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| **1. Objective** | **2. Success Criteria** | **3. Key Actions** | **4. Time and staff** | **5. Budgets &**  **Resources** | **6. Evaluation & Review** |
| **To further develop the use of on-going Rising Stars assessments, alongside moderations** **so that there is evidence of an accurate diagnostic analysis of the progress of different pupil groups.** | Assessment will be of high quality and effective, resulting in diagnostic and useful analysis that will result in increased pupil standards. More staff input in the process. | 1. Refine and embed accurate half termly assessment procedures with all staff.  2. Implement use of diagnostic assessment through observations, books, pupil discussion, reporting the progress of different pupil groups.  3. Moderate assessments and evaluate impact.  4. Monitor and evaluate, formulating actions to improve the progress of any underperforming pupil groups. | 1. CPD 2. Observation 3. Book and work scrutiny 4. Pupil discussion 5. Monitoring and evaluation schedule | Staff time  Non-contact time |  |
| **To effectively manage high quality induction and training of new teaching staff so that new roles and responsibilities are embedded ensuring the continuation of high standards of attainment and achievement** | New staff will be enabled to continue and maintain the high standards of attainment and achievement for all pupils. | 1. Allocate trained managers to support, mentor and coach new staff and NQTs.  2. Identify the key tasks that require completion in the first term.  3. Ensure adequate time and opportunities for regular meetings and support.  4. Designate a meeting prior to each half term with the NQT/ new staff to review effectiveness of coaching, evidence of impact on pupil standards and refinement to provision. | Support meeting time.  Half termly meeting between new staff and SLT | CPD time |
| **To further develop quality writing opportunities and presentation across the school. Develop the Handwriting scheme Pen Pals.** | The teaching of writing (including handwriting) and presentation will be consistent; high quality and focussed practice will result in raising pupil outcomes. | 1. Develop the teachers’ understanding of the teaching of writing. 2. Review and revise writing opportunities across the whole curriculum within the annual planning cycle. 3. Celebrate children’s improved handwriting and presentation in termly whole school assemblies. 4. Use the school website to recognise and reward children’s writing. 5. DHT to provide creative writing across KS2, focusing on key groups and GD. Writing to be shared in Mindset assemblies and published on the website   6. Monitor and review the teaching of writing opportunities through timetabled observations, scrutiny of pupils’ work, planning & assessments, ensuring at least 85% of pupils are achieving end of year expectations in all classes. | Monitor and evaluate by SLT | Time for monitoring |

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| **To develop effective feedback and marking and ensure greater challenge including for the most able pupils so that pupils understand their next learning steps and standards are raised.** | Evidence of effective feedback and marking in pupils work. | 1. Review and agree ‘marking and feedback’ policies and communicate to all staff.  2. Model revised ‘marking and feedback’ procedures in line with success criteria and learning intentions and the incorporation of pupil self and peer assessment to all teaching staff including teaching assistants.  3. Monitor and evaluate the impact of ‘marking and feedback’ on pupil outcomes. | Staff training.  Observations of marking and feedback.  Monitor and evaluate by SLT | Training time  Non-contact time for observations |  |
| **To maintain the percentage of good and outstanding teaching**  **In all key stages** | The proportion of lessons observed good or better will be 100% and outstanding teaching will be typically above 85% by July 2018. | 1. Develop teacher’s knowledge and experience of teaching standards.  2. Identify staff that are teaching securely at an outstanding level, disseminate this practice.  3. CPD to train staff that need to achieve the next level of teaching through support; peer observation of outstanding practice, sequential teaching, paired teaching and peer monitoring. | Observations by peers, SLT, opportunities for paired teaching, learning walks and peer monitoring. | Non-contact time, Observation time |  |
| **To further develop and review the Humanities (History and Geography) scheme of work.** | Evidence of work in books, displays and work around the school.  Voyagers curriculum to be developed across the school.  Links to wider curriculum including art and music. | 1. Monitor and review existing practice.  2. Consult with staff and implement and support the delivery of the Voyagers curriculum.  3. To make links to ensure a broad and balanced and creative curriculum.  4. Put more information on the website | Monitor and evaluate by Humanities co-ordinator  Art and Music co-ordinator &  PE co-ordinators | New Voyagers books. |  |
| **To support the teaching of Science in Key Stage Two ensuring teachers are confident practitioners who deliver an enquiry-rich curriculum.** | The teaching of Science will be consistently at least good or outstanding across the school.  Raised standards are evidenced in books, displays and work around the school.  Moderating assessments half-termly. | 1. Science Coordinator to model and team teach lessons alongside teachers, starting in Key Stage 2.  2. Ensure high quality scientific enquiry and data analysis skills are developed through topics. | Science Coordinator release time to team teach in lessons.  Monitor and evaluate by Science Coordinator. | Release time.  New science practical equipment budget as required. |  |