

3 To improve Teaching, Learning and Assessment to improve progress for all pupils

Priority (by timescale)	Action required	Responsibility (Monitor actions and milestones)	Success criteria and milestones (What will be achieved and by when)	RAG rating/Impact
<p>2.1 Teachers accurately assess and use information about pupils' attainment and progress to plan activities which engage and motivate, and are suitably challenging, particularly for the most able</p> <p>2.2 Teachers have high expectations of all pupils and particularly the disadvantaged and the most able pupils.</p>	<p>All actions below will contribute to these two key milestones being achieved. This will also be referenced in the Curriculum Development SIP.</p> <p><b>Summative Assessment</b></p> <ul style="list-style-type: none"> <li>Teachers set targets for all pupils based on prior attainment and also to target closing the gap for priority of PP children alongside school aspirational targets.</li> <li>Termly tests for children continue to measure attainment and progress.</li> <li>Teachers to conduct QLA following tests to inform their planning for the next term.</li> </ul>		<p>Teaching rated good or better across a range of evidence at the following percentage. (Achieved 86% good, June 2019 - External T&amp;L Audit)</p> <p><b>Dec 2019 – 80% (Two NQTs)</b>  <b>April 2020--85%</b>  <b>July 2020 -- 90%</b></p> <p>Review <b>Dec 2019, April 2020, July 2020</b></p> <p><b>Sept – 2019- Staff meeting.</b>            Class teachers to be aware of the context data for their class (e.g. data for how many boys/girls, which children are pupil premium and their current/projected standards and to be able to provide evidence to support what they are doing to ensure progress of these children/groups. Effective tracking and monitoring systems identify underperforming pupils. Target groups have been identified and are being tracked in pupil progress reviews termly and progress meetings half termly. 100% of children to have targets set. 100% of pupil premium children are targeted to make greater than expected progress.</p> <p><b>September 2019</b> –question level analysis from previous summer term to inform planning for the Autumn term, year group picture of children's attainment for each year group across the school, trajectory towards in school targets can be checked and comparison to national data made. This information can be reported to governors.</p> <p><b>December 2019/March 2019</b> - question level analysis to inform planning for the spring/summer term, year group picture of children's attainment and progress for each year group across the school, trajectory towards in school targets can be checked and comparison to national data for attainment and progress made. This information can be reported to governors.</p> <p><b>July 2020</b> – full progress measure, information to be used to inform the next teacher, year group picture of children's attainment and progress for each year group across the school,</p>	<p>88% good in November - NQTs excluded (78% with NQTs included)</p>

	<ul style="list-style-type: none"> <li>● Embed the moderation process prior to each data entry or assessment point <ul style="list-style-type: none"> <li>○ Support provided for moderation opportunities from senior and middle leaders (November 2019, April 2020 and June 2020)</li> <li>○ Development of robust processes for moderation. Internal moderation to take place every half term between a year group or a phase</li> <li>○ External moderation to take place at least twice a year. All teachers to attend external moderation appropriate to their year group with STEP.</li> <li>○ Use of termly tests to help moderate judgements – Cornerstones</li> <li>○ External Cornerstones data used to validate school results</li> <li>○ Pupil Progress meetings every half term - led by middle leaders and information fed back to senior leaders.</li> <li>○ Teachers new to year 2 and year 6 to attend training for assessing end of key stage.</li> </ul> </li>   <li>● Collate tracking data each term and identify underachieving individuals through rigorous monitoring. In addition to the whole cohort, track groups in each phase, particularly greater depth and disadvantaged, to ensure progress. Also ensure that we are monitoring how we are closing the gap. Tracking data to be shared with all staff during 'Full Staff Data Training Meetings' to be followed by a SLT/Middle leader strategy meeting to plan</li> </ul>	<p>CB, YS, AK Phase leaders, RD and JR Verified by STEP (external teaching school)</p> <p>Pupil progress meetings to be held between class teachers and phase leaders focussing on targets. Leaders are held to account by SLT through pupil progress discussions. HT holds SLT to account based on Pupil Progress outcomes.</p> <p>Class teachers, middle leaders to action and report to CB and YS</p>	<p>trajectory towards in school targets can be checked and comparison to national attainment and progress data made. This information will be reported to governors.</p> <p>HT and leaders receive sufficient and accurate information to ask probing questions about progress of pupils and the quality of teaching and learning Consistency in accuracy of judgements at each assessment point will be achieved. Teaching staff to be confident with the teacher judgements following training. Teachers check pupils understanding effectively. Monitored through triangulation of data and information by leaders <b>Sept 2019, Dec 2019/Jan 2020, April 2020, July 2020.</b> Teachers use assessment to check pupils' understanding in order to inform teaching. Checked through planning scrutinies <b>Nov 2019, Feb 2020, April 2020</b> Teachers help pupils to embed and use knowledge fluently and develop their understanding using assessment information. Verified in lesson observations, learning walks and teaching and learning reviews. <b>Oct 2019, Nov 2019, Jan 2020, March 2020, May 2020, June 2020.</b> Judgements moderated across year groups and phases. <b>Dec 2019, April 2020 and July 2020</b> (Verified by external support through STEP and BEP) See minutes from SLT meetings <b>Dec 2019, April 2020, July 2020</b> Any children not meeting the expected standard to be picked up by SLT and discussed with phase leader and class teacher with projected targets set. Leaders are held to account and next steps are identified in the drive towards standards.</p> <p>Full staff data training focusing on progress and closing the gap. <b>September 2019, December 2019, April 2020, July 2020</b> Evidenced in SLT meeting minutes, staff meeting minutes, phase leader tracking records of intervention groups, pupil premium evidence and information. Data patterns, disadvantaged and 'closing the gap' monitored through triangulation of data, target reviews and information by leaders <b>Sept 2019, Dec 2019/Jan 2020, April 2020, July 2020.</b></p>	
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	<p>interventions to address any underperformance</p> <ul style="list-style-type: none"> <li>Phase leaders and class teachers to have a good understanding of the data to inform targeted intervention and quality first teaching strategies so they can have a direct impact on pupil outcomes, particularly to guide them in pupil progress reviews.</li> </ul> <p><b>Planning, delivery and assessment</b></p> <ul style="list-style-type: none"> <li>CPD focusing on further improvements to teaching and learning that will improve pupil outcomes. Training to include: <ul style="list-style-type: none"> <li>High quality questioning</li> <li>Retention</li> <li>Effective AFL</li> <li>English - see improvement plan - focus on reading and editing/redrafting</li> <li>Curriculum development and planning training - see curriculum SIP</li> <li>Curriculum enhancement training in specific subject areas</li> </ul> </li> <li>Sustain momentum with metacognition/learning behaviours and what effective learning behaviours we should expect to see in the classroom through our SL DRAGON work.</li> <li>Learning walks focus on identifying impact as a result of high quality planning and delivery</li> </ul>	<p>Phase leaders and class teachers – monitored by CB</p> <p>Senior and middle leaders</p> <p>Class teachers and phase leaders</p> <p>Middle leaders (Phase, JR and RD) Senior leaders, Middle leaders (Phase, JR and RD)</p>	<p>At each assessment point accurate data is produced by all teachers. <b>September 2019, December 2019, April 2020, July 2020</b></p> <p>At each assessment point, phase leaders, with support from external training and support can verify assessments. Link to governor and leadership SIP.</p> <p>Teachers will have expert knowledge of the subjects that they teach. This leads to improvement in teaching and will be reflected in pupil outcomes, evidence in pupil’s work and observations. Teaching rated good or better across a range of evidence at the following percentage. (Achieved 86% good, June 2019 - External T&amp;L Audit) <b>Dec 2019 – 80% (Two NQTs)</b> <b>April 2020--85%</b> <b>July 2020 -- 90%</b></p> <p>Training (specifically related to retention and questioning) will ensure teachers are able to ensure pupils embed key concepts in their long term memory. See planner and CPD record for dates - <b>August 2019 teacher days, Sep 2019, Oct 2019, Nov 2019, Jan 2020, March 2020, May 2020, June 2020</b></p> <p>See training log for dates of training. Staff meetings organised following this to disseminate good practice to all staff.</p> <p>Staff have a good understanding of metacognition and learning behaviours are embedded within day to day lessons. Staff create an environment that focuses pupils. Verified in lesson observations, learning walks, pupil voice and teaching and learning reviews. <b>Oct 2019, Nov 2019, Jan 2020, March 2020, May 2020, June 2020.</b></p> <p>Staff create an environment that focuses pupils. Weekly learning walks by SLT with focused learning walks/planning scrutinies by phase leaders and middle leaders every half term. <b>(Nov 2019, Feb 2020, March 2020, May 2020, July 2020)</b></p>	
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2.3 Teachers address pupils’ misconceptions quickly and support pupils	<p>Marking policy:</p> <ul style="list-style-type: none"> <li>Current marking and feedback policy reviewed</li> </ul>	CB	<b>September 2018</b> – Evaluation complete and informs relaunch	Evaluation has taken place with SLT confident in the marking policy.

<p>to learn from their mistakes</p>	<ul style="list-style-type: none"> <li>● Relaunch of whole school marking and feedback policy (CPD) with clear expectations regarding regularity of marking and student response.</li> <li>● Training focusing on effective feedback within our current marking policy</li>   <li>● Book scrutiny by all teachers to focus on presentation and expectations in books as well as the sequencing and incremental development of learning.</li>   <li>● Alternative feedback and marking policies to be investigated - research from Education Endowment Foundation, teaching blogs and DFE</li>   <li>● Leadership team to review proposed feedback policies and scrutinise suitability for the school and expected outcomes</li>   <li>● Feedback policy to be trialled in a year group</li>   <li>● Proposed policy to be reviewed based on leadership discussions and trial information</li>   <li>● Leaders to finalise decision and adopt a new feedback policy</li>   <li>● Training for all teaching staff regarding new feedback policy</li>   <li>● Monitoring and evaluation carried out by phase leaders and senior leaders with quality assurance from external advisors.</li> </ul>	<p>CB</p> <p>CB/KC</p> <p>All teachers</p> <p>CB</p> <p>CB/Leadership team</p> <p>Middle leaders</p> <p>CB</p> <p>CB/ Leadership team</p> <p>CB</p> <p>CB and all leaders</p>	<p><b>End of October 2018</b> – following teaching, planned staff meeting <b>1<sup>st</sup> Nov</b>. Lesson observations (<b>Nov 2018</b>) and book trawls (<b>3<sup>rd</sup> Oct 8<sup>th</sup> Oct</b>, SLT to monitor following marking policy launch end of <b>November 2018</b>) show policy is being followed and contributes to progress and pupil’s ability to learn from their mistakes</p> <p><b>Oct 2019</b> - all teacher to be confident in consistency of expectations across their year group, phase and the school.</p> <p>Alternative feedback policies which allow feedback and addressing of misconceptions will be considered. <b>Oct 2019</b></p> <p>SLT meeting - see minutes - <b>Oct 2019</b></p> <p>Impact of changes on ability to support pupils and move learning forward monitored. <b>Nov/Dec 2019</b></p> <p>SLT meeting - see minutes <b>Nov 2019</b></p> <p>SLT meeting - see minutes <b>Nov 2019</b> Governors to be informed of changes and are able to question SLT <b>Dec 2019</b></p> <p>All teaching staff to be confident with the feedback policy and how we address misconceptions and provide quality feedback to children. <b>Jan 2020</b></p> <p>Regular book scrutinies for SLT, middle leaders and teachers (<b>Feb 2020, March 2020, May 2020, July 2020</b>). This will also be monitored through learning walks and lesson observations.</p>	<p>Relaunch completed with evidence of changes to books seen by leaders in monitoring activities</p>
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	<p>Addressing misconceptions in the classroom:</p> <ul style="list-style-type: none"> <li>● CPD focusing on further improvements to teaching and learning (specifically addressing misconceptions quickly) that will improve pupil outcomes. Training to include: <ul style="list-style-type: none"> <li>○ High quality questioning</li> <li>○ Retention</li> <li>○ Effective AFL</li> </ul> </li> </ul> <p>Addressing misconceptions in writing:</p> <ul style="list-style-type: none"> <li>● Redrafting and editing teaching process to be refined - see English action plan</li> </ul>		<p>Feedback demonstrates challenge and progress over time so that targets can be met. Evidenced through QA, Data and external reviews. SLT book scrutinies to take place on half termly basis (focus on HAP, high prior attainment, Pupil premium and disadvantaged). Quality assurance processes identify that pupil's misconceptions are addressed quickly – <b>Oct, Dec, Feb, April, May, June.</b></p> <p>Teachers will have expert knowledge of the subjects that they teach. They will identify and plan for potential misconceptions. This leads to improvement in teaching and will be reflected in pupil outcomes, evidence in pupil's work and observations. Training (specifically related to retention and questioning) will ensure teachers are able to ensure pupils embed key concepts in their long term memory.</p> <p>See planner and CPD record for dates - <b>August 2019 teacher days, Sep 2019, Oct 2019, Nov 2019, Jan 2020, March 2020, May 2020, June 2020</b></p>	
<p>2.4 Teachers provide pupils with more opportunities to develop their reasoning skills in mathematics.</p> <p>2.5 Teachers better match reading books to pupils' abilities and offer more opportunities for pupils to improve their inference, deduction and comprehension skills.</p>	<p>See English and Maths action plans</p>		<p>Link with triangulation in monitoring and moderation cycle. See individual action plans for English and maths and their monitoring cycles.</p>	