instrument on skills and wellbeing

Ensure the number of SEND students engaging in music is proportional with the wider school population

**Other targets**

Add any additional targets here, but note that targets added here won't appear in your action plan or the summary for publication.

Enter text here

**Co-designing our curriculum**

Who else is involved in your curriculum design (this information is your record only - it is not published in your one-page summary)

**Other comments**

Use this space to enter any other information you wish to add to this development plan

Enter text here

### Targets from the Focus Areas

These are the targets you have entered in the focus areas. You cannot edit them here; if you wish to change, add or delete any targets, go back to the focus areas, scroll down to the target settings boxes and change the targets there.

### Other Targets

Add any additional areas for development not included in the box above.

Note though that targets entered here will not appear in the Action Plan or your one-page summary for publication. This box is provided so you can record any other ideas which come to mind. If you wish for any of these targets to appear in your Action

Plan and on your one-page summary, please go to an appropriate Focus Area (via the left-hand menu) and add a new Target for Development at the bottom of the

appropriate page. Then return to this point in the development plan to action your new target(s).

### **Co-designing our curriculum**

DfE value the involvement of others in designing the school offer. This could be parents, students, governors, the wider community and others. Make a note here of those who are consulted when the curriculum is reviewed.

### **Other Comments**

This is just a space to note anything else you wish to include in this development plan. It will not be published anywhere, it's just a space to make some notes such as why you have made the decision you have, which might be helpful next year when you, or someone else, reviews this plan.

# Action Plan

This Action Planning section goes into detail about how you will achieve the targets you have set yourself.

The action plan is a vital part of setting out and thinking through how you will achieve your targets and is the best way to make sure your targets are met.

Action planning is very detailed and will take a little time (eg up to 10 mins per target), it is time well spent. You can though pass over the action plan section if time demands that you have to.

Once you have completed the action plan, review it occasionally to make sure you're on track. It can also be useful to review with your line manager so you have the support to achieve your targets.

**Action Plan**

This Action Planning section goes into detail about how you will achieve the targets you have set yourself.

The action plan is a vital part of setting out and thinking through how you will achieve your targets, and is the best way to make sure your targets are met. You don't have to complete this section if you are short of time; your one-page summary will still generate.

- Include a member of senior leadership team in reviewing music provision and setting targets +
- Include a live music presentation in weekly music assemblies, promoting the benefits of learning and instrument on skills and wellbeing +
- Ensure the number of SEND students engaging in music is proportional with the wider school population +

Each of the targets you set in the focus areas will appear in the list (yellow boxes).

To access the action planning tool, click the + next to each target.

Once you have clicked the +, a set of prompts will drop down. Complete each as you wish:

## What are we going to achieve?

This is a detailed description of 'what it will look like'. It expands on the short title you gave this target in the focus area.

Add clear, SMART (Specific, Measurable, Achievable, Relevant, Time-related) detail here to give more information about your target which will make sense to an outside reader.

Eg If your target is 'More students with SEND join music groups', then this section will add more detail, such as '3 of our co-curricular groups will see a 10% increase in attendance of students with SEND'

## **What data will tell you that you have achieved your target?**

This is your target KPI and where you will see the evidence. E.g. it might be:

- Quantitative: eg a number, such as a target participation number or % increase as seen on pupil registers, or
- Qualitative: such as improvements in communication or behaviour measures as observed by a class teacher in their notes

Keep SMART in mind; be challenging but **realistic** and **time-bound**.

Eg 12 SEND students will be registered and attending activities by the end of the school year

## **What does the data show now (benchmark)?**

If you've set a target based on measurable data, what does the data say now. They you can measure the improvement to get to the target in the section above

## **What actions are you going to take to achieve the target.**

This can be quite detailed, with a number of actions which will show what you're going to do.

This is useful information to share with your line manager at one-to-one meetings

## **Who will take these actions**

It's not just what, but who, will take these actions. It might not just be you, so set out responsibilities here so that everyone knows what to do.

This section is for specific people who are involved in the doing. You can put others whose support your need in the next box.

## **Who's help will be needed**

If you need others to help (eg form tutors, head of year etc), list them here. When you review this plan with your line manager, they can support you with getting this help.

### **When will we have achieved this target**

Put a target completion date to help you and those around you keep focussed. Be realistic though; don't set a target of next week when realistically, given everything else you have to do, it'll take a term to complete.

### **What resources will be needed**

If you need money, or equipment etc, make a note here so you can share it with the person can give you what you need

### **Status**

Choose a dropdown option to show where you are currently with the target. Update each time you review the action plan

### **Review notes 1, 2 and 3**

You may like to make some notes about your progress. This could be for your own benefit, that of others, or for your line manager when you review with them. There is space for 3 reviews, which could be, for example, once per long term for a year-long target

Once you have completed the action plan details, progress to the next target, or move on the **summary section**

# Summary for Publication

This final page of the toolkit creates a page which you can publish on your school website, in line with the statutory requirements (for some subjects).

The information you completed during the evaluation and development plan stages are pre-filled for you.

Check everything carefully; If you wish to tweak any of the text before it is made public, there are two options:

- Small edits: just tweak the text in the white fields on this page. Note though that this will only change the text here in the summary; it won't change the text in the assessment or development plan area.

**NB: Remember to click Save once you have made any edits**

- For bigger, permanent changes, or to edit the grey section at the top, see the diagram below for where to find the original text. Go back to the original text and make your edit there. Just click 'Back to Development Plan' above the left hand menu, then navigate from there.

**NB: Any changes you make back in the evaluation or development plan sections will not automatically pull through to the summary page. Once you've made your edits, you'll need to click 'reset' to pull through your changes. See the reset section on the next page for more info.**

There is an **Other Experiences** box, where you can add anything directly into the summary that you wish to share but hasn't been included already. Just click 'Add Another Experience' underneath Other Experiences.

You can also add additional targets by clicking the 'Add new Target' at the bottom of the last field on the page, though this is not normally necessary.

**Click SAVE once you have finished making any edits**

**Resetting the page** - reverting to the text in the evaluation and development plan sections

- If you edit a white text area on the summary page and then change your mind, you can reset to the original text
- If you go back to the evaluation or development plan sections and change text there, you'll need to reset the section or page to pull your edits through.

To reset:

- Click Reset underneath any text area to reset the individual text area back to the source text. This cannot be un-done, so make sure before you click reset
- Or
- Click the red Reset button at the bottom of the page to reset all text areas on the summary page back to the text you have entered in the evaluation and development plan sections. You'll get a pop-up confirmation box - check you really want to reset, then click OK.

You should also see your school logo in the top left hand corner. If not, or you wish to change it, go back to your school profile (top right menu) and add/edit your logo there.

## Where to find the source text auto-filled in the summary page

The screenshot shows a web form titled 'Curriculum Music' with several sections. Red arrows point to specific elements:

- Top right: Information about the user (Name: Sam Smith, Role: Senior person with responsibility for music, Location: West of England Music and Arts).
- Development Plan area: Three text boxes labeled 'Curriculum Music', 'Co-Curricular music', and 'Musical experiences', each with a 'Reset' button below it.
- Other Experiences: A section with a heading 'Other Experiences' and a sub-heading 'Add key statement'.
- Key areas of development for Music: A section with four text boxes labeled 'LAD dev target 1 of 2', 'LAD target 2', 'WSCM target 1 or 2', and 'Inclusion target 1/2', each with a 'Reset' button below it.
- Bottom: An 'Add key statement' button.

Information here is in the 'About Us' section at the beginning of the plan, except the review date which is at the top of the development plan section.

Edit these three boxes in the Development Plan area

**Other Experiences**  
Add anything else you want to say in this box

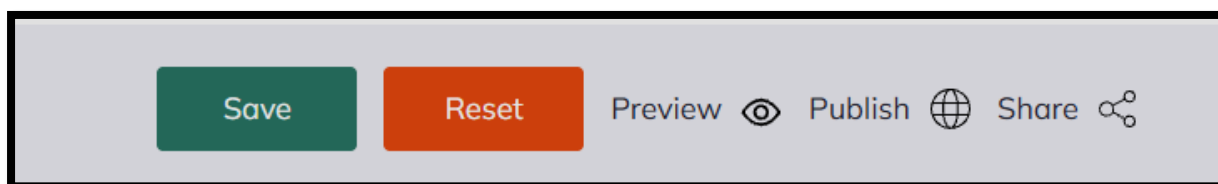
Edit these boxes in the Focus Area sections > the target boxes at the bottom of each window.

Add a new target

Once you're happy with everything, go to 'Publishing Your Page'

# Publishing Your Page

Use the buttons at the bottom of the page to previous, publish and share your summary page



Complete **all** of these three steps:

- **Click Preview** for a final check, to make sure what will appear on your website is what you intend. This opens in a new window - close the previous window once you've checked everything.

You'll see your school vision statement has pulled through at the top of the page. If you need to edit this, go back to the About Us section at the start of the plan and make your changes.

The preview opens in a new window. Once you're happy, close the window to return to the summary page window.

- **Click Publish** - to create a publicly accessible copy of the page.
- **Click Share** - this will copy the URL of the published page to your clipboard. This is the URL you will need added to a link on your school website so that parents/carers, students and other interested parties can view your summary page.

## What next?

You've now completed a full cycle of the self- / peer evaluation and development plan toolkit.

Now is the task of putting your targets into action. If we can support you in this process, please contact us.

Keep reviewing your progress throughout the year as part of your continuous improvement process.

You can return to the toolkit throughout the year if you wish to. Otherwise, we recommend returning towards the end of each academic year to review your evaluation ratings, track your progress and make plans for the next school year.

When you return next year, we recommend you create a new plan, but use the current plan as a starting point. You can then build on the work you have done already and track your progress, through the ratings and the progress chart, more quickly and easily.

## Feedback, suggestions and recommendations

We are continuously improving our toolkit. Please let us have your feedback.

- We like to know if you find it helpful, and if you'd like to send us a short example of how you use it and the impact it makes, it helps us promote the power of music through our advocacy.
- We really love to know if you've got suggestions about how we can improve.

Please send us suggestions about functionality improvements, best practice statements or anything else that will make this toolkit better for you.