

Focus Priority 3	Learning is focussed and engaging for all pupils
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<p>What will be different for children (emphasise learning & achievement)?</p> <p>Ofsted category cross reference: 01 02 03 04 05</p> <p>Ofsted Areas requiring improvement: L&M 1 and 2, TLA&O 1, 2 and 4, EY1, B1 and 2</p>	<p>Focussed learning and engagement consistent in all classrooms across the academy. Children will demonstrate good behaviour for learning in lessons. Children will be focussed on their learning and able to talk about their learning. Values language and positive behaviour management will ensure that lessons progress without interruption and pupils are enabled to make demonstrable progress. Lesson planning will be focussed on learning: showing challenge and support for learners, key questions and direction for teaching assistants. Pupils will show pride in their learning. Positive relationships will further support the progress of all pupils. In lessons, pupils will have opportunities to learn new skills and consolidate & review previous learning. Pupils and adults demonstrate growth mindset ideals and show an understanding of metacognition and self-regulation. Learning will have a clear focus on the use and power of oral language and verbal interactions. Collaborative learning will ensure pupils can talk and articulate their thinking.</p>
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Targets	Success criteria
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Teaching over time (taking account of lesson observations, book scrutiny, learning walks, planning scrutiny, pupil voice (incl my learning prompt) and pupil progress meetings:

	% of good or better (or for TF as expected)				% of inad
	TF (2)	Band 1 & supply (3)	Band 2 (5)	Band 3 (6)	
Aut target	100%	66%	100%	100%	0
Dec 2017	100%	33%	80%	67%	0%
Spr target	66%	100%	100%	100%	0
Sum target	100%	100%	100%	100%	0

Good behaviours for learning as observed in learning walks and behaviour audits:

	% of good or better				% of inad
	TF (2)	Band 1 & supply (3)	Band 2 (5)	Band 3 (6)	
Aut target	50%	66%	100%	100%	0
Dec 2017	100%	66%	100%	100%	0%
Spr target	100%	100%	100%	100%	0
Sum target	100%	100%	100%	100%	0

Actions in place for the reduction of FTE will be successful in continuing the downward trend of occurrences.

2016/2017		Target 2017/18		FTE to Dec 1
Number of FTE	% of cohort	Number of FTE	% of cohort	
19	4.9%	9	2.25%	4
				1.01%

(National average for FTE was 1.21% (2016), for us that would represent 5 periods of FTE over the year)

- 🎯 In lessons, children will be focussed on their learning and demonstrate good behaviour for learning
- 🎯 Children will be able to talk about their learning, demonstrating their awareness of metacognition and self-regulation
- 🎯 Lesson planning will focus on learning, giving children opportunities to work within the 3 cognitive domains of basic, advancing and deep (according to their age and stage)
- 🎯 Learning will be stimulating and challenging to ensure that all pupils are fully involved and engaged in their learning
- 🎯 Pupils will be given quality opportunities to learn new skills and to consolidate & review previous learning
- 🎯 Pupils will show pride in their learning and growth mindset ideals and use secrets of success/characteristics of effective learning strategies
- 🎯 Positive relationships will further support the progress of all pupils
- 🎯 Oral language intervention and verbal interaction strategies will ensure pupils' speaking and listening supports their learning across all subjects
- 🎯 Pupils will be able to demonstrate their leadership of aspects beyond the curriculum by carrying out a variety of leadership roles
- 🎯 The development of an emotional well-being and mental health strategy ensures pupils are able to build their resilience and confidence to engage with their learning
- 🎯 The variety of clubs and enrichment opportunities extends beyond sport

Incidents recorded on behaviour watch will demonstrate a continued reduction in low level disruption in classrooms.

Classroom based incidents as recorded on Behaviour Watch					
	2015/16	2016/17	2017/18 Target	2017/18 actual	Target % reduction
Aut	285	345	200	214	24%
Spr	326	196	180		
Sum	342	195	180		
Total	953	736	560		

Key People	Funding & Resources			
<p>Ian Pearson – behaviour lead Sally Spencer – Inclusion Manager Jane Wall – pupil premium champion & curriculum development Sarah Whiteman – reception strategic leader Core curriculum improvement leaders (Sarah Whiteman, Linda Embling, Jo Costanzo, Jade Dawson) All curriculum development leaders</p>	<ul style="list-style-type: none"> • Team spend on Edison CC units • Funding for vulnerable groups • Additional resources to support collaborative approaches and research <p>Budget to be agreed and amounts will be added</p>			
Actions (and those responsible)	Who monitors?	Who evaluates? *	When	Check Date when completed
Weekly SMT review and discussion of behaviour	IP	HS	<u>Weekly</u>	
Behaviour and engagement audits	IP/RH	HS	<u>Termly</u>	
Behaviour for learning training – strategies to ensure pupil engagement is maximised and low level disruption is eliminated	IP	SMT	Sept and ongoing	
Work with families of pupils at risk of FTE, put measures in place to continue to reduce FTE	IP	SMT	<u>Ongoing as required</u>	
Use of revised paperwork for FTE and return to academy meetings	IP	HS	<u>Ongoing as required</u>	
Relaunch of my learning processes (stickers in books and sticky notes responses)	HS	SMT	Oct 2017	
Monitoring of my learning and pupil voice	HS	SMT	In line with schedule	
Team meetings- discuss behaviour and action	Team leaders	IP	<u>Weekly</u>	
Lesson observations – specific feedback re engagement	HS/MSW	HS	<u>Termly</u>	

Monitoring of lesson planning- focussed on learning and level of challenge, oral language usage, key questions	Curriculum development leaders	HS	<u>Termly</u>	
Meetings with parents to discuss behaviour and engagement	IP/SS	HS	<u>Ongoing</u>	
Continue to embed Brain, board, buddy, boss procedures	LE	HS	<u>Ongoing</u>	
Relaunch of Growth Mindset, metacognition and self-regulation strategies, SofS and CoEL – embed and move forwards with strategies	JW	HS	Nov 2017	
Book scrutiny/Flick forward demonstrates engagement	HS/MSW	SMT	<u>Ongoing</u>	
Ensure expectations for use of working walls for CC and learning conversation/questions in place prior to beginning of units	JW	SMT	<u>6x year prior to unit start</u>	
Implement new assessment system (symphony). Training for all subjects.	HS – RWM JW – others	SMT	Autumn term	
Monitor the effectiveness of the symphony assessment system for subjects other than RWM to ensure engagement in all subjects is evident	JW	SMT	Dec Apr Jul	
Training in use of Symphony to make final termly judgements and analysis of data	JW	SMT	Nov 2017	
Classes to establish collaborative learning approaches and the use of talk partners	MSW	SMT	Oct 2017	
Ensure there are a variety of leadership opportunities for children to access (school council, young leaders, Be Here Bug monitors, classroom roles, lunchtime roles etc)	TM IP CW	SMT	<u>Sept and ongoing</u>	
Develop and formalise an emotional well-being and mental health strategy (building on work begun last academic year)	SS	HS	<u>Oct onwards</u>	
Ensure the variety of clubs and enrichment opportunities offers things beyond sport	IP	SMT	Sept onwards	

Evaluation:

*the majority of evaluation for focus priorities will be carried out by the SMT. This will be in the form of presentations to the SMT by improvement leaders - question and answer sessions will take place and follow up will be agreed.

December 2017:

Focussing on behaviour both in the classroom and on the playground and ensuring consistent positive approaches to behaviour management across the academy has led to a decline in recorded incidents on behaviour watch. Weekly behaviour reports enable early intervention and targeted support with families of pupils causing concern alongside increased staff knowledge and understanding in developing a range of behaviour support strategies prior to consideration of FTE has led to a significant decline in FTE.

Careful monitoring and rapid intervention of classroom based behaviour incidents on behaviour watch has reduced these incidents significantly from this time last year. 151 or the 214 incidents were from 6 key children. These children are discussed weekly in SMT meetings and are being worked with by SMT, pastoral team, class teacher and TAs. All parents have been involved in regular meetings and discussions, most parents have been involved in courses such as 1,2,3 Magic. All have had observations and reports from JoGo Behaviour or by other outside professionals.

Monitoring events has demonstrated that engagement levels in classrooms are high and supported by teachers following the academy learning essentials and consistent approach within our behaviour plan. Positive relationships in classrooms support behaviour management.

Supporting teaching assistants with key question starters and enabled them to target their questioning at pupils.

The school council have been elected, each class has a representative for their class. In addition to this there are various other opportunities to show leadership across the academy: sports leaders is a new development being led by the physical fitness improvement leader, the attendance officer has 'Be Here Bug monitors' to encourage others to have good attendance and class teachers have a variety of positions within the classroom (e.g. register monitor, visual timetable monitor etc).

Training led by YMCA has enabled the mental health strategy leader to begin to formalise our approach to supporting pupils with mental health and emotional well-being needs. Mental health updates from the mental health lead ensure members of staff are kept up to date with developments in this area.

Four members of the teaching team are receiving mentoring support from a member of the SMT following monitoring events in the Autumn Term. The school has sought support from the NCC NQT body to ensure we are offering the best and most targeted NQT support and development.

Good behaviours for learning are strong across the academy. New members of staff are becoming to become more secure with the academy behaviour plan and engagement techniques, this is leading to greater consistency across the school. One member of staff is receiving support for behaviour management techniques using academy agreed procedures.

Supporting evidence:

- FTE data
- Behaviour watch data
- Example records of parent meetings
- Example anti-bullying records
- Examples of behaviour reports
- Staff training
- Behaviour audit overview
- Gradings for behaviour and attitudes in monitoring events
- Behaviour flow chart
- Key question starters
- Photos and question examples from CC working walls
- Mental health updates