

**Teaching,
learning,
achievement
and assessment**

Aim & Vision: To improve outcomes for all pupils by embedding high quality teaching.

All involved in the school will have a very clear understanding of its strengths and weaknesses and their roles and responsibilities in taking the school forward. Embed accurate effective assessment – both formative and summative – in order to track and secure progress for all pupils.

Priorities for 2018-2019

- Rigorous monitoring programme to include targeted lesson observations, planning scrutiny and book scrutiny on a half-termly basis.
- Robust recruitment of staff. NQT (with no subject leadership) to be considered. HLTA to be trained (£750)
- Teachers use assessment to plan for the learning required. They present with solutions focused and proactive responses to attainment and progress challenges.
- Assessment is used effectively to inform teaching and bridge gaps in knowledge. Teachers use both formative and summative assessment to come to accurate judgments about learning. (£1000)
- Progress from KS1 to KS2 is improved, particularly in Maths. Maths no Problem has been purchased to scaffold the teaching of mastery maths. £3000. To be monitored.

Priorities for 2019-2020

- Continued rigorous monitoring evidences that all teaching is good or outstanding. Books show continued progress and improved outcomes.
- Consistent staff drives change in the school through high expectations for all.
- Teachers use effective planning to aid pupils to learn well. Time in lessons is used effectively. Pupils demonstrate excellent learning behaviours and have a love for challenge.
- Assessment and Assessment for learning is embedded across the school. Children are independent learners and know how to improve their own work. Teachers use assessment continually to inform teaching. (£1000)
- Progress continues to improve with new tracking systems being using effectively. Maths no problem has seen positive results for greater depth thinking. (£3000)

Priorities for 2020-2021

- Teaching and learning is observed as being outstanding across the school. Pupils are independent and confident learners and this progress is shown in their books.
- Staff are encouraged to take on specialisms within areas of interest and expertise.
- Teachers demonstrate deep knowledge and understanding of the subjects they teach. Highly effective questioning unpick misconceptions and deepen thinking.
- Through the use of accurate assessment from teachers and reflective self and peer assessment, children make better than expected progress across Reading , Writing and Maths
- Maths No Problem is embedded in the school, enabling teaches to deliver mastery teaching. Children exceed the NA in terms of GD thinking.