

ACTION & IMPACT REPORT 2018/19



AREA OF LEARNING: Teaching and learning

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)

4.5 To develop more opportunities to develop communication skills

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

SUCCESS CRITERIA

- Effective and immediate support is given for teachers seeking effective resources/practices/strategies to enhance whole class and reciprocal reading sessions through CPD in the form of staff meetings, informal observations (sharing and modelling best practice)
- Rigorous moderation between year groups and phases, ensuring accuracy and accountability for (and of) pupil progress and attainment schools
- Networking with other school leaders to explore effective practice and management of all subjects
- 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.

- All children clarifying new vocabulary.
- In all lessons children are using and understanding a range of key vocabulary.
- All staff are supporting and modelling clarification skills
- Key vocabulary is displayed in classrooms
- Key questions are displayed to support the enquiry of books, projects and subjects.

- 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

LKS2

- 1.3 Ensuring children are achieving ARE and GDS from end of key stage results (EYFS and KS1)
- 1.3 Using all school systems effectively with Y3/4 working together in partnership to agree phase judgements.
- 3.2 Support in place from LA literacy advisor for key member of staff to develop reading and writing rigour and pace of teaching.

UKS2

- 1.3 Ensuring Y5 are at ARE and year 6 ready. Addressing the gaps through gap analysis and following quick response to issues.
- 1.3 Y6 collaborating with other Y6 teachers across the WPT to secure/agree judgements and share good practice.
- 3.2 Mapping the test techniques needed throughout the year.

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

4.5 Using talk for writing programme/reciprocal reading consistently to develop language and understanding of new vocabulary.

Impact