

Action Planned	Lead Person	Time scale	Resources (inc. £ where possible)	Performance Indicators (How to achieve the Planned Action)	Success Criteria/ Impact on Learning	Monitoring (inc. dates)	Governor Monitoring (inc. dates/ milestones)	Impact/Evaluation Blue = end term 1 18/19 Purple = end term 2 18/19 Green = end term 3 18/19
Develop long term plans to ensure the KS4 curriculum is delivered to meet the needs of all students and allows for accelerated progress of all groups (see QFT)	TLI	Sept 18	Time	CPD for LTP How to generate key performance indicators Template created for staff completion for consistent approach	All subject leads have full LTP for year to include key performance indicators to ensure coverage of course content and time for revision, revisits and extended learning	3/9/18 Hand in for checking		All lead coaches submitted long term plans including KPI
Previous year prior learning gaps are identified early and addressed early during term 1 (see QFT)	JGR	Sept 18 and half termly	Time	All subject leads to provide medium term plan for first half term. This must include specific KPI and how these will be met for teaching groups and address learning gaps from formative assessment. CPD in place to share good practice and check that all plans are fit for purpose. Travelogues, learning walks and observations. Work scrutiny.	Milestone 1: Medium term plans for term 1 checked and approved September. Milestone 2: Lesson observations demonstrate clear planning for progress and key performance indicators. Milestone 3: Students make good progress against performance indicators from their starting point as seen by data point 4	3/9/18 check medium term plan in place. First half term observations reflect success criteria		Medium term plans in place for half term 1. These use the terminology emerging, developing, secure and mastered to meet KPIs for ability groups. Formal observations of some staff have been undertaken. Wednesday interventions taking place for literacy and science. Targets set on ILPs for students not on track.
On-going summative assessment is used to identify learning gaps, which are addressed alongside the planned curriculum. This gap teaching is delivered through interventions such as booster groups and catch up sessions.	TLI		Time  Revision guides  Study	Curriculum opportunities for regular summative assessment. CPD on planning fair tests Preparing students for	Milestone 1: LTP indicate where summative assessment will take place. Calendar indicates where whole school			Assessment calendar in place. Revision resources shared with parents and students at steps for success event. Summative assessment on medium and long

			<p><b>skills books</b></p> <p><b>Keynote speaker</b></p> <p><b>Options extra?</b></p>	<p>texts with revision resource. Template to be created and shared with staff for consistency.</p> <p>Steps to Success to promote revision skills. Revision planners for all students and regular study skills activities. Revision skills taught regularly within lessons</p> <p>QLA completed on all summative assessment</p> <p>Accelerated learning plans in place for all students to ensure moving forward</p> <p>Learning to revise week to embed revision skills</p> <p>Regular Parental engagement through Steps to Success, Tutor Progress Meetings, Learning to Revise week and Targeted Parents Evening.</p> <p>Accelerated plans put in place for WEX days</p>	<p>progress tests will take place</p> <p>All students will have 3 targets for improvement</p> <p>All subjects create revision resource prior to progress tests.</p> <p>QLA completed in all subjects.</p> <p>Lesson observations evidence revision skills being taught</p> <p>80% parents attend Steps to Success Evening</p> <p>60% students at FFT50</p> <p><b>Milestone 2:</b></p> <p>Targets reviewed on ALPs during SPAM meetings</p> <p>Analysis of progress tests and next steps for success</p> <p>Feed into MTP</p> <p>Lesson observations show revision skills embedded in learning</p> <p>Trial Exams take place</p> <p>100% Parents engagement with Tutor either on night or through follow-up meetings/phone calls</p> <p>80% students at FFT50</p> <p><b>Milestone 3:</b></p> <p>Review and analysis of trial exams outcomes</p> <p>Targets reviewed on ALPs during SPAMs</p>			<p>term plans. CPD delivered on revision and study skills in house and also MADE training. All students have at least 3 targets to help them improve. All students have been issued revision planners. Timetable of after school revision opportunities shared with students and parents. QLA to be completed post progress tests. FFT50 and FFT20 to be scrutinised following progress tests.</p> <p><b>Disappointing attendance at steps to success event despite numerous attempts made to encourage. Plans in place to improve attendance at the tutor event.</b></p>
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					Lesson observations show revision skills being carried out independently 100% Parental engagement with Targeted parents. 100% students achieve FFT50			
Lesson plans are written from the medium term plan taking into consideration any prior learning and relevant issues identified through formative assessment. Flower pot planning must be used alongside lesson mapping and SEND, PP information (see QFT)	TLI		Time	CPD on elements of 5 min lesson planning SEND IEP in Place PP IEP in place	<p><b>Milestone 1:</b> 3 elements of 5 min lesson plan covered Vocabulary is at the forefront of learning Lesson Observations show all needs of students considered 60% HPAs and PP students achieve FFT50</p> <p><b>Milestone 2:</b> Impact evidenced on all learners making progress as seen through PRM Lesson observations show embedding of good practice Student success promoted through well planned pre-learning tasks Opportunities for extended writing are evidenced All elements of 5 minute lesson plans covered 80% HPAs and PP students achieve FFT50</p> <p><b>Milestone 3:</b></p>			CPD timetable in place to cover elements but also impact of additional CPD has been demonstrated via use by all staff of 5 minute plan. Focus on literacy in all its forms has been raising the profile across the school. 5 minute lesson plan updated to include language skills. SEND IEPs place in place. All students now have an ILP rather than small group of PP due to the social insecurity of the cohort.

					<p>5 min lesson plans show conscious planning of tasks to take into account starting points and next steps for every individual</p> <p>Opportunities to address targets on ALPs are evidenced within planning</p> <p>Progress of HPA is 100% in-line with FFT50</p> <p>100% PP students achieving FFT50</p>			
<p><b>High quality formative assessment during lessons is used to inform the learning during the lesson and also the next phase of learning (see QFT)</b></p>	TLI			<p>CPD on AFL techniques</p> <p>Questioning</p> <p>Feedback</p> <p>Group work</p>	<p><b>Milestone 1:</b></p> <p>Lesson observations evidence AFL techniques used within 80% of observed lessons</p> <p><b>Milestone 2:</b></p> <p>Lesson observations evidence AFL techniques embedded into 80% of observations</p> <p><b>Milestone 3:</b></p> <p>Lesson observations evidence that AFL techniques inform next steps in learning and enable accelerated learning and challenge to take place in 80% lessons</p>			<p><b>We need to adapt the lesson observation format to ensure the evidence is collected.</b></p> <p>CPD delivered on questioning and AFL.</p> <p>Work scrutiny showed evidence of written feedback.</p>
<p><b>Regular (4) summative assessment phases are used to track student progress and inform discussion at progress review</b></p>	TLI			<p>Data entry sheets are fit for purpose and assigned to correct staff members.</p>	<p><b>Milestone 1:</b></p> <p>Data entry sheets, flightpaths and Progress tracking</p>			<p>Assessment cycle re invigorated and delivered to staff. Soft skills now reported to</p>

<p>meetings as well as SPAM meetings.</p>				<p>CPD on expectations for data entry and monitoring statements  Data entry sheets record soft skills alongside hard data  Regular analysis of data entry points and tracking of students' progress toward FFT50 and FFT20  Analysis of hard and soft data inform PRM discussions and actions set  Hard and soft data informs SPAM meetings and next step targets for individuals</p>	<p>sheets in place  Data entry point 1 analysed and results shared with staff during PRM  Individual progress and hard and soft data review during SPAMs and targets set  1<sup>st</sup> monitoring reports sent home to parents  Predicted grades evidence 60% students on track to achieve FFT50  <b>Milestone 2:</b>  Data entry point 2&amp;3 completed  2<sup>nd</sup> and 3<sup>rd</sup> monitoring reports sent home to parents.  Predicted grades show 80% students on track to achieve FFT50  <b>Milestone 3:</b>  Data entry point 4 completed  Analysis of hard data feeds into PRM  Analysis of hard and soft data discussed during SPAMs and next step targets set  Final monitoring reports sent home to parents  Predicted grades show 100% of students achieve FFT50</p>			<p>parents on data entry. Tracking to target paths created for all students. DP1 deadline met and processed.  Underachieving students identified and targets set on ILPs in SPAM meetings. Monitoring reports went home to parents on time.  Progress to FFT to be analysed. Analysis of students moving backwards from June 2018 to be completed.</p>
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<p>PRM individual student targets set at each meeting and reviewed at the next meeting. Follow up activities are identified and actioned. Teacher performance management is consulted and reviewed at this stage.</p>	<p>TLI, JGR, SJO</p>				<p><b>Milestone 1:</b> All staff have performance management targets in place end October.</p>			<p>PM targets in place for all teaching staff.</p>
<p>Ensure predictions are closer to FFT20 targets and that they are accurate. This will feed into accelerated progress for all students.</p>	<p>TLI</p>			<p>All student targets set at FFT20+. Lower grades only with negotiation. Subject specific analysis of all summative assessment, measured against FFT20 target grade and next steps to meet targets. Moderation of summative assessments for quality assurance purposes Accelerated learning days to embed skills and close remaining gaps or stretch and challenge.</p>	<p><b>Milestone 1:</b> Clear subject specific targets for all students, which are FFT20 or above. ALPs consider the step students need to take to achieve target grade. External or internal moderation of progress tests. Predictions within 40% of FFT20 <b>Milestone 2:</b> DEPs measure progress towards targets using predicted grades. External or internal moderation of Trial exams Accelerated learning day planned on a subject needs basis and progressive plans in place. Predictions within 20% FFT20 <b>Milestone 3:</b> DEP 4 shows predictions meet FFT20</p>			<p>Targets set at FFT20. ILPs in place to track steps to target and tracking to target in place. Moderation of progress tests.</p>

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