

Outcomes for Pupils – READING	Outcomes for Pupils – WRITING	Pupil Development, Behaviour and Welfare – ATTENDANCE	Leadership & Management - WORKLOAD
<p>Introduce and embed Daily Supported Reader to Key Stage 1 to enable the teaching of higher-level reading skills</p> <p>Introduce and embed Destination Reader to Key Stage 2 to enable the teaching of higher-level reading skills</p> <p>Ensure rigorous tracking of pupil data of the combined measure across the academy</p> <p>Embed pupil tracking systems to ensure that staff are able to accurately gap analyse and that this informs planning</p> <p>Develop teacher subject knowledge in the teaching of reading to enable greater challenge for higher attaining pupils (see English (Reading) RAP)</p> <p>Further enhance pupil intervention programmes to narrow the attainment gap</p> <p>Develop the use of working walls to enhance learning</p> <p>Maintain <u>strategy</u> to raise expectations –including the use of</p>	<p>Maintain <u>strategy</u> to raise expectations –including the use of data, clear differentiation, use of questioning and pace.</p> <p>Teaching to start with data</p> <p>Regular PPM</p> <p>PM targets</p> <p>HOA opportunities to be manage and lead across the Academy. This will be through a staggered approach across year groups</p> <p>SLT monitoring of standards</p> <p>SLT lead writing interventions</p> <p>Strengthen teaching in order to improve outcomes further by ensuring that:</p> <ul style="list-style-type: none"> - the most able pupils are more consistently challenged so that they achieve well, and more attain the higher standards and greater - teachers have higher expectations of the quality and presentation of pupils’ writing, so that pupils make consistently strong progress and a higher proportion attain the expected 	<p>The leadership team give high priority to improvement of attendance & reduction of persistent absence</p> <p>First day calling procedures will be followed; If no contact is made a follow up letter is sent home. An N code is used to generate a letter from Sims this code will be changed to enter a reason or an unauthorised absence after a 5 day period.</p> <p>School generated letters have been added to Sims</p> <p>SLT and Attendance Officer meet to discuss attendance / PA data and identify cases requiring support and plan appropriate action, focus to be on under 95%</p> <p>SLT member responsible for Attendance to make greater use of the data and make the team aware of any trends e.g.</p> <p>Declining attendance in Year groups</p> <p>Effect of seasonal absenteeism monitored</p> <p>Excessive Unauthorised absences monitored</p>	<p>Share Dfe Workload reduction toolkit with staff</p> <p>Agree key foci throughout the academic year based upon the toolkit</p> <p>Review marking policy</p> <p>Launch new marking policy</p> <p>Review new marking policy</p> <p>Visit/ discussion with other academies (Shaw Academy)/ schools regarding latest evidence of impact of marking</p> <p>Review presentation policy</p> <p>Launch new presentation policy</p> <p>Review new presentation policy</p> <p>Develop new ways of ensuring clear communication with all stakeholders</p> <p>Research and produce</p> <p>Communication Policy</p>

<p>data, clear differentiation, use of questioning and pace.</p> <p>AP to lead intervention groups with specific focus on reading</p> <p>Teaching to start with data</p> <p>Regular PPM</p> <p>PM targets HOA opportunities to be manage and lead across the Academy. This will be through a staggered approach across year groups</p> <p>Strengthen teaching in order to improve outcomes further by ensuring that: - the most able pupils are more consistently challenged so that they achieve well, and more attain the higher standards and greater - teachers have higher expectations of the quality and presentation of pupils' writing, so that pupils make consistently strong progress and a higher proportion attain the expected standards of learning</p> <p>Develop the role of the Assistant Principal to offer increased coaching and mentoring for staff.</p> <p>Offer planning support to enable teachers to appropriately pitch and differentiate lessons.</p> <p>Ensure every child makes at least 6 steps progress each year in Reading.</p>	<p>standards of learning</p> <p>Ensure quality of writing remains consistent across foundation subjects</p> <p>Termly planning and book looks</p>	<p>Embed attendance reward and sanction system to ensure messages to parents and pupils are consistent, including the development of links to Ninja shop and attendance.</p> <p>Embed FPN process and use of ESBAS to support case work of attendance – promote to parents so that messages get out that we will fine for poor attendance</p> <p>Promote positive attendance through weekly newsletters / web site information/ twitter feed/ texts to parents</p> <p>Increase tracking of persistently absent pupils using the PA tracker to ensure that intervention is worthwhile</p> <p>Empower teachers to challenge poor pupil attendance through: - Whole class displays, challenges and rewards – assembly focus - Weekly data tracking and analysis shared with all teachers - Structured conversations at parents' evenings / with individual parents - Links with safeguarding lead to raise and unpick attendance concerns early</p> <p>Track use of reward stickers to show impact of values across the academy. Embed the Learning Behaviours (Learning Ninjas) through: * Whole class assessments * Whole class plans and activities linked to PSHE</p>	<p>Review planning of foundation subjects to streamline and ensure they have impact</p> <p>Involvement in HOA Workload training</p> <p>Staff meeting and team meeting organised a term in advance</p> <p>Timetabling shared with all stakeholders ASAP</p>
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