



**School Improvement Plan  
2018-2019**

**Precision Teaching and Learning**

**Key lines of enquiry**

**Parental Engagement**

**Feedback – Maths**

**Outstanding teaching**

- Deepen teachers understanding of the breadth and depth of the curriculum
- To embed a dialogic teaching approach
- Embedding a culture of purposeful feedback
- To deepen understanding of the pedagogy of whole class reading
- To deepen children's mathematical fluency

Strategic Aim	Key tasks	Accountabilities and timescales						Desired impact
		1	2	3	4	5	6	
Deepen teachers understanding of the breadth and depth of the curriculum	• Set up cycle of subject team meets	SLT						Children will make greater progress in all subjects as a result of precise teaching, focused on specific skills
	• Create subject action plans and plan in regular follow up	SL	SL	SL	SL	SL	SL	
	• Dedicated time during twilight pdms for subject research	SL	SL	SL	SL	SL	SL	
	• Embed practice of focus group teaching to close learners gaps		ZC		ZC		ZC	
	• PDM- focusing on assessment and what each objective looks like in each year group			JG/VW				

	<ul style="list-style-type: none"> <li>Regular phase meetings</li> <li>Joint planning</li> <li>Develop curriculum statement</li> </ul>	PL PL ZC	PL PL	PL PL	PL PL	PL PL	PL PL		
To embed a dialogic teaching approach	<ul style="list-style-type: none"> <li>Share Robin Alexander research</li> <li>Establishing lets think teams and cycle of monitoring and reflection</li> <li>PDM focusing on lesson design and structure of lessons</li> <li>Review of non core MTP's in subect teams and identify opportunities for change in lesson design</li> </ul>	ZC  ZC  ZC  SL						SL  SL  SL  SL	There is an increase in children's purposeful talk during learning, precisely scaffolded by teachers, resulting in greater progress of all learners
Embedding a culture of purposeful feedback	<ul style="list-style-type: none"> <li><b>Establishing 'feedback' working party to review current research into impact of marking</b></li> <li><b>Pilot different forms of feedback</b></li> <li><b>Review feedback policy</b></li> <li>PDM – focused on peer and self assessment</li> <li>Regular book looks focusing on intervention and impact.</li> <li>Collection of pupil voice to establish benefits.</li> <li>Embed cycle of assessment and gap analysis.</li> </ul>	ZC   SLT/PL		ZC  ZC				SLT/PL  SLT/PL  SLT/PL  SLT/PL  SLT/PL  SLT/PL	Children make greater progress as a result of purposeful feedback. Precise feedback addresses misconceptions.
To deepen understanding of the pedaogy of whole class reading (See Reading Action Plan)	<ul style="list-style-type: none"> <li>Finalise reading progression documents alongside T and L group</li> <li>Create monitoring cycle for regular opporuntites to observe whole class reading</li> <li>Creaton of reading team to target children with significant barriers to reading</li> </ul>	VW  SLT  MK/RG	VW						Children make good or better progress in reading as a result of clearly planned lessons which explicitly and progressively teach key reading skills across the school

	<ul style="list-style-type: none"> <li>• Embed practise of focus group teaching</li> <li>• Reading circles to promote deeper debate</li> </ul>	ZC VW/KP						
To deepen children's mathematical fluency (See Maths Action Plan)	<ul style="list-style-type: none"> <li>• Embed mental maths teaching, tracking and assessment</li> <li>• Embed times table teaching throughout the school</li> <li>• Monitor planning of maths to ensure it provides regular opportunities to develop fluency and reasoning</li> <li>• Secure the use of Singapore Bar across EYFS and KS1</li> <li>• Ensure opportunities for 'maths talk' are evidenced in planning and lessons</li> <li>• SATS Question Analysis to feed into action planning</li> <li>• Hold termly analysis of maths data</li> <li>• <b>Series of parental workshops focusing on mental maths and time tables</b></li> </ul>	JG JG JG KP/CM JG JG JG/CM	JG JG JG JG JG JG/C M	JG JG JG JG JG JG/CM	JG JG JG JG JG JG/CM	JG JG JG JG JG JG/CM	An increasing number of children are fluent in their recall of number facts and as a result a higher % of children reach EXP and GDS in maths	