

Action Planned	Lead Person	Timescale	Resources (inc. £ where possible)	Performance Indicators (How to achieve the Planned Action)	Success Criteria/ Impact on Learning 3 milestones	Monitoring (inc. dates)	Governors	Impact/Evaluation Blue = end term 1 18/19 Purple = end term 2 18/19 Green = end term 3 18/19
<p>Develop clear long-term plans to show learning development over time. Build in key performance indicators for HPAs, MPAs, LPAs; disadvantaged and SEND</p>	<p>TLI</p>	<p>Sept 18 - Feb 19</p>	<p>Time</p>	<p>Identify and share good practice in SOW from departments.</p> <p>CPD to focus on progression to target grades, using flightpath tracking. Where are students? where should they be? Steps to get there from different starting points. Feed into Medium term planning</p> <p>Revision of long term plans and KPI to ensure continued progression towards targets.</p>	<p>Milestone 1: Long-term plan in place which includes KPIs for all groups (Sept 18)</p> <p>Milestone 2: All KPIs on SOW are progressive overtime (Dec 18)</p> <p>Milestone 3: 75% students on track to achieve FFT20 (Feb 19)</p>	<p>3/9/18 check SOW in place. First half term, check other evidences. Travelogues, learning walks and observations. Work scrutiny. Dec 18 Check progression is feeding into medium term planning and also lesson planning Feb 19 – data analysis shows student performance improving toward FFT20</p>		<p>All long term plans in place. First set of scrutiny – learning walks, books and travelogues undertaken. CPD has included progression to target and tracking to target data to assist with accountability measures.</p>
<p>Alongside, develop medium term plans to drive lesson plans in order to address identified learning gaps from KS3 alongside teaching GCSE</p>	<p>Lead coaches JGR</p>	<p>Sept 18 and half termly</p>	<p>Time</p>	<p>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.</p>	<p>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</p>	<p>3/9/18 check medium term plan in place. First half term observations reflect success criteria</p>		<p>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. Not all staff have been observed formally.</p>

				Travelogues, learning walks and observations. Work scrutiny.	indicators from their starting point as seen by data point 4			
Create opportunities to develop a greater depth of learning	JGR	Ongoing		Enrichment opportunities are linked clearly to the curriculum and this is shared with students. Students demonstrate resilience and mastery across the curriculum. They are able to apply knowledge from one subject area to another. Students enthuse about their learning.	Milestone 1: CPD delivered during Sept inset to encourage mastery models of learning. Milestone 2: Audit of enrichment opportunities and curriculum links. Share with students in a CREATE reflect session February 19 Milestone 3: Feedback form lesson observations and learning walks term 2.	Peer observations in October 2018 to focus on higher order thinking skills and mastery.		Peer observations planned for wb 12/11. CPD in half term 1 has encouraged depth of planning. Medium term plans adapted to reflect mastery. Theme weeks show links across the curriculum and encourage deeper cross curricular thinking. Enterprise and careers roadshow planned. Visitors to business lessons encourage mastery and enthusiasm along with links to curriculum. Pauses in learning built into SOW.
Build in to all planning cross curricular opportunities to consolidate English across the curriculum	TLI	Ongoing	Time	Identify control group (PP students) to monitor impact of initiative. Audit of book work to establish areas for improvement. Create subject specific literacy mats (vocabulary, sentence stems, connectives, punctuation, command words, reading strategies). Differentiate for LPAs, MPAs, HAPs. CPD writing and the language of context Create subject specific writing frames and exemplars of text types CPD modelling the writing process. CPD reading for meaning	Milestone 1: All classrooms have subject specific literacy mats for a range of learners Writing across the curriculum evidenced in lesson observations Milestone 2: Use of literacy mats is embedded. Exemplars of text types are available for students to refer to. Writing frames are used to support the organisation of texts. Milestone 3:	Observations and learning walks evidence use of literacy mats, when writing. Learning scrutiny evidences improvement in the quality of writing of control group, including a wider use of vocabulary. QLA shows progress of longer writing questions		Subject specific literacy MATs created. We are awaiting delivery of laminating sheets in order to complete this task. CPD has been delivered on language of learning, extended writing and verbal communication. Additional opportunities planned for the future wrt literacy. Literacy lessons have been implemented and adapted following reflection by staff.

				and understanding and creating independence CPD verbal communication Learning for Life sessions to practice literacy skills and exam techniques.	Staff regularly model the writing process for written answers to longer writing questions	evidenced in control group.		
Build in to all planning cross curricular opportunities to consolidate Numeracy across the curriculum	JGR	Sept 2018	Time Printing costs	Create numeracy resources to support non maths staff in delivering accurate numeracy outcomes. Use tutor time once a week of numeracy ninjas to continue practice of core skills.	Milestone 1: Create and share numeracy MATs. Deliver CPD to all staff on accurate graphing July 18. Milestone 2: Train all staff in use of numeracy ninjas Sept INSET. Use with tutor groups 1 session per week. Ensure numeracy elements included on lesson plans. Milestone 3: Audit numeracy skills across the curriculum.	July CPD delivered. Sept INSET and audit of use of ninjas. Audit of numeracy across the curriculum quality April 2018		Numeracy MATs created, shared and used. CPD on data and graphs delivered. Numeracy ninjas embedded with tutors. Audit use of Ninjas. Ask staff to update spreadsheet.
Build in to all planning cross curricular opportunities to consolidate SMSC across the curriculum	SJO	Sept 2018	Time	Audit SMSC provision across the curriculum and enrichment areas. Add SMSC to the 5 min lesson plan and medium term planning for all subjects. Plan enrichment opportunities for any SMSC areas not already covered. CPD in place to support staff with	Milestone 1: Audit of curriculum carried out and gaps identified. Subject leads have identified all SMSC opportunities in their area on their medium term plans. Gaps are identified and a plan is in place to fill them. Milestone 2: Gap filling activities confirmed and carried out. Milestone 3: Spring 2018. Revisiting of audit to ensure coverage has been successful.	Sept 2018 Audit completed. Weekly checking of submitted plans. Half-termly monitoring of medium term plans.		Audit carried out for SMSC. No completely blank areas.
Sharpen up learning gap teaching through interventions when triggered by identification	TLI	Each data cycle	Time	Learning gaps of students not on track to achieve FFT20 are identified through QLA.	Milestone 1: Students not on track to own ILPs. ILPs contain small steps to close gaps in	ILPs seen during travelogue checks. Student voice. Personal		ILPs in place for all students. Data entry sheets now automatically identify Not on Track students along

<p>in lesson formative assessment as well as booster sessions prior to planned summative assessments</p>				<p>ILPS created and shared with LM and TLI. Parents informed and information shared with students. Interventions implemented to close gaps. Review of ALPs during SPAM meetings</p>	<p>learning using KPIs.</p> <p>Milestone 2: Ragging of ALPs shows learning gaps closing and next steps added. Action give precise dates and times for intervention and review to take place.</p> <p>Milestone 3: 75% of students identified have Achieved FFT50 and moved off the intervention list.</p>	<p>coaching - by SLT of high profile students.</p>		<p>with soft skills. Strengths and barriers have been identified and actions put in place. Tracking to target sheets created to identify track. Next step is SPAMs to identify subject specific next steps.</p>
<p>Short term lesson planning to utilise flower pot planning sheet as well as SEND and PP personal profiles. Use lesson plan pro forma to plan the learning journey for all students within the lesson.</p>	<p>TLI</p>	<p>Weekly</p>		<p>Review and edit agreed lesson planning pro forma to include info needed. CPD delivered to look at elements of the plan. Flower pots updated each data cycle to reflect any changes in groups. Staff personalise seed mix strategies to progress SEND and PP students based on their personal profiles.</p>	<p>Evidence of personalised learning that clearly meets the learning needs of disadvantaged, SEND, HPAs, MPA and LPA. Evidence in data cycle of accelerated progress for groups.</p>	<p>Travelogue checks. Lesson observations. Weekly submitted plan.</p>		<p>CPD on 5 minute lesson plans using the data effectively. CPD next step has been targeting using 5 minute lesson plan to embed learning. Lesson observations have had evidence of 5 min plans. Travelogue check to be carried out wb 4/12. Embed use by regular episodes of completing a plan during a CPD session to be refined and brought to Thursday meetings.</p>
<p>Plan opportunities for independent learning. This will enable students to take more responsibility for their own learning and enable the teacher to facilitate questioning and access learning more often on a 1:1 Basis.</p>	<p>SJO</p>	<p>Weekly</p>		<p>Planning to build in independent learning time and tasks for outside the classroom. Reflective tasks used in the wwwebi model. Peer and self evaluation being used in lessons. CPD used to support staff in chunking tasks. Set minimum expectations for students.</p>	<p>Milestone 1: Greater use of independent learning times in lessons. Independent learning outside the classroom being celebrated.</p> <p>Milestone 2: Students demonstrate resilience, problem solving, and the ability to reflect on and improve work.</p>	<p>Half-termly lesson observations and work scrutiny. Weekly learning walk and submitted plans.</p>		<p>Curriculum changed to include Studio Extra and PBL to encourage and specifically teach independence. Made Training day to further embed with students the knowledge and skills needed. Revision planners provided to all along with revision lists during a steps for success evening with</p>

					Milestone 3: Students feel enabled to independently prepare and revise for the end of year exams.			parents. PBL and Studio Extra passports created to track and evidence the skills being acquired. After school attendance being encouraged creatively with rewards.
Plan effective and engaging lessons in order to consolidate and deepen learning for all students	SJO	Weekly	Time	CPD plan linked to lesson observations and lesson walks support staff (tweak of the week). 5 min lesson plan hooks. Enrichment opportunities explicitly linked to the curriculum.	Milestone 1: Student engagement in lessons is high. Milestone 2: Mastery evident in lessons. Milestone 3: Student progress shows differences diminishing for disadvantaged, SEND, HPA, MPA and LPA.	Ongoing feedback and impact sheets completed after CPD sessions. Weekly submitted plans. Half-termly peer observations and learning walks. Monitoring of 7-week data cycle.		Learning walks have a weekly focus linked to CPD. Increasing use of feedback and CPD impact sheets. Immediate planning of lessons on 5 minute plan during session to embed learning. CPD delivered on stickability and lessons planned using this with reflections the following week. Peer observations wb 12/11
Plan learning objectives and activities to enable all students to deepen their learning and make progress. Develop escalating success criteria for each phase of learning in order to allow for self assessment and increase aspiration	SJO	Weekly	Time HIAS support (Sci)	All subject leads to provide full and detailed SOW covering KPI for all students at INSET. Success criteria and opportunities for self-assessment to be included in medium term planning. CPD to support staff in developing new strategies.	Milestone 1: Learning objectives in lessons are linked to success criteria and show hierarchy of thinking skills. Milestone 2: Students feel confident to self-assess using the success criteria. Students engage with reflective learning and wwwebis. Milestone 3: Aspiration across the year group is high and achievable.	03/09 Check SOW is in place. Ongoing: Weekly submitted plans. Half-termly work scrutiny, peer observations and learning walks. Monitoring of 7-week data cycle. Destination data.		SOW in place using KPI terminology. Peer observations 12/11. Learning walks ongoing. Work scrutiny undertaken. CPD to be delivered 1/19 on HOTS followed up by 5 minute planning cycle. Progress of HAPS to be scrutinised.
Ensure flexibility in lessons in order to maximise personal on-going formative assessment opportunities	TLI			Ensure staff are responsive to needs of individual students and change their delivery and planning as a result of ongoing in class assessment including	Mile stone 1: Work scrutiny to take place every data point cycle with a focus on written feedback and student feedback to marking. Milestone 2: AFL strands			

				verbal feedback and marking.	delivered during CPD sessions to focus on			
Develop use of higher level subject specific vocabulary in all subjects	TLI			Use of literacy mats Planning to include key vocabulary progressing over time	Key vocabulary evidenced on 5 min lesson plans			CPD on literacy. Literacy mats.