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| Key Priority: Teaching and Learning   High quality teaching stretches and challenges all learners  Fine-tune practice and pedagogy to re-affirm consistently good/outstanding teaching and learning.  The quality of teaching will be at least good in every class, every day, across the school. 100% of teaching will be good or better, 57% of teaching will be outstanding.  Lead: Meg Lucas, Sonia Schofield  Governor(s): | BY END OF DECEMBER 2015  1. Teacher Profiles show that all lessons (100%) are judged as securely good (57% outstanding).  Teachers reinforce an expectation that all pupils are capable of achieving high standards.  Teachers are beginning to teach and plan for mastery and depth – stretching and challenging all pupils.  Lesson observations and learning walks show increased confidence in the teaching of Maths, Spelling, Punctuation and Grammar.  The quality of presentation in English and Maths books is outstanding.  Pupils recognise the attributes of a great learner. Almost all pupils display our 6 R’s enabling them to make good progress. Pupils have a well-developed growth mindset.  2. MODERATED formative assessments and tests (including checkpoints in maths) show all pupils are making good progress towards achieving end of year/milestone expectations (as outlined in our PAGs/EE or Interim Assessment Framework for Y2/6) by the end of the Autumn Term.  Pupil Progress Meetings show all pupils are making at least 1APS by the end of the Autumn Term.  3. Securely good literacy and maths teaching is underpinned by methodical lesson design and supported by carefully crafted lessons and resources to foster deep conceptual and procedural knowledge. Teachers are able to confidently plan in sequences/journeys – working towards an end of unit outcome for literacy and checkpoint in maths.  Long, medium and short term planning procedures are in place to promote progress in English and math across the curriculum.  Maths planning ensures practice, consolidation and variation plays a central role in developing fluency, reasoning and problem solving.  3. Stretch and challenge is achieved by emphasising deep knowledge. This is reflected in planning and lesson observations.  4. Monitoring strategies highlight the improving use of developmental questioning to extend pupils thinking and deepen their understanding. Planning shows that higher order questions are more routinely planned for.  5. All teachers fully understand the new assessment criteria in the PAGs and Interim Assessment Frameworks.  AfP strategies are embedded in routine classroom practice. Pupils respond to marking/feedback and make visible progress.  6. As part of the Appraisal process – all TAs have self-evaluated and identified targets from within each theme. TA Profiles introduced. | BY END OF MARCH 2016  1. Teacher Profiles show that all lessons (100%) are judged as securely good (57% outstanding).  Teachers reinforce an expectation that all pupils are capable of achieving high standards.  Teachers are routinely planning and teaching for mastery and depth – stretching and challenging our more able pupils.  The quality of teaching for writing and maths is at least good. INSET and coaching is having a significant impact on pupil progress. Lesson observations and learning walks show increased confidence in the teaching of Maths, Spelling, Punctuation and Grammar.  The quality of presentation in all books is outstanding.  Pupils fully understand the attributes of a great learner (6Rs) This enables them to make good progress and work independently, collaboratively and creatively across the curriculum.  2. MODERATED formative assessments and tests (including checkpoints in maths) show all pupils are making good progress towards achieving end of year/milestone expectations (as outlined in our PAGs/EE or Interim Assessment Framework for Y2/6) by the end of the Spring Term.   All pupils are on track to achieve their individual learning targets in WRITING/ READING/MATHS/ ELG. Pupil Progress Meetings show all pupils are making at least 1.5 APS by the end of the Spring Term.  3. Teachers use teaching sequences to introduce subject content more progressively and provide dedicated time to embed knowledge, understanding and skills securely – working independently and collaboratively across the curriculum. Teachers routinely plan for depth across the curriculum.  The structured and systematic approach to the teaching of Grammar, Punctuation and Spelling is evident though book scrutiny, pupil interviews, Teaching and Learning Reviews. Standardised GPAS scores show almost all pupils are achieving age related expectations.  4. Teacher Profiles record the secure use of developmental and higher order questioning from both teachers and teaching assistants.  5. AfP strategies (including targets) are embedded in routine classroom practice.  Pupils respond to marking and feedback and make strong visible progress.  Teachers check pupils’ understanding more systematically and effectively before, during and after lessons (peer and self assessments).  6. Monitoring shows that good progress has been made towards achieving personal targets as outlined in the TA Profiles. | SO THAT BY JULY 2016  1. Teacher Profiles show that all lessons (100%) are judged as securely good (57% outstanding).  Teachers reinforce an expectation that all pupils are capable of achieving high standards.  Teachers skillfully plan and teach for mastery and depth – stretching and challenging all pupils.  The quality of presentation in all books is outstanding.  2. MODERATED formative assessments and tests (including checkpoints in maths) show all pupils are making good progress towards achieving end of year/milestone expectations (as outlined in our PAGs/EE or Interim Assessment Framework for Y2/6) by the end of the Spring Term.  All pupils (not on the SEN register) have achieved national expectations in Reading, Writing, Maths, GPAS as outlined in the Y2/6 SATs and Y3/4/5 Test Base.  3. Teachers use teaching sequences to introduce subject content more progressively and provide dedicated time to embed knowledge, understanding and skills securely – working independently and collaboratively across the curriculum. Teachers routinely plan for depth across the curriculum.  Our remodeled curriculum enables almost all pupils to achieve age related expectations across all subjects in our PAGs.  4. Teachers use a range of questioning techniques. Monitoring shows teachers use precise questioning in class to test conceptual and procedural knowledge and assess pupils regularly to identify those requiring intervention so that all pupils keep up.  Lesson observations show that questioning in maths develops fluency, reasoning and mastery of key objectives for all pupils.  **5.** Teachers provide pupils with incisive feedback to ensure visible, rapid progress and enable pupils to know how to improve their own learning (at the point of learning).  Pupil interviews indicate that all pupils know what they do well, what they need to improve, and how to do it (targets)  AfP strategies (including targets) are embedded in routine classroom practice.  6. All TAs have achieved The *Professional Standards:* Personal and professional conduct Knowledge and understanding  Teaching and learning  Working with others |
| Performance Measures/ Success Criteria  *Ensure consistently high quality teaching and learning by:*  1. Embedding our NICE Teaching and Learning Framework: Setting high expectations, which inspire, motivates and challenges all pupils.  **2. Promoting good progress and outcomes by pupils (data**)  **3.** **Planning and teaching well structured teaching sequences:**  **4. Demonstrating good/outstanding subject knowledge:** Improving teachers’ questioning skills so that they extend pupils’ thinking and deepen understanding.  5. Make accurate and productive use of assessment to secure pupil progress. Adapting teaching to respond to the strengths and needs of all pupils. Assessing pupils’ work accurately to identify next steps in learning.  6. **Introducing The *Professional Standards for Teaching Assistants:*** Personal and professional conduct Knowledge and understanding  Teaching and learning  Working with others |

Ideas:

Teaching and Learning: Autumn

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| Key Actions | Rationale | Cost | Who | When | Monitoring Strategy | | | Impact and  Next Steps |
| Who | How | Dissemination |
| 1. Teacher Day 1 INSET: KS1 and KS2  Jane Considine: Inspiring Writing: Transforming the teaching of writing | Raise standards in writing:  Shared writing  Integrating GPaS into teaching sequences  Reinvigorating our teaching sequences  Use of technology – resources  Consistency of provision across the school  High quality teaching stretches and challenges all learners - Planning for challenge  Fine-tune practice and pedagogy to re-affirm consistently good/outstanding teaching and learning. | £75 per person | KS1 & KS2 | 30.9.16 | ML  SS | Staff feedback and evaluation forms |  |  |
| 1. Teacher Day 1 INSET: EYFS  Julie Fisher – Interacting or interfering: the role of the adult in early learning | Exploring strategies to enable our children to exceed the ELG  Planning for challenge – improving EYFS pedagogy  High quality teaching stretches and challenges all learners  Fine-tune practice and pedagogy to re-affirm consistently good/outstanding EYFS teaching and learning. | £75 per person | EYFS staff | 30.9.16 | ML  SS | Staff feedback and evaluation form |  |  |
| 1, 4. Teacher Day 2 Speech, language and communication update  Behaviour Management, Rewards  Twitter, building update  Term Dates and events  Share SEF Priorities | Consistency of provision and implementation of policy across the school  Greater understanding of signs to look out for with language issues  All staff have a clear understanding of priorities for the year and events coming up |  | LL  ML  SS | 31.9.16 | ML | Provision maps  Learning walk | Staff meeting |  |
| 5. Data dashboards for each class/cohort using KS1 SATs analysis, Testbase camp & EE  1 Page Profile  Boys, girls, SEND, Disadv, Service, EAL, LAC, New etc % of pupils working below, at above expected standards  Priority objectives  Intervention strategies  Provision mapping | All staff and leaders have a clear understanding of areas of strength, areas to be developed, vulnerable pupils and priority groups. |  | ML  SS | 5.9.16  12.9.16 | ML  SS | Appraisal  T profile  Cohort profiles | Appraisal system |  |
| 4, 5. What do we mean by deep or mastery learning?  Mastery level Questioning Criteria for PaAGS | Shared understanding  Consistency of provision across the school  Reliability and validity of judgements  Moderation  High quality teaching stretches and challenges all learners  Fine-tune practice and pedagogy to re-affirm consistently good/outstanding teaching and learning. |  | ML  SS | 3.10.16 | ML  SS | Monitoring mornings  Learning walks | Feedback 1:1  SLT discussion |  |
| 4, 5 & 6. Learning teams for maths/literacy  Overview of assessment and data for their subject  Look through and adapt the action plan  Devise a monitoring schedule for their subject  2 staff meetings | MATHS   * Why is our maths achievement low compared to other subject areas? Is this a developing trend? * What is the impact of our responsive intervention sessions? * Has the new timetable changes been implemented effectively? What is the impact of this change? * Why didn’t any of our pupils attain a high score (greater depth) in mathematics? * What impact has the new approach to planning and the introduction of the new progression line had on pupil progress?   LITERACY   * Why are our reading achievements low compared to previous years? Is this a developing trend? * Why are disadvantaged pupils attaining and achieving lower than all pupils? * What is the impact of our new timetable changes on spelling, reading comprehension and the curriculum? * What has been the impact of our teacher day? |  | SS | 19.9.1626.9.16 | ML | Evaluation report | Staff meeting  SLT |  |
| 6. Teacher/TA Lesson Study INSET | Fine-tune practice and pedagogy to re-affirm consistently good/outstanding teaching and learning.  Develop reflective practice. |  | KM | Term 2 | ML  SS | Records | T profiles  Appraisal |  |
| 2. INSTEAD/ Monitoring Day | Evaluate progress towards achieving our SEF priorities |  | HoS | Term 2 | RG  ML | Obs  Work scrutiny  Data  interviews | Feedback to T  T profiles  Report to Govs |  |
| 2 & 6. Appraisal and Teacher/TA Profiles  Targets linked to leadership, pupil progress and the quality of teaching.  Pupil Progress Meetings every other term.  Teaching and Learning Reviews every other term. TA Meetings each term  2. Challenging progress and attainment targets set for all pupils from year 1 to 6 in R, W and M and shared with pupils, staff and governors. | Fine-tune practice and pedagogy to re-affirm consistently good/outstanding teaching and learning.  Ensure the quality of teaching/learning will be securely good. 100% Good, 30 Outstanding. |  | ML | Term 1 | RG | Appraisal  Obs  Learning walks  T&L reviews | T profiles  Appraisal system |  |
| 3. Moderation Year 2 and Year 6 teachers using the new exemplification materials  PAGS and Interim assessment framework | Reliability and validity of judgements. |  | SS  HG | Term 2 | ML | Moderation report informing the M&E report | Report to Govs |  |
| End of Autumn term assessment scrutiny.  Update management PaAGs | Monitor attainment and achievement of class and priority groups |  | SS | Dec | ML | Report scrutiny | Management PaAG to staff |  |