HIGH QUALITY LEARNING AND TEACHING 2016-19

Objective/ Target to bring about improvement	Success Criteria	Actions to bring about improvement	Time/ Materials Staff/Costings	Current Position	Monitoring & Evaluation	Staff/Lead Responsibility	Time Scale
Assessment, Tracking and Reporting	Standardised time-bound tasks, tracking in place, linked to robust IDoN process for 7 Year Groups Consistent intervention strategies and personalised learning plans for all identified pupils Homework policy/procedures review Homework Club Raising standards at KS3, 4 and 5. Effective formative and summative assessment across depts. Assessment/SEN/G&T policy reviews Increased academic mentoring via PLC and G&T pupils, positive pupil/parent voice Whole-school target setting approach / days	Assessment/Reporting Review Team Staff training and review during SDDs Standardised reporting points. IDoN process embedded in school calendar/dept. mins, linked to tracking, referral and review based on qualitative/quantitative data Departmental policies reflecting actions for improvement Identification of exemplar materials and assessment approaches Standardised exams/mark schemes Review of pupil self-assessment	T&L Staff Days Dept meetings Standardised tests for 7 Year groups (18K) Collapsed timetable days Substitute cover	MidYIS, Yellis, Alis data for 8/11/13 (C2k chance analysis) Standardised reporting points (3/4 per year) Terminal IDoN procedures in place for all year groups. Range of AfL strategies used in classrooms including Assessment Of/For/As Learning – verified by ETI in March 2015. Review of alternative baseline tests e.g. GL CATs, including PASS. Increased awareness of continuous assessment and tracking for improvement. Targets set based on data and professional judgements	No of pupils via IDoN Review reports Attendance at homework club Departmental policies / minutes Pupil/parent surveys No of peer mentors	SLT Assessment Manager Pastoral and Curriculum leaders	(16-19)
Key Stage Three Curriculum (CCS and TSPC)	Coordinated mapping and levelling of CCS across KS3 subjects Assessment of CCS / TSPC embedded in formalised tasks Target setting at KS3 for CCS Whole-school/departmental review of SoW and related policies and their implementation	Sustained staff development during departmental time / staff days Continue to develop tasks across depts. extended into Year 9 and 10 Share best practice in-house and source next practice externally Earlier detection of pupils requiring additional support	T&L Staff Days Dept meetings External support, e.g. CCEA / staff cover	Year 8 baseline data On-going in-house and external CPD (iTeach / CCEA) Other subjects assessing UM and Communication but needs extended Review of existing policies SoW have clearly identified opportunities for CCS but TSPC are "tagged on"	Use of MidYIS data to set targets CCS audit Deptal collaboration Plans for rotation Assess pupil understanding of CCSs / SoW	Head of English, ICT and Mathematics Literacy / numeracy support staff SLT All staff	(16-19)
eLearning	Teacher use of mobile technology Development of GAFE /Cloud VLE Development and application of varied digital resources to suit the range of learners Extended use of BYOD for pupils Updated eSafety and AU policies Developing coding skills in KS3	Raised UICT levels in KS3 Increased use of iPad/Apple TV Review existing AU/Internet policies In-house and external training Best practice Staff Days Coding Club / involving external agencies / increased uptake for Computing	iTeach training (1K) Staff Days	Use of mobile technology for admin, e.g. SIMS, iDoceo Use of Cloud apps with classes for sharing resources Continued use of Fronter/Showbie or equivalent for developing courses, extended to pastoral teams	Training session/coding club attendance Learning walks ICT-related competition entries SoW / Pupil Voice	SLT Head of ICT ICT Technicians Curriculum leaders All staff	(16-19)
Sharing Next/Best Practice	TCN across curriculum / pastoral TLNI and sharing of T&L strategies Developing use of MIS via SLG and Discover, parental engagement Learning as a collaborative approach across departments Reflection and evaluation strategies embedded across depts. Enhanced results analysis using baseline and benchmarking data, linked to target setting, evaluation of value-added	On-going review of AfL strategies Departmental collaboration / analysis of teacher residuals Learning walks / terminal Learning Looks across depts. and pastoral teams Inter-school collaboration Inter-departmental collaboration Visiting schools identified as outstanding practice Research local/national/global practice	Substitute cover as appropriate SLG costs	TCN extended from academic in 2014-15 to pastoral in 2015-16 in Year 8 and 12. 11 TLNI staff in 15/16. T&L staff days for sharing practice. Open door approach is beginning to embed across school Strong links with other TLNI schools	Collaborative feedback from TCN observations (staff/pupils) Dept "Book Look" monitoring sheets Actions implemented from school visits	SLT TLNI members Assessment Manager Curriculum Leaders All staff	(16-19)
Curriculum Review	An inclusive, varied curriculum catering for all EF requirements / Mapping options to the needs of our learners, based on IDoN Review of school day, subjects offered BLC collaboration developing as a two-way link Fast track and PLC options built into the timetable in Option Blocks	Review Team to assess subjects (vocational) / compulsory subjects / school day and timings / Fast track options / Class sizes /results analysis Increase in AGS pupils availing of subject choices in BLC Improved links with BLC on pupil progress/ Research best practice	Review Team/staff voice Staff training Collaboration with BLC partners	Meeting the EF requirements (32 / 25) Increasing numbers of year 11 and 12 pupils following 9 or less GCSEs 3 languages to be followed in Year 8 from Sept 2016 / 2 from Year 9 onwards/ History & Geography optional GCSEs Assumption pupils opting to follow courses in St Colman's in 2015 and 2016 Individual Science subjects delivered in Year 10	Uptake and retention figures Results analysis BLC collaboration Review of LMI Formalised monitoring of BLC pupils	SLT Senior timetabler Curriculum leaders Review Team	(16-19)
CEIAG	Every Teacher a Careers Teacher/ collaboration BLC Departmental/Pastoral CEIAG policies updated Whole-school past pupil database. Past pupil and parental engagement in Careers Convention, Interview Evenings, Presentations and workshops	Review of departmental/pastoral policies Careers Convention (all staff) / staff training Parental engagement via induction meetings Foster links with CEIAG personnel in BLC schools, Libraries + Universities	Staff training Information evenings / Workshops Staff cover	Careers policies from all departments Successful interview nights Departments developing contact lists for CEAG Embedding Careers into pastoral programmes in Years 11-14, extending across all year groups	Review of Leavers' destinations Review of university offers / rejections e.g.. nursing	SLT Head of CEIAG Curriculum and pastoral leaders All staff	(16-19)