

**BEYOND GOOD – The Quality of Teaching, Learning & Assessment**  
**School Development Plan 2018-2019 – 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 2018-19</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
<p><b>L</b> PART ONE</p> <p>Formerly O</p> <p>Formative Assessment: 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>	<p>Embedding and revising:</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>Revisit Autumn 2018, SLT – JP lead</li> <li>Revisit Autumn 2018</li> <li>Continue SLT scrutiny and feedback on impact to all staff</li> <li>Continue SLT scrutiny and feedback on impact to all staff</li> <li>Continue 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><del>Red - not achieved</del> <del>Amber – partly achieved</del> <del>Green – achieved</del></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>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>L</b> PART TWO</p> <p>NEW</p> <p>Summative Assessment: To further strengthen our assessment schedule through greater consistency of resources, a wider breadth of subject to include 'times tables' and spelling and reporting arrangements.</p>	<p>Formative assessment tests and tasks will be consistent; high quality and focussed on clear and accurate assessments resulting in clear evidence which raises pupil achievement.</p> <p>Pupils will be able to articulate clearly their targets following question analysis which is shared with the class and individuals.</p>	<ol style="list-style-type: none"> <li>Review and agree the 'Assessment' policy and communicate to all staff.</li> <li>Introduce and ensure understanding of revised 'Assessment' procedures to all teaching staff including TA's.</li> <li>Identify how formative assessment outcomes are included in, and impact future planning, teaching and learning.</li> <li>Observe, monitor and embed procedures in teaching and learning and the annual calendar in respect of the life of the school</li> <li>Monitor and evaluate the impact of formative assessment procedures on pupil outcomes using 'Blue Sky'</li> </ol>	<ol style="list-style-type: none"> <li>Autumn '18, SLT – JP lead</li> <li>Autumn '18 in readiness for no-excuses use in January '19 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><del>Red - not achieved</del> <del>Amber – partly achieved</del> <del>Green – achieved</del></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>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>

**\*\*Some actions completed in Years 1, 2 & 3 Ensure that these actions are embedded**

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 <p>Formerly P</p> <p>To develop the profile of Science, its assessment (and subsequent attainment), teaching (including challenge), resource base and the practical nature of the subject.</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 2018</li> <li>2. Easter 2019</li> <li>3. July 2019</li> <li>4. July 2019</li> <li>5. September 2018 onwards</li> <li>6. September 2018 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><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>Formerly Q</p> <p>Consistency of the application of Policy for Handwriting, Spelling and a range of strategies to approach Reading.</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 2018-2019 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>Formerly R</p> <p>Looking beyond the school – working with others to avoid isolation.</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. HT and DHT become Trustees and Governors on other bodies</li> <li>5. HT becomes KLP</li> <li>6. HT becomes chair of KPH</li> <li>7. Discussions and research is proactive in terms of future organisation</li> </ol>	<ol style="list-style-type: none"> <li>1. Academic year 2018-2019 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>