

ACTION & IMPACT REPORT 2018/19



AREA OF LEARNING: Monitoring and Evaluation

PRIORITIES

1.3 To ensure the attainment of almost all groups of pupils is broadly in line with National averages and if below these, is improving rapidly. (WPT)

To develop the roles and responsibilities of Middle leaders and use of information systems to make an impact on attainment and progress.

3.2 To ensure teachers are planning effectively and making maximum use of lesson time and coordinating lesson resources well. (WPT)

SUCCESS CRITERIA

- Teacher on a page shows good and outstanding teaching, progress and attainment through school.
- Children in each year group matching and exceeding ARE/ GD from previous year and therefore outcomes for all children in line or exceeding with National
- Effective and immediate support is given for teachers seeking effective resources/practices/strategies through planning discussions from planning scrutiny, work scrutiny feedback and follow up actions
- Rigorous moderation between year groups and phases, ensuring accuracy and accountability for (and of) pupil progress and attainment schools
- Gap analysis is effectively used to plan and target specific needs. Progress in lessons and books are better as a result.
- Pupil progress data is used effectively to address gaps in learning.
- Teachers are analysing their own data effectively.

- . Middle leaders supporting SLT in developing teaching and learning through school.
- To have a clear policy, system and format for M & E throughout school that all leaders can use effectively.
- Teacher on a page shows good and outstanding teaching, progress and attainment through school
- Children in each year group matching and exceeding ARE/ GD from previous year and therefore outcomes for all children in line or exceeding with National

- Teachers' CPD is used effectively through LA-led courses, modelled practice, networking opportunities with other schools
- Pupil learning is supported through quality-first class teaching, direct intervention
- Key questions are planned for texts using all of the content domains in reading.

Actions

ALL key stages

1.3 To ensure all staff are using reading, writing and maths assessments accurately and to quality assure assessment using internal and external partnerships within the WPT

1.3 To quality assure assessments judgements using external partnerships within the LA and the WPT – year group moderation meetings for reading, writing and maths each term

Middle leaders using CPD opportunities within Trust and LA to develop on classroom teaching.

SLT working collaboratively with middle leaders to look at role/expectation and review this regularly, looking at impact so far and future actions needed.

1.3 regular work scrutiny, planning scrutiny by SLT with follow up actions to develop teaching and learning further, returning back to actions to monitor impact.

Impact