

**BEYOND GOOD – The Quality of Teaching, Learning & Assessment**  
**School Development Plan 2017-2018 – POST OFSTED ACTION PLAN: TEACHING, LEARNING & ASSESSMENT**

<p>What did OFSTED say in 2015?</p> <ol style="list-style-type: none"> <li>The quality of teaching is not consistently good across the school. Consequently, pupils do not always make as much progress as they could.</li> <li>Teachers do not always ensure that activities make pupils think hard enough and, as a result, they do not make as much progress as they could and especially in their writing.</li> <li>Sometimes teachers' questions are mainly used to check basic understanding of the ideas being taught rather than helping pupils to think more deeply about ideas and to learn more quickly.</li> <li>Teachers do not give pupils enough opportunities to apply their skills to extended pieces of writing.</li> <li>In writing, not all teachers insist on good spelling habits, neat handwriting and good presentation and layout. As a result, these aspects of writing vary too much.</li> <li>The most-able pupils are not challenged well in some classes.</li> <li>There are differences between classes in the extent to which pupils are expected to respond to their teacher's suggested guidance about how to improve.</li> </ol> <p>What did OFSTED say in 2017?</p> <ol style="list-style-type: none"> <li>Teachers have positive relationships with pupils and, as a consequence, pupils listen carefully to their teachers and usually try hard to complete tasks. Teachers use time well and the pace of learning is usually brisk.</li> <li>Teachers use their good subject knowledge to explain new ideas clearly.</li> <li>Teaching in mathematics is effective. Explanations are clear and teachers use questioning well to check on understanding and to encourage pupils to think more carefully about their work.</li> <li>Pupils who have special educational needs and/or disabilities are effectively supported within lessons.</li> <li>The school's new approach to the teaching of writing is having a positive impact and rates of progress are improving. Writing tasks are carefully selected to interest both boys and girls.</li> <li>The teaching of reading is effective and, as a consequence, pupils make good progress. Pupils who read to inspectors used phonic skills to tackle unknown words and said that they enjoy reading.</li> </ol>	<p>What actions are required?</p> <p>Further improve the quality of teaching and learning by ensuring that teachers more consistently:</p> <ul style="list-style-type: none"> <li>apply the school's policies for teaching reading, spelling and handwriting;</li> <li>work together and with teachers from other schools to agree standards in writing to ensure that assessments are accurate.</li> </ul> <p>***Please also see <a href="#">Howard Park Community School TEACHING, LEARNING &amp; ASSESSMENT ambitions for 2017-18</a></p>
---	--

1. Objective	2. Success Criteria/ Impact	3. Key Levers & Actions	4. Time / Staff / Milestones	5. Governor Evidence	6. Budgets Resources CPD	7. Evaluation & Review
 <p>The 'Writing Journey'</p> <p>Teachers to have a clear planning goal – outcomes are clearly stated.</p> <p>To strengthen the quality and consistency of marking to ensure that feedback to pupils is clear and they can identify their next steps in learning.</p> <p>For pupils to work more Independently when writing.</p> <p>Ensuring a clear success criteria is used that supports pupils in identifying what is expected from them.</p>	<p>Please see: <a href="http://howardpark.co.uk/wp-content/uploads/2017/05/Action-Plan-Writing-NLE1.pdf">http://howardpark.co.uk/wp-content/uploads/2017/05/Action-Plan-Writing-NLE1.pdf</a></p>	<p>Key Objective: Raise standards in writing throughout school from KS1 – KS2.</p> <ul style="list-style-type: none"> <li>The percentage of children achieving the expected level in writing to increase throughout school.</li> <li>The percentage of children working beyond the expected standard in writing to increase throughout school.</li> <li>Teachers marking to improve to allow pupils to respond to feedback.</li> <li>Planning to show clear outcomes for pupils in a unit of work.</li> <li>Planning to be focussed on the needs of the pupils.</li> <li>Greater expectations of children – to write at greater length and at greater quality.</li> <li>To increase the levels of independence of writers throughout school.</li> </ul> <p>Method and Research (in relation to work with NLE)</p> <ul style="list-style-type: none"> <li>Work with Shelley First School, introduced to Mrs D Knowles (NLE) by Mrs B Laher OBE (NLE);</li> <li>Joint planning and book scrutiny with SLT at Shelley First School and SLT at Howard Park Community School (held at HPCS);</li> <li>Joint observations with DK (SFS), BL (TQ) and MN (HPCS) of all school through drop ins;</li> <li>MN to visit Shelley to meet with SLT discuss writing and observe;</li> <li>SLT to visit Shelley to meet with SLT and discuss writing and observe;</li> <li>1:1 meetings with DK (SFS) and MN (HPCS);</li> <li>BL to monitor and report back through TQ visits;</li> <li>SLT at HPCS to report back to staff through staff meetings and to hold INSET;</li> <li>SLT to report back to Governing Body;</li> <li>SLT to monitor.</li> </ul>	<p>Please see: <a href="http://howardpark.co.uk/wp-content/uploads/2017/05/Action-Plan-Writing-NLE1.pdf">http://howardpark.co.uk/wp-content/uploads/2017/05/Action-Plan-Writing-NLE1.pdf</a></p>	<p>Please see: <a href="http://howardpark.co.uk/wp-content/uploads/2017/05/Action-Plan-Writing-NLE1.pdf">http://howardpark.co.uk/wp-content/uploads/2017/05/Action-Plan-Writing-NLE1.pdf</a></p>	<p>Please see: <a href="http://howardpark.co.uk/wp-content/uploads/2017/05/Action-Plan-Writing-NLE1.pdf">http://howardpark.co.uk/wp-content/uploads/2017/05/Action-Plan-Writing-NLE1.pdf</a></p>	<p><b>Red - not achieved</b>  <b>Amber – partly achieved</b>  <b>Green – achieved</b></p> <p>Review SIP in conjunction with School Schedule for Self-Evaluation at the end of each half term with the SLT and termly with Governors.</p> <p><i>Evaluate against success criteria</i></p> <p><i>Agree priority actions, outcomes and meetings for next half term</i></p> <ol style="list-style-type: none"> <li>Have the actions been completed?</li> <li>Have the actions been effective – have the success criteria been achieved/ what was the impact?</li> <li>What needs to be done now to achieve the success criteria?</li> <li>How can the issue be prevented from happening again?</li> <li>Have the new procedures been embedded in practice?</li> </ol> <p>Please see evaluation at: <a href="http://howardpark.co.uk/wp-content/uploads/2017/05/Action-Plan-Writing-NLE1.pdf">http://howardpark.co.uk/wp-content/uploads/2017/05/Action-Plan-Writing-NLE1.pdf</a></p>
 <p>To strengthen the quality and consistency of feedback so that pupils understand their next learning steps, they understand more clearly how to improve their work and standards are raised.</p>	<p>Marking and feedback will be consistent; high quality and focussed on the next steps for learning resulting in outstanding practice that raises pupil achievement.</p> <p>Pupils will be able to articulate clearly their targets</p>	<ol style="list-style-type: none"> <li>Review and agree 'Marking and feedback' policies and communicate to all staff.</li> <li>Model revised 'marking and feedback' procedures to all teaching staff including TA's.</li> <li>Identify how 'marking and feedback' outcomes are included in, and impact future planning, teaching and learning.</li> <li>Observe, monitor and embed 'marking and feedback' procedures in teaching and learning.</li> <li>Monitor and evaluate the impact of 'marking and feedback' on pupil outcomes using 'Blue Sky'</li> </ol>	<ol style="list-style-type: none"> <li>Summer '16, SLT – JP lead</li> <li>Summer '16 in readiness for no-excuses use in Sept '17 onwards</li> <li>SLT scrutiny and feedback on impact to all staff</li> <li>SLT scrutiny and feedback on impact to all staff</li> <li>SLT scrutiny and feedback on impact to all staff</li> </ol>	<p>Governors will be shown the following key documents to enable them to determine the success of key actions:</p> <ol style="list-style-type: none"> <li>Policy 3/4/5. Overview of Blue Sky monitoring in this area</li> </ol>	<p>Training time  Non-contact time for observations</p>	<p><b>Red - not achieved</b>  <b>Amber – partly achieved</b>  <b>Green – achieved</b></p> <p>Review SIP in conjunction with School Schedule for Self-Evaluation at the end of each half term with the SLT and termly with Governors.</p> <p><i>Agree priority actions, outcomes and meetings for next half term</i></p> <ol style="list-style-type: none"> <li>Have the actions been completed?</li> <li>Have the actions been effective – have the success criteria been achieved/ what was the impact?</li> <li>What needs to be done now to achieve the success criteria?</li> </ol>

**\*\*Some actions completed in Year 1 & 2 Ensure that these actions are embedded**

**BEYOND GOOD – The Quality of Teaching, Learning & Assessment**  
**School Development Plan 2017-2018 – POST OFSTED ACTION PLAN: TEACHING, LEARNING & ASSESSMENT**

 <p>To develop the profile of Science, its assessment (and subsequent attainment), teaching (including challenge), resource base.</p>	<p>New Scheme of work to be introduced, monitored and evaluated.</p> <p>Introduce the use APP consistently throughout the school.</p> <p>To introduce an assessment grid to show progress of Science throughout the school for each child.</p> <p>To make a Science folder with examples of work, planning and assessment.</p> <p>To ensure GT pupils are extended and questioned.</p> <p>Extended writing tasks in Science to show and explain understanding.</p> <p>Organise a Science 'Drop Down' per term; this is to include recorded written evidence.</p>	<ol style="list-style-type: none"> <li>1. Implement New Science 'LTP' scheme of work.</li> <li>2. Though discussion with staff, to introduce an effective assessment grid and levelling system.</li> <li>3. Make sure every pupil is assessed to the APP standards throughout the school.</li> <li>4. Creation of Exemplar materials.</li> <li>5. Lesson observations to ensure good questioning and thinking for GT pupils and extended writing for explanation of principles.</li> <li>6. Organisation of Science 'Drop Down' per term.</li> </ol>	<ol style="list-style-type: none"> <li>1. September 2017</li> <li>2. Easter 2018</li> <li>3. July 2018</li> <li>4. July 2018</li> <li>5. September 2017 onwards</li> <li>6. September 2017 onwards</li> </ol>	<p>Governors will be shown the following key documents to enable them to determine the success of key actions:</p> <ol style="list-style-type: none"> <li>1. Exemplar</li> <li>2. Overview of Blue Sky monitoring in this area</li> </ol>	<p>Training time Non-contact time for observations</p>	<p>4. How can the issue be prevented from happening again? 5. Have the new procedures been embedded in practice?</p> <p><b>Red - not achieved</b> <b>Amber – partly achieved</b> <b>Green – achieved</b></p> <p>Review SIP in conjunction with School Schedule for Self-Evaluation at the end of each half term with the SLT and termly with Governors.</p> <p><i>Evaluate against success criteria</i></p> <p><i>Agree priority actions, outcomes and meetings for next half term</i></p> <ol style="list-style-type: none"> <li>1. Have the actions been completed?</li> <li>2. Have the actions been effective – have the success criteria been achieved/ what was the impact?</li> <li>3. What needs to be done now to achieve the success criteria?</li> <li>4. How can the issue be prevented from happening again?</li> <li>5. Have the new procedures been embedded in practice?</li> </ol>
 <p>Further improve the quality of teaching and learning by ensuring that teachers more consistently apply the school's policies for teaching reading, spelling and handwriting.</p>	<p>The consistency of application of policy is precise</p> <p>The termly checklist of expectation in these areas is 100% correct</p> <p>Observation and scrutiny show that reading, spelling and handwriting are in line with policy documents</p>	<ol style="list-style-type: none"> <li>1. Staff meeting to discuss the issues raised by OFSTED in September 2017</li> <li>2. Agreement of policy and procedure</li> <li>3. Renewal of policy accordingly</li> <li>4. Observation and scrutiny</li> </ol>	<ol style="list-style-type: none"> <li>1. Academic year 2017-2018 and beyond</li> </ol>	<p>Governors will be shown the following key documents to enable them to determine the success of key actions:</p> <ol style="list-style-type: none"> <li>1. Exemplar</li> <li>2. Overview of Blue Sky monitoring in this area</li> </ol>	<p>Time</p>	<p><b>Red - not achieved</b> <b>Amber – partly achieved</b> <b>Green – achieved</b></p> <p>Review SIP in conjunction with School Schedule for Self-Evaluation at the end of each half term with the SLT and termly with Governors.</p> <p><i>Evaluate against success criteria</i></p> <p><i>Agree priority actions, outcomes and meetings for next half term</i></p> <ol style="list-style-type: none"> <li>1. Have the actions been completed?</li> <li>2. Have the actions been effective – have the success criteria been achieved/ what was the impact?</li> <li>3. What needs to be done now to achieve the success criteria?</li> <li>4. How can the issue be prevented from happening again?</li> <li>5. Have the new procedures been embedded in practice?</li> </ol>
 <p>Further improve the quality of teaching and learning by ensuring that teachers more consistently work together and with teachers from other schools to agree standards in writing to ensure that assessments are accurate.</p>	<p>Moderation is secure through joint activity</p> <p>New initiatives and updates are secure through attendance at networks (local and LA wide)</p> <p>The school is a key player in LA activity and is influential in discussions and key decisions</p> <p>The school is informed in matters of future organisation whether this be academisation or staying within the LA family of schools</p>	<ol style="list-style-type: none"> <li>1. Moderations events and sought and attended</li> <li>2. Networks are sought and attended</li> <li>3. HT and DHT are active in LA events and on LA forums</li> <li>4. Discussions and research is proactive in terms of future organisation</li> </ol>	<ol style="list-style-type: none"> <li>1. Academic year 2017-2018 and beyond</li> </ol>	<p>Governors will be shown the following key documents to enable them to determine the success of key actions:</p> <ol style="list-style-type: none"> <li>1. Exemplar</li> <li>2. Overview of Blue Sky monitoring in this area</li> </ol>	<p>Time</p>	<p><b>Red - not achieved</b> <b>Amber – partly achieved</b> <b>Green – achieved</b></p> <p>Review SIP in conjunction with School Schedule for Self-Evaluation at the end of each half term with the SLT and termly with Governors.</p> <p><i>Evaluate against success criteria</i></p> <p><i>Agree priority actions, outcomes and meetings for next half term</i></p> <ol style="list-style-type: none"> <li>1. Have the actions been completed?</li> <li>2. Have the actions been effective – have the success criteria been achieved/ what was the impact?</li> <li>3. What needs to be done now to achieve the success criteria?</li> <li>4. How can the issue be prevented from happening again?</li> <li>5. Have the new procedures been embedded in practice?</li> </ol>