

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				% of inadequate
	TF/NQT (3)	Band 1 & supply (3)	Band 2 (4)	Band 3 (5)	
Aut	33%	66%	100%	100%	0
Spr	66%	100%	100%	100%	0
Sum	100%	100%	100%	100%	0

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

	% of good or better				% of inadequate
	TF/NQT (3)	Band 1 & supply (3)	Band 2 (4)	Band 3 (5)	
Aut	66%	66%	100%	100%	0
Spr	100%	100%	100%	100%	0
Sum	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	
Number of FTE	% of cohort	Number of FTE	% of cohort
19	4.9%	9	2.25%

(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 % reduction
Aut	285	345	200	24%
Spr	326	196	180	
Sum	342	195	180	
Total	953	736	560	

Key People	Funding & Resources
<p>Ian Pearson – behaviour lead</p> <p>Sally Spencer – Inclusion Manager</p> <p>Jane Wall – pupil premium champion & curriculum development</p> <p>Sarah Whiteman – reception strategic leader</p> <p>Core curriculum improvement leaders (Sarah Whiteman, Linda Embling, Jo Costanzo, Jade Dawson)</p> <p>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	Weekly	
Behaviour and engagement audits	IP/RH	HS	Termly	
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	Ongoing as required	
Use of revised paperwork for FTE and return to academy meetings	IP	HS	Ongoing as required	
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	Weekly	
Lesson observations – specific feedback re engagement	HS/MSW	HS	Termly	
Monitoring of lesson planning- focussed on learning and level of challenge, oral language usage, key questions	Curriculum development leaders	HS	Termly	

Meetings with parents to discuss behaviour and engagement	IP/SS	HS	Ongoing	
Continue to embed Brain, board, buddy, boss procedures	LE	HS	Ongoing	
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	Ongoing	
Ensure expectations for use of working walls for CC and learning conversation/questions in place prior to beginning of units	JW	SMT	6x year prior to unit start	
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	Sept and ongoing	
Develop and formalise an emotional well-being and mental health strategy (building on work begun last academic year)	SS	HS	Oct onwards	
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 with be agreed.

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