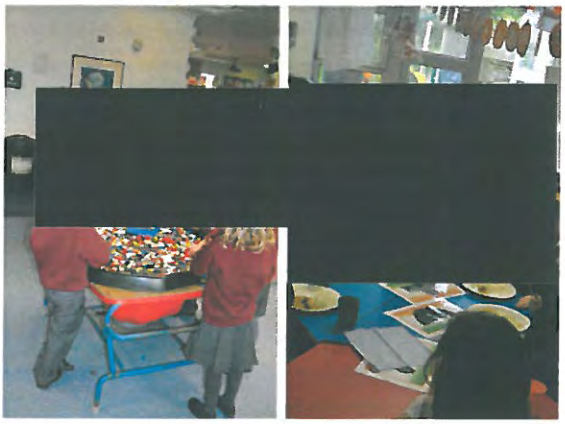
Kewaigue School

'Enjoying learning and achieving together.'

Isle of Man Government



School Improvement Plan

2016-19

School Vision

At Kewaigue School we have a collective vision for our learning community. It is something that we are excited and proud of, as it provides a clear shape and direction to the future of our school.

We recognise that we are on a learning journey and are constantly looking to ensure we develop the best approaches to learning and teaching. Children learn how to learn at our school. We focus on ensuring the basics are in place in order that learners can build on solid foundations. We have a clear, creative and coherent curriculum that ensures coverage and depth.

At our school, learning is child-led. Pupils are aware of their targets and they build on previous experiences. We cater for the individual learning needs of pupils, by challenging them at their level.

Learning and teaching is also enhanced at Kewaigue by sharing expertise in ICT and through regular training for staff. Children and staff also engage in technology projects that enrich their learning experiences.

By characterising the 6Rs, our children have been involved in embedding them across our school. Rewards and encouragement are strongly linked to the 6Rs meaning each child develops specific character traits that will assist them in being positive role models in their school and island community. All staff within the school inspire the children to succeed, and to do their best.

The children in our school have an interest and awareness of the local community thanks to regular educational visits to churches, farms and businesses. Regular school events such as fairs and concerts offer a further opportunity for the school to build strong links with the wider community, including raising funds for a school mini-bus.

The staff and children at Kewaigue are happy and enthusiastic so that all children flourish socially and academically, by enjoying learning and achieving together.

School Improvement Priorities for 2016-17 as identified within the current SSRE

- Learning with technology
- Child-led learning
- 6 Rs

See attached action plans

Kewaigue School
School Improvement Plan – 2015-18

FOCUS AREA: Child Led Learning TEAM: Team Awesome

TARGET 3 YR:	Evidence of agreed definition being embedded within classroom practice and around the school
TARGET 1 YR:	Create Agreed Definition
WHERE ARE WE NOW?	Visited and reviewed how it looks in other schools. Discussed how these methods can be adopted at Kewaigue. Feedback from staff shows there is evidence of children leading learning within a given topic across the school. In some classes children are given opportunity to choose level of challenge (Tough/Tougher/Toughest) and also a choice of activities After discussions with School Council Upper KS2 children are now delivering clubs of their own choice to children on a weekly basis Relevant research uploaded to Its Learning…by [redacted]!* Assembly time allocated for Class Led assemblies

ACTION	TEAM	TIMESCALE	RESOURCES	SUCCESS CRITERIA	MONITORING AND EVALUATION
School Council to arrange Child Led clubs for this year.	[redacted]	October 2016	School Council Meeting	An array of clubs on offer	[redacted] and School Council to monitor clubs
Group to create a definition of 'Child Led Learning at Kewaigue'	ALL	October 2016	NI booklet/Teacher time	Whole group to have read NI booklet, created definition and definition presented and agreed by staff at staff meeting	All
Team to continue researching current best practice re Child Led learning 'Relevant Research Course' to be set up and administered by all	ALL	Ongoing	Teacher time/laptop	Feedback from staff about useful and new approaches adopted to encourage child led learning	All
Growth Mindset language research (rewarding process rather than result)	ALL	Ongoing – Feb Staff meeting 2017	Staff time – possible staff meeting (guest speaker)	Discussions with staff and children	
[redacted] to visit Foxdale school to see [redacted] re child led learning (Maths/Curiosity Cabinet)	[redacted]	November 2016	ESO time	Feedback and discussion of how ideas can be implemented at Kewaigue	All
Attend talk by 'Curious Man' on Monday 21st November.	All	November 2016	Staff time	Ideas cascaded to staff	All
Staff meeting to feed back findings and definitions. Distribute SOLE literature/resource	[redacted]	Spring 2017	Staff meeting time	Group will feedback research and findings and make suggestions for school to implement.	
Liaise with 6Rs group to deliver staff meeting on Growth mindset	All	Spring 2017	Staff meeting time/Possible speaker	Growth Mindset language and behaviours will be	All

language to ensure a growth mindset culture is established. Introduce stickers to promote language.				evident in lesson observations and within pupil interviews.	
Timetable created for Tuesday assemblies. These should be child led and are an opportunity for the children to show the school how they have directed their own learning	[redacted]	First Assembly by November 2016		All classes will have delivered at least tow child led assemblies by July 2017	
[redacted] to research SOLE classroom and how this can promote child-led learning	[redacted]	Christmas 2016	Time/Visit [redacted] at Willaston	[redacted] will explain benefits of SOLE to group and AS.	[redacted]
[redacted] to liaise with Willaston in how to introduce SOLE in year ¾ class	[redacted]	Throughout Spring term 2017	Laptops. Time to reflect.	[redacted] to have delivered 2x SOLE afternoons per week in Spring term in line with topic. Agree approach with [redacted] and children so that behaviours of SOLE become embedded with a view to children asking their own 'big questions' by end of term – leading their own learning.	[redacted]
[redacted] to observe [redacted] on one of the above sessions	[redacted]	End Spring 2017	Cover for [redacted]	[redacted] will have researched the approach and then discuss how it is being implemented in ¾ and how to introduce it in 5/6.	[redacted]
Share reflections and findings from SOLE trial in ¾ and 5/6	[redacted]	Summer term 2017	Staff meeting	Staff will be aware of how it promotes child led learning, growth mindset, and learning dispositions (6Rs)	[redacted]

Kewaigue School
School Improvement Plan – 2016-19

FOCUS AREA:	Learning with technology	TEAM:	[redacted]

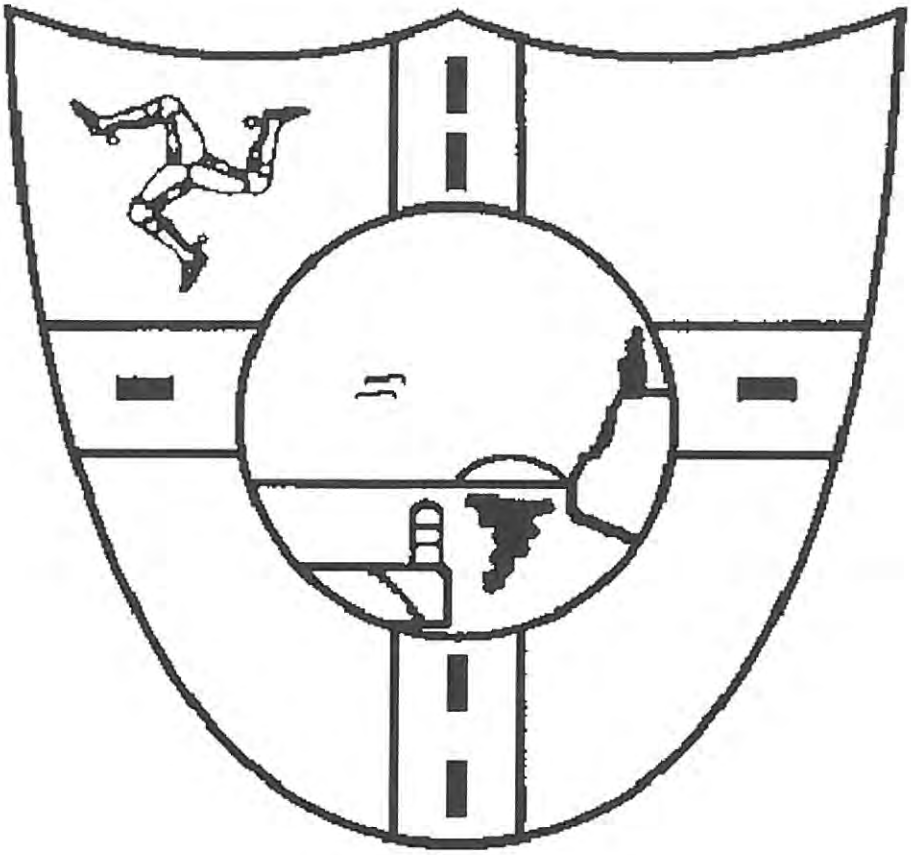
TARGET 3 YR:	Creative teaching strategies, including the use of technology (ICT) where appropriate, are widely and consistently applied to improve the learning of pupils. Full coverage of ICT curriculum facilitated
TARGET 1 YR:	CPD needs of staff identified and addressed Continue to develop pupil ICT skills / capability iPads continue to be used to inform pedagogy iPads continue to be used for assessment of and for learning Review & develop discreet ICT assessment procedures Increased opportunities for pupils to apply ICT skills to a range of curriculum contexts More staff training for ITS Learning platform takes place Staff to take responsibility for their own professional development in ICT
WHERE ARE WE NOW?	Confident use of laptops by staff and pupils to enhance learning in Key stage 2. A coherent curriculum now in place to support development of pupils' skills and knowledge. Use of laptops is good, but basic skills such as spell checking, use of short cuts need refreshing throughout the school. Set of skills has been developed by ICT team. ICT assessment criteria in place to support next steps in learning. Assessment of children's learning in ICT is recorded and progress can be tracked Teachers beginning to use iPads to support L&T but need to develop confidence in using a core bank of apps. Resources to support implementation of apps to enhance learning to be provided to supplement staff meetings and embed practice. E-safety awareness - need to continue to develop a relationship with parents regarding the use of social media and gaming at home. Turnout of parents to E-safety meeting still relatively low. However some parents have greater awareness of the issues relating to online safety. There are still management barriers regarding sharing learning outcomes & printing with iPads Students are very confident in using iPads to film, record, save and play media Pupils need to continue to consider when to use iPads/computers to enhance their learning Staff have begun to reflect on their use of ICT to enhance learning and plan their own PD actions

ACTION	TEAM	TIMESCALE	RESOURCES	SUCCESS CRITERIA	MONITORING AND EVALUATION
Its learning – begin to populate the staffroom section Further staff training to explore and develop use for classroom learning Explore class pages for access at home	[redacted]	Autumn/Spring 2016-17	Staff meeting time	The potential of Its learning is recognised by staff Learning is enhanced by the use of the platform	Feedback from staff Informal lesson observations & feedback from teachers to establish impact on learning.
Computer Bus visit for all year groups. Teachers and ESO's	All staff	By July 2016	Computer Bus	Teachers up-skilled in the use of technology for	Feedback from staff

identify specific training needs.				learning with pupils in the classroom. New pedagogies evident in classrooms following visit Pupils learning enhanced by the application of technology	Informal lesson observations & feedback from teachers to establish impact on learning.
Staff Action plans. Staff to review their own PD and ways forward to up skill themselves in areas of ICT with a view to improving their teaching and pupil's learning.	All staff	On going throughout 2016/2017	Meeting time	Teachers up-skilled in the use of technology for learning with pupils in the classroom New pedagogies evident in classrooms **Pupils learning enhanced by the application of technology**	Teachers evaluate approaches and adopt, adapt and innovate.
[redacted]. to team teach in each class as requested by class teachers.	All staff	On going throughout 2016/2017	Ipads and Computers to be booked out	Teachers up-skilled in the use of technology for learning with pupils in the classroom New pedagogies evident in classrooms Pupils learning enhanced by the application of technology	Teachers evaluate approaches and adopt, adapt and innovate.
IPad Apps to be trialled in an IPad club for each year group. Then these children can share their findings and help others.	[redacted] to lead IT Ambassadors 2 per class	From spring 2017	Time Ipads Money	Gaining valuable insight into apps for learning that have been trialled and assessed.	What apps enhance learning? Are apps age-specific? How are skills shared? embedded?
Staff to share their knowledge and expertise within our school	All staff	Staff meetings or INSET throughout 2016/17	Computer, IPads, Screen Projector or Smart TV	Range of approaches informed by the use of technology Pupils use technology to access the curriculum by using it to overcome barriers to learning	Does school expertise enhance provision in other schools? How?
'How to do' lists to be displayed in staff room/class rooms for things like using QR codes//Explain Everything/Google Docs/ cloud etc	IT 'ambassadors' 2 per class	On going throughout 2015/16 and continued into 2016/17	Time Money Laptop	Children/Staff becoming more familiar with ICT and computer literate.	How useful are they for stakeholders?
Looking into the possibility of connecting with schools in the UK via FaceTime to learn more about	[redacted]. to organise this. All staff to be involved	Spring 2017	Meeting time	Increased awareness of effective pedagogies School shares approaches	What impact are iPads having in UK schools?

the Apps they use.				with UK schools	
Identify 3 apps that are agreed by all staff and their potential use for learning and teaching. Introduce each one in turn. Run staff meetings & drop in sessions to embed their use in the classroom. Reflect on use in the classroom.	All staff	Autumn/Spring 2016/17	Meeting time	Apps become embedded Learning enhanced	Teachers evaluate approaches and adopt, adapt and innovate. How is pedagogy enhanced?
Training for ESOs to develop the use of technology to remove barriers to learning. Use of resources to aid PD.	ESOs	Autumn 2016 Ongoing	Meeting time	ESOs up skilled in use of technology to remove barriers to their learning	What impact has this had on the achievement of pupils with SEN? How do we know?
E-safety Letters /leaflet published to parents to raise awareness of key issues affecting pupils.	[redacted]	Autumn 2016	Time	Parents have greater awareness of the issues relating to online safety	How useful are they for stakeholders?
Set of skills developed by [redacted] to be introduced in KS1/early KS2	[redacted]	Autumn 2016	Time	Pupils develop basic skills in ICT	Teachers report skills being used & applied to support curriculum
Fundamental tools to support AFL	ESOs	Spring / Summer 2017	ESO meeting	ESOs up skilled in use of technology to help provide feedback on learning	Are pupils directing their own learning?
Year 6 Laptop Club	[redacted]	Spring 2017	Lunchtime club	Year 6 preparation for transition to High School	Are pupils prepared for curriculum ICT in Secondary school?

Rushen Primary School



Learning and Growing

School Improvement Plan

2017

Aims

To offer pupils a happy, caring and nurturing environment.

To include all pupils and offer them equal opportunities.

To build excitement, fun and stimulation into the curriculum.

To encourage achievement through high expectations, motivation and creativity.

To promote pupils' health, fitness and well being.

Vision

At Rushen Primary School pupils share responsibility for their learning in an environment based on continuous provision.

Pupils are enabled to become better learners both in and out of school through the use of learning dispositions and learning muscles.

Promotion of self-esteem is key to ensuring that pupils thrive and achieve through Pupil Voice and other effective mechanisms.

A belief in high expectations leads to pupils making the most of the opportunities offered to them.

When they leave our school we want all our pupils to be:

- happy in themselves;
- fit and healthy; physically and mentally;
- kind and self-disciplined and motivated;
- curious and questioning and ready to ask why;
- confident to take risks and try new things;
- resilient, flexible, creative and able to use their initiative;
- positive contributors to society with a sense of shared responsibility.

3 Year School Improvement Plan	2017			2018	2019
	Spring	*Summer*	*Autumn*		
Learning & Teaching	Review of the impact of Growth Mindsets, the 6Rs and Learning Muscles on classroom practice and learning. Development of initiatives taken from the Learning Dialogues training.	Embedding Learning Dialogue training initiatives into classroom practice.	Review current practice and update policies.	Consideration of other learning and teaching research that could be used to support and improve L &T at Rushen Primary School.	Continue to implement agreed learning and teaching policies and spreading identified good practice.
Curriculum	Revision of skills framework to eliminate overlap and create a more useful working document.	Revision of the Mathematics, English and Science frameworks to identify key skills to be mastered at each sub-level.	Completion of the revision process. Review of the impact of the new handwriting policy	Audit the impact of last year's developments.	
6Rs	Introduction of Jigsaw and links to the 6Rs, Growth Mindset and Learning Muscles	Embedding Jigsaw into the curriculum	Review the Impact of Jigsaw on children's learning.	Do the 6Rs have a clearly established role in supporting learning in our school? Are Learning Muscles still impacting upon learning? Is Growth Mindset an established part of learning at Rushen Primary School?	

Assessment and Targets	To restate the need for AfL to be the key to curriculum planning. Using Assessment data to identify and address areas of need. Review of progress, through Pupil Progress Meetings to enable identification of underachievers and potential high achievers creation of action plans. Use of Arbor to keep and analyse data.	Review of progress following the identification of underachievers and potential high achievers. Have action plans impacted on pupil attainment? Which actions have been most successful? Should Average Scale Points (APS) be used to measure attainment and progress rather than sub-levels?	Review progress across the year.	Review and recommit to the use of data to support children's learning.	
Management	Identify needs arising from the appraisal process and enable staff to undertake the CPD they identify as necessary. Interim Appraisal reviews to include monitoring the effectiveness of the action plans set in	Completing the appraisal cycle including lesson observations in the summer term.	Complete the Appraisal process for all staff. Using the success criteria, devise action plans to support enable the achievement of targets set.	To ensure plans made for staff development are progressing and impacting positively on pupil attainment. Monitoring and Evaluating	

	the autumn term. Planning the summer term so that moderation etc. can be properly accommodated.				
CPD	Safeguarding Check all staff have completed this training and staff who have not been trained for the past 3 years complete the Government ELearn training package.			First Aid	Positive Handling for those who require it.
SEN [redacted]	All children were identified and assessed last term and IEPs have now been drawn up.	Review of progress in meeting SEN children's needs and provision.	Assessment of effectiveness of SEN interventions	Annual review of SEN needs: identify assess plan deliver review	
Policies [redacted]	Classroom Non-negotiables Asthma and Epilepsy Policy Child Protection Policy Risk Register	Regular policy update meetings scheduled. Policy review/update and governor approval cycle established	Check list that policies are updated.	Annual review and update of policies	

Assessment and Targets	Pupil Performance Meetings.	Review progress across the year against the targets set. Using Assessment data to identify and address areas of need.	Set clear achievable targets in November for children. Pupil performance meetings where teachers provide evidence used for assessments made in Nov 2016. Review attainment in at Pupil Progress Meetings, identify trends and include action plans to address identified need in the Spring MTP.	Review and recommit to the use of data to support children's learning.

Impact on Learning

Objectives	Action	Success Criteria
Improving levels of attainment in Key Stage 2 Raise the attainment and achievement of pupils in KS 2, particularly in Years 4, 5, & 6 by exploring reasons and taking action for relative under-performance and implementing and monitoring an action plan to increase the proportion of pupils achieving expected and higher levels and making good progress.	Identify children who are underachieving and devise plans to support their learning. Review the success of the interventions and continue if they are being successful or look for alternatives of their impact has been unsuccessful.	*A baseline assessment and target setting exercise will have highlighted children who are likely to meet expected levels of attainment, those who are unlikely to do so and those who could make accelerated progress.* *Pupil progress meetings will have tracked children's progress and the effectiveness of actions taken to support progress towards meeting attainment targets.*

Learning and Curriculum

Objectives	Action	Success Criteria
Development of learning and teaching using the inputs from the Learning Dialogues training. To raise standards of achievement by developing and implementing a positive climate for learning by developing a whole school strategy to implement the new learning gained through the Learning Dialogues Initiative, by monitoring the impact of this and using the evidence gained to create a consistent approach across the school.	Within appraisal targets aspects of Learning Dialogues will have been identified which could have a positive impact on learning, progress and attainment. Baseline interviews will be organised. The ideas suggested through the Learning Dialogues training will be implemented with classes. Summative interviews will be conducted with children. Staff will present their findings back to colleagues. Successful ideas will be considered for use across the school.	*Staff who attended the Learning Dialogues training in June 2016 will have made use of the training they received to influence their teaching.* *The impact of the Learning Dialogue initiatives will have been shared with other staff.* *Effective Learning Dialogue initiatives will have been embedded into agreed learning and teaching styles within the school.*

Partnerships

Objectives	Action	Success Criteria
To improve the involvement of parents in their children's learning and to give them a greater sense of participation in the life of the school. School Council improving links with the community	Thursday morning meetings will be organised so that parent can have 1 to 1 meetings with their child's teacher. Parental questionnaires will be issued periodically and feedback used to inform future plans. Friends of Rushen Primary School will be established.	Data collected from parent questionnaires will indicate that they feel more engaged in the life of the school and better informed about the children's progress. Anecdotal evidence will be used to support this. Evidence of links made with the local community will be gathered.

Leadership and management

Objectives	Action	Success Criteria
Distributive Leadership To develop the distributive leadership within the school, with all teaching staff taking responsibility within school to help develop school improvement priorities identified through the SSRE process, by having a more prominent role in monitoring and jointly producing agreed policies, and effectively evaluating the impact of improvement priorities, policies and procedures.	Staff will be supported in developing ideas and leading initiatives within the school. Feedback on the impact of Learning Dialogues initiatives will form part of this process. Staff will be asked to contribute towards the SSRE and SIP process. The Headteacher will maintain a record of the actions taken by staff. Staff will organise and oversee aspects of school life.	*Recognition of the responsibilities taken on by staff and the impact they have had on learning and development.* *An evidence base/log has been maintained listing these actions.* *Key policies and procedures have been updated and are being adhered to by staff.* *Staff will have trained in carrying out effective monitoring and evaluation.* *Outcomes from monitoring and evaluation exercises will have contributed to SSRE.*

Safety

Objectives	Action	Success Criteria
To be sure key messages about keeping safe have been understood by children and are being used.	E Safety awraeness sessions for pupils and parents.	Children can explain how they keep safe in the virtula world. Daily practice is seen to be taking due considertaion for on line safety.
Certainty that all staff have been appropraietely trainied in Safeguarding procdures and use them appropraitely.	An audit of Safeguarding training that has been undertaken by staff will be conducted and training opportunities oraginsed for those who require them.	The school is confident that all staff are suitably trained in Safeguarding and apply theior knowledge correctly at all times when require to do so.
Staff and pupils understand and implenemt the Isle of Man Government's Strategy for Children and Young People	Awareness raising sessions related to the Isle of Man Government's Strategy for Children and Young People will be held with staff and translated into opportunities for pupils to become aware of the strategy.	Practice in school demonstares a clear understanding of the Isle of Man Government's Strategy for Children and Young People

Together we learn – Skills for life.

Scoill Phurt le Moirrey

School Improvement Plan 2016 - 2019

Together we learn – Skills for life.

School Vision Statement

We believe that it is a privilege to work with children. We value our school as a community, where each individual is respected. It is our purpose to provide opportunities to develop independence and transferrable skills for the future, whatever that future will be. Learning how to learn is crucial to this. We want the community of Scoill Phurt Le Moirrey to have high aspirations for themselves and the world they will inherit. In partnership with all members of our school community we encourage boundless imagination, critical thought, teamwork, social responsibility and effective communication.

School Improvement Priorities for September 2016 - September 2019

1. **To create a shared vision for Scoill Phurt le Moirrey.**
   Using the OUR Network principles of:
   - Ownership of our teaching, our learning, our education
   - Unifying around a shared vision we create together
   - Releasing the human potential locked away in each of us

   we will agree core values and set a vision for moving forward. This will include whole school decision making processes and communal agreement. Research groups will be made up of people from all areas of school life and time will be allocated to allow all groups to work effectively together. Presentations will reflect learning undertaken by staff and recommendations will be made for future school improvement. Geoff Moorcroft will support the school through the process.

2. **To raise expectations and aspiration amongst teachers and pupils in order to have a positive impact on levels of attainment across the school.** Teachers will be able to take ownership of whole school and class based information to establish strategies and interventions to support pupils to succeed. Through Pupil Progress Meetings and the setting of aspirational targets, pupils will be expected to achieve to their highest potential.

3. **To develop a shared understanding of AfL to ensure consistency of practice and appropriate levels of challenge.** Training and practical application of shared practices will lead to an increased positive impact of assessment on pupil progress and attainment. Consistency in the application of principles surrounding AfL will ensure that pupils understand and respond to a system that allows them to be involved in directing their own learning.

School Improvement Target 1:	To create a shared vision for Scoill Phurt le Moirrey					
Objective: To provide a vision that has been agreed communally setting goals and standards for the whole school.		**Priority Leaders:** [redacted]		**Overall Success Criteria** • core values agreed and set • shared vision agreed • research groups organised and themes set with guiding questions • research completed and presentations given with recommendations		
Key Objective	**Action Required**	**Action Leader**	**Time Scale**	**Resource Implications**	**Success Criteria**	**Evaluation and Review**
Start OUR Network process	Collation of documentation to send to Geoff Moorcroft (GM)	[redacted]	Early Sept 2016	None	• inquiry probes identified and selection made	
Phase 1 of OUR Network process completed	Staff working together to agree communal ideas and a vision that can be researched. Staff suggesting and voting for core values for the school	[redacted] All staff	By mid-Oct 2016	2 twilights	• vision versions 1, 2, 3, 4 and 5 completed • basic core values agreed	
Phase 2 of OUR Network process completed	Senior Management Team (SMT) to work with GM to develop themes for research groups Staff to be a part of the decision making process for deciding teams and respective guiding questions	[redacted] All staff	By early Nov 2016	None	• SMT agree themes and allocate statements • staff know which research group they are working in and what the theme is	
Phase 3 of OUR Network process completed	Research groups meet and spend time answering their guiding question. Presentations written on behalf of all colleagues	[redacted] All staff	By end July 2017	1/2 twilight/s Possible other depending upon type of research undertaken	• groups working collaboratively in an organised way • presentations completed	
Phase 4 of OUR Network process completed	Presentations given to whole staff with recommendations made clear. Plan of action made regarding recommendations	[redacted] All staff	Sept 2017	None	• presentations considered by whole staff • recommendations for implementation voted on and agreed	

School Improvement Target 2: To raise expectations and aspiration amongst teachers and pupils in order to have a positive impact on levels of attainment across the school.						
Objective: To explore reasons for under-performance identified in data analysis and implement a system where all pupils are working towards aspirational targets.		**Priority Leader** [redacted]		**Overall Success Criteria** • data analysis undertaken at the start of the year, with ownership being accepted by class teachers • aspirational targets set for all pupils and regularly reviewed • robust Pupil Progress Meetings (PPM) every half term with data analysis in Feb 17 • core subject action plans in place • end of year data analysis by class teachers • end of year data analysis by core subject leaders • staff meet performance management targets relating to pupil progress		
Key Objective	**Action Required**	**Action Leader**	**Time Scale**	**Resource Implications**	**Success Criteria**	**Evaluation and Review**
Teachers to understand the whole school position regarding end of year data for 2015/16.	Teaching staff to take part in discussion about whole school core subject data analysis. Subject leaders form action plans	[redacted]	Early Sept 2016 and ongoing	INSET time Possible subject leader release time	• INSET data presentation delivered • teacher understanding confirmed through discussion and raising of action points • action plans written and implemented by subject leaders	
Class teachers to be well informed to set aspirational targets.	Teachers to identify strengths and areas for development for own class within core subject areas. Individual targets to be set for pupils reflecting plans for increased achievement and higher levels of attainment.	[redacted]	Sept 2016	None	• pupil groupings are made for core subjects • class timetables are set to allow for best use of curriculum time • interventions are planned for individuals and groups • targets are set for individual pupils	

Key Objective	Action Required	Action Leader	Time Scale	Resource Implications	Success Criteria	Evaluation and Review
To ensure pupils are making expected progress. Identify reasons for less than expected progress and strategies to address this.	PPM to be held each half term for every year group, including Injebreck pupils. Group targets to be assessed at least every half term.	[redacted] Teachers	Late Sept 2016 and every half term to June 2017	Release time for teachers or staff meeting time	• end of year target sheets and target data analysis sheets reflect high expectations for all pupils • PPM summary sheets contain accurate information pertaining to pupil performance • pupils making expected progress	
To ensure assessments are accurate and evidence based	Regular moderation of assessment within core subject areas. Foundation Stage Moderation visits in October 2016 and June 2017.	[redacted] FS moderation team	Termly and ongoing	Release time for subject leaders or staff meeting time FS teacher release time	• moderation activities identified in subject leader action plans • teacher confidence in assessment of core subject levels • teacher confidence in assessments at FS	
To assess school position in core subject areas with regard to levels of attainment	Data analysis completed for English, Maths and Science mid-year and end of year. Analysis information shared with staff.	[redacted]	Feb 2017 July 2017	Release time for subject leaders staff meeting time	• mid-year data analysis (Feb half term) shows a positive impact on levels of attainment • end of year data analysis (2016/17) shows a positive impact on levels of attainment • teacher understanding confirmed through discussion and raising of action points	
Accurate handover information to be communicated	Handover meetings to take place between current and future teachers.	Teachers	July 2017	Possible release time for teachers	• new teachers well informed of future pupils • target data analysis sheets give relevant progress and attainment information	

School Improvement Target 3:	To develop a shared understanding of AfL to ensure consistency of practice and appropriate levels of challenge.					
Objective: To develop Assessment for Learning practice across the school. All staff will understand and adhere to an AfL policy, which sets out the principles of consistent practice within our school.		**Priority Leader** [redacted]		**Overall Success Criteria** • development of an agreed AfL Policy • embedded and consistent use of AfL across the school • success criteria used as an integral part of everyday learning • feedback linked to next steps • pupils respond to 'growth mindset' challenge in their learning		
Key Objective	**Action Required**	**Action Leader**	**Time Scale**	**Resource Implications**	**Success Criteria**	**Evaluation and Review**
Staff to have access to AfL training	AfL training to be organised and delivered. Staff to take part in training and make required changes within day to day teaching and learning. 10 principles of Assessment for Learning to be shared with staff.	[redacted] Possible support from DEC	Ongoing By April 2017	Staff meetings Possibly 1 twilight Observations	• staff attend training • AfL practices evident in observations and learning walks • pupil interviews reflect children commenting on consistent AfL practice • book scrutinies show evidence of AfL and feedback to pupils • positive impact on staff attainment of performance targets	
AfL Policy written and agreed	Research and evaluation of AfL policies and good practice to inform our own policy. Policy to be shared with staff for comments and amendments at different stages.	[redacted]	By end Dec 2016	None	• whole staff contribution to AfL Policy • AfL Policy to be considered as expected practice in school	
Success Criteria commonly used in all classrooms and in learning opportunities throughout the school	Training on success criteria to be delivered to staff. Sharing of impact of success criteria on pupil's learning.	[redacted] Possible support from DEC	Ongoing By July 2017	Staff meetings	• staff understand the importance of success criteria to learning • success criteria evident in planning documents • success criteria evident in independent learning opportunities and teacher-led learning • positive impact on staff attainment of performance targets	

Key Objective	Action Required	Action Leader	Time Scale	Resource Implications	Success Criteria	Evaluation and Review
Feedback and questioning are understood as developmental parts of the learning process	Teaching staff refresh their understanding of these important aspects of AfL.	[redacted]	Ongoing By July 2017	Possible staff meeting time. Observations	• observations show feedback and questioning are used effectively in lessons and learning opportunities • pupil interviews reflect pupil expectations of feedback and questioning in their learning • positive impact on staff attainment of performance targets	
'Growth Mindset' principles embedded in learning	Teaching staff incorporate a growth mindset philosophy within everyday teaching and learning opportunities, including independent tasks and challenges.	Teachers	Ongoing By July 2017	None	• pupil surveys show pupils understand 'growth mindset' thinking and expect challenge in their learning • positive impact on staff attainment of performance targets	

General activities

2016 - 2017 ongoing development.

- The school will review the following policies during this academic year:
  Additional Needs, Assessment, E-Safety, Educational Visits, Health and Safety and Target Setting.
- Subject leaders for core subjects and SEN will produce action plans to develop provision in their subjects, in conjunction with specific references to Targets 1, 2 and 3 in this School Improvement Plan.
- The school will develop an Emergency File in line with department requirements.
- The school will refine Fire Safety procedures.

Aims from 2016

- General refurbishment of school decor will continue, where possible. Significant work has already been undertaken.
- Development of outdoor classrooms and use of school grounds for outside learning to continue to be promoted.

School Improvement Priorities for 2017 - 2018 (Provisional)

- Continue with OUR Network Process - inform school development through findings of school vision research groups.
- Consider refining the curriculum to meet the needs of our pupils.
- Develop relationships with other schools to continue training using the 'Learning Dialogues' and 'Independent Thinking' presenters.

School Improvement Priorities for 2018 - 2019 (Very Provisional)

- Ensure issues highlighted in pupil progress data are addressed.
- Build on partnerships with pupils especially in terms of school improvement planning.