# Victoria Road

# School Improvement Plan

*'A caring community where learners rise to the challenge'*

2016/2017

# Victoria Road School - Vision & School Aims

# Victoria Road School - SIP Priorities and Rationale 2016/2017

*Priority 1:* To embed features of Growth Mindset consistently across the school to ensure that learning is 'challenging and engaging' (E4L) and to improve the quality of learning and teaching.

Rationale: Following last year's SIP priority on developing Growth Mindset across the school, monitoring and discussion with staff has shown that this now needs embedding in school so that pupils begin to make observable choices in their learning that reflect a growth mindset. The apparent lack of awareness of E4L identified by a DEC research group also indicates a need for explicit reference and promotion of the principles of E4L - "Challenging and Engaging' being the area most relevant to this priority and our school.

*Priority 2:* To raise attainment in Writing across the school with a particular focus on higher achievers and the development of Talk for Writing..

Rationale: Analysis of data (keypass and wider school) shows that writing at the higher levels of attainment (L3 and L5) for 2015-16 is in decline. Following on from the success of last years SIP priority to increase attainment and progress in Speaking and Listening, the school is in a good position to be able to improve the quality of writing provision through 'Talk for Writing'.

*Priority 3:* To develop the schools approach to target setting so that pupils and teachers can effectively identify next steps in learning, promoting good progress across the school.

Rationale: The external validation identified that: *Self-assessment is used quite widely and peer-assessment is beginning to develop, as is target setting. The school recognises that it needs to develop feedback leading to the further identification of next steps in learning.* The Assessment section of the SSRE identified target setting as an area requiring improvement.

**Victoria Road School Improvement Plan 2016/17** **Priority 1 - Growth Mindset**

**Overall Objective:**
**To embed features of Growth Mindset consistently across the school to ensure that learning is 'challenging and engaging' (E4L) and to improve the quality of learning and teaching.**

| **Priority Leader:** | [redacted] |
|---|---|
| **Outcomes:** | Attainment and Progress improves or at least remains good.<br>There are high levels of engagement with challenging learning activities in all classes.<br>Growth mindset features and language are routinely observed in children's learning behaviours. |

| **Success Criteria** | **Monitoring Activities** |
|---|---|
| • An appropriate level of challenge is evident in classroom observations and learning walks.<br>• Children are routinely engaged in challenging learning activities that move their learning forwards.<br>• Children are able to identify their next steps towards a learning target. | Classroom observations and learning walks.<br>Pupil interviews<br>Pupil Progress Meetings and data analysis.<br>Book scrutiny<br>STP scrutiny<br>Simple view of mindset |

| **Key Objectives** | **Staff** | **Time scale** | **Key Actions** | **Cost** | **Success Criteria** | **M&E Activities** | **SSRE Ref** |
|---|---|---|---|---|---|---|---|
| **Audit to establish a starting point.** | [redacted] and all staff | Aut 2nd | Teachers complete simple view of mindset for new class. | 30 mins INSET time | • Simple view of mindset completed for all classes and children as a baseline. | Collate and analyse Simple view of mindsets | |

| Key Objectives | Staff | Time scale | Key Actions | Cost | Success Criteria | M&E Activities | SS Ref |
|---|---|---|---|---|---|---|---|
| | | | Include some questions on questionnaire (target setting) that ask staff how chn are currently applying growth mindset principles across the curriculum. | INSET | • Completed questionnaires give an indication of where we are at now and where to target. | Analysis of questionnaires to inform further training. | |
| **To raise the profile of growth mindset in classes.** | ■ | Aut 2nd | Relaunch marking and feedback policy that reflects growth mindset | INSET time - 30 mins | • Staff aware of updated expectations for marking and feedback. | Book scrutiny | |
| | ■ | Aut 2nd | Launch marking and feedback prompt sheet | INSET time | • Use of statements during book scrutiny | Book scrutiny | |
| | All staff | Aut 2nd | Classroom displays - interactive learning display reflecting how we learn etc. | | • Growth mindset principle displays being used by children in classes.<br>• Every class has a learning display | Learning walk<br>Classroom observations | |
| | ■ and all staff | Aut 2nd<br><br>then<br><br>Spring | Classes hold a growth mindset refresher day- academic focus to encourage chn to apply growth mindset principles in their learning behaviours. | Staff meeting time in Aut 2nd 29.11.16 | • Evidence of use of positive learning language used by pupils and staff with new classes.<br>• Chn can explain how growth mindset can help them learn.<br>• Can begin to use growth mindset to overcome perceived boundaries to learning. | Monitor plans for the days<br>Classroom observations | |

| Key Objectives | Staff | Time scale | Key Actions | Cost | Success Criteria | M&E Activities | SSRE Ref |
|---|---|---|---|---|---|---|---|
| **To develop staff pedagogy of challenge and engagement (E4L).** | [redacted] | Spring 1st | • Set Reading task- from 'Engaging learning" | Briefing or staff meeting time 5 mins | Staff have begun to consider engagement in learning prior to discussion at INSET | | |
| | [redacted] | Spring 1st | • E4L training focussing on challenge and engagement including self and peer assessment.<br>• Bloom's Taxonomy planning tool<br>•Training on James Nottingham/Mark Burns challenge | Prep time 1/2 day [redacted] and [redacted]<br><br>INSET 9.1.17 | • Profile of E4L raised with staff.<br>• Level of challenge observed in all classroom observations.<br>• Staff adapt practise to align with the E4L curriculum.<br>• Teachers plan activities that develop higher level thinking | Pupil Interviews- challenge, self & peer assessment<br><br>Classroom observations<br><br>STP scrutiny<br><br>Book scrutiny | |
| | [redacted] and resea rch group | Aut 2nd (set up groups 29.11) | Research groups- challenge and engagement E4L | Assembly times | • Ideas for how to develop challenge and engagement in learning across the school. | Action points from research group meetings (shared on its learning) | |
| | [redacted] and resea rch group | Spring 2nd | Challenge and engagement research group present (discussion on how we apply growth mindset in the classroom) | INSET 13.3 | Share ideas and findings for ways to develop for challenge and engagement in learning. | Classroom observations- ideas from presentation | |

| Key Objectives | Staff | Time scale | Key Actions | Cost | Success Criteria | M&E Activities | SSRE Ref |
|---|---|---|---|---|---|---|---|
| **To promote children's application of growth mindset to their learning** | All staff | Ongoing | Classroom activities designed to allow chn to be working on edge of understanding. | | • Challenge is evident in classrooms and this supports the schools SSRE judgement for Teaching for learning.<br>• Improved attainment and progress data. | Classroom observations<br>Learning walk | |
| | All staff | Sum 1st | Encourage use of reflection weeks- 6Rs reflection Summer term | One staff meeting release time for learning walk | • Staff employ a range of self and peer assessment/reflection techniques with the children<br>• Chn are aware of the importance of reflection on learning<br>• Reflection on learning leads into new learning. | Learning walk during week<br>Pupil Interviews | |
| | All teachers | Spring/ Summer term | Stay and learn- writing focus but promoting application of growth mindset | | • Parents aware of how growth mindset can impact learning. | Feedback slips | |
| **To evaluate impact of growth mindset application** | All staff | Sum 2nd | End of Year simple view of mindset | 30 mins of staff meeting | • Comparison with beginning of year baselines shows improvement in all classes. | Summary of evidence for simple view of mindset/attainment | |
| | [redacted] | Sum 2nd | Data analysis | Release time | • Improved attainment and progress data. | Data analysis | |

[redacted] *September 2016*

**Next steps for 2017-18:**

Continue discussion and promote application of growth mindset through yearly review of learning and teaching policy.

**Victoria Road School Improvement Plan 2016/17** **Priority 2 - Talk for Writing**

**Overall Objective:**
**To raise attainment in Writing across the school with a particular focus on higher achievers and the development of Talk for Writing.**

| **Priority Leader:** | [redacted] |
|---|---|
| **Outcomes:** | Attainment in writing at L3 and L5 increases.<br>Higher engagement in writing leads to increased levels of progress. |

| **Success Criteria** | **Monitoring Activities** |
|---|---|
| • The number of L3s and L5s is broadly in line with island averages.<br>• Progress in writing is good and judged as effective in all classes.<br>• Staff have a better knowledge and understanding of how to use Talk for Writing in their teaching.<br>• Children engage positively in the writing process and with quality learning opportunities provided by teachers. | Classroom Observation<br>Moderation of writing<br>Planning scrutiny (MTP & STP)<br>Book scrutiny<br>Pupil interviews<br>Data Analysis and pupil progress meetings. |

| Key Objectives | Staff | Time scale | Key Actions | Cost | Success Criteria | M&E Activities | SSRE Ref |
|---|---|---|---|---|---|---|---|
| **To audit current writing provision across the school** | All staff<br>[redacted] | Autumn 2 | •Self-audit of confidence in using working walls, Talk for Writing strategies, resources and planning for Talk for Writing in conjunction with current english curriculum.<br>•Informal learning walk to audit current practice and environments for writing.<br>•Audit writing resources including role play/small world | Supply for [redacted] to audit and analyse<br>x1 staff meeting | •Audit completed and analysed<br>•Learning walk identifies needs.<br>•Staff needs are identified.<br>•Resources requisitioned and utilised. | Learning walk<br>Self audit | |
| **Provide an interim english curriculum to incorporate Talk for Writing** | [redacted]<br>All staff | Autumn 2<br>MTP Scrutiny spring 1 | Address planning, 3 'i's Use long term curriculum map to identify increased opportunities for engagement and to ensure coverage. | Twilight time | • 3 'i's Planning is shared and used.<br>•Opportunities for engagement are identified | mtp planning scrutiny | |

| Key Objectives | Staff | Time scale | Key Actions | Cost | Success Criteria | M&E Activities | SSRE Ref |
|---|---|---|---|---|---|---|---|
| **To provide staff training to improve knowledge and understanding of how to use Talk for Writing in their teaching.** | [redacted]<br>[redacted] | Autumn 1<br>Autumn 2 | •Inset to introduce staff to Talk for Writing strategies and resources.<br>•Review findings of audit (see above) and use to inform training needs.<br>•Design and deliver training to meet needs.<br>•Gap task set | supply for [redacted] to plan training | •Training needs are identified and met.<br>•Staff feel more confident in using Talk for Writing strategies and are using them in the classroom. | •Analysis of initial audit.<br>•Gap task | |
| **To improve understanding of writing assessment of children exceeding age expectation** | [redacted]<br>All staff | Spring 1 | •Use moderation process to build understanding and confidence in assessing writing at a higher level.<br>(link to setting aspirational targets) | staff meeting time | •Writing moderation shows understanding and consistency in assessing children who are exceeding year group expectations.<br>• The number of L3s and L5s is broadly in line with island averages. | •Compare levels 3 and 5 with Island data. (Summer 2)<br>•Writing moderation<br>•Progress trackers<br>•Pupil progress meetings (Spring 2 and Summer 2) | |

| Key Objectives | Staff | Time scale | Key Actions | Cost | Success Criteria | M&E Activities | SS Ref |
|---|---|---|---|---|---|---|---|
| **To increase children's engagement and motivation in the writing process** | [redacted] all staff<br>[redacted]<br>[redacted]<br>All staff | Autumn 2<br>Spring 1<br>Introduce Autumn 2 Plan during Spring 1 | •Audit children's perception of writing in classroom through classroom discussion.<br>•Provide opportunities for staff to research and share exciting ideas and stimuli for writing<br>•Introduce writing 'superdays' to provide inspiration and purpose for writing (link to moderation)<br>•To increase opportunities for children to write for pleasure | staff meeting time<br>staff meeting time<br>possible spend on resources | •Children engage positively in the writing process and with quality learning opportunities provided by teachers.<br>•resources are used effectively to engage children in their writing (costumes/puppets/roleplay areas, games)<br>•increase opportunities for self and peer assessment<br>•time and space provided for independent writing activities in classes to allow children to follow their own interests | •Appraisal observations<br>•Pupil interviews | |

| Key Objectives | Staff | Time scale | Key Actions | Cost | Success Criteria | M&E Activities | SSRE Ref |
|---|---|---|---|---|---|---|---|
| **To inform and engage parents with Talk for Writing strategies.** | All staff | Spring 1 - Summer 1 | •Talk for Writing stay and learn (linked to growth mindset)<br>•Provide home learning linked to Talk for Writing (eg - story mapping/retelling story map)<br>•Talk for Writing incorporated into each class special assembly | | •Talk for Writing incorporated into each class special assembly<br>•Feedback identifies that parents have a better understanding of Talk for Writing and how growth mindset is applied in school. | Photos of stay and learn<br>Feedback slips | |
| **To evaluate the impact of Talk for Writing.** | [redacted] | Spring 2 and Summer 2 | •Re-audit teacher confidence in delivering Talk for Writing strategies<br>•Evaluate children's engagement and motivation for writing<br>•Analyse progress in writing (especially levels 3 and 5). | [redacted] half day supply to carry out pupil interviews<br>[redacted] half day supply to analyse data | •Audit shows higher levels of confidence in delivery of Talk for Writing.<br>•Pupil interviews show that children enjoy and engage with writing.<br>•Good progress (2 sublevels) in writing in all classes.<br>•focus groups exceed year group expectations in writing. | •Teacher audit (questionnaire?)<br>•pupil interviews/ questionnaires<br>•Pupil progress meeting<br>•Analysis of Island data | |

| Key Objectives | Staff | Time scale | Key Actions | Cost | Success Criteria | M&E Activities | SSRE Ref |
|---|---|---|---|---|---|---|---|
| Formalise english curriculum across the school | [redacted] All staff | summer 2 into 2017/18 | •Analyse current long term planning for English.<br>•Consult with staff<br>•Use analysis and consultation to inform a new whole school English curriculum next year. | Staff meeting time | •The English curriculum needs of our school and pupils are identified and prioritised. | •Analysis of long term planning.<br>•Analysis of school priorities and needs. | |

[redacted] *September 2016*

**Next steps for 2017-18:**

Consult, agree and update English curriculum

**Victoria Road School Improvement Plan 2016/17 Priority 3 - Target Setting**

**Overall Objective:**
**To develop the schools approach to target setting so that pupils and teachers can effectively identify next steps in learning, promoting good progress across the school.**

| **Priority Leader:** | [redacted] |
|---|---|
| **Outcomes:** | Target setting has a positive impact on progress and attainment.<br>An approach for target setting is introduced and used consistently across the school.<br>Children and teachers are able to identify next steps in learning and steps towards achieving targets. |

| **Success Criteria** | **Monitoring Activities** |
|---|---|
| • Progress and attainment improves or remains good.<br>• Children can identify the steps they need to take to achieve a target and know what their learning target(s) is/are. | Scrutiny of targets<br>Book scrutiny<br>Pupil Progress meetings and data analysis (progress).<br>Pupil interviews<br>Moderation activities (writing and maths) |

| **Key Objectives** | **Staff** | **Time scale** | **Key Actions** | **Cost** | **Success Criteria** | **M&E Activities** | **SSRE Ref** |
|---|---|---|---|---|---|---|---|
| **To audit current target-setting provision (SIP priorities)** | [redacted] | Autumn 2 (15th Nov) | Teacher questionnaire leading to a summary of current provision | 40 mins of twilight<br><br>1 hour release time TLR | •All teachers complete questionnaire<br>•Responses collated into a summary that provides clear picture of provision. | Teacher questionnaire and summary | |
| | SMT | End Aut 2 | SWOT analysis by SMT | 1 x SMT meeting | •Clear rationale obtained to allow overall objective to be taken forward in research groups. | Clear rationale agreed in writing | |

| Key Objectives | Staff | Time scale | Key Actions | Cost | Success Criteria | M&E Activities | SSRE Ref |
|---|---|---|---|---|---|---|---|
| **To determine a consistent school-wide approach to target setting** | | End of Autumn 2 / Spring 1 | Research groups to identify approaches to target setting, based on rationale determined by audit, and provide 2/3 options for staff to consider.<br>ItsLearning space created. | 1 term assembly sessions | •Staff are engaged in discussion regarding scope, communication and implementation of targets. | Action points from research group meetings (shared on itslearning) | |
| | | wc 6th Feb | Research group present option to staff. | 1 x staff meeting | Staff will have chosen approach and there is a shared understanding of what target-setting should look like in classrooms. | Staff meeting minutes | |
| **To develop classroom practice to ensure all parties are able to identify next steps in learning.** | [redacted] | wc 13th Feb | **Promote target-setting approach to all staff:**<br>Training on quality targets (mindful of numeric targets) and strategies to share.<br>Staff to identify 3 children [redacted] for target-setting moderation. | 1 x staff meeting<br><br>1/2 day release time | •Staff feel confident to identify appropriate quality targets in line with whole school approach.<br>•Evidence of a range of strategies to communicate next steps in learning. | Scrutiny of targets wc 8th May<br><br>Higher Level Writing Moderation 27th Feb<br><br>Maths Moderation<br><br>Book scrutiny | |

| Key Objectives | Staff | Time scale | Key Actions | Cost | Success Criteria | M&E Activities | SSRE Ref |
|---|---|---|---|---|---|---|---|
| | [redacted] | *wc 13th Feb* | ***Staff involve pupils in setting their own targets and taking ownership:*** *Training on self and peer assessment strategies to engage pupils in process (Growth mindset)* | *(see above)* | *•Child can tell you what their target is.* *•Evidence of self and peer assessment being used to identify next steps to achieve their target.* *•Whole school approach increases awareness and engagement.* | *Pupil interviews wc 22nd May* *Analysis of Golden book* | |
| | [redacted] | Spring 2 | **Promote target-setting approach to parents:** Information communicate to parents using appropriate strategy. | | Parents are aware of learning targets. | Parental survey | |
| **To evaluate impact of target-setting approach.** | | wc 26th June | Staff to monitor impact of approach on 3 pupils [redacted] in writing or maths using prompt sheet. | 1 x staff meeting | •Pupils have moved forward in their learning with clear evidence of how target has been achieved. | Prompt sheet | |
| | | wc 10th Jul | Focused staff discussion to evaluate target-setting approaches. | 1 x staff meeting | Agreement reached on target-setting policy for the school. | Staff meeting notes on policy | |
| | [redacted] | End Summer 2 | Review Assessment policy, adding in a definitive statement about target-setting and communicate to staff. | 1 hour release time TLR | •Policy updated and presented to governors in place for academic year 2017-2018. | | |

**Next steps for 2017-18:**
To embed target setting over a full academic year.
To further review impact on progress.

[redacted] *September 2016*

# Victoria Road School - Long Term Plan 2017 - 2019

## ***2017 - 2018 (Provisional)***

To review and explore provision for PSHE so that children are provided with quality learning and development experiences that develop the 'whole child'.

To review the school curriculum to ensure it supports good quality learning and teaching.

If the current science progress and attainment data remains, then a focus on science may be appropriate in academic year 2017/18.

## ***2018 - 2019 (Very provisional)***

To work towards recognition of the good practice in school relating to inclusion and to identify and develop next steps for inclusive practice in school.

To continue to develop the roles and responsibilities of middle managers (Senior Management Team). This will contribute towards moving Leadership and Management from effective to very effective.