

**Cleves Primary School**



**School Improvement Plan**

**2016-2017**

## School Improvement Plan Contents 2016-2017

### Sections

1) Determining the Priorities

2) Key Priorities 2016-2017

3) Results and Target Setting

4) Expectations

5) Success criteria and assessment

6) Action plans

7) CPD

## 1. Determining the Priorities

The aim of this development plan is to improve the overall effectiveness and efficiency of the school and thereby raise standards of achievement.

All staff, governors, parents and children were involved in the creation of this plan through a series of questionnaires that canvassed opinion on the strengths and weaknesses of the school. The responses were also very useful in charting the future strategic direction of the school.

The responses from the questionnaires were also cross - referenced to the school's self-evaluation review. The review also included an evaluation of the previous improvement plan and was linked to the LA's educational Development Plan.

School self-review also included an audit of the staff training needs assessed through lesson observation, work samples, external inspection and individual subject action plan. The review also incorporated the SIP and Post Ofsted Action Plans.

The result of the consultation and review process was the identification of the key priorities for 2016-2017 and an overview of the strategic direction of the school.

Common development issues were identified and classified under the following headings:

1. Improve learning and teaching.
2. Improve leadership and management.
3. Improve assessment.
4. Improve curriculum and opportunities for learning.
5. Improve pupils' attitudes and personal development.

## 2. Cleves Key Priorities 2016-2017

The school has undertaken a thorough Self Evaluation and as a result of this we have identified 4 key priorities to raise attainment further.

Our School Improvement Plan has a sharp focus on our 4 key priorities. A member of the Leadership team oversees a team of staff who meet regularly to chart milestones and evaluate success on each priority.

We have four key priority areas this year with focus on-

- 1) Raising the standards of Teaching and Learning
  - Mastery and depth of knowledge
  - Cross curricular links
  - Teacher subject knowledge
  - Ensure challenge and rigor for children working at higher levels
- 2) Development of continuous assessment across the school
  - Tracking progress and attainment
  - Developing AFL
  - What mastery will look like for teachers and children
  - Development and training of new assessment tracking for children with SEN
- 3) Developing Mastery and depth of learning across all curriculum areas
  - Securing Teacher subject knowledge
  - Development of skills based curriculum that challenges and develops all especially key groups of children
  - Children developing independent enquiry and problem solving
- 4) Diminishing the differences in Reading
  - Children are able to read confidently at a greater depth.
  - Children are able to apply reason and inference confidently
  - Gender specific topics and subjects to encourage specific groups of children.

We will

- Raise the quality of Teaching and Learning through a focus on pedagogy
- Raise expectations in all year groups to ensure increase pitch and challenge in Maths and English for all abilities
- Narrow the gaps in attainment and progress across the school.
- Ensure cohesive and robust assessment systems are in place to track and monitor pupils so all children can achieve expectations.

### 3. Assessment Results 2016-2017

Cleves Assessment Results 2016																		
Cleves Primary School EYFS results 2016		Percentage of pupils achieving at least expected in																
Gender	FSM	Cohort	Communication & Language				Literacy				Mathematics							
			Percentage of pupils achieving a good level of development		Listening and attention		Understanding		Speaking		Reading		Writing		Numbers		Shape, space and measures	
			Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat
		All Pupils 2016	60	88.3	69.2	93.3		91.7		92		88.3		88.3		90		91.7
		Male	30	93.3		96.7		96		96		93		93		93		96
		Female	30	83.3		90		86.7		86		83.3		83.3		86.7		86.7
		FSM	13	84.6		84.6		84.6		84.6		84.6		84.6		84.6		84.6
		Non FSM	47	89.3		95.7		93.6		93.1		89.4		89.4		91.5		93.6
Key stage 1 Phonics results																		
		2013		2014		2015		2016										
	Year 1	50%		83%		87%		88.3%										
	Year 2	71%		78%		94%		91%										
	Year 1 and 2 combined	61%		82%		90%		90%										

KS1 Cleves 2015-2016					KEY	
Reading	School	BLW	WTS	EXS	GDS	BLW-BELOW EXPECTED STANDARD
	National	5	3	91	39	WTS- WORKING TOWARDS EXPECTED STANDARD
Writing	School	5	3	91	34	EXS- WORKING AT EXPECTED STANDARD
	National			74.1	65	GDS-WORKING AT GREATER DEPTH
Maths	School	5	3	91	40	
	National			72.7	17.8	
Science	School		HNM	EXS		
	National		5	95	na	
				82	na	

KS2 Cleves 2015-2016							
Results 2016	Average Scaled Score			% Reaching the Expected Standard			
	School	Newham	National	School	Newham	National	
Reading	103	102.7	103	94.5	66.4	66	
Writing	103	NA	NA	91.4	82	74	
Maths	104	105	103	94.5	78	70	
GPS	104.8	105	104	91.4	79.3	72	
RWM	103	NA	NA	93.5	59.3	53	
Science				94.8			

#### 4. Cleves Action Plans 2016-2017

The school's key priorities will be addressed through-

- A rolling programme of CPD focusing on Teaching and Learning
- Raising attainment in all year groups by focusing in on the progress of key target group's e.g. gender, EAL etc
- Promoting a new curriculum that offers full access to all children and provides challenge for everyone to attain their maximum potential
- Developing and embedding a Mathematics and English curriculum that is focused on key skills and raising attainment in Mathematics and English across the whole school.

## CLEVES PRIMARY SCHOOL - SCHOOL IMPROVEMENT PLAN 2015/2016

### Areas of action:

- A1 Improve learning and teaching
- A2 Improve leadership and management
- A3 Improve assessment
- A4 Improve curriculum and opportunities for learning
- A5 Improve pupils' attitudes and personal development

### Evaluation Methods

- Teacher assessment
- Subject Leader monitoring and evaluation
- Scrutiny of planning.
- Scrutiny of Pupils' work
- Tracking pupils through School Pupil Tracker Online
- Pupil tracker/Caspa/B Squared
- Classroom observation
- Parental questionnaires
- PASS Pupil Questionnaires
- Reports from link governors



## Targets and Success Criteria 2015/2016

### Success Criteria

#### EYFS

GLD to rise from 88% to 90% at expected level with 40% exceeding this.

#### Year 1

##### Phonics Screening

To raise from 88% to 90% achieving standardised mark

Overall 95% of all children in each group by summer should achieve age related expectation in all areas of learning Reading, Writing and Maths

Year 1 targets-95%

Year 3 targets-95%

Year 4 targets-95%

Year 5 targets-95%

25% by the end of Autumn.

50% by the end of Spring.

95% by the end of Summer.

### Success Criteria

To diminish the differences in RWM for focus groups of pupil with focus on 95% of PP children achieving above ARE

#### KS1:

To increase from 93% to 95% achieving age related expectations in Reading  
 To increase 93% to 95% achieving age related expectations in Writing  
 To maintain 95% of all children achieve age related expectation in Mathematics  
 To increase from 91%to 93% in achieving age related expectations in Science.

To increase the level of deeper learning in ks1 with 40% exceeding age related expectations and recognised as achieving mastery skills within reading writing and maths

#### KS2:

With overall combined of children achieving 91% maintained for RWM at end of the year  
 93% of all children to achieve age related expectations in GPS  
 93% of all children to achieve age related expectations in Reading  
 93% of all children to achieve age related expectations in Writing  
 93% of all children to achieve age related expectations in Maths

#### Higher Attaining Pupils

To increase attainment of HA children to 75% in reading, writing and mathematics.  
 To increase attainment of HA children to 75% in reading.  
 To increase attainment of HA children to 75% in mathematics.

TEACHING AND LEARNING				
Details of action to be taken:		Lead responsibility	Resource implications	Monitoring arrangements, timeline and outcome.
<b>A1 Improve learning and teaching</b>				
A1.1	<p>Raise standards of teaching and learning ensuring the curriculum is challenging through</p> <ul style="list-style-type: none"> <li>- staff training on differentiation, mastery and subject knowledge</li> <li>- Focused observations</li> <li>- monitoring of planning and teaching and learning</li> <li>-Assessment</li> </ul>	SLT Co-ordinators	£32 000	<p>Weekly - planning Monitoring Termly - moderation Termly overview with SLT</p>
A1.2	<p>To develop children's depth of learning across the curriculum through:-</p> <ul style="list-style-type: none"> <li>• Targeting teachers planning to include opportunities to apply and further develop their learning</li> <li>• Use of continuous monitoring of children's approach to learning-using Pupil Tracker</li> <li>• To actively promote the planning of differentiation through resources and questioning</li> </ul>	SLT Teaching & Learning Team Subject Leaders		<p>Half termly pupil progress reports to inform parents of progress. October/December/April/June/July.</p> <p>Teachers made accountable to SLT Re. Pupil progress. October/February/June.</p>
A1.3	<p>To improve the quality of teaching from:-</p> <ol style="list-style-type: none"> <li>1. Satisfactory to Good</li> <li>2. Good to Outstanding</li> </ol> <p>Satisfactory to Good- using the Improving Teaching Programme to support teachers with</p> <ul style="list-style-type: none"> <li>Planning Lessons</li> <li>Starter Activities</li> <li>Plenary Sessions</li> <li>Questioning Techniques</li> <li>Engaging in Learning</li> <li>Challenging Learning</li> <li>Assessment</li> <li>Differentiation</li> </ul>	Tollgate Teaching school ITP	INSET	<p>INSETS</p> <p>Lesson observations</p> <p>Planning moderation</p>

	<p>Good to Outstanding- using the Outstanding Teaching Programme to support teachers with:-</p> <ul style="list-style-type: none"> <li>Planning Lessons</li> <li>Starter Activities</li> <li>Plenary Sessions</li> <li>Questioning Techniques</li> <li>Engaging in Learning</li> <li>Challenging Learning</li> <li>Assessment</li> <li>Differentiation</li> </ul> <p>To support NQTs through a programme of support provided by the Tollgate Teaching Alliance</p>			
A1.4	<p>Policies to be updated:-</p> <p>Subject policies to be drawn up to compliment the T&amp;L policy</p> <p>Assessment policy</p> <p>Target setting</p>	<p>DHT</p> <p>HT</p> <p>Subject Leaders</p>		
<b>A2 Improve leadership and management.</b>				
A2.1	<p>To ensure accountability of middle managers through:-</p> <ul style="list-style-type: none"> <li>- Extended Leadership team to meet with the SLT twice half termly</li> <li>- Subject leaders to monitor own subject data-present to SLT</li> <li>- Ensuring subject leaders have up to date security of knowledge and share this with colleagues</li> </ul>	<p>Extended leadership team</p> <p>SLT</p> <p>Subject leaders</p> <p>Phase leaders.</p>	<p>Network meetings</p> <p>(16 subject leaders x 3).</p>	<p>Increased contact and dialogue between middle leaders and SLT to ensure accountability, October/December, January/February and April/May.</p> <p>All subject leaders understand the importance of pedagogical awareness, AfL to be used across all year groups in all subject areas,</p>

A2.2	Subject leaders to manage and ensure progression across the year groups, through:- <ul style="list-style-type: none"> <li>- Organising and leading staff (teacher/support staff) INSET's to promote subject and offer support.</li> <li>- Scrutiny of planning and giving feedback to teachers</li> <li>- Scrutiny of data</li> <li>- Offer support for NQTs/students and staff who need further support.</li> <li>- Ensure resources are up-to-date and keep staff updated on changes.</li> </ul>	SLT ELT		
<b>A3 Improve assessment</b>				
A3.1	Consolidation of Pupil Progress meetings to moderate and track progress through:- <ul style="list-style-type: none"> <li>• Moderation between year groups</li> <li>• Breadth of evidence across the Maths and English curriculums</li> <li>• Using School Pupil Tracker to support the assessment meetings with teaching staff/Phase leader/assessment manager.</li> </ul>	SLT Subject leaders		
A3.2	Moderation to be held termly for English/ Mathematics To carry out <ul style="list-style-type: none"> <li>• Scrutiny of data- assessment meetings with SLT and assessment manager.</li> <li>• Book monitoring- looking specifically at:-</li> <li>• Breadth of curriculum delivery</li> <li>• Progression across year groups</li> <li>• Standards of work (with focus on 3/4/5)</li> <li>• Target setting and updated as well as letters to parents.</li> </ul>	Tollgate Teaching School	Nil cost	Quality assurance across the school ensuring continuity and progression, each child being sufficiently challenged. (November/February/June ).
A3.3	To ensure AfL is embedded in all lessons and is used effectively through:- <ul style="list-style-type: none"> <li>- Ensuring teachers use AfL to assess and pull out further teaching points to maximise personalised learning, through: -</li> </ul> <b>Day-to-day assessment:</b> - Interactive Strategies Questioning Resources Peer assessment- with use of 'Green Pen' strategy. Self assessment - With use of 'Green Pen' strategy Use of the teaching boards (connectives/ambitious words). Marking/Teacher assessment Evaluations <b>Periodic review -</b> Marking which is used to provide next step opportunities and scrutinised by SLT. Assessment Folders	SL  SLT  Subject Leaders	Nil cost	Effectively using the strategies day-to-day and monitored through planning and lesson observations.  Ongoing and assessed termly.

<b>A4 Improve curriculum and opportunities for learning</b>				
A4.1	Continuation of Phonics training for all staff and development of speech and language programmes i.e box clever.	HG/AH		
A4.2	Daily phonics programme throughout KS1 and years 3 and 4 for targeted children. Linking this to daily writing experiences	HG/AH	Nil cost	
A4.3	Comprehension through guided reading linking this to teacher training on improving questioning and inference skills.  - Regular daily reading and monitored through Guided Reading folders and monitoring progress of children.	HG	Nil cost	Guided reading folders to be monitored half termly
A4.4	Guided reading to be offered 5x a week (daily)	CJ HG		Guided reading folders and planning to be monitored half termly.
A4.5	To develop cross curricular links through:- - use of ICT in the teaching of Maths and English, Staff knowledge and use of software - Developing links within the new curriculum.	Subject Leaders NO	Nil cost	Planning scrutiny to check for inclusion of ICT throughout the curriculum.  Explicit links made between creative curriculum map and English.
<b>A5 Improve pupils' attitudes and personal development</b>				
A5.1	Continue and develop:- Maths Stars Writing awards Reading Champions- Bug Club - reading scheme Maths Scheme (Singapore Maths) -to promote the core skills with the subject/across the school.	HG	Nil cost	Bug Club Learning mentor to have KS1 boy's writing groups established by December
A5.2	Buddy reading scheme to be developed linking with closing the gap Parent volunteers, linking to secondary schools, NVQ students, KS2	HG	Nil cost	Groups of KS2 children paired up with KS1, this will rotate termly.

## Development of Assessment Across the School

Details of action to be taken:	Lead responsibility	Resource implications	Monitoring arrangements, timeline and outcome.
<b>A1 Improve learning and teaching</b>			
<b>A1.1</b>	Pupil Tracker <ul style="list-style-type: none"> <li>• Whole staff further training on SPTO</li> <li>• Staff inset</li> <li>• Pupil progress meetings</li> <li>• Staff meetings</li> <li>• Mastery training through TTS and other external providers</li> </ul>	NO Bolyn Trust	Staff audit Staff meeting feedback Pupil progress meetings Autumn 1 assessment data collection
<b>A1.2</b>	To complete termly online assessment of Reading ages and standardised scores	RH NO	NRGTA £2500
<b>A1.3</b>	To complete online termly mathematic tracking	JM NO	PTM £1300
<b>A1.4</b>	To ensure AfL is embedded in all lessons and is used effectively through:- <ul style="list-style-type: none"> <li>- Ensuring teachers use AfL to assess and pull out further teaching points to maximise personalised learning, through: -</li> </ul> <b>Day-to-day assessment:</b> - Interactive Strategies Questioning Peer assessment- with continuing use of 'Green Pen' strategy. Self assessment Use of the teaching boards (connectives/ambitious words/Target boards). Marking/Teacher assessment  <b>Periodic review -</b> Marking which is used to provide next step opportunities and scrutinised by SLT. Assessment Folders	SL JMcl SLT ELT	Nil cost  Effectively using the strategies day-to-day and monitored through planning and lesson observations.  Ongoing and assessed termly.

A1.5	<p>Continue to conduct Pupil Progress meetings</p> <ul style="list-style-type: none"> <li>• Agreed evidence base to support assessment</li> <li>• Use of formative assessment to support discussion regarding children's achievement</li> </ul>	NO ELT		
<b>A2 Improve leadership and management</b>				
A2.1	Working with Boleyn Trust on cross school developing of common systems and practices	JM	Nil	
A2.2	Updating assessment policy and reviewing links with other policies Ensuring assessment is securely underpinning skill in all curriculum areas	JM	Nil	
A2.3	<p>Developing school home links to ensure parents have an understanding of assessments systems and how this is linked to learning at school and home.</p> <p>Meeting with parents termly and having coffee mornings to ensure all understand the importance of learning at home</p>	JM	Nil	
A2.4	<p>Core subject moderation</p> <ul style="list-style-type: none"> <li>• Across year groups and key stages</li> <li>• Across Alliance schools</li> <li>• Assurance of breadth of curriculum delivery</li> </ul>	SLT ELT Teaching Alliance School	Nil cost	Quality assurance across the school ensuring continuity and progression, November, February and June agreed data collection points

<b>A3 Improve assessment</b>				
<b>A3.1</b>	To continue assessment on School Pupil Tracker Online (SPTO) to include:- <ul style="list-style-type: none"> <li>• Assessment of children's Mastery</li> <li>• Agreed progress descriptors</li> <li>• Target setting</li> <li>• Reporting to parents including open meetings to support parents' understanding of new assessment systems</li> <li>• Short term assessment of daily objectives</li> <li>• Long term assessment to show children's progress</li> <li>• Systems of identifying under achieving and more able pupils</li> <li>• Meaningful links between EYFS and KS1</li> </ul>	SLT/ELT	Continuing subscription costs for pupil tracker	Analysis of data on a termly basis to assess progression.  Achievement /progress data shared effectively with all stakeholders
<b>A3.2</b>	Develop and refine assessment systems for children working at early P levels using MAPP. Continuing to use B-squared and Caspa. Develop and refine assessment systems for children working at the early stages of English language acquisition	DL Inclusion team	Continuing subscription costs for data management systems	SLT to monitor systems
<b>A4 Improve curriculum and opportunities for learning</b>				
<b>A4.1</b>	Develop curricular links to ensure children have opportunities to demonstrate Mastery.	ELT JM	Nil	Lesson observation
<b>A4.2</b>	Evaluate planning on a daily basis in light of AfL to inform planning	JM	Nil	Planning monitoring Lesson observation Book monitoring
<b>A4.3</b>	Develop school curriculum in response to feedback from stakeholders	ELT	Nil	Governor visits Parent surveys termly Open evenings feedback
<b>A4.4</b>	Introduce new approach (Singapore) to Maths teaching with associated assessment systems	RH/NO	Nil	Planning monitoring Lesson observation Book monitoring



<b>A5 Improve pupils attitudes and personal development</b>				
<b>A5.1</b>	Set up pupil teacher conference termly so teachers and children can review and share targets for learning and development.	SLT	Nil	Pupil surveys Lesson observations Book monitoring Pupil progress checks
<b>A5.2</b>	Pupils taking an active role Open evenings for parents	SL	Nil	
<b>A5.3</b>	Pass survey	NO	£3000	Targeted support for individual children from LM and Intervention team Outcomes - making progress in line with peers

**DEVELOPING MASTERY AND DEPTH OF LEARNING ACROSS ALL CURRICULUM AREAS**

Details of action to be taken:		Lead responsibility	<u>Resource implications</u> / Timeline	Monitoring arrangements
<b>A1 Improve learning and teaching</b>				
<b>A1.1</b>	<p><b>To implement the new Singapore Mathematics System:</b></p> <ul style="list-style-type: none"> <li>• To order whole Singapore Curriculum</li> <li>• To develop Teachers' knowledge of Maths Mastery through Singapore Mathematics Programme.</li> <li>• To ensure each class has appropriate concrete resources</li> <li>• To create a Yearly Curriculum Overview</li> <li>• To adapt Mathematics planning format</li> <li>• To provide CPD for differentiation of resources using a single task</li> <li>• To provide CPD for delivering basic skills and drills lesson.</li> <li>• To provide CPD for problem solving lessons</li> <li>• To provide CPD for assessment of new Mathematics Programme</li> <li>• To provide CPD for support staff to link with interventions.</li> <li>• To model sections of the programme</li> <li>• To strengthen Teachers' knowledge and understanding including identifying and correcting misconceptions.</li> </ul>	TC Mathematics Team SLT Tollgate Teaching alliance		<p>Effectively using the strategies day-to-day and monitored through planning and lesson observations and books</p> <p>On-going and assessed termly.</p> <p>Staff audits and feedback in training One to one support from AHT from Tollgate Teaching school.</p>
<b>A1.2</b>	<p>To produce a document that shows how mastery will develop throughout the school over the next 3 terms. The document will include sections on:</p> <ul style="list-style-type: none"> <li>- Basics skills/outcomes for each year group.</li> <li>- Create and develop a subject specific policy</li> <li>- Subject curriculum overview.</li> <li>- Changes to planning including one task made accessible through differentiated resources</li> <li>- Reviewed calculation policy.</li> <li>- Assessment procedures (introduction of new test and tracking).</li> <li>- Pedagogical timeline of the 60 minute maths lesson.</li> <li>- Mental maths as a way of raising standards in Arithmetic.</li> <li>- EOY outcomes for each year group.</li> <li>- A new approach to solving problems</li> </ul>	TC SL SLT Maths Team	.	

<p><b>A1.3</b></p>	<p>To launch and support staff in the new 60 minute lesson in Mathematics. Support staff with focussed INSET on:-</p> <ul style="list-style-type: none"> <li>- Pace</li> <li>- Timing</li> <li>- AFL (mini-plenaries)</li> <li>- Questioning</li> <li>- Progress</li> <li>- Differentiation</li> <li>- Pedagogy</li> <li>- Presentation</li> </ul>	<p>Maths Team Tollgate Teaching alliance</p>	<p>Every half term- audit/feedb ack.</p>	<p>Teaching and learning INSETS in Autumn term -book more Teaching and learning INSETS for Spring/Summer).</p>
<p><b>A1.4</b></p>	<p>To improve the delivery of teaching strategies across all curriculum areas.</p> <ul style="list-style-type: none"> <li>- Borough based training</li> <li>- School based training- with regular teaching and learning INSET's addressing the key priorities of: <ul style="list-style-type: none"> <li>- Pace</li> <li>- Policy</li> <li>- Good to Outstanding (using OTP material)</li> <li>- Assessment/Pupil voice</li> <li>- Pupil/teacher comments</li> <li>- Expectations</li> <li>- Key skills in foundation subjects</li> <li>- Skills teaching</li> </ul> </li> <li>• Planning adaptations to encourage teacher's self-reflection as well as Staff liaison across the year group</li> <li>• Monitoring of planning, specifically focussing on a four- part lesson.</li> <li>• Monitoring of teaching and learning- joint observations taking place (SLT)</li> <li>• Demonstration lessons, with emphasis on new members of staff (PGCE and NQT)</li> <li>• English and Mathematics sessions to be supported through the use of Technology, across the whole school.</li> </ul>	<p>KR HG  SL</p>	<p>INSET timetable after school led by Key teachers, T and L leaders to have release time to support NQT and PGCE.</p>	<p>SLT monitoring planning weekly, Mathematics Team to complete planning/book audits (every 2 weeks)</p> <p>Classroom practice and work scrutiny each half term.</p> <p>During planning, teachers will consider and discuss pedagogical delivery in addition to learning objectives and success criteria.</p> <p>Teachers will have a thorough working knowledge of children's levels and an awareness of those children who are not meeting the objectives daily evaluations.</p>

<b>A1.5</b>	Demonstration lessons of Mathematics to support NQTs with timings, methods and resourcing by Mathematics team.	Tollgate Teaching Alliance	Meeting with NQT/GTP-require release time	Fortnightly meeting
<b>A1.6</b>	<p>To improve the quality of teaching and learning in Mathematics problem solving through:-</p> <p>* In service training in application of skills in calculation. Mathematics Team to support the progression of calculation methods across the school through directed objectives.</p> <p>With a focus on-</p> <ul style="list-style-type: none"> <li>• Promoting the teaching of calculation strategies across the school through support documents to ensure progression across the whole-school.</li> <li>• Observations to assess the effectiveness of resource use to promote calculation skills.</li> <li>• Implementing of 60 minute lessons.</li> <li>• Where possible teaching calculation through a real-life context.</li> <li>• Use of concrete and pictorial resources across Mathematics lessons.</li> </ul>	Maths Team	INSET  Release time to observe	<p>Observation cycle</p> <p>Planning audit half termly</p> <p>Book audit fortnightly (SLT) and half termly (EB)</p>
<b>A1.7</b>	<p>To continue to promote the skills of Mental calculation and understanding of mathematical vocabulary through:-</p> <ul style="list-style-type: none"> <li>- Vocabulary board in class which shares equal credence to the ambitious words/connectives)</li> <li>- Continued promotion of calculation fluency in weekly homework.</li> </ul>	English team HG DL SL JM	INSET	Update weekly for children to participate
<b>A1.8</b>	<p>To further raise ARE through challenging pupils' application of knowledge across the school.</p> <ul style="list-style-type: none"> <li>• Targeting teachers planning to include concrete and interactive strategies, challenging differentiation and raising teacher expectations.</li> <li>• Annual reports to be completed by the February halfway point to ensure teachers can then follow up their targets and recommendations before children move to next year group.</li> <li>• To inform staff of the TP's of their pupils and discuss strategies</li> <li>• To actively promote the planning of differentiation through the methods of resources and questioning.</li> </ul>	HG DL SL JM		<p>Planning audit looking at challenge across year groups</p> <p>Insets</p>

<b>A1.9</b>	<p><b>To raise the quality of lessons through INSET which focus on:-</b></p> <ul style="list-style-type: none"> <li>- Pace</li> <li>- Progress</li> <li>- Questioning</li> <li>- Differentiation</li> <li>-Assessment including AFL</li> <li>- Putting Mathematics into a real-life context.</li> <li>- Raising standards through mental maths.</li> <li>- Skills based learning objectives and success criteria.</li> </ul>	Tollgate Teaching School and NO Mathematics team	INSET materials within school	4 teaching and learning INSETS booked in before Christmas, book in further INSETS.
<b>A1.10</b>	<p>Raise standards of teaching and learning ensuring progression of more able children from Year 2 to Year 6 through:-</p> <ul style="list-style-type: none"> <li>- Differentiated lessons.</li> <li>- Liaise and work with More Able coordinator to set up club</li> <li>- Use booster/tuition funding to identify children in year 6 who need further support to reach expected and exceeded expectations.</li> <li>- Each ELT member to identify their More Able children within their topics and provide 1 project within the year that supports and challenges those pupils.</li> </ul>	SLT  More able co-ordinator (RH/NO) Maths Team	INSET materials within school	Meet with G/T coordinator to discuss the key children and data.
<b>A2 Improve leadership and management</b>				
<b>A2.1</b>	<p>To ensure accountability of middle managers through:-</p> <ul style="list-style-type: none"> <li>- Extended Leadership team to meet with the SLT twice half termly.</li> <li>- Ensuring subject leaders have up to date security of knowledge and share this with colleagues.</li> <li>- Meeting with SLT to discuss the class data and strategies for future learning.</li> </ul> <p>Subject leaders to monitor own subject data.</p>	TC SL DHTs		Meet half termly to discuss key aspects (ELT)
<b>A2.2</b>	<p>Subject leaders to manage and ensure progression across the year groups, through:-</p> <ul style="list-style-type: none"> <li>- Organising and leading staff (teacher/support staff) INSET's to promote subject and offer support.</li> <li>- Scrutiny of planning and giving feedback to teachers</li> <li>- Scrutiny of data and are aware of the targets and the current children's AREs.</li> <li>- Offer support for NQT/PSHCE and staff who need further support.</li> </ul> <p>Ensure resources are up-to-date and keep staff updated on changes.</p>	<b>DHTs</b>	INSET materials within school	<b>Planning/book audits half termly</b>
<b>A2.3</b>	<p>To identify teachers from observations in Mathematics who deliver outstanding lessons and use these as an observation to improve the quality of teaching and learning in Mathematics.</p>	Mathematics Team SLT		SLT observation cycle

<b>A3 Improve assessment</b>				
<b>A3.1</b>	Consolidation to moderate and track levels through: - <ul style="list-style-type: none"> <li>• Moderation of year groups</li> <li>• Breadth of evidence across the Mathematics curriculum.</li> <li>• Teaching staff/Phase leader/assessment manager.</li> <li>• Using subject criterion to assess children's progress (formative)</li> </ul>	JM SLT	SIMS	Termly data to be moderated
<b>A3.2</b>	Ensuring teachers use AfL effectively in lessons to pull out further teaching points- to maximise personalised learning, through: - <p style="text-align: center;"><b><u>Day-to-day assessment</u></b></p> <ul style="list-style-type: none"> <li>- Interactive Strategies</li> <li>- Questioning</li> <li>- Peer assessment- with continued use of 'Green Pen' strategy.</li> <li>- Self-assessment</li> <li>- Use of the teaching boards (Mathematics vocabulary/Target boards).</li> <li>- Marking/Teacher assessment</li> <li>- <u>Periodic review</u></li> <li>- Marking which is used to provide modelling, challenges and/or next step opportunities to be scrutinised by SLT.</li> <li>- Assessment Folders</li> <li>- Subject Criterion Grid.</li> <li>- <u>Transitional assessment</u></li> <li>- Annual Report (Feb)</li> <li>- Tracking folders</li> <li>- Progress report cards (half termly)</li> </ul>	Tollgate Teaching School		Lesson observations half termly
<b>A3.3</b>	Moderation to be held termly for Mathematics to carry out <ul style="list-style-type: none"> <li>• Scrutiny of data- assessment meetings with SLT and assessment manager.</li> <li>• Book monitoring- looking specifically at:-</li> <li>• Breadth of curriculum delivery</li> <li>• Progression across year groups</li> <li>• Standards of work (with focus on 3/4/5)</li> <li>• Target setting, targets to be displayed in front of books and updated, as well as letters to parents.</li> </ul>	SLT  Tollgate Teaching School		Planning/Book audits to feedback every half term

<b>A4 To improve curriculum and opportunities for learning.</b>				
<b>A4.1</b>	Workshops for parents discussing methods used in class and strategies to support children at home across all areas.			Book in sessions with VG to run for period of half time (Monday afternoons)
<b>A4.2</b>	To develop cross curricular links through:- <ul style="list-style-type: none"> <li>- use of Computing in the teaching of Mathematics through the use of Technology</li> <li>- Model how to link Mathematical skills to the current teaching in Science.</li> </ul> Continue to develop links within the creative curriculum.	Mathematics Team SLT		Audit of planning/lesson observations
<b>A5 Improve pupil's attitudes and personal development.</b>				
<b>A5.1</b>	Continue to promote 'X Factor' across the school to secure knowledge of times tables through:- <ul style="list-style-type: none"> <li>- Reward in Friday Assembly</li> <li>- Display boards in corridor</li> </ul>	SL TC Mathematics Team		

## DIMINISHING THE DIFFERENCES IN READING

Details of action to be taken:	Lead responsibility	Resource implications	Monitoring arrangements, timeline and outcome.
<b>A1 Improve learning and teaching</b>			
<p>A1.1 1. Deliver a range of regular INSET training on a twice termly basis, giving staff strategies for identifying the needs of the core groups: -</p> <ul style="list-style-type: none"> <li>- Pupil Premium</li> <li>- Free School Meals (FSM)</li> <li>- English as an additional language (EAL)</li> <li>- Mid-phase admissions</li> <li>- Underachieving girls/boys</li> <li>- Mobility</li> <li>- Ethnic groups with girls/boys</li> </ul> <p>Outcome: INSET to be delivered so that teachers can deliver an individualised curriculum which meets the needs of the children.</p> <p>2. To give the teaching staff an opportunity to improve teaching and learning for identified groups within their class.</p> <p>Outcome: a bespoke series of training which increase the knowledge and pedagogy of class teachers across a range of key areas.</p>	<p>DL JM Tollgate Teaching School</p>	<p>Nil Cost</p>	<p>SLT monitoring planning weekly, English and Mathematics leaders to complete planning/book audits (every 2 weeks)</p> <p>Classroom practice and work scrutiny each half term.</p> <p>During planning, teachers will consider and discuss pedagogical delivery in addition to learning objectives and success criteria</p> <p>Teachers will have a thorough working knowledge of children's attainment and an awareness of those children who are not meeting the objectives daily evaluations.</p>



A1.2	<p>Monitor the planning for intervention children being recognised and considered in the planning and delivery of the curriculum.</p> <p>Outcome: subject leaders to monitor own subject and track the planning considers the needs of 'Closing the Gap' groups,</p>	DL JM Tollgate Teaching School	Nil cost	Planning and books to be monitored to check progress of key groups within the class.
A1.3	<p>Monitor input and quality of intervention programmes delivered by support staff with half termly reviews and revisions when needed.</p> <p>Outcome: a bespoke series of training for all support staff to increase knowledge and pedagogy across a range of key areas.</p>	DL JM Tollgate Teaching School	Nil cost	<p>SLT to monitor planning and books (every 2 weeks)</p> <p>Focused observations of intervention groups.</p> <p>Termly- teacher assessment tracking.</p>
A1.4	<p>Inclusion lead to be timetabled to work within classrooms to track and work with children identified as working below the expected level.</p> <p>CST to work within classrooms during afternoon sessions to work with all children with identified needs.</p>	DHT HT	Nil cost, timetabled.	Track progress of children who are mid phase admissions and check attainment.
A1.5	<p>To continue to address underachievement and extend personalised learning through the development of specific interventions.</p> <p><u>Intervention Groups established</u></p> <ul style="list-style-type: none"> <li>• More Able/Higher attainers</li> <li>• Reading</li> <li>• Spelling</li> <li>• Wave 3 literacy and numeracy</li> <li>• Motor skills groups</li> <li>• Handwriting</li> <li>• Sensory groups</li> <li>• Booster groups</li> <li>• Self-esteem groups</li> <li>• Speech and Language</li> <li>• Working with outside agencies</li> <li>•</li> </ul>		£60 000	<p>Termly intervention group tracker.</p> <p>Weekly evaluations from group leaders.</p>

A1.6	<p>To improve the distribution and quality of questioning within the classroom to ensure that the whole class have opportunities to:-</p> <ul style="list-style-type: none"> <li>- Contribute to whole class discussions</li> <li>- Answer directed questioning</li> <li>- Ensure a wide range of questioning used (AF1-AF7)</li> </ul> <p>Outcome: delivery of INSET that help improve knowledge and awareness of questioning styles.</p>		Nil cost	Lesson observations to focus on the range of questioning used.
<b>A2 Improve leadership and management.</b>				
A2.1	<p>To ensure that middle managers/subject leaders can track and raise the attainment of the key children (identified) and deliver feedback to teachers and feedback to SLT/ELT.</p>	<p>Extended leadership team</p> <p>SLT</p> <p>Subject leaders</p> <p>Phase leaders.</p>	<p>Network meetings</p> <p>£5000</p> <p>(16 subject leaders x 3).</p>	<p>Increased contact and dialogue between middle leaders and SLT to ensure accountability, October/December, January/February and April/May.</p> <p>All subject leaders understand the importance of pedagogical awareness and Afl in their subject areas,</p>
A2.2	<p>:Ensure that leadership and management have clear understanding of:-</p> <ol style="list-style-type: none"> <li>1. Assessments that lead to intervention</li> <li>2. Intervention matched to specific needs</li> <li>3. Training and policies that will support the above.</li> </ol> <p>Outcome: Subject leaders have a consistent viewpoint of the key priority and can share/deliver this as a subject leader.</p>	<p>TC</p> <p>SL</p> <p>NO</p> <p>DL</p> <p>MB</p>	Nil cost	<p>At ELT, subject leaders to give thorough feedback on the groups within their subject that are underachieving and provide strategies to overcome this.</p>

	Diminishing Differences team to monitor and give feedback.  Deb Nneoma Michelle CST's			
<b>A3 Improve assessment</b>				
A3.1	Update the provision map so children and their specific learning need is supported by updated assessment so teacher can meet the needs of specific children considering their potential barriers to learning (if any).  - Provision map, showing areas of need/provision - Up to date assessment for the children in the core subjects.	DL/MB	Nil cost	Analysis of data on a termly basis to assess progression.  Information shared between teachers and teaching assistants.
A3.2	Ensure that leaders can track progress of specific groups through:-  -Termly assessment reviews in each year group, leading to;  - Pupil progress meetings discussing the overview of each year/class and tracking against the end of year expectations- where do the key groups sit in the data?	DL SL NO	NIL, staff using PPA/subject leader time to achieve this.	Updated tracking folders to track children and PPIT/SIMS to analyse groups of children.
A3.3	Use assessment to identify children who are not make the expected level of progress and provide opportunities for these children to make progress.  Outcome: intervention for children organised in real time, using pupil progress meetings to generate this information.	DL SL NO	Nil cost	Intervention updated after each pupil progress meeting.  Ongoing and assessed termly.
A3.4	Develop and refine assessment systems for children working within the lower 'P' levels with particular focus on children working within P1-P3.  Outcome: improved assessment and tracking of skills continuum for children with HLN.	DL CST	Nil cost	Termly moderation by DH/Inc and CST.

<b>A4 Improve curriculum and opportunities for learning</b>				
A4.1	<p>Delivery of a diverse English curriculum, which gives opportunity for developing key skills; delivery of:-</p> <ol style="list-style-type: none"> <li>1. Reading lesson</li> <li>2. Short writing lesson</li> <li>3. Grammar lesson</li> <li>4. Long writing lesson</li> <li>5. Reading comprehension</li> </ol>	<p>English team HG DL SL NO</p>	Nil cost	<p>Monitor the planning/books to ensure the English curriculum is being delivered according to the school framework.</p>
A4.2	<p>Children to use the language of learning to enhance opportunities to contribute to class discussion and access to teacher's questioning.</p>	<p>English team HG DL SL JM</p>	Nil cost	<p>Lesson observations to ensure</p>
<b>A5 Improve pupils' attitudes and personal development</b>				
A5.1	<p>To improve the attainment of key groups of children through direct access to the learning mentor and School Counsellor across the school.</p> <p>Outcome: weekly dialogue with Learning mentor and School Counsellor to discuss children/key groups needing support and assign mentors accordingly.</p>	<p>DL TS</p>	Nil cost	<p>Updated learning mentor timetable, with learning mentor working within the classroom.</p>
A5.2	<p>To improve the outcomes for children who are identified as vulnerable to safeguarding concerns and issues.</p> <p>Outcome: weekly dialogue within SLT and termly Safeguarding meetings with support agencies to monitor progress and issues arising.</p>			
A5.3	<p>Use of the PASS survey to understand and address the views of the children, using the data to unpick different groups of children and using the results to inform direct intervention from class teacher and/or learning mentors.</p>	NO	Nil cost	<p>Complete PASS survey and scrutinise results.</p> <p>Allocate learning mentors accordingly.</p>

**CPD training outline for SDP 2016-1017**

**Safeguarding -Health and Safety training- Overview of key issues for this year**

<b>When</b>	<b>Outline of training</b>	<b>Lead by</b>	<b>Audience</b>	<b>Intended outcomes of training</b>	<b>Monitoring Activities</b>	<b>Evaluation</b>
	When? (Month) Where? What?			Precise outcomes in terms of learnin More Able aching - try to use measurable data and relate to action on SIP	How will you measure impact? When and how often?	Against the outcomes
<b>Every term x3</b>	Whole school, safeguarding training New Keeping children safe July 2017	Debbie	Whole staff	All staff know all the health and safety procedures of the school	Termly monitoring of health and safety	
<b>Every term</b>	Whole school FGM	Debbie	Whole staff	Staff know and can identifying indicators of children who might be at risk from FGM and know school policies and procedures	Safeguarding lead DL to monitor Termly check by SLT	
<b>Every term</b>	Whole school prevent training starting autumn 2	Tollgate teaching school	Whole staff	Staff know and can identifying indicators of children who might be at risk from FGM and know school policies and procedures	Termly check by SLT	
<b>Every term</b>	Risk assessments Workplace Trips-Educational Visits	Nne/Debbie	Whole staff	Staff are able to know how to write risk ass for settings and trips to know dangers and procedures in case of emergency	Termly check by SLT	
<b>Autumn 1</b>	Epi Pen training	PCT	Selected Teaching ass	Staff working with children with epilepsy have full knowledge of medical procedures	Deb to monitor termly	
<b>Autumn 2</b>	Learning about health in P.E.	NQT training	New staff	Increase knowledge of PE co-ordinator Increase physical activities among pupils	Delivery of staff meeting	
<b>Autumn 2</b>	Family partnership training	CFCS	The Lodge	training in counselling, parent problems helping parents	Impact on attendance	
<b>Spring 1</b>	Health in PE	Rosie	Whole staff	Promote more active lifestyle	Observation Cycle	

CPD training outline for SDP 2016-1017

Safeguarding -Health and Safety training- Overview of key issues for this year continued

When	Outline of training	Lead by	Audience	Intended outcomes of training	Monitoring Activities	Evaluation
	When? (Month) Where? What?			Precise outcomes in terms of learning - try to use measurable data and relate to action on SIP	How will you measure impact? When and how often?	Against the outcomes
<b>Autumn 1</b>	Health and Safety	Nne	Whole staff	All staff are aware of the legal requirements of Health and Safety.	Staff Meeting	
<b>All</b>	First aid training	Newham	Targeted staff	Updating pf qualifications for current Staff	PDI	
<b>All</b>	Team teach training	Terrie	TA and support staff	All tas trained in safety and restraint in the workplace	Termly observations	
<b>All</b>	Food hygiene training	Debbie/Newham LA	TA and support staff	Selected Nneb/staff TAs friends of Cleves trained in Food Hygiene	JM	

**CPD training outline for SDP 2016-2017**

**Teaching and Learning**

<b>When</b>	<b>Outline of training</b>	<b>Lead by</b>	<b>Audience</b>	<b>Intended outcomes of training</b>	<b>Monitoring Activities</b>	<b>Evaluation</b>
	When? (Month) Where? What?			Precise outcomes in terms of learning- More Able achieving- try to use measurable data and relate to action on SDP	How will you measure impact? When and how often?	Against the outcomes
<b>Aut 1/spring /summer Pupil progress every 7 weeks with individual staff</b>	Targets and Assessment New observation cycle	SLT	Whole Staff	Teachers all know expectations Teaching timeline Assessment and what they need to do to move forward and individuals and as a staff	Termly monitoring of health and safety	
<b>Aut 1 Spring Summer</b>	Teaching and learning Maths mastery and application of Singapore maths	RH	Whole staff TA and intervention teachers specialised programme	Teachers developing the knowledge of how to deepen learning and cross curriculum application of core skills and setting challenge in the 2015 curriculum	Planning Lesson observation Book monitoring	
<b>Aut 1,2,</b>	Teaching and learning English mastery and the curriculum	Mary	Teaching staff	Teachers developing the knowledge of how to deepen learning and cross curriculum application of core skills and setting challenge in the 2015 curriculum	Planning Lesson observation Book monitoring	
<b>Spring</b>	Teaching and learning expectations and Pedagogy How to deepen leaning and mastery of the curriculum	SL	Whole Staff	To agree and further develop 5 Cs and behaviour policy	Jim/ Debbie to monitor termly	
	Inclusion and the New Curriculum Diminishing the differences More able	SLT	Whole Staff	To know the changes in the new SEN curr	Delivery of staff meeting	

**CPD training outline for SDP 2016-2017**

**Teaching and Learning continued**

<b>When</b>	<b>Outline of training</b>	<b>Lead by</b>	<b>Audience</b>	<b>Intended outcomes of training</b>	<b>Monitoring Activities</b>	<b>Evaluation</b>
	When? (Month) Where? What?			Precise outcomes in terms of learning - try to use measurable data and relate to action on SIP	How will you measure impact? When and how often?	Against the outcomes
	Good to outstanding Literacy/Mathematics Applying key skills from core to all curr areas	SL	Whole Staff	OTP	Observation Cycle	
<b>Spring</b>	Computing 2016 Assessment and tracking progress of basic skills and mastery Looking at basic skills Class projects and application cross curr	NO	Whole Staff	To develop knowledge and skills that they can use to become consistently good classroom practitioners	Observation Cycle	
<b>Autumn 2</b>	Science 2016 Assessment and tracking progress of basic skills and mastery Looking at basic skills Class projects and application cross curr	SU	Whole Staff	To develop knowledge and skills that they can use to become consistently good classroom practitioners	Staff Meeting	
<b>Spring/summer</b>	PE 2016 Assessment and tracking progress of basic skills and mastery Looking at basic skills Class projects and application cross curr	BK	Whole Staff	To develop knowledge and skills that they can use to become consistently good classroom practitioners	PDI	
<b>Spring/summer</b>	Code of practice - Inclusion/Differentiation	DL/MB	Whole Staff	To develop knowledge and skills that they can use to become consistently good classroom practitioners	Termly observations	



**CPD training outline for SDP 2016-2017**

**Teaching and Learning continued**

<b>Spring /summer</b>	Music/RE 2015 Assessment and tracking progress of basic skills and mastery Looking at basic skills Class projects and application cross curr	NO	Whole Staff	To develop knowledge and skills that they can use to become consistently good classroom practitioners	Termly feedback from ECM tutors	
<b>Spring</b>	Art and design 2015 Assessment and tracking progress of basic skills and mastery Looking at basic skills Class projects and application cross curr	TG	Whole Staff	To develop knowledge and skills that they can use to become consistently good classroom practitioners	ELT half termly reports	

CPD training outline for SDP 2016-2017

Closing the gap

When	Outline of training	Lead by	Audience	Intended outcomes of training	Monitoring Activities	Evaluation
	When? (Month) Where? What?			Precise outcomes in terms of LEARNING - try to use measurable data and relate to action on SIP	How will you measure impact? When and how often?	Against the outcomes
<b>Aut 2</b>	Teaching and learning insets led by AHT & Deputy Head	SLT, TTC Mary	Whole staff	Subject leaders have up to date knowledge and are able to filter through to staff Teachers aware of changes and these are evident in planning and teaching Target setting aided by new focus in strategies	Half termly observation and teacher feedback. SLT scrutiny of Learning and teaching scores.	
<b>Whole year</b>	INSET training on a twice termly basis, giving staff strategies for identifying the needs of the core groups: -	TTollgate Teaching school RH JM	TEACHING STAFF	Outcome: INSET to be delivered so that teachers can deliver an individualised curriculum which meets the needs of the children.	Pupil progress meeting termly to check impact of groups and data - looking at the progress of targeted children.	
<b>Spring 2</b>	Series of Staff inset on how to provide challenge for MA and G&T pupils.	DL SU	Staff	Staff to be provided more for their G&T, MA pupils through challenging lessons.	Staff meeting evaluations Monitoring of planning, lessons and book audits.	To raise teaching standards and MA and G&T pupil levels

**CPD training outline for SDP 2016-2017**

**Closing the gap**

<b>When</b>	<b>Outline of training</b>	<b>Lead by</b>	<b>Audience</b>	<b>Intended outcomes of training</b>	<b>Monitoring Activities</b>	<b>Evaluation</b>
	When? (Month) Where? What?			Precise outcomes in terms of LEARNING - try to use measurable data and relate to action on SIP	How will you measure impact? When and how often?	Against the outcomes
<b>Termly</b>	1:1 professional development meetings - termly  Target specific training for individual TAs - termly/weekly	SL NO	Newly appointed TAs  All TAs	TAs know and adhere to TA national standards and code of conduct in school Common purpose evident across school Individual professional development needs are addressed  There is significant improvement in standards of support across the school	Professional Development Interviews - termly with TC/EN. Performance Management meetings - termly. TA observation - termly	
<b>Weekly</b>	Staff in school training session - Weekly focused CPD Focus in planning on Wednesdays	SL DL MB	All teaching staff	Self and peer assessment consistently used across the school in line with policy guidelines Pupils take more control over their own learning	Classroom observation and work scrutiny	

CPD training outline for SDP 2016-2017

Closing the gap continued

Autumn 1	Developing the curriculum to challenge and extend children with a gift or talent	More Able team	Subject leaders	To develop the role of subject leaders in providing a challenging curriculum	Monitoring planning and action plans.	
Autumn 2	Planning for and teaching children with a gift or talent	SLT	Teachers	Raise standards of teaching and learning of pupils with a gift or talent,	-staff training -Focussed observations -monitoring of planning -Assessment	
Autumn 2	Recognising children with gifts and/or talents	SLT & ELT	Whole staff	To have a whole school understanding of how to recognise children with a gift or talent.	Teachers recognise children with a gift or talent in their class	

**CPD training outline for SDP 2016-2017**

**Assessment**

<b>When</b>	<b>Outline of training</b>	<b>Lead by</b>	<b>Audience</b>	<b>Intended outcomes of training</b>	<b>Monitoring Activities</b>	<b>Evaluation</b>
	When? (Month) Where? What?			Precise outcomes in terms of learning- More Able achieving- try to use measurable data and relate to action on SDP	How will you measure impact? When and how often?	Against the outcomes
<b>Autumn 1</b>	Pupil tracker training- whole school Ensuring that staff and parents have knowledge of how progress is being tracked and what how we ensure that all children are achieving their age related expectations using <ul style="list-style-type: none"> <li>• Pupil tracker SPTO</li> <li>• Target setting</li> <li>• Termly reports to parents x6</li> <li>• SIMS</li> </ul>	NO	Teaching and class TAs	Overall 95% of all children in each group by summer should achieve age related expectation in all areas of learning Reading, Writing and Maths	Every 6 weeks	
<b>Aut 1</b>	Target setting	SL	Teaching staff	Children and parents can have ownership of their own learning and know what they need to do next to achieve and move their own learning on to meet the age related expectations for their year group	Termly	
<b>Aut 1</b>	Assessment in English	Mary	Teaching staff	Overall 95% of all children in each group by summer should achieve age related expectation in all areas of learning Reading, Writing	Weekly monitoring <ul style="list-style-type: none"> <li>• Planning</li> <li>• learning walks</li> <li>• book looks</li> </ul>	
<b>Aut 2</b>	Assessment in Maths	RH/NO	Teaching staff	Overall 95% of all children in each group by summer should achieve age related expectation in all areas of learning Maths	Weekly monitoring <ul style="list-style-type: none"> <li>• Planning</li> <li>• learning walks</li> </ul> book looks	

**CPD training outline for SDP 2016-2017**

**Mathematical development**

<b>When</b>	<b>Outline of training</b>	<b>Lead by</b>	<b>Audience</b>	<b>Intended outcomes of training</b>	<b>Monitoring Activities</b>	<b>Evaluation</b>
	When? (Month) Where? What?			Precise outcomes in terms of learning- More Able achieving- try to use measurable data and relate to action on SDP	How will you measure impact? When and how often?	Against the outcomes
<b>Aut 1</b>	Introduction to Singapore Maths <ul style="list-style-type: none"> <li>• Use of Text books and how to use the teacher edition online.</li> <li>• Basic outline of new Maths structure for the lesson.</li> </ul>	Maths Team	Teaching staff	A deeper understanding of the new Maths Mastery programme. Staff to gain a greater insight into how the teaching of Singapore Maths enhances learning. 90% of staff to be up and running within 2 weeks of training and pupils following the new programme	Planning monitoring and learning walk.	
<b>Aut 1</b>	CPD Maths planning session <ul style="list-style-type: none"> <li>• New format including guidelines on timings to be explained.</li> <li>• Detailed explanation of differentiation. Focus on resources and questioning not tasks</li> <li>• Introduction of homework sections</li> </ul>	Maths Team	Teaching staff	An understanding of how the format has changed slightly. Reinforced understanding of Quick Maths/Five Minute fillers to reinforce fluency of calculations from previous year. Homework will be monitored much more closely this year as stated on planning now.	Planning monitoring and learning walk.	

**CPD training outline for SDP 2016-2017**

**Mathematical development continued**

<b>Aut 1</b>	CPD session on the delivery of: <ul style="list-style-type: none"> <li>• the Anchor sections</li> <li>• The Guided practices</li> </ul>	Maths Team	Teaching Staff	Through modelling the staff will have a greater insight in how to introduce the 'In Focus' at the beginning of a lesson as well as the GP being the teacher led (modelled) section. There is a greater focus on pupils exploring a question with concrete resources rather than teacher talk. Each section section will take a maximum of 20 minutes each. Pupils will have concrete resources to support them through the lesson from the onset. So there should be at least 90% of pupils who can access the lesson.	Observations of the -In Focus sections	
<b>Aut 1</b>	CPD session on the delivery of Singapore Maths Interventions: <ul style="list-style-type: none"> <li>• What is Singapore Maths</li> <li>• Structure of Intervention session</li> <li>• How it links to main class teaching</li> <li>• How to use the workbook</li> </ul>	Maths Team	Class Teaching Assistants	A greater knowledge of how to implement the Maths intervention using the Singapore Maths programme. Structure of intervention will be as follows: <ul style="list-style-type: none"> <li>• STILE independent activity</li> <li>• Base ten activity</li> <li>• Guided Practice with resources</li> <li>• Independent task with resources.</li> </ul> Depending on the day and time of maths intervention it will be used to either reinforce what has been taught in class or to prepare them for what is going to be taught in class.	Planning monitoring and observations	

**CPD training outline for SDP 2016-2017**

**Mathematical development continued**

Aut 1	CPD session on the delivery of Solving problems, Mind Workout and Review	Maths Team	Teaching staff	A greater understanding of how these sections differ from a skills and drills lesson. Teachers' development of delivering a variety of lesson enhanced. Pupils have access to a more enriched Mathematics curriculum.	Planning monitoring and learning walk. Book looks fortnightly	
Aut 2	CPD session on Assessment	Maths Team	Teaching staff	How to link Singapore Maths to Pupil Tracker effectively during each chapter.	Planning monitoring and learning walk.	
Aut 2	CPD session on differentiation for more able	Maths Team	Teaching staff	Pupils being challenged appropriately within the same learning objective.	Planning monitoring and learning walk.	
Spr 1	CPD session on Resources	Maths Team	Teaching staff	Pupils being supported appropriately within the same learning objective using a variety of resources. Therefore, 95% of pupils accessing all lessons.	Planning monitoring and learning walk.	
Spr 1	CPD session on homework	Maths Team	Teaching staff	Efficient and effective links between home and school	Homework monitoring	