



WNAT Priority Improvement Plan Autumn Term 2018

Quality of Teaching, Learning and Assessment / Snettisham, Heacham Junior and Infant School

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Link to triennial strategic plan/ annual development plan/ trust priorities					Link to Ofsted priorities			
Priority One – 1.1,1.2,1.3					<i>Give the schools ofsted priorities here.</i>			
1.1 Ensure all staff understand their accountability to deliver high standards and expectations for teaching, learning and pupil outcomes that are above national averages so that we can raise standards across schools					To increase the amount of outstanding teacher so pupils make more rapid progress (HJS) Teachers do not always tell pupils how to improve their work (HJS) Not enough teaching is sufficiently challenging (HJS)			
1.2 Teachers have increased knowledge and ability to plan and deliver consistently good lessons to engage and challenge learners					Improve teaching so that the most able pupils are challenged consistently in all classes and subjects (SPS) Improve the proportion of pupils making accelerated progress (SPS)			
1.3 All Staff to have focused CPD on proven and innovative methods to increase engagement, challenge and feedback and begin to implement					Effective practice in meeting the needs of most-able pupils is identified within the school and its partner school and is shared more widely (SPS)			
1.4 Teaching, learning and assessment are quality assured through increased time to monitor, check work books					Children’s progress is accelerated in the Nursery and Reception Years by making sure that the provision, teaching and assessment are of consistently high quality (HIS)			
Success Criteria/Outcomes/Impact Milestones (these should be quantitative wherever possible)								
<ul style="list-style-type: none">Learning walks show that ALL classrooms have visible learning , current theme , good WAGOLL, and children’s work on display (this was not evident during July 18 baseline)Higher levels of engagement and involvement to be seen with more active learning (v. low +ve attitudes to Reading from all groups of learners, pupils out of class and low level disruption common – July 18)Staff to begin to use socratic/open ended questioning and feedback to move children on during lessons (plan as a feature for all learning sequences)Use of Characteristics Of Effective Learning are referred to in lessons which are evident in planning , house assemblies and annotated in work -staff can start to give anecdotal evidence of progress for individual learnersAssessments show that increased % of pupils are ontrack since EOY assessments through using ARE target sheets in books for RWM (Target 85% pupils - no EHCP included with expected and better progress for 90% pupils)No wasted time or limits (moving around/setting/ swapping classes) as was seen in July 2018								
Aim	Specific Actions			Resources and Costs	Monitoring			Review and evaluation Evidence of impact on pupil progress inc current KPIs Future actions (RAG comments and future actions)
	Action <i>(RAG actions as they are completed to show the status)</i>	Lead	Date		Evaluation method (include KPIs here)	By	Date	
1.1 Ensure all staff have high expectations for learning and pupil outcomes so that we can raise standards across schools and build on prior attainment	Inform teachers of need to set expectation high and above national expectations INSET day Show them how national Scaled scores are rising % increasing	LJ	Sept 4 th	Slide show prepared National outcomes	1.1 Challenging targets that are calculated from KS1 or EYFS baseline set for all year groups so that outcomes are anticipated to be above national (80%+ exp / 30% GD) Age Related Target sheets for RWM books give all children access to year group curriculum.	EH/LJ	20 th Sept	
1.1a Review KS1 baseline and current attainment to set performance management	KS1 baseline must be used as where children are – indicate that this is measure that sets performance management meetings	LJ and EH (Staff meetings schedules	PA cohort sheets with individual	Communicated to all teachers as part of Performance management accountability	All tchs	4 th Oct	



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targets that are ambitious	Use PM meetings to raise expectation for all year groups – that best endeavours must be used to keep pupils in line with and exceeding KS1 outcomes Set around 85% targets Exp and 35% GD across cohorts (without EHCP) Y6 tracker to be completed	together this term)	Sept 28 th – Oct 3 rd	pupils on Primary accountability 2018		LJ/EH LJ	24 th Sept	
1.1b Target provision to meet needs of learners so that make better progress	Data analysis for English/Maths and QLA to identify themes in school and class All staff from Y3-Y6 to complete QLA for EOY test , Venn Diagrams to be completed to identify key marginal pupils and those at risk of underachieving	EH	11-17 th Sept	QLA documents Subject lead report M/E	<ul style="list-style-type: none"> All QLA complete R/W/M by tchs Core subject leads report to be complete / shared with LS/LJ/EH Common gaps in provision identified and reported on Venn Diagrams complete and provision in class identified – increased class support from teachers /TA 	Tchs DB, EJ, CE, JM Tchs	24 th Sept	
1.3 All Staff to have focused CPD on proven and innovative methods to increase engagement, challenge and feedback and begin to implement	Series of in-school sessions see CPD staff meetings (appendix I) CPD by HT and Osiris designed to develop a collective efficacy to move teaching rapidly into a stronger and consistent place across all schools Phase meetings with trust that Short burst maths, read, write based on QLA gaps to run concurrently to the whole school training and lead by core subject leads – there are two meetings a week to allow time to implement, communicate and review	LJ/EH DB/JM, EJ, EH	5/9 Staff meets Autumn Term	Examples and Images of good learning (Shirley Clarke/Osiris/ books) £10, 000 HJS and £2,000 for Trust Interim framework documents 2018 Quality Targets for books that are new	Staff /Pupil survey to collect baseline and exit data - <ul style="list-style-type: none"> A collective efficacy and positive atmosphere increases across schools Teachers increase their ability to describe and be positive about outstanding learning and their own performance Number of current school displays, learning assemblies and pupil attitudes increase from lower baseline (low response rate to enthusiastic about learning “ because a lot is boring” July 18) Impact from short burst plan – fluency in maths and inference / vocab in reading	SLT Subject leaders DB EJ	Sept collect data from surveys End data Dec 18 Maths Half term Read Dec	
1.2 a Teachers to reflect on performance using film techniques to review how lessons are being delivered	Training days for six staff to improve performance by assisted planning, teaching and assessing of a learning sequence and watching it back from video to reflect on and improve All classes undertake filming and peer review to discuss lessons	HJS SPS HIS	2/11 Train 16/11 film 27/11 review	£10, 000 HJS	<ul style="list-style-type: none"> Teachers increase their ability to describe and be positive about outstanding learning and their own performance - see surveys More teachers are good and outstanding across all three schools (from July baseline < 65 % g 22% o) 	Tchs LJ/EH Quality assured LS/JD/M	Data collected Sept- re-assessed Dec 18 Dec 18	



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I.2b Teachers have increased knowledge and ability to plan and deliver consistently good lessons to engage and challenge learners	Through in school CPD OCT/NOV show staff the non negotiable- these will be revisited each term Age Related Expectations for RWM Targets in books and used to plan and assess (challenge) Plans must check prior attainment for learning sequence – what they know and don't know (challenge) Find and celebrate “ Marvellous mistakes” to challenge misconceptions and allow pupils to grapple without fear Use whole class success criteria on posters in class (Feedback) COEL in class and across subjects (engagement) verbal feedback and Socratic questioning to be seen in lessons Plans and work collections that link subjects to deepen understanding and apply skills (challenge)	LJ	See staff meetings Appendix I		<ul style="list-style-type: none"> Teachers start to use socratic questioning techniques effectively to move pupils on Pupil attitudes to making mistakes , enjoying lessons and being enthusiastic increases from July baseline (low response rates) Pupils find that they get more feedback and lessons are less hard /boring COEL are discussed in assemblies, work collections Anecdotes and case studies are used to demonstrate progress in COEL/ Teachers performance to be increased from July baseline across schools – HIS 75%g 25%o, HJS 66%g 16o, SPS 50% g 25%o) Pupil outcomes to be increasing through ARE formative assessments shown on target ladders – backed up by NFER 			
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Appendix 1 In school meetings and training

Week	Thursdays All Schools Staff Meet 3-4:30pm	Week	Tuesday Heacham Schools Staff Meet combined 3:15-4:30pm
1 INSET 13 th Sept	School Improvement Slideshow – introduce Engagement, Challenge and feedback themes for school improvement, discuss case studies completed by staff for those ch that did not meet expected/GD that should have and indicate that we must improve – that we require improvement because teaching, learning and assessment are not good . Higher expectations set for PM Use the QLA and data from End Of Year to identify gaps in learning for pupils (these gaps to be built into short burst plans – inference, retrieval of answers, vocab ,fluency, measure ratio) make clear which children are not on track in RWM	11 th Sept	Maths short burst plan lead by Dan Bloxham Review Dans plan and power maths Maths Fluency challenge introduced to measure baseline <u>Concrete resources in class for Engagement</u> Introduce problem solving display in hall and interactive board for calculations
Joint schools YG at	Taking themes from CPD and Trust expectations into classes across trust Baseline data for new cohorts? ARE and Targets in books? My marvellous mistake, whole class success criteria, lives	18 th	Maths short burst plan lead by Dan Bloxham Use of maths Vocab/ using mastery books



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Gaywood 20 th Sept	marking and verbal feedback?		
Across school CPD over next three sessions	What does Good Teaching and assessment look like? Louise and Emma to clarify expectation that should be in every class to evidence good T,L,A 1 st Use Age Related Expectations for RWM Targets in books assume they can and will achieve (challenge) , check prior attainment – what they know and don't know (challenge) Use marvellous mistakes to pick up misconceptions and allow pupils to grapple without fear , Active learning with socratic questioning (engagement and challenge) Refer to COEL in class (engagement) GAP Tasks – add targets to all RWM books and highlight what met / trial “my marvellous mistakes “ look at misconceptions – use some socratic questioning to deepen thinking – come with examples	25 th	Maths Short burst plan lead by Dan Bloxham
	2 nd Review gap task – discuss marvellous mistakes, targets and questioning . How are they useful? How did children react?	2 nd Oct	Review and next steps
	3 rd What do good work collections look like? All staff Bring good examples of learning, neat, extended, independent, response to feedback and learning sequences NOT MANY WORKSHEETS	16 th OCT	Any key issues?
1 st Nov SDP check 8 th Nov	STAY in OWN School –learning walk led by SLT Check for visible learning with classroom walks – reflect on our vision. Is there consistency? Is learning visible and current ? Are quality WAGOLL on walls? Are targets in books ? Training Day at HJS for OSIRIS – 2 nd Nov	30 th oct	Reading short burst lead by Ellie Jones Book corners/ reading evidence
SDP check	Characteristics of effective learning – Lead by Catherine Tuckwood Feedback on new system- how is it working? Can we see attributes in children and staff? Add to PA at end of term. Can we do Vocabulary assessments for lower/PP bring transcripts and evidence.	6 th Nov	Reading short burst lead by Ellie Jones Guided reading/reading challenge
15 th Nov 22 nd Nov	Update PA with data across all subjects	13 th Nov	Reading short burst lead by Ellie Jones More able reading/inference/vocab
Acheiveme nt	Check groups for progress	20 th Nov	Reading short burst lead by Ellie Jones
4 th Dec Safeguard/ behaviour	Safeguarding – Complete presentation for CWD in NCC training folder – how do we compare?	27 th Nov	Review and next steps

Staff Self-Assessment Tool prior to intervention / SIP cycle

Outstanding Teaching Sept 2018

Name.....



1. How clear are you about common features that could evidence outstanding teaching and learning? Scale below -
0 low/10 high

0.....5.....10

Features I know.....

2. How close do you feel you have come to delivering outstanding teaching and learning?
Not close/close/very close

I know this because.....

3. How often do you deliver aspects of outstanding teaching and learning?
Never/rarely/sometimes/often/most of time

What helps my lessons be great.....

4. Which CPD has had a lasting effect on your performance in last three years?

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