



<p><b>Focused Priority : Teaching and Learning</b></p>	<p><b>Title: To accelerate the progress of SEN children in order to diminish the difference between our attainment and attainment nationally.</b></p> <p style="text-align: center;"><b>2017-2018</b></p>
<p>What will be different for children (emphasis on teaching, learning and achievement)</p>	<ul style="list-style-type: none"> <li>• The teaching in all key stages and subjects promotes pupils' learning and progress.</li> <li>• High expectations are consistent for teachers and pupils (of themselves as learners).</li> <li>• Teachers will identify 'SMART' personalised targets which will be shared with relevant stakeholders.</li> <li>• 'SMART' targets will be a working document to inform learning objectives and success criteria.</li> <li>• SEN children have clear learning objectives, boom boxes and power packs for independence.</li> <li>• Staff will use strategies/advice/support/resources/adaptations that are provided to ensure all pupils are able to participate and achieve.</li> <li>• Wave 2/3 Interventions will be good or better, resulting in accelerated progress being made.</li> <li>• Parents have a clear understanding of their child's targets and their role in supporting their achievement.</li> <li>• Pupil and parent voice will be used to obtain regular feedback on the quality of support and provision.</li> <li>• Alternative packages of support will be made available and adjustments to the curriculum for pupils with SEND are made when appropriate.</li> </ul>

<b>Targets:</b>	<b>Success Criteria (use for Evaluation):</b>
<ul style="list-style-type: none"> <li>• All teachers to understand 'Outstanding ' criteria.(whole school and with new observation format)</li> <li>• High expectations and aspirations for pupils part of vision and ethos.</li> <li>• During lessons teachers, support staff and pupils assess understanding of the learning ( AFL)</li> <li>• Pupil progress meetings - groups are identified, PP, SEN, girls, boys. Specific action points/intervention for vulnerable groups to accelerate learning and progress.</li> <li>• Interventions are appropriate for individual pupils within lessons.</li> <li>• Develop the learning environment to support learning- displays, whole school assemblies, lunchtime, and outdoors.</li> <li>• Use of outdoors/ pupils interests and creative planning and teaching to motivate pupils and engage them in their learning.</li> <li>• Teachers and support staff revisit the presentation and marking policy for consistency.</li> <li>• Teachers and support staff use a range of strategies in their teaching (VAK) as well as supporting learners how to learn.</li> <li>• Homework- regular and appropriate- review homework policy.</li> <li>• Develop assessment of intervention / support groups and use of intervention in priority areas. E.g. Y1 and 5</li> </ul>	<ul style="list-style-type: none"> <li>• Clear culture of high expectation.</li> <li>• Learning environments will show clear support for learning and pupils will be able to discuss the learning taking place.</li> <li>• That at the start of all lessons there will be 5 mins reflective marking (purple pen work) and at the end and quality of marking-consistent throughout whole school.</li> <li>• Planning will show a range of teaching and learning strategies/styles.</li> <li>• Lessons will show clear AFL throughout the lesson and on planning annotations.</li> <li>• Lesson planning will show links between curriculum areas and subjects.</li> <li>• Presentation as a whole school will be consistent and of high quality.</li> <li>• Homework will set half termly and be appropriate, meaningful and use opportunities for creativity and links to reinforce learning.</li> <li>• Support/ intervention groups will make progress in line with children not in intervention groups.</li> <li>• The curriculum/lessons engage and motivate children with a wide range of experiences and opportunities to enjoy and promote learning.</li> </ul>
<b>Key People, including leader:</b>	<b>Funding and Resources:</b>
<ul style="list-style-type: none"> <li>○ All SLT members, all teaching staff and support staff, Governors, parents and pupils.</li> </ul>	<ul style="list-style-type: none"> <li>○ BLNC network groups</li> <li>○ Academisation with Mercia Primary Academy Trust</li> <li>○ In house training. Phase meetings and whole staff INSET - no cost.</li> <li>○ Resources to be purchased as and when appropriate, following monitoring and pupil progress meetings.</li> </ul>

Tasks	Who?	When?	Check
<ul style="list-style-type: none"> <li>○ Whole staff triads - observing practice within school and within BLNC cluster</li> <li>○ Feedback from teachers who have been to Outstanding schools</li> <li>○ Teachers , all staff and Governors to be clear on the criteria for teaching and learning in an Outstanding school</li> <li>○ Display - Lakeside learners, Growth Mindset, golden rules.</li> <li>○ Send letters to parents to communicate the whole school expectation-website</li> <li>○ Ensure planning shows AFL and that marking shows progression in learning</li> </ul>	<p>Teaching staff</p> <p>Governors meetings. Curriculum/Full Governors</p> <p>All staff/ pupils/ parents</p> <p>Headteacher</p> <p>Teaching staff/SLT/HT</p>	<p>Autumn 2</p> <p>Termly</p> <p>Daily</p> <p>Termly</p> <p>Daily</p>	<p>Visits , Coaching &amp; mentoring SLT</p> <p>Full G meeting</p> <p>Briefing- feedback</p>
<ul style="list-style-type: none"> <li>○ At the start of a lesson the pupils have 5 minutes reflective feedback time. Purple pen work to be an integral part of the lesson.</li> <li>○ Presentation is of high standards and reflects the policy.</li> <li>○ Classroom environments support learning and whole school environment.</li> <li>○ Use of adults in the classroom reflects the AFL process and not just specific groupings e.g. SEN</li> <li>○ Planning shows a range of strategies to support learners including resources.</li> <li>○ Review the homework policy so that we engage parents and learners.</li> <li>○ Training for TA's to support outstanding teaching and learning.</li> <li>○ Raise creativity through broadening opportunities in learning- Forest</li> </ul>	<p>All teaching staff</p> <p>All staff, pupils</p> <p>All teaching staff/ pupils</p> <p>Other adults</p> <p>All teaching staff</p> <p>SLT All teaching staff</p> <p>HT</p> <p>HT/SLT/Governors</p>	<p>Daily every lesson</p> <p>Daily every lesson</p> <p>Daily</p> <p>Every lesson</p> <p>Weekly Half termly</p> <p>Termly</p>	<p>Briefing feedback</p> <p>Phase meetings</p>

<p>schools, outdoors and linked learning.</p> <ul style="list-style-type: none"> <li>○ Planning shows clear links between subject areas.</li> <li>○ Marking is constructive and allows pupils to see what they need to do to move forward / accelerate their learning and is acted upon.</li> </ul>	<p>All teaching staff</p> <p>All teaching staff/ pupils</p>	<p>Daily</p> <p>Every lesson</p>	
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## MONITORING AND EVALUATION

Monitoring (i) who monitors? ; (ii) How will they monitor? ; (iii) who will outcomes be reported to:

- Curriculum leaders will complete monitoring walks
- HT / SLT learning walks
- HT and SLT lesson observations
- Head teacher will report to Governors
- Feedback, verbal and written to all staff
- Pupil learning conversations
- Parent questionnaires
- Link Governors to undertake learning walks - Pupil Premium, SEN.

- REFER TO MONITORING SCHEDULE

**IMPACT:**