



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 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 1.2 Teachers have increased knowledge and ability to plan and deliver consistently good lessons to engage and challenge learners 1.3 All Staff to have focused CPD on proven and innovative methods to increase engagement, challenge and feedback and begin to implement 1.4 Teaching, learning and assessment are quality assured through increased time to monitor, check work books	<p><i>Give the schools ofsted priorities here.</i></p> <p>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)</p> <p>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) 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)</p> <p>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)</p>

Success Criteria/Outcomes/Impact Milestones (these should be quantitative wherever possible)

- 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 learners
- Assessments 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 (RAG actions as they are completed to show the status)	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	<ul style="list-style-type: none"> • Challenging targets that are calculated from KS1 or EYFS baseline set for all year groups so that outcomes are anticipated to be above national (85%attain) • Communicated to all teachers as part of Performance management accountability • PAG and KS1 baseline calculated for Y6 and 	EH/LJ	20 th Sept	Targets set using Y6 tracker model – higher than previous years 81% M 36% GD, 85% R 36% GD Y6 Clear targets for others linked to Prior Attainment band and 6 points progress- need PA to sort



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					<p>compared to current Teacher assessment</p> <ul style="list-style-type: none"> List of GDS students identified and communicated to staff 			NC so staff are clear
1.1a Review KS1 baseline and current attainment to set performance management targets that are ambitious	<p>KS1 baseline must be used as where children are – indicate that this is measure that sets performance management meetings</p> <p>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</p> <p>Set around 85% targets Exp and 35% GD across cohorts (without EHCP)</p> <p>Y6 tracker to be completed</p>	LJ and EH (together this term)	<p>Staff meetings schedules</p> <p>Sept 28th – Oct 3rd</p>	<p>PA cohort sheets with individual pupils on</p> <p>Primary accountability 2018</p>		All tchs LJ/EH LJ	<p>4th Oct</p> <p>24th Sept</p>	<p>PAG and KS1 baseline entered onto tracker – higher % expected set as target with best endeavors philosophy to increase progress</p> <p>Y6 Tracker completed and updated with SATS/PIXL – other year groups targets link to KS1 prior attainment not Y3 baseline Use intervention from Pixl for vulnerable to not achieving exp/GD</p>
1.1b Target provision to meet needs of learners so that make better progress	<p>Data analysis for English/Maths and QLA to identify themes in school and class</p> <p>All staff from Y3-Y6 to complete QLA for EOY test ,</p> <p>Venn Diagrams to be completed to identify key marginal pupils and those at risk of underachieving</p>	EH	11-17 th Sept	<p>QLA documents</p> <p>Subject lead report M/E</p>	<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	<p>Subject Leader reports completed for Maths and English</p> <p>Gaps identified – short burst implemented /planned</p> <p>Pupil progress gaps identified and venn diagrams complete</p> <p>Needs good analysis and So What? SLT to identify what to monitor</p> <p>Aut2 to show progress</p>
1.3 All Staff to have focused CPD on proven and innovative methods to increase engagement, challenge and feedback and begin to implement	<p>Series of in-school sessions see CPD staff meetings (appendix I)</p> <p>CPD by HT and Osiris designed to develop a collective efficacy to move teaching rapidly into a stronger and consistent place across all schools</p> <p>Phase meetings with trust that</p>	LJ/EH DB/J	5/9 Staff meets Autumn Term	<p>Examples and Images of good learning (Shirley Clarke/Osiris/ books)</p> <p>£10, 000 HJS and £2,000 for Trust</p> <p>Interim framework documents</p>	<p>Staff /Pupil survey to collect baseline and exit data -</p> <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 	SLT Subject leaders	<p>Sept collect data from surveys</p> <p>End data Dec 18</p>	<p>Pupil survey shows very low attitudes for reading/writing</p> <p>Across schools most staff are engaged and positive with improvement priorities- HJS = 4/6 67% (Y6, Y3, Y5)</p> <p>SPS=3/4 , HIS= 4/4 – 3 difficult conversations at HJS – inadequate</p>



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	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	M EJ, EH		2018 Quality Targets for books that are new	<p>lower baseline (low response rate to enthusiastic about learning “ because a lot is boring” July 18)</p> <p>Impact from short burst plan – fluency in maths and inference / vocab in reading</p>	DB EJ	Maths Half term Read Dec	<p>teaching addressed, Maths lead changed to improve leadership, another Tch considering options</p> <p>Need to quickly show improvements in teaching and pupil experiences – OSIRIS Spring Term</p>
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 < 60 % g 22% o) 	Tchs LJ/EH Quality assured LS/JD/M	Data collected Sept- re-assessed Dec 18 Dec 18	<p>Actively recruiting good and outstanding staff. Brought TA from HIS. Already improved as one teacher not in class and one starting Jan 19. SCIT students in HJS/HIS. Good NQT support through CMAT to train RQT as well as NQT. Buying SLE maths support for new lead. Get surveys going and dig deep into WAGOLL , Socratic questioning and formative assessment</p>
1.2b 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	LJ	See staff meetings Appendix 1		<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%, HJS 60%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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	Plans and work collections that link subjects to deepen understanding and apply skills (challenge)						
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Appendix 1 – Short Burst Plan to improve Mathmetical Fluency

Week	Action	Success criteria	Who	Impact
1	<ul style="list-style-type: none"> Staff meeting – Introduce the plan – focus on Fluency in a mastery context. All teachers to focus next 6 weeks of teaching on fluency (counting, number bonds, adding/subtracting single digits, two-digit numbers, times tables and written calculations for all four number operators Use of Concrete/Pictorial used throughout the school (including 	<ul style="list-style-type: none"> ✓ staff clear on aims of plan ✓ baseline completed for all classes ✓ All children aware that a real focus on their number fluency will be conducted this half-term. ✓ Use of CPA has ensured learning objectives is accessed by all children – through using objects, pictures and jottings. 	<p>DB/JM/EJ to lead staff meeting</p> <p>All staff – baseline</p> <p>DB– launch assembly for children on Wednesday</p> <p>CPA – All staff.</p>	<p>Staff meeting held, all staff were positive with the aims of the project and wanted training on maths – delighted to have Power Maths which is already well used.</p> <p>Baseline for fluency gathered and analysed.</p> <p>Children begin to understand the importance of working at home, using apps etc, to help improve their fluency. Maths app very popular and competitive- parents</p>



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	<p>KS2) in order to engage and challenge.</p> <ul style="list-style-type: none"> • Launch Assembly • Baseline <ul style="list-style-type: none"> – To check fluency (counting, place value, addition/subtraction, multiplication/subtraction) 			<p>also positive about maths links added to website</p> <p>Launch assembly with children. Children very positive about maths (pupil survey) also enjoy maths problem in assembly- ch come to complete and show interest to talk about solutions</p> <p>Resources available for CPA and being used across key stages, embedding and supporting learning for all.</p> <p>Next steps – concrete equipment used more now in Y3/4/5 with additional deans sets to aid place value though tch should increase pictorial images in books to support reasoning</p>
<p>2</p>	<ul style="list-style-type: none"> • Staff meeting – What is mastery? • Teachers to begin to incorporate reasoning problems based on the fluency being learnt. • Maths display based on number (e.g. children can create image of their favourite number – why is it? Or images of children using CPA • Recommend Apps/Online fluency games for children to use 	<ul style="list-style-type: none"> ✓ Teachers starting to explore Power Maths as an aid to planning and as a source for resources. ✓ School maths display started. ✓ Continuation of intense fluency lessons in class. 	<p>DB/JM to lead staff meeting</p> <p>All teachers.</p> <p>All staff to assist with display.</p>	<p>Staff meetings held, teachers to begin to think about how the mastery approach can be used in the classroom.</p> <p>Next Steps -Mastery needs to be defined more clearly with lessons modelled through staff CPD – we saw IT in use and discussed plan. We need more passion!</p> <p>School maths display started. Display in hall shows photos / wipeboards from Y6/Y5 and Y4. Maths working walls around school have improved and maths targets in all books evident that link to ARE</p>



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3	<ul style="list-style-type: none"> • Staff meeting – Look at Powermaths and CPA. • Plan parent’s workshop for next week. • Toolkits to aid CPA are developing in each class. • Maths lead to begin 5-10 mins drop in during maths lessons. 	<ul style="list-style-type: none"> ✓ Staff are beginning to use PowerMaths. Discuss use of CPA – what works well? ✓ Parent’s assembly planned. ✓ Web resources sent home to aid home learning, along with key fluency objectives. ✓ Continuation of intense fluency lessons in class. ✓ Children are using CPA to aid their learning ✓ All classes have had maths lead observe them. 	<p>All staff to discuss power maths at staff meeting.</p> <p>All staff to discuss plan for parents workshop at staff meeting.</p> <p>All staff to build up resources.</p> <p>DB/JM/BS to do drop ins.</p>	<p>Support and daily teaching happening. Daily teaching without setting is a real success. Only Y6 have sets (in order to increase GD) Children taught in mixed ability groups with challenge embedded into planning and lessons Next steps – how to move more able on quicker , questioning? Mini plenary? Don’t be afraid of hard stuff!</p> <p>Parent’s assembly planned for next week.</p> <p>CPA to be used more within schools, especially KS2 – all teachers understand use of CPA to allow all children to be involved in learning regardless of ability.</p> <p>Resources available in all classes for children in order to show higher involvement in class (IE counters, number lines etc.) Not all classes have clear tool kits organised yet – next step</p>

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				Record of drop ins to show teaching across the schools is successful and helping children to progress .Improved evidence across school – very strong Y6 , one teacher since supported with plan made improvements – teachers report increased confidence teaching following burst / resources .Maths lead undertook drop in to support confidence
4	<ul style="list-style-type: none"> include information on school website about the challenge continue to add to display Parent workshop within classes. Start to move to application of fluency within written calculations including some problem-solving. 	<ul style="list-style-type: none"> ✓ include games & information on website for parents & also comments from parents on what is working well for them ✓ Children beginning to apply fluency skills within written calculations. ✓ children & parents understand the challenge and what they need to do - plug importance of regular practice at home. 	<p>Dav – website</p> <p>All staff display</p> <p>All staff – parent workshop within classes.</p>	<p>Updated website with information and useful apps/websites.</p> <p>Display to grow – showing evidence of CPA.</p> <p><u>Next steps – tchs need support to display and label good process for learning in maths that evidences challenge and greater depth</u></p> <p>Parents attended workshop. Higher response than usual - 20 parents arrived and stayed for whole morning- feedback 100% positive</p>
5	<ul style="list-style-type: none"> Maths lessons are moving towards a mastery lesson structure – more reasoning involved. Start to ensure reasoning and problem solving is being incorporated into maths lessons, using developing fluency skills. All classes using concrete and pictorial resources. 	<ul style="list-style-type: none"> ✓ Teachers starting to follow Maths Mastery structure. ✓ Fluency being used to aid reasoning and problem solving during maths lessons. 	<p>All teachers to continue mainly with fluency but more reasoning/problem solving being added to planning.</p>	<p><u>Children applying their fluency skills to reasoning/problem solving.</u></p> <p><u>Use of concrete and pictorial resources more evident in teaching and work collections .</u></p>



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6	<ul style="list-style-type: none"> • Pupil Questionnaire. • Mark and analyse pupil questionnaire. • Re-test children using Fluency test from week 1. • collect data & analyse impact 	<ul style="list-style-type: none"> ✓ Administer pupil questionnaire to selection of children. ✓ All children have re-taken fluency test. ✓ Tests have been marked ready for analysis. 	<p>All teachers to give questionnaire to selected pupils.</p> <p>All staff to administer/mark test.</p>	<p>A selection of children have answered maths questionnaire and results analysed – acted upon?</p> <p>Results for fluency gathered and analysed.</p>
8 To follow after half-term	<ul style="list-style-type: none"> • Reasoning and problem-solving week – using Youcubed. • Staff meeting – what went well? What next? Share results from fluency practice – areas for improvement. • Fluency sessions are now a regular part of ALL maths lessons. 	<ul style="list-style-type: none"> ✓ All classes have enjoyed a week of reasoning/problem solving utilising their improved fluency skills. ✓ All teachers now planning regular fluency linked to the area of maths they are studying or where weaknesses were found in their class. 	All staff.	<p>Areas of weakness, strengths have been identified to aid teaching for the rest of the term.</p>

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
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1 INSET 13 th Sept	<p>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</p> <p>Use the QLA and data from EOY to identify gaps in learning for pupils (these gaps to be built into short burst plans – inference, retrieval of answers, vocab , measure ratio and to make clear which children are not on track in RWM</p>	11 th Sept	<p>Maths short burst plan lead by Dan Bloxham</p> <p>Review Dans plan and power maths</p> <p>Maths Fluency challenge introduced to measure baseline</p> <p><u>Concrete resources in class for Engagement</u></p> <p>Introduce problem solving display in hall and interactive board for calculations</p>
Joint schools YG at Gaywood 20 th Sept	<p>Taking themes from CPD and Trust expectations into classes across trust</p> <p>Baseline data for new cohorts? ARE and Targets in books? My marvellous mistake, whole class success criteria, lives marking and verbal feedback?</p>	18 th	<p>Maths short burst plan lead by Dan Bloxham</p> <p>Use of maths Vocab/ using mastery books</p>
Across school CPD over next three sessions	<p>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</p> <p>1st 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)</p> <p>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</p>	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?
1st Nov SDP check 8 th Nov	<p>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 ?</p> <p>Training Day at HJS for OSIRIS – 2nd Nov</p>	30 th oct	Reading short burst lead by Ellie Jones Book corners/ reading evidence
SDP check	<p>Characteristics of effective learning – Lead by Catherine Tuckwood</p> <p>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.</p>	6 th Nov	Reading short burst lead by Ellie Jones Guided reading/reading challenge
15 th Nov 22 nd Nov Acheivement	Update PA with data across all subjects	13 th Nov	Reading short burst lead by Ellie Jones More able reading/inference/vocab
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

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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.....

10

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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