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|  | **Term 1**  **See Assessment Calendar** | **Term 2**  **See Assessment Calendar** | **Term 3**  **See Assessment Calendar** | **Term 4**  **See Assessment Calendar** | **Term 5**  **See Assessment Calendar** | **Term 6**  **See Assessment Calendar** |
| School Monitoring Activities | SEF Summary to inform Draft Way Forward School Development Plan  Appraisal  HT monitoring mornings: MATHS (focus: session and responsive intervention-keeping up, feedback, depth, fluency, reasoning, problem solving)  Provision mapping for all FSM/PPG pupils with Class teacher and HoS  EYFS Baseline Assessment recorded on Early Excellence/Essence  EYFS baseline judgements moderated as Academy team. Cohort strengths/Areas to be developed identified - update  Pupil Progress Meetings (Snack and Chat) with all FSM/PPG pupils with Head of School after HoS monitoring morning  Discussion of initial SATs analysis - identify implications for learning and teaching. Cohort profiles  Pupil Premium – Impact report to Trustees Governors and Parents (Website). Rationale and implementation plan using Keys to Success Data  Sports Premium – Impact report to Trustees/Governors and Parents (Website) Rationale and implementation plan  CH HOS  Parents Evening/ Consultation Meetings  Monitoring of RWI  AG  Home school agreement review  Statutory Policies OFSTED CHECKLIST by Leadership Team and IT coordinator.  MTP/LTP planning scrutiny by Assessment/Curriculum  Learning Walk(s) Developmental questioning  stretch and challenge (Depth and Mastery) | Way Forward School Development Plan – impact review  INSTEAD Inspection Day  RAISE Analysis  FFT Analysis  Governor Dashboard Full Report to Governors and Staff – Update website with validated information  Teaching and Learning Reviews (Update Teacher profiles)  HT Appraisal  Vision evening for parents – presenting the WFAP  EYFS End of Autumn 2 Pupil Progress report – update Action plans  EYFS Planning scrutiny: Boys writing – planning for challenge  SENCO – Impact of provision maps  SENCO – Learning Walks intervention and use of Tas  SENCO health checks – Pupil Progress and Provision mapping  MTP Curriculum Planning scrutiny  MODERATION: PAGs RWM  Subject Leaders  Management PAG: Tracking pupil progress and vulnerable groups: Data dashboards  SPAG/RWI – Learning Walk Skills sessions  Curriculum and Assessment – Autumn Term Evaluation Report  Executive Headteacher: Appraisal – Target setting  Inclusion Policy – Local Offer  Leadership Team – Book scrutiny and monitoring feedback from the learning teams  Audit of pastoral information/teacher comments by class teachers  Environment – display audit  Leadership Report to LGB  PE/Sports Coach QA Observations  OFFICE/PO Appraisal  Leadership Team – Book Scrutiny: Marking, challenge, presentation and feedback  Termly Pupil Premium/Provision maps discussion at Leadership Team Meetings  Statutory Targets agreed and ratified.  H&S Premises Walk  Learning Walk(s)  Feedback and presentation  Intervention PPG | Executive HT formal  observations  EYFS Moderation – End of Term 3  Appraisal – Clerk to Governors  Pupil Progress meetings  HT monitoring /afternoons: (focus: Stretch and Challenge, Feedback)  Governor handbook review: TOR, SOD, Monitoring schedule  MTP planning scrutiny by Assessment/Curriculum  MODERATION: PAGs RWM  Subject Leaders  Asset Management and Compliance Record  Health and Safety learning walk at each site with Premises Officer – Risk Assessment scrutiny  SENCO health checks – Pupil Progress and Provision mapping  Leadership Team – Book Scrutiny : Marking, challenge, presentation and feedback  Review of Homework  Update More Able/G&T Records for each Class/Cohort)  Leadership Team – Book Scrutiny Science:  Marking, differentiation, presentation and feedback  Before and After School Club –Evaluation report  Monitoring of Early reading L&S/ RWI, Spelling and reading rotation activities  Skill session Learning Walk  External review of Governance  Learning Walk(s)  Use of IT | Way Forward School Development Plan – impact review  INSTEAD Monitoring Day  Teaching and Learning Reviews (Update Teacher profiles)  Management PAG: Tracking pupil progress and vulnerable groups  School Nurse Audit – Health Report  Moderation Y2/Y6 Exemplification materials  SPAG Learning Walk  LA EYFS Monitoring visit  MTP planning scrutiny by Assessment/Curriculum lead  MODERATION:  Leadership Team using exemplification materials and PAGs  PPA/Enrichment – Observations  Leadership Team – Book Scrutiny Projects Marking, challenge, presentation and feedback  Parents Evening/Consultation Meetings: Target setting & progress updates (Pupil Progress Profiles)  Leadership Report to LGB  Learning Walk(s) Developmental questioning stretch and challenge  (Depth and Mastery)  Intervention PPG | MTP planning scrutiny by Assessment/Curriculum  EYFS Planning scrutiny: Boys literacy, planning for purposeful play, and challenge  EYFS Moderation  MODERATION: PAGs RWM Pupil interviews and book scrutiny: Leadership Team  SENCO health checks – Pupil Progress and Provision mapping  Pupil Progress Meetings  Behaviour/Challenge, Engagement Learning Walk  Parents Survey – Impact of Social Media  Pupil Attitude Survey by School council  BUDGET: Staffing structures and final budget  Health & Safety  Premises Walk  Learning Walk(s)  Feedback and presentation | Way Forward School Development Plan – impact review  Appraisal – Final review: Update Teaching Profiles and records  LTP/MTP curriculum planning scrutiny by Assessment/Curriculum lead – Curriculum Review  Summer Term 1/2 EYFS data: QA judgements  Management PAG: Tracking pupil progress and vulnerable groups including Moderation and updating of data dashboards.  *Initial SATS Analysis – Implications for Learning and Teaching*  Data report EYFS, KS1, KS2. Data dashboards  End of year SEF summary for Trustees, Governors and Parents  RE / CAOW: Section 48  Language and Music observations  PE / Sports strategy review  Pupil Premium Report – Impact and next steps (linked to EEF research)  Annual Reports to Parents  Website/Prospectus updated  Initial Intervention/Provision Map Constructed for 2015/16  SEF Summary – Leadership reprt to Govs et al  Draft WFAP created  CPD review and report: impact of training  BUDGET presentation  Safeguarding Audit: Govs  Pupil Attitude Survey by school council  Learning Walk(s)  Use of IT  Intervention PPG |
| Subject monitoring | Maths & Literacy Teams | Maths & Literacy Teams | Science (Maths Team) & IT (Literacy Team) | Maths & Literacy Teams | Maths & Literacy Teams | RE CAOW & PE ML/SS |
| Draft *Focus* | * Fine-tune practice and pedagogy to ensure consistency of provision across the school * Stretch and challenge our high attaining and disadvantaged pupils. * Increase teacher/teaching assistant subject knowledge to fully develop their understanding of Mastery and Deep learning across all subjects. * Provide our pupils with more incisive feedback to ensure visible, rapid progress and enable pupils to know how to improve their own learning (marking). * Check pupils’ understanding more systematically and effectively before, during and after lessons. * Use questioning more skilfully to probe pupils’ responses and then reshape tasks and explanations so that pupils better understand new concepts - ensure demanding questions provoke deep and thoughtful responses. * Strengthen our pupils’ ability to reason, explain and solve complex problems in maths and reading. * Ensure practice, consolidation and variation plays a central role in developing fluency, reasoning and problem solving in maths. * 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. * Ensure teacher modelling and demonstration carefully scaffolds and layers learning in these teaching sequences. * Ensure independent activities are expertly matched to clear learning objectives. * Consider how we can use emerging technologies to further enhance engagement and progress. * Develop more reflective practice through lesson study and coaching. * Continue to have high expectation in terms of productivity and presentation. | | | | | |
| Lines of enquiry | 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? | | | | | |
| Policies | Governors Handbook  Scheme of Delegation  Terms of Reference  Pay Policy  Appraisal Capability policy  Pupil premium policy  Sports Premium Strategy,  Asset register / inventory report | Admissions Policy  Inclusion Policy – Local Offer | Attendance Policy and Plan  Academy Health and Safety Policy | Accounting Policies  Trustee expenses | Pupil behaviour & Exclusions Policy  Complaints policy  Review Disaster Management Plan  Business Continuity Plan  Charging policy | Child Welfare and Safeguarding Policy to include recruitment and selection.  Code of conduct (as part of the safeguarding policy)  Curriculum/Assessment Policy  Academy trips policy  CPD Policy |
| Head Teacher Meetings | * Lesson observation discussion/monitoring * Appraisal targets/Teacher and TA profiles * Action Plan reviews – Peer evaluations * Pupil Premium strategy review * Sport Strategy review   - Academies: G&T Challenges, Disadvantaged/PPG, Art Exchange, ILA/DARE Award, Festivals, Writing/History exchange.  - Networks: SENCO, DHT – Senior Teacher, EYFS, ENG/MATHS, IT | * Data analysis – peer interrogation (2 sessions) * Leadership report * Book scrutiny/moderation KS1   INSTEAD and peer report (coordinator involvement) | * Action plan – peer reviews * Focussed joint lesson observations with senior teachers * Book scrutiny/moderation KS2   s | * INSTEAD and peer report (coordinator involvement) * Leadership reports | * Action plan – peer reviews * Focussed joint lesson observations with senior teachers * Book scrutiny/moderation | * SEF * Pupil Premium Review * Action Planning * Section 48 |
| Staff meetings | * Cohort profiles x2 * Learning teams x2   -Data and action planning  -monitoring schedules-Who, what, why, etc   * Criteria for PaAGs * Parents evening |  |  |  |  |  |