QUALITY OF TEACHING, LEARNING AND ASSESSMENT

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| 1. **Expected outcome:** The quality of teaching improves to at least consistently good. Teachers use their subject knowledge to plan learning that engages students’ interest, challenges their thinking and consolidates and deepens their knowledge, understanding and skills. Teachers identify and support effectively students who are at risk of falling behind and intervene quickly to improve their learning.   (Ofsted report ref: 1.1) | 1. **Expected outcome:** Teachers have high expectations of students’ conduct in lessons. Students focus on their learning because lessons are planned with pace and build on their strengths. Clear tasks are set and skilful questioning is used to probe students’ responses, reshape tasks and explanations and tackle misconceptions. As a consequence, students master new concepts and make good progress.   (Ofsted report ref: 1.2, 1.3, 1.5) |
| 1. **Expected outcome:** Students make good progress because teachers give students feedback, in line with the academy’s assessment policy. Feedback gives students personal strategies to consolidate their learning and to prepare them for the work ahead. Students respond to feedback and know what they need to do to make progress.   Homework is set, in line with academy policy. It consolidates learning and prepares them well for the work ahead.  (Ofsted report ref: 1.4) | 1. **Expected outcome:** All lessons give students opportunities to develop their oracy, reading and extended writing and their mathematical skills. More than the National Average of students are employment-ready, with the relevant qualifications to progress on to further education, apprenticeships and training.   (Ofsted report ref: 1.6, 3.11) |

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|  | **2015/16** | **Autumn 2016** | **Spring 2017** | **Summer 2017** |
| **Quality of teaching and learning** |  |  |  |  |
| **Good or better** | 51% | 65% | 75% | 80% |
| **Inadequate** | 7% | 3% | 0% | 0% |

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| **Teachers** | **Numbers** |
| **Main Scale teachers** | **31** |
| **Mat leave** | **2** |
| **Long Term Sick** | **1** |
| **Fixed term contract** | **4** |
| **Part-time** | **1** |
| **Supply** | **3** |
| **UQT’s** | **3** |
| **NQT’s** | **6 (1 FTC)**  **(5 Full time)** |
|  | **Total 51** |

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|  | **Expected Outcome 1: Improve the quality of teaching and learning in the academy so that at least 80% of teaching is judged good or better and no inadequate teaching (Currently 51%)** | | | | |
| **Link to SEF area number** | **What will success look like?** | **Lead** | **How will we get there (Actions)** | **How will we know we have arrived (Impact)** | **Cost, training & resources** |
| T&L section of SEF  1,2,3,4,5,  6,9,12 | Teaching and learning within the academy will be at 80% good or better and there will be no inadequate teaching. | CHY  DGI  MBE | 1. Calendar and deliver CPD sessions that address the identified areas for improvement (eg) Behaviour for Learning / Marking and Feedback, with support from the Teaching School. 2. To continue the extended T&L leadership group to move practice forward within the academy. 3. Set up a ‘peer support/coaching programme. (Half Term 2 MBE) 4. Link with the teaching school to support the development of teaching staff. (Investing in teachers programme) (Sept/Oct 2016) 5. Monitor and review the quality of T and L on a termly basis. 6. Continue with the strategy to recruit subject specialists on substantive contracts, so that students benefit from sustained expert teaching. 7. Implement the middle leader’s development course. (CHY/GHA) 8. Implement an Appraisal programme that supports teachers to improve their practice. 9. T+L drop-ins to assist QA in this respect by raging key performance indicators (where applicable and seen). Will allow for early intervention and support where needed as well as identify strengths which can help consolidate the coaching process mentioned in Point 3. | * Autumn Term 2016 – 65% Good or better * Spring Term 2017 – 75% Good or better * Summer Term 2017 – 80% Good or better | £40,000  £10,000 |
| T&L section of SEF  1,2,3,5,6,  8,9 | NQT and new staff are inducted into the academy and supported to become good or better teachers. 80% of new staff and NQT’s will be good by the end of the academic year. | DGI | 1. Establishment of a professional studies programme for NQTs. 2. Set up induction programme for new staff in the academy. 3. Establish subject mentors for NQT’s. 4. Set up monitoring/support programme. | * Autumn Term 2016 – 65% Good or better * Spring Term 2017 – 75% Good or better * Summer Term 2017 – 80% Good or better | Teaching school alliance £2500 |
| T&L section of SEF  4 | Build a well-trained team of TA's so that 80% of lessons are judged to have effective input from TA’s. | LMA/NCA | 1. Observation of TA’s. Separate cycle for TA’s. To begin Nov 2016 2. Implementation of department SEND champions. 3. Weekly TA CPD with the SENCO. | * To recruit additional TA’s in line with growing number of students with EHC plans and to make these posts substantive where QA judges support to be good. * Differentiation and planning for SEND learners evident in Professional Portfolio’s. * Increase in % of TA judgements as effective.   Autumn Term 2016 – 70%  Spring Term 2017 – 75%  Summer Term 2017 – 80% | Agency Fees |
| T&L section of SEF  7,3 | Set up a new QA programme that supports and challenges staff to review and improve their practice.  100% of departments regularly conduct their own QA programme leading to the overall improvement in T&L to the academy target of 10%. | CHY | 1. Schedule QA calendar. 2. Present new QA process to SLT. 3. Training senior and middle leaders with regards to the new QA system. 4. Use dropdown days to teach students skills such as resilience etc. | * Autumn Term 2016 – 65% Good or better * Spring Term 2017 – 75% Good or better * Summer Term 2017 – 80% Good or better | N/A |
| T&L section of SEF  2,9 | Teachers to have higher expectations of more and the most able students so that stretch and challenge is observed regularly in 80% or more lessons. | CHY and the teaching school | 1. Training on the most able students full staff CPD. (see CPD calendar) 2. T & L focus for drop ins – to be Raged as part of QA | * Autumn Term 2016 – 65% Good or better * Spring Term 2017 – 75% Good or better * Summer Term 2017 – 80% Good or better | N/A |
| T&L section of SEF  3,5,13 | Ensure assessments build students skills and are fit for purpose. Giving diagnostic feedback to students, highlighting strengths and areas for development. So that 80% of books regularly include diagnostic feedback and student reflections. | DGI | 1. Publish CMA assessment calendar 2. Ensure that assessment is carried out and supports student progress. 3. Sharing of best practice for diagnostic feedback | * Autumn Term 2016 – 65% Good or better * Spring Term 2017 – 75% Good or better * Summer Term 2017 – 80% Good or better | N/A |
|  | **Expected Outcome 2 Expected Outcome 2: All staff have consistently high expectations so that all groups of students learn and progress well and their learning and progress is effectively communicated to parents/carers** | | | | |
|  | **What will success look like?** | **Lead** | **How will we get there (Actions)** | **How will we know we have arrived (Impact)** | **Cost, training & resources** |
| T&L section of SEF  1,2,3,5,7,  9 | Teaching and learning within the academy will be at 80% good or better and there will be no inadequate teaching. | CHY  DGI  RAL  MBE | 1. To introduce and embed Joint Learning Scrutinies 2. T and L drop-ins timetabled for SLT and middle leaders – raged and monitored so that intervention can be proactive rather than reactive. 3. SLT develop a system of feedback so that the T+L drop ins are developmental for staff. 4. Teachers to have higher expectations of more able students. CPD to support this. 5. Materials promoting high standards of work and exemplar outstanding work in all learning areas. | * Autumn Term 2016 – 65% Good or better * Spring Term 2017 – 75% Good or better * Summer Term 2017 – 80% Good or better | N/A |
| PW?? | Student behaviour is conducive to good learning within classrooms. | DGI  SLE | 1. Set up data analysis of BFL in classrooms. This will be done as part of the T+L SLT drop ins 2. Monitor behaviour through T and L drop ins. 3. Introduce a positive rewards system. 4. Pastoral team to proactively analyse ATL grades and set up intervention where necessary. 5. Students causing concern to be discussed at TAP meeting with appropriate intervention being put in place. 6. Code of conduct embedded within the academy. | As this is a new way of analysing data this year, there are no figures to compare ‘like for like’. However, once the autumn term has been completed, targets will then be given for the spring and summer term to improve on. However, as an estimate for now:   * Spring Term 2017 – 10% decrease in classroom C2s and 3s * Summer Term 2017 – 20% decrease in classroom C2s and 3s | Reprographic Costs |
| T&L section of SEF  3  PW?? | Students are actively engaged with their learning | DGI  KWA  SLE | 1. Set up data analysis of ATL scores. This will be done as part of the T+L SLT drop-ins. 2. Monitor behaviour through T and L drop-ins. 3. Pastoral team to proactively analyse ATL grades and set up intervention where necessary. | Based on the ‘attitude to learning’ grades given to students in the summer term, the average grade given was 2.3. (Criteria 1-4: 1 being the best score possible)  Therefore, as targets we should be aiming for average ‘attitude to learning’ scores of:   * Autumn Term 2016 – 2.0 * Spring Term 2017 – 1.8 * Summer Term 2017 –1.5 | N/A |
| Outcomes | Attendance at all parents’ evenings is above 80%. | KWA  SLE  Progress leaders | 1. Minibus pickups for hard to reach parents. 2. Phone calls made home to all parents before parents evenings. 3. Social media used to promote parents evenings. 4. Combine parents evenings with other events. For example, careers evenings. 5. Letters sent to parents inviting them to parent’s evenings. | Attendance at all parents’ evenings is above 80%. | Minibus overtime cost |
|  | **Expected Outcome 3: Expected Outcome: Quality homework is set regularly across all subjects and supports learning effectively** | | | | |
|  | **What will success look like?** | **Lead** | **How will we get there (Actions)** | **How will we know we have arrived (Impact)** | **Cost, training & resources** |
|  | All staff consistently use the Homework policy and homework is consistently set in 65% of lessons. | DGI | 1. To ensure that the academy policy on Homework is being followed. 2. Homework policy available to all staff. (Sept 2016) 3. Training for staff on using the Homework policy. (Sept 2016) 4. Review the Homework policy. Jan 2017 5. QA of Homework throughout the year. | * Autumn Term 2016 – 50% of books will have homework evident * Spring Term 2017 – 60% of books will have homework evident * Summer Term 2017 – 65% of books will have homework evident | N/A |
|  | **Expected Outcome 4: The Academy’s marking policy is applied consistently by all staff; students respond to teacher feedback and make good progress as a result** | | | | |
|  | **What will success look like?** | **Lead** | **How will we get there (Actions)** | **How will we know we have arrived (Impact)** | **Cost, training & resources** |
| 3 | 100% of staff consistently using the marking policy by the end of the academic year. | CHY  DGI  RAL  MBE | 1. To ensure that the academy policy on Marking and Feedback is being followed. 2. Marking policy available to all staff. (Sept 2016) 3. Training for staff on using the marking policy. (Sept 2016) 4. Review the marking policy. Jan 2017 5. QA of marking throughout the year. (See school calendar) | * Autumn Term 2016 – 80% of books are marked using the academy marking policy. * Spring Term 2017 – 100% of books are marked using the academy marking policy. | N/A |
| 3 | 100% of students reflect on their learning and understand how to improve by the end of the academic year. | MBE | 1. Introduce MAD (Make a difference) time in lessons. (Oct 2016) 2. To ensure that Progress Tasks are completed on green paper and amendments to learning made in red pen. | * Students respond to feedback which improves their progress. | N/A |