

Alexander Hosea Primary School
 Roots to grow, wings to fly
School Improvement Plan 2016 – 2017

2. THE QUALITY OF TEACHING, LEARNING AND ASSESSMENT
(Judged as 'good' by Ofsted March 2014)

Links with: Aim 1 – ADAPTABLE, Aim 2 – SELF BELIEF, Aim 3, PERSEVERANCE, Aim 4 – INCLUSIVE, Aim 5 - RESPECT and Aim 6 – ENQUIRING

***FOCUS FOR THE YEAR –To consistently embed teaching and learning strategies, increasing the percentage of 'outstanding' teaching.**
Assessment

Aims	Goals	Targets for pupil achievement / well-being	Strategies for improvement Priorities for Action	Responsibility	Time Scale	Success Criteria (Quality Characteristics)	Monitoring/ Outcomes	Budget/ Resources
CURRICULUM DEVELOPMENT To fully embed our inspirational and engaging curriculum, which provides opportunities for real life projects.	Engaged learners	Positive attitudes towards learning Raised progress and attainment across all curriculum subjects	Use NC to determine which aspects of each subject are quick to teach and which require longer units of teaching and learning. Ensure English, Maths and Science skills are included as part of planning for mini and final project outcomes – monitor, review and evaluate.	Subject leaders/class teachers/ Curriculum leader Subject leaders/class teachers	Nov 16 On-going from Sept 16 – July 17 Dec. Feb. Apr.	Highlighted subject overviews indicating quick win wins/time frames. Long and medium term plans include mini and final project outcomes including core subjects.		

			<p>Link learning to real life situations and the world of work – develop community links</p> <p>Develop skills progression for each curriculum subject.</p> <p>Devise and use a differentiated non-core planning template.</p> <p>Provide on-going support as required. Monitor, review and evaluate progress and success of revised curriculum policy and practice.</p>	<p>All staff</p> <p>Subject leaders</p> <p>Subject leaders/SLT/class teachers</p> <p>SW</p>	<p>On-going from Sept 16 – July 17</p> <p>Jan 17</p> <p>Oct 16</p> <p>On-going - May 17</p>	<p>Curriculum is based on real life projects which give relevance and breadth and provide opportunities for personalisation and mastery.</p> <p>Skills progressions in place for each subject.</p> <p>Planning template secures effective differentiation for individuals/groups of children.</p> <p>Revised curriculum has a positive impact on attitudes towards learning, pupil progress and attainment across all subjects.</p>		<p>Staff meetings</p> <p>Staff meeting</p> <p>1 day a week leadership time (£7,500)</p>
<p>ASSESSMENT To refine and further improve ways of assessing core and non-core subjects across the school</p>	<p>Whole school community has a clear understanding of assessment policy, procedures and practice</p>	<p>Improved / accurate assessment and tracking of all subjects – improved pupil outcomes across the curriculum.</p>	<p>Review and evaluate current core subject assessment procedures.</p> <p>Consider how we show progress in core subjects and refine, taking into</p>	<p>Assessment leader</p> <p>Assessment leaders/subject leaders</p>	<p>Sept 16</p> <p>Sept 16</p>	<p>Improved assessment procedures for core subjects.</p> <p>Progress and attainment is more easily tracked and</p>		<p>1 day a week leadership time (£7,500)</p>

			<p>account learning from 2015-16 TA and SATs outcomes.</p> <p>Develop an improved system to ensure rigour in non-reporting years – moderate.</p> <p>Consider use of 'EDS' for tracking and reporting. Set times for assessments for non-core subjects and adhere to these.</p> <p>Trial non-core subject assessment procedures – review and evaluate.</p>	<p>Assessment leader</p> <p>Assessment leader / SLT/ class teachers Subject leaders/SLT</p> <p>Class teachers</p>	<p>Oct 16</p> <p>Termly Sept 16</p> <p>On-going from Sept 16 – July 17</p>	<p>monitored.</p> <p>Improved pupil progress and attainment in non-reporting years.</p> <p>Terminology agreed –any changes explained to school community – parents etc.</p> <p>Assessment for each non-core subject in place and used to record pupil outcomes and inform planning.</p>		
DEFINING MASTERY AND 'E,D,S'			<p>All teachers and TAs have high expectations and a good understanding of curriculum expectations for each year group, especially those new to a year group.</p>	<p>All staff</p>	<p>From Sept 16 – July 17</p>	<p>Staff have a good understanding of the expectations for their year group and high expectations for all pupils.</p>		

To develop pupils' depth of understanding and their readiness to progress to the next stage of their learning	All children given the opportunity to 'master' the curriculum for their year group.	10% of children master the curriculum for their year group.	Teachers and TAs agree what 'mastery' is and what it looks like in core curriculum and non-core curriculum areas and provide appropriate challenge. Relate to real life – apply skills to unfamiliar contexts.	Subject leaders/All staff All staff	Oct 16 On-going	Shared understanding of 'mastery' and other terminology Children apply knowledge and skills to different contexts independently.		Staff meeting
			Undertake regular monitoring, review and evaluation of mastery data for all groups of pupils to ensure appropriate consolidation and challenge	Subject leaders/SLT	Oct 16 – July 17	Monitoring / Data outcomes and moderation show a common understanding of 'mastery' in core / non-core subjects		
	Consistent understanding and use of agreed terminology	85% children meet expected standard by the end of the year	Review use of EDS and agree terminology to be used for tracking and reporting.	Assessment leader, SLT, all staff	Oct 16			

			Ensure the sequential development of skills across the curriculum to produce mini/final project outcomes.	Subject leaders/class teachers	Dec 16	Skills development evident from project outcomes.		
			Undertake rigorous moderation of standards in all curriculum subjects.	Subject leaders/SLT	From Sept 16		Staff meeting for cross key stage moderation	
			Outstanding teachers/TAs used to model best practice – introduce the use of triads to support this.	All teachers/TAs	From Oct 16	More consistent outstanding teaching.		
STRATEGIES To embed current teaching and learning strategies and achieve consistency:-	Current teaching and learning strategies impact positively on learning outcomes	85% of children reach ARE by the end of the year	Bloom's Taxonomy - Provide relevant training for teachers and TAs.	English leader/relevant staff	Feb 17	Staff confident about using a range of questioning techniques to promote learning and progress.		Staff meeting
Questioning To develop highly effective questioning which promotes understanding / learning	High quality questioning		Use questioning as a focus for lesson study / observations of teaching and learning by SLT, subject leaders and triads.	All staff	May 17	Evidence that questioning results in pupil progress.		

			Focus on children's use of questioning to promote enquiry and learning.	All staff	Jan 17	Evidence that questioning results in pupil progress.		
			Ensure consistent use of interactive displays to promote curiosity.	All staff	March 17	Range of effective interactive displays promote learning.		
Marking and feedback To provide effective feedback which results in improved progress and attainment	Pupils receive incisive and timely feedback about what they can do to improve their knowledge, understanding and skills and act upon this		Plan quality time for children to respond to marking and feedback and show improvement as a result. Use of WAGOLL, peer critique and re-drafting to improve outcomes. Use Learning Mentor /allocated TA time to support disadvantaged children with reading, interpreting and responding to marking	Class teachers/subject leaders/SLT Class teachers/TAs Class teachers/TAs	From Sept 16	Children use feedback to improve skills which is reflected in learning outcomes.		
Learning environment To improve the children's indoor and outdoor learning environment which impacts	More natural, calm learning spaces evident across the school	Children across the school make at least expected progress and achieve highly.	Review, evaluate and identify impact of changes in learning environment on learning. Agree next steps Determine how we can measure the impact of the learning environment on	All staff	Feb 17	Children have more ownership over and respect for their learning environment. Learning environment has a positive impact on		

on progress and attainment across the curriculum			pupil outcomes. Focus on using the learning environment as the 'third' teacher.	SLT/All staff		progress and attainment across the curriculum.		
			Consider and agree use of colour to provide a calm learning environment and show case children's learning.	SLT/All staff	Jan 16	More relaxed and calm learning environment which showcases children's learning.		
			Consider use of lighting and how this can be improved. Plan and implement any changes.	SLT/SBM/ Governors	Feb 17	Improved lighting		
	Improved outdoor learning environment providing wider physical development opportunities		Re-consider plans for the outdoor learning environment, including EYFS and develop a strategic plan.	SLT/SBM/FGB	March 17	Improved outdoor learning environment		
			Provide Forest School opportunities – consider options (training/ buy in)	HT/SLT/SBM	Oct 16	Children benefit from Forest School skills		
Resources To ensure staff take responsibility for ensuring	Teachers co-ordinate learning resources well to secure high		Ensure learning environment is tidy and resources stored so they are accessible.	All staff	Sept 16	Tidy learning environment is consistently maintained.		

resources are available to support high quality teaching and learning.	quality teaching and learning		Store resources in container			Children consistently access appropriate high quality resources which promote outstanding progress and attainment.		
		All pupils make at least good progress and attain highly across the curriculum, especially those pupils who require practical resources to support their learning.	Identify gaps in resources and produce a 1/3/5 year plan for purchasing these	Class teachers/subject leaders/ HT/SBM	March 17	Gaps identified and short, medium and long term purchase plan in place.		
			Audit IT resources and their use. Finalise ICT Strategic Plan – present to governors	KE KE/HT/ICT governor	Nov 16 Dec 16	Strategy in place for purchase of ICT resources.		
Home learning To embed and refine current approach to home learning in KS2	High quality home learning from all children	Refined approach has positive impact on standards	Formalised review of KS2 home learning approach – Consider use of critique to support this and possible training for parents.	KS2 staff	Sept 16	Home learning supports in class learning. Improved pupil progress and attainment reflected in data throughout the year for all groups.		