

# GETTING TO GOOD – The Quality of Teaching, Learning & Assessment

## School Development Plan 2016-2017 – POST OFSTED ACTION PLAN: TEACHING, LEARNING & ASSESSMENT

<p>What did OFSTED say in 2015?</p> <ol style="list-style-type: none"> <li>1. 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>2. 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>3. 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>4. Teachers do not give pupils enough opportunities to apply their skills to extended pieces of writing.</li> <li>5. 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>6. The most-able pupils are not challenged well in some classes.</li> <li>7. 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 actions are required?</p> <p>Improve the quality of teaching in Key Stages 1 and 2, so that more teaching is good or better, by:</p> <ol style="list-style-type: none"> <li>1. Using questioning in lessons to help deepen and accelerate learning as well as to check pupils' understanding</li> <li>2. Strengthening the quality of feedback given to pupils so that they know how well they are learning and understand more clearly how to improve their work.</li> </ol> <p style="text-align: right; font-size: small;">***Please also see <a href="#">Howard Park Community School TEACHING, LEARNING &amp; ASSESSMENT ambitions for 2015-16</a></p>
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1. Objective	2. Success Criteria/ Impact	3. Key Levers & Actions	4. Time / Staff / Milestones	5. Governor Evidence	6. Budgets Resources CPD	7. Evaluation & Review
<div style="font-size: 2em; font-weight: bold; color: purple; text-align: center; margin-bottom: 10px;">L</div> <p style="font-size: small; color: red; background-color: #ffe0e0; padding: 2px;">To develop the school's use of questioning to help deepen and accelerate learning as well as to check on understanding</p> <div style="background-color: #0056b3; color: white; padding: 5px; transform: rotate(-15deg); display: inline-block; font-weight: bold;">** Actions carried forward to Year 2</div>	<p>Questioning based on Bloom's Taxonomy will be widespread across school and evident in the environment, the teaching, learning and assessment and the planning.</p>	<ol style="list-style-type: none"> <li>1. Develop the teachers understanding of questioning and question related theory; essentially knowledge, comprehension, application, analysis, synthesis and evaluation.</li> <li>2. Incorporate these strategies into whole school practice aided through the use of prompts, displays and cue cards; with the expectation that these are applied in lessons and identifiable in lesson plans.</li> <li>3. Use of Pearson's Questioning CPD</li> <li>4. Develop a clear strategy in school beyond Bloom's Taxonomy focussing on: Using the key points of the following research: <a href="http://www.nsead.org/downloads/Effective_Questioning&amp;Talk.pdf">http://www.nsead.org/downloads/Effective_Questioning&amp;Talk.pdf</a> Creating a climate of 'it's OK to make mistakes' A no-hands up rule Allowing useful collaboration Use of The Question Matrix <a href="http://www.teachertoolkit.me/2015/03/28/the-question-matrix-by-teachertoolkit/">http://www.teachertoolkit.me/2015/03/28/the-question-matrix-by-teachertoolkit/</a></li> <li>5. Monitor and review the teaching, learning and assessment of the curriculum through timetabled observations, scrutiny of pupils' work, planning &amp; assessments of subject areas – The 'Green Files', commenting on Questioning Skills.</li> </ol>	<ol style="list-style-type: none"> <li>1. Training of teachers in Bloom's Taxonomy, Sept '16</li> <li>2. Sept' 15 onwards - Termly cycle of monitoring and evaluate by HT/ SLT</li> <li>3. Training complete by July 2016, HT, Pearson</li> <li>4. In readiness for Sept' 16, SLT led by HT</li> <li>5. Sept' 15 onwards - Termly cycle of monitoring and evaluate by HT/ SLT</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>4. Evidence of strategy</li> <li>5. Green Files overview</li> </ol>	<p>Staff training time Planning time New teaching resources Visits / Visitors Pearson CPD resources</p>	<p style="font-size: small; color: red;">Red - not achieved Amber - partly achieved Green - achieved</p> <p style="font-size: x-small;">Review SIP in conjunction with School Schedule for Self-Evaluation at the end of each half term with the SLT and termly with Governors. Evaluate against success criteria Agree priority actions, outcomes and meetings for next half term</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 style="background-color: #00b0f0; color: white; padding: 2px; font-weight: bold; font-size: small;">IMPACT</p> <p style="color: red; font-weight: bold;">No evidence for this I'm afraid.</p>
<div style="font-size: 2em; font-weight: bold; color: blue; text-align: center; margin-bottom: 10px;">M</div> <p style="font-size: small;">To strengthen the quality and consistency of marking and feedback so that pupils understand their next learning steps, they understand more clearly how to improve their work and standards are raised.</p> <div style="background-color: #0056b3; color: white; padding: 5px; transform: rotate(-15deg); display: inline-block; font-weight: bold;">** Some actions completed in Year 1 Ensure that these actions are embedded</div>	<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>	<ol style="list-style-type: none"> <li>1. Review and agree 'Marking and feedback' policies and communicate to all staff.</li> <li>2. Model revised 'marking and feedback' procedures to all teaching staff including TA's.</li> <li>3. Identify how 'marking and feedback' outcomes are included in, and impact future planning, teaching and learning.</li> <li>4. Observe, monitor and embed 'marking and feedback' procedures in teaching and learning.</li> <li>5. Monitor and evaluate the impact of 'marking and feedback' on pupil outcomes using 'Green Files'.</li> </ol>	<ol style="list-style-type: none"> <li>1. Summer '16, SLT – JP lead</li> <li>2. Summer '16 in readiness for no-excuses use in Sept' '16 onwards</li> <li>3. SLT scrutiny and feedback on impact to all staff</li> <li>4. SLT scrutiny and feedback on impact to all staff</li> <li>5. 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>1. Policy 3/4/5. Overview of Green Files monitoring in this area</li> </ol>	<p>Training time Non-contact time for observations</p>	<p style="font-size: small; color: red;">Red - not achieved Amber - partly achieved Green - achieved</p> <p style="font-size: x-small;">Review SIP in conjunction with School Schedule for Self-Evaluation at the end of each half term with the SLT and termly with Governors. Evaluate against success criteria Agree priority actions, outcomes and meetings for next half term</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 style="background-color: #00b0f0; color: white; padding: 2px; font-weight: bold; font-size: small;">IMPACT</p> <p style="font-size: small;">Monitoring is clear that there is absolute unity in staff in following this policy. Green files show evidence of high quality marking and feedback and two ways conversations. Books are absolute testimony to this shared practice and that it is valued by all stakeholders. Impact is clear, learning is more focussed and outcomes improved. Pupils are effectively aware of interim targets and work solidly in achieving these. Time is given for reflection and adjustment. Staff are aware of the monitoring that has taken place with this and act upon advice given.</p> <p style="color: red; font-size: small;">Marking is much more consistent through school. Areas for development for all staff have been clearly identified and have been acted on. Staff have taken part in training during staff meeting to look at each other's</p>

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						<p>marking and identify their own areas for improvement. This is recorded in green files and monitoring file. Pupils can explain their marking and success criterias are used regularly, although there are some cases where they are not consistently filled in. Pupils in upper school can explain their targets – this needs developing in lower school. There is evidence of pupils responding to feedback, correcting work such as spellings and grammatical features along with re-writing passages of work to improve it.</p>
<p><b>N</b></p> <p>To ensure that there are sufficient opportunities for students to apply taught skills in English to extended pieces of written work. Ensure that teaching and learning focusses on the highest quality planning. Ensure that the achievement in writing is equal to other subjects.</p> <p><b>**Some actions completed in Year 1 Ensure that these actions are embedded</b></p>	<p>Students will use English lessons to further develop their understanding of and use their taught English skills in the extended study of their topic themes. 'Topic' will be given to 'English', to create meaningful contexts, rather than 'English' being merely demonstrated in 'topic' sessions.</p> <p>Pupils will experience comprehensive writing journeys which are effectively planned to ensure progression through a number of different genres alongside the skills required of GPS, structure, style etc.</p> <p>% of those at expected and exceeding will be equal to or above that in reading and maths and above the national averages at both levels.</p>	<ol style="list-style-type: none"> <li>Staff are made aware of the new approach at INSET day in September and have time set aside for ensuring that their English lessons are embedding the knowledge of their topic.</li> <li>To set the standard for each year group ensuring that each year has clear and sizeable expectations and that this is expressed to pupils in staff's expectations.</li> <li>To ensure that there are sufficient, stimulating resources in school through purchase and loan from Books Plus etc.</li> <li>To ensure that long term plans are in place to cover all writing genres and that shorter term plans are effective in considering all eventualities (through use of 'Teacher Write', focussed on the task, progressive and purposeful).</li> <li>New strategies are used within planning units:             <ul style="list-style-type: none"> <li>Reasons for writing (whole school)</li> <li>Jane Considine (whole school)</li> <li>Alan Peat (whole school)</li> <li>Writing Journeys (whole school)</li> </ul> </li> <li>Team action plans will focus on the team's approach to meeting this objective as will the team's RO action plan</li> <li>The following key principles, based on research evidence, will be developed in staff mind-sets, and referred to re: development of writing:             <ol style="list-style-type: none"> <li>Staff will <i>always</i> have high expectations of what learners should achieve</li> <li>There is an <i>institution-wide</i> emphasis on speaking and listening skills</li> <li>There is a <i>systematic</i> approach to teaching phonic knowledge and skills</li> <li>Careful assessment and analysis of data determines the <i>next steps</i> and <i>most appropriate</i> curriculum</li> <li>Carefully planned provision, which might include additional support or intervention, meets individual needs</li> <li>Monitoring of impact is <i>rigorous</i></li> <li>Staff and resources are used <i>creatively</i></li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>INSET day, Sept' '15, HT</li> <li>On website by Christmas 2015, HT with SLT, introduced at staff meetings alongside grids criteria</li> <li>SLT, ongoing</li> <li>For Sept' '16, leaders</li> <li>Christmas '16, team and leaders</li> <li>Dec' '16, SLT</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>Evaluation of strategies</li> <li>Action plans</li> </ol>	<p>Use of Books Plus, resources for topics £1000 approx. extra Reasons for Writing website and staffing Everybody writes resources Opportunities to write blogs Training 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>Evaluate against success criteria</p> <p>Agree priority actions, outcomes and meetings for next half term</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><b>IMPACT</b></p> <p>Monitoring has shown that this initiative has had a massive impact on the quality and quality of writing and of the effectiveness of lessons in school. It is now very clear to see the journeys that pupils are travelling on at any particular time. The use of the Teacher Write has had a serious impact on the planning process, the planning is now absolute with teachers knowing that all eventualities are covered. Pupils are showing great improvements in their writing. The use of cold and final writes is indicative of the success of this. It is now very clear what the purpose of work is, where the pupils are heading and of the skills that they are developing. The monitoring of this, by SLT and Governors, has enabled adjustments to be made and staff be aware of points which need their attention. The quality of this teaching and learning and the effective assessment tracking that is in use will have a significant positive impact on achievement in 2016-2017.</p> <p>The development in planning has had an impact on the quality of teaching. All classes predict an increase in the number of pupils that will be achieving the expected level or above compared to last year. Clear evidence of topic and English linking with many pieces of work in English written in the context of the topic unit.</p>
<p><b>O</b></p> <p>To ensure that good spelling habits, neat handwriting and good presentation and layout are used consistently and in every piece of work. There is pride in work and presentation is seen as a vital component to be proud of.</p> <p><b>**Some actions completed in Year 1 Ensure that these actions are embedded</b></p>	<p>Good spelling habits (personal logs, use of dictionaries/ thesaurus, and the use of prompts), neat handwriting and good presentation and layout will be consistent across school. Children see handwriting as an art form and are proud of every piece of work.</p>	<ol style="list-style-type: none"> <li>To audit and build physical, digital and knowledge resource base which is consistent across school.</li> <li>To access good provision examples and learn from successful strategies and positive research.</li> <li>Introduce a whole school strategy for good spelling habits which is progressive, challenging and effective.</li> <li>Introduce the Pen Pals handwriting scheme (Cambridge) with expectation that this is used throughout school, introduce a pencil – pen – fountain pen system which instils pride and desire to achieve.</li> <li>Introduce a whole school strategy for presentation and layout which is progressive, focussing on pride.</li> <li>To create a digital resource for home: school links</li> <li>To promote a writer of the week</li> </ol>	<ol style="list-style-type: none"> <li>HT, SLT, Sept' '15</li> <li>SLT, Christmas '15</li> <li>SLT, Christmas '15</li> <li>SLT, Christmas '15</li> <li>Summer '16 following evaluation/ embedding, SLT, leaders, CT</li> <li>Christmas '16, HT</li> <li>Christmas '16, HT</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>Verbal description of strategy, visual evidence of impact in books, environment.</li> <li>Website</li> <li>Display</li> </ol>	<p>Pen Pals handwriting scheme (Cambridge) £600 approx. Resources £550 approx. Website Non-contact for exploratory visits</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>Evaluate against success criteria</p> <p>Agree priority actions, outcomes and meetings for next half term</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><b>IMPACT</b></p> <p>This action has had a very positive and marked effect across school. The scheme and the use of handwriting certificates (which has since been developed further) has had the single biggest effect in standards and attitudes in 2015-2016. Continued monitoring in this area is showing ongoing commitment to this initiative which is popular with pupils, parents and staff.</p>

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						<p>The school is piloting a spelling programme and from January 2017 this will be school wide. The support of a school in Morley (Leeds LA) is making a good contribution to the success of this plan. The school aims to begin a Spelling Bee from January 2017, which will encourage children to learn set words within a vast progressive list. WHSmith have sponsored us in this.</p> <p>Not really been done – one class has started a spelling journal, others have loosely trialled the spelling strategy. Needs coming back to in staff meeting.</p>
<p><b>P</b></p> <p>To ensure that the most able pupils are challenged in all lessons and that all groups, including the most able are monitored constantly to evaluate the impact of actions.</p>	<p>The % of pupils achieving greater than expected progress is increased, pupils classed as 'more able' are exceeding their FFTD targets.</p>	<p>1. Through scrutiny of planning using the 'Green File' system use the documents to ensure the most able are challenged effectively.</p> <p>2. To focus on all groups, including the most able, in regular pupil progress meetings using the Green File's.</p> <p>3. Use of FFTD data in Aspire at PP meetings to identify pupils with barriers and opportunities – CPD 'FFT Aspire'</p> <p>4. Ensure that the most able groups in each class are subject to a six-week intervention programme which evaluates specific strategies to be able to spread good practice. This should then be recorded by the teacher in their own 'Green File'.</p> <p>5. Provision maps are used where required, in this case more able pupils, intervention is targeted specifically at these pupils</p> <p>6. A More able policy is adopted and applied</p> <p>7. Appointment of leader of More Able students</p> <p>8. Opportunities for the more able away from the classroom</p>	<p>1. SLT, termly</p> <p>2. JP termly with CT, shared with SLT termly</p> <p>3. CPD – staff meeting – April 2016</p> <p>4. CT with leaders overview, immediate</p> <p>5. By Sept 2016, leaders with HT input</p> <p>6. Summer '16, CL</p> <p>7. Summer '16, CL</p> <p>8. Sept '16, CL</p>	<p>Governors will be shown the following key documents to enable them to determine the success of key actions:</p> <p>1. Green files overview</p> <p>3. FFT Aspire data and impact statement of its use</p> <p>4. Impact of interventions</p> <p>5. Provision map example</p> <p>6. Policy</p> <p>7. Q and A with lead</p> <p>8. Evaluation of x-c activity</p>	<p>'Green File' System</p> <p>FFT Aspire</p> <p>Policies advice</p>	<p>Red - not achieved</p> <p>Amber - partly achieved</p> <p>Green - achieved</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>Evaluate against success criteria</p> <p>Agree priority actions, outcomes and meetings for next half term</p> <p>1. Have the actions been completed?</p> <p>2. Have the actions been effective – have the success criteria been achieved/ what was the impact?</p> <p>3. What needs to be done now to achieve the success criteria?</p> <p>4. How can the issue be prevented from happening again?</p> <p>5. Have the new procedures been embedded in practice?</p> <p><b>IMPACT</b></p> <p>Need to find evidence for this. Some evidence for this through the new 'Mastery' curriculum but little else.</p>

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