

<p>Priority 1. Improve the quality of teaching and learning:</p> <p>All teachers consistently deliver lessons that are appropriately challenging, engaging and develop essential writing skills, whilst preparing students for the demands of the new GCSEs and A levels.</p>		<p>Evaluation criteria – by July 2016:</p> <ul style="list-style-type: none"> Over 95% of lessons observed are judged to be good or better in each department – reduce 2C 100% consistency of teaching and learning priorities in each department. 80% of students are achieving in line with expected progress 				
Success Criteria	Method: how How will it be done?	By whom	Review date	Cost / budget code	Monitoring (when by whom)	RAG
1. Blooms learning objectives, success criteria inform all lesson planning	1.1 Review lesson planning format (June 2015) 1.2 Co-planning period on all teachers timetables (June 2015) 1.3 Training HODs on co-planning using LO and SC (July 2015) 1.4 All teacher INSET on planning (Sept 2015) 1.5 HOD review individual practice LO, SC and outcomes (Start Oct 2015) 1.6 HOD provide 1 to 1 support (Sept - Oct 2015) 1.7 Termly planning for learning support sessions - 3 sessions per course. (Oct, Nov, Jan) 1.8 HOD annual training programme to increase impact and rigour	KEP/TTA/ CMC HOD TTA	Each term (x6)	Co planning period every teacher Lead teacher running 3 sessions each term	SLT/HOD LW /LO Feedback SLT bi weekly CPD record ARK monitoring Principal’s report to Govs	
2. Pitch and challenge is matched to the ability of students in lessons	2.1 SOL reviewed to ensure challenging for all groups of students (June – July 2015) 2.2 Training HODs on co-planning using data to plan lessons (July 2015) 2.3 Teachers termly class data review with learning specific targets (SM after each Assessment) 2.4 HOD termly data review used to inform SOL (After each data point) 2.5 Termly planning for learning support sessions including the use of data - 3 sessions per course . (Oct, Nov, Jan) 2.6 High attainers learning observed, evaluated and issues addressed with each teacher to ensure expected challenge and progress. 2.7 A level subject specialism teaching is enhanced and developed	KEP/TTA/ CMC HOD TTA / KEP	Each term (x6)	Co planning period every teacher Lead teacher running 3 after school sessions for 3 terms Training costs	SLT/HOD LW /LO/BM Feedback SLT bi weekly CPD record Principals report to Govs	

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3. Questioning is highly effective in checking for understanding and deepening students thinking	3.1 Films of good practice shared with staff 3.2 Teachers trained in collaborative coaching 3.3 Key focus of collaborative coaching in term 1 – Questioning 3.4 Training HODs on co-planning using questioning in lessons (July 2015) 3.5 HOD review individual practice through teachers individual films of practice (Sept – Oct 2015) 3.6 Termly questioning support sessions – 3 sessions per course. (Oct, Nov, Jan) 3.7 Department’s share best practice (Jan – INSET)	LST CMC/JEN HOD	Sept 2015 Sept 2015 Each term (x6)	Collaborative coaching time allocated as part of directed time Visualizer in all classrooms	SLT/HOD LW /LO Feedback SLT bi weekly Dept % good+ CPD record ARK monitoring Principals report to Govs	
4. High quality talk in all lessons ensures students debate, question and challenge each other enabling better quality writing	4.1 A teacher from each department trained on using debate and questions in lessons (July 2015) 4.2 Training HODs on co-planning using talk and debate in lessons 4.3 HOD plan and deliver debate training of team using their departmental expert. 4.4 Key focus of collaborative coaching in term 2 – Talk (Nov – Dec 2015) 4.5 Co-planning lessons collated and checked for quality TALK 4.6 Termly talk support sessions – 3 sessions per course. (Oct, Nov, Jan) 4.7 Department’s share best practice (Jan – INSET)	LST CMC/JEN HOD	July/sept 2015 Every 2 weeks	Collaborative coaching time allocated as part of directed time Visualizer in all classrooms	SLT/HOD LW /LO Feedback SLT bi weekly Teacher feedback Obser + Student feedback CPD record Principals report to Govs	

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5 Extended writing are integral to all departments assessments	5.1 SOL include extended writing in lessons and assessments (July 2015) 5.2 English team trained in planning and writing (Val McGregor). (Sept 2015) 5.3 Teacher INSET on planning and organising writing in Departments. (Nov 2015) 5.4 7-9 Students INSET on planning and organising writing led by Departments. (Pre Assessment - Nov 2015) 5.5 English Team support Departments CPD (3 sessions) in developing writing. (Nov – Feb 2015)	HODs KEP KEP/CMC HOD/KEP KEP/CMC	Each half term Termly obs	£3,000	Department monitoring of writing each term SLT monitoring ARK monitoring	
6. The regular and completion of homework is increased to over 80%	6.1 SOL include homework activities (July 2015) 6.2 Regular homework help set up for after school and lunchtimes to support students in homework completion. 6.3 Teachers trained on using homework computer system (Sept 2015) 6.4 Students trained on using homework system (Sept 2015) 6.5 Parents informed on homework system (Sept 2015) 6.6 SLT and HODs trained on using monitoring function of homework system (Sept 2015) 6.7 Systems refined in light of data, staff and student voice (Oct 2015)	ESO KEP/TTA/ CMC HOD	Oct Nov Dec Then termly	Computer system Staffing of lunchtime and after school homework clubs	SLT/HOD Outcomes reported to Parents via parent council Student feedback H/w monitoring each term	

Priority 2. Curriculum and Personal Development Students develop a greater academic resilience and apply it to their learning and study skills		Evaluation criteria – by July 2016:				
		<ul style="list-style-type: none"> • student self motivation is increased. • Students identify the impact of their effort and resilience. 				
Success Criteria	Method: how How will it be done?	By whom	Review date	Cost / budget code	Monitoring (when by whom)	RAG
1. Students define their goals for the next 5-7years mapped against their academic and personal development	1.1 Plan, agree format and content of 5-7 year planning for students based on research and best practice (Oct 2015) 1.2 Form Tutors trained on how to support students in goal setting. (Pastoral Meeting Oct 2015) 1.3 Year 7-13 trained to plan their next 5-7 years – DLW 1.4 Review quality of goal setting with students and implement agreed changes. (Dec 2015) 1.5 Share goal setting with parents at parents and other evening with appropriate support. (6th Form, University)	TTA	Oct Nov-Jul	Planning Booklets and materials External trainers e.g. Learning performance £2000 per year group	SLT / DP - LW Outcome reported to School Council and Parent Council	
2. Students are taught to complete learning gaps and choose to take opportunities to address the gaps.	2.1 Best practice of peer and self assessment shared with HODs 2.2 Best practice of addressing learning gaps shared with HODs 2.3 SOL adapted to include addressing of learning gaps. 2.4 Student INSET on addressing learning gaps led by Departments and HODs doing assemblies to all year groups. 2.5 HODs evaluate and agree best practice and use to inform refinements (Dec 2015) 2.6 HODs implement best practice into Spring SOL.	LAN/PTO /SDA	Jun2015 Jul 2015 Oct 2015 Jan 2016	Photocopying in colour of criteria sheets. Peer and self-assessment sheets. Learning Gap sheets	SLT/HOD – LW/BM Principals report to Govs. Observations - Dept assessments	
3. Students have greater opportunities to extend their learning beyond the classroom or to apply learning to a new context.	3.1 wide and broad range of extra curricular activities throughout the year 3.2 All Departments identify and plan two opportunities in Year 7 and Year 8 to extend learning beyond the classroom e.g. trips, outside speakers, (July 2015) 3.3 systematically record student attendance at extra curric and events ensuring maximum coverage. 3.4 Train 6 th Formers to run lunchtime or after school 3.5 All Year7+ 8 students to attend a term of an activity. 3.7 evaluate opportunities provided and inform planning of following terms.		Oct 2015 Dec 2015 Sept – Dec Dec 2015	£10,000	SLT/DOP School council evaluations Principals report to Govs	

Priority 3. Assessment		Evaluation criteria – by July 2016:				
Accelerate progress of all learners, while closing the gap for PP, WBRI, HA and SEN students through the systematic and accurate use of assessment.		<ul style="list-style-type: none"> 80% + students on track in each teacher's class Gaps between groups reduced HA 95% 5+ inc E/M PP 10% or less gap WBRI 15% or less gap SEND 10% incr 5+inc E/M				
<u>Success Criteria</u>	<u>Method: How will it be done?</u>	<u>By whom</u>	<u>Review date</u>	<u>Cost / budget code</u>	<u>Monitoring (when by whom)</u>	<u>RAG</u>
1.0 Teachers systematically use mini plenaries to check for understanding and adapt lessons accordingly to accelerate progress for all learners (pit stops)	1.1 'Pit stops' booklet to all staff with focus weeks where each member of staff must use at least 2 of the strategies. 1.2 Monday morning briefings – 'Pit stops Golden Nuggets' 1.3 Learning walks to see the effectiveness of 'pit stops' in lessons 1.4 TWILIGHT INSET for staff needing support / training 1.5 HODs to continue to track and support where necessary to ensure consistency across the department.	ATH/JEN ATH/JEN ATH/JEN ATH/JEN HODs/SLT	Jul 2015 Sept + Sept + Half termly	Booklets and materials	3 weekly SLT review HOD/SLT LWs Staff feedback Dept % consistency	
2.0 Teachers and HODs to track, standardise and moderate assessments to ensure the most accurate data.	2.1 All assessment criteria (A1 to A6) in place for Sept 2015 2.2 CPD in Jul/Sept to ensure criteria is directly linked to SOL 2.3 SOL adapted regularly to ensure students are prepared for assessment with no learning gaps. 2.4 refined assessment tracking systems implemented and maximised in every department 2.5 Moderation dates built into department schedule including external as necessary. 2.7 Learning gap analysis informs re-teaching prior to formal assessment. 2.5 HODs have 1-1s with staff addressing any gaps in progress of specific groups. 2.8 HODs and SLT meeting with Principal each term evaluating actions to reduce gaps. 2.9 Pastoral Leaders implement initiatives to reduce gaps in their year.	HODs ATH/JEN HODs HODs/ depts HODs HODs HOD/SLT	Jul 2015 Half termly SLT line mgt A1-A5 SLT line mgt	Assessment photocopying in preparation for assessments CPD resources?	SLT/HOD line mgt review Unit Overview A1-A5 analysis for each Dept – at SLT Outcomes reported to Govs – Principals report YPO/SLT	

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<u>Success Criteria</u>	<u>Method: how</u> <u>How will it be done?</u>	<u>By whom</u>	<u>Review date</u>	<u>Cost / budget code</u>	<u>Monitoring (when by whom)</u>	<u>RAG</u>
3.0 Disadvantaged Higher Attainers achieve in line with national expectations	3.1 HA disadvantaged students tracked by HODs and SLT 3.2 personalised support programme in place as required 3.3 all staff informed of targeted students and teachers made accountable 3.4 Aspirations programme in place and impact regularly evaluated and used to inform improvements 3.5 Higher order Blooms teaching expected and delivered in every classroom	EN/CMC HA group	A1 to A5 Student evals.	£5,000 - events	A1-A5 reported to Govs.	
4.0 Re-write and implement the new assessment policy	4.1 Each assessment point has a defined Academy criteria to inform department assessments. 4.2 Research and investigation informs an implementation plan September 2016.	ATH/JEN JEN	July 2015 Feb 2015	Visit, inset	YPO – SLT agenda Pilot started in Feb 2016. Report to Govs	

<p><u>Priority 4:</u> Develop the ability of students to self-manage and self-motivate.</p> <ul style="list-style-type: none"> • Pupils display a greater motivation to improve their own learning. • Students identify and close the gap in their learning across subjects. • Low level disruption significantly reduced. 		<p>Evaluation criteria – by July 2016:</p> <ul style="list-style-type: none"> • 90% of students can articulate what they are learning and what they need to do to close learning gaps. • 80% of praise is for effort – Growth Mindset • Call outs reduced by 60% and number of exclusions reduced by 30% 				
Actions	Method: how How will it be done?	By whom	Review date	Cost / budget code	Monitoring (when by whom)	R A G
1.0 A systematic B4L process addresses poor behaviour more promptly and with greater impact.	1.1 The B4L system is refined to ensure clarity and consistency 1.2 Pastoral team intervene much earlier and apply a suite of strategies to address poor behaviour 1.3 Teachers develop stronger relationships with students and manage classroom behavioural issues. 1.4 HODs are more proactive in removing low level disruption through their departmental procedures	DAG / pastoral team Pastoral team All staff HODs	Each half term LWs and obs Each half term	£5,000 for intervention packages	SLT: half term presentations by pastoral team Student feedback Behav log / call out Report to Govs	
2.0 A character curriculum is researched, piloted and ready for implementation for September 2016.	2.1 A working group is established with a clear remit. 2.2 Visits to other schools and reading inform a draft plan. 2.3 The plan is evaluated and re-piloted including an impact measure. 2.4 The final outline for the curriculum is timetabled and ready for implementation.	KEP Working grp KEP KEP	July 2015 July – Nov 2015 Jan 2016 March 2016	£2,000 Curric costed	KEP to report to SLT every 4 weeks Student evaluations SLT commentary on the plan Timetable ready	

Priority 5. The MIS should deliver the right data, at the right time, to the right audience: <ul style="list-style-type: none"> a. A single portal for all information needed to run the academy b. A communication portal for homework c. Personalised for each user to show the information they require with: <ul style="list-style-type: none"> a. Entry dashboard of key data and options b. Personalised content d. It should drive and support staff to direct them to required actions e. Automated to produce key information f. Emails to staff regarding information of interest and importance to their role 		Evaluation criteria – by July 2016: <ul style="list-style-type: none"> • Users feedback (termly) states greater efficiency and easier to use. • Implementation plan in place with costs and dates all approved by the SLT and Governors 				
Actions	Method: how How will it be done?	By whom	Review date	Cost / budget code	Monitoring (when by whom)	R A G
1. Identify staff, student and parent requirements of the MIS system.	1.1 Set up MIS Project Team 1.2 Assess who needs to access what through our MIS system; staff, parents, students, Governors, Ark. 1.3 Inset or department meeting sessions with groups of staff at all levels to assess what data is required, in what format and how often. 1.4 Align internal data requirements with those of Ark 1.5 Identify what personalisation each group of users’ needs. 1.6 Arrange demonstrations of systems and visits to see how other schools’ MIS systems work	JEN/AFE/RBU/ ESO	Each Meeting Every half term Spring 2 LGB	NIL Travel Exp. £500	Half term evaluation / feedback By SLT once per half term By progress report to Governors meetings	

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2. Homework portal a. Identify needs b. Assess current systems c. Implementation plan	2.1 Assess teacher requirements of a homework/study support portal. 2.2 Obtain student view of what they would like to see in a homework/study portal, including support materials. 2.3 Assess parent needs through questionnaire and parents evenings 2.4 Investigate platforms for providing/accessing data 2.5 Assess to what extent current system could support needs if only as an interim measure. 2.6 Draw up specification and interim implementation plan (if possible)	AFE/RBU/ ESO	Each Meeting Every half term Spring 2 LGB	NIL	MIS Project Team x 6 Stakeholder feedback By SLT once per half term report to Governors	
3. Identify how much automation of processes is required and of which information	3.1 Inset with admin staff to identify common documents required 3.2 Assess parent needs through questionnaire and parents evenings 3.2 Gather staff input to common data they would like to receive or send to parents/students automatically 3.3 Draw up specification	AFE/RBU/ ESO	Each Meeting Every half term Spring 2 LGB	NIL	MIS Project Team x 6 By SLT once per half term report to Governors	

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Actions	Method: how How will it be done?	By whom	Review date	Cost / budget code	Monitoring (when by whom)	R A G
4. Select most appropriate MIS System	4.1 Assess requirements which result from analysis above and draw up specification. Match this against Ark framework suppliers' systems to see provided the best solution to our needs. 4.2 Select appropriate supplier 4.3 Draw up implementation and training plan. 4.4 Obtain approval from Governors for investment	AFE/RBU/ ESO Ark MIS Team	Each Meeting Every half term As required Spring 2 LGB	£80k for system and training	By MIS Project Team at regular meetings By SLT once per half term By review with Ark MIS Team By progress report to Governors meetings	