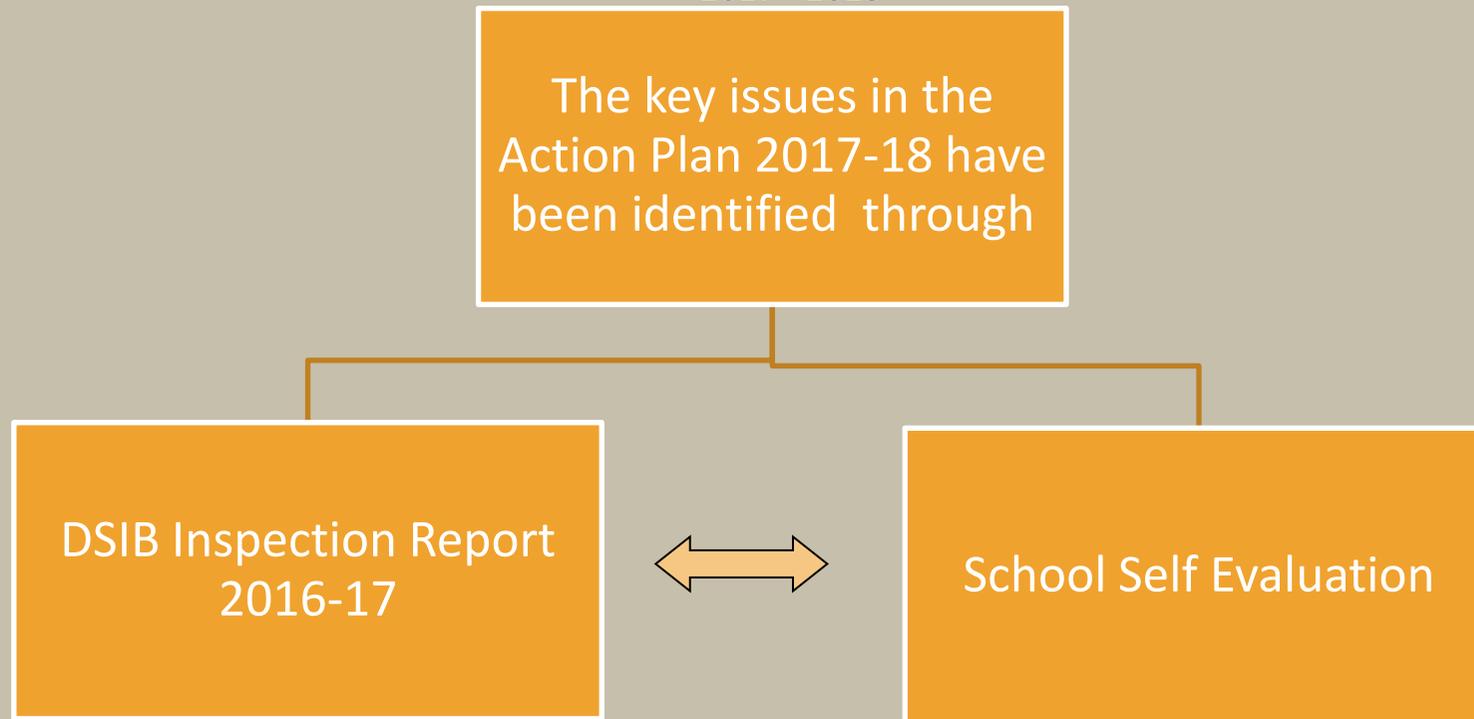




THE OXFORD SCHOOL

ACTION PLAN 2017-18

**The Oxford School
School Action Plan
2017 - 2018**



DSIB RECOMMENDATIONS:

- ❖ Improve the quality and consistency of teaching and the use of assessment in the primary phase.
- ❖ Further improve the training of teachers to enable them to help students with SEND make better progress in lessons.
- ❖ Further reduce class sizes to decrease overcrowding in some primary classes.

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TEACHING AND ASSESSMENT IN PRIMARY

Key Issue:						
<ul style="list-style-type: none"> • Improve the quality and consistency of teaching and the use of assessment in the primary phase. 						
Target:						
<ul style="list-style-type: none"> • Improve the quality of teaching so that students' achievement accelerates across all subjects. • Accelerate progress through appropriate levels of challenge and effective use of day to day teacher assessment and planning for learning. Student targets support the drive to accelerate progress and close any gaps identified in performance • To ensure teacher assessments are based on high quality moderation to effectively track and monitors the progress of pupils • To ensure teachers can identify minority and ensure correct provision is in place for them. • At all levels, there is accountability for the attainment and progress of individuals, groups and cohorts to meet challenging targets. • To communicate systems of tracking students with all stakeholders and hold the teachers and leaders accountable for slow progress 						
Tasks and Actions	Responsibility	Timescale	Resources		Success Criteria	Monitoring / Evidence
			CPD	Other		
✓ Review Teaching and Learning Policy, Assessment Policy to include clear guidance and lofty expectations around quality of teaching, expected progress in student learning accelerating the rate of student achievement.	HOP and SMT	May – June 2017	INSET 'Making Assessment Count'	Team teaching sessions with external consultants	Self-review shows consistent application of Teaching and Learning Policy by most Staff. Students' achieving rates of progress above or exceeding the curriculum expectations	SMT/SLT through learning walks, lesson observation audit, assessment analysis
✓ All Staff are given training to how to effectively record students' learning observed during lessons compared to learning objectives in planning. Expectations are clear and exemplars are provided	BOG to provide External Trainers and SLT to organise INSETS	May 2017 ongoing	Exemplars of completed tracking records of a variety of levels	Revised teacher handbooks and record books for subjects	Students' learning is effectively recorded over time and staff are able to use tracking to identify progression and gaps in learning	Lesson observation and learning walks show thorough evaluation of teaching over time, with high-quality feedback discussions and action points
✓ Staff accurately describe attainment and progress for all students in their	All teachers and SMT	June 2017 onwards	CPD on 'Assessment FOR learning;	Students Target	Effective planning is in place for all students which identifies	Performance Management Analysis

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<p>class, identify students for intervention and ensure delivery and monitor interventions and evaluate their impact against targets set, as evidenced in student progress meetings.</p> <p>✓ SMT set appropriate targets for teaching staff to ensure they meet their potential outcomes and secure good progress for all. They identify areas for intervention, ensure delivery (and monitor the quality of intervention to evaluate its impact against targets, thereby enabling students to make good progress.</p> <p>✓ Evaluate the external benchmark results and take effective measures to review schemes of work ensuring that all areas needing support are addressed appropriately</p> <p>✓ Regular moderation within year groups is effectively conducted to ensure assessment processes are accurate; moderation activities occur in departmental meetings at least twice each term with teaching staff to share knowledge and develop skills</p>	<p>Primary subject leaders</p> <p>Primary SMT</p> <p>All teachers and leaders</p>	<p>May – June 2017</p> <p>May 2017</p> <p>May June 2017 onwards</p>	<p>how to embed formative assessment and feedback’ and ‘Target setting’</p> <p>INSET: ‘Questioning as assessment; how to use hinge questions to assess ‘mastery’ and inform teaching plans’</p> <p>Coaching CPD to be delivered as part of ‘Developing Your Teaching’ option- positive evaluations - Positive feedback, particularly where CPD involved peer observations,</p>	<p>setting guidelines document/ subject</p> <p>Teacher target setting guidelines document</p>	<p>individual learning goals and outcomes, Staff are able to accurately identify the achievement levels and use this to challenge them further</p> <p>Evidence of impact on student outcomes from Lesson observation record analysis shows consistently good and better lessons and raised attainment of students.</p> <p>Curriculum provision is audited through review and maximises opportunities for students to achieve significant improvement. All SOW have identified priorities and plans to support this.</p> <p>Assessment outcomes are mostly accurate and as a result actual stage of progression is identified and learning is better supported.</p>	<p>–Teaching learning observation analysis. Ownership of Learning - In lessons, Classroom displays</p> <p>Samples of teacher target setting, Training records, Peer observation record, Model lessons and Team teaching records</p> <p>Assessment data analysis, modified SOW, curriculum review and adaptation samples, modified curriculum map</p> <p>Moderation Meeting minutes, CPD samples, moderation samples, assessment data analysis</p>
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<ul style="list-style-type: none"> ❖ Praise and action are written concisely and in a way that students can respond to demonstrate progress ❖ Learning walks and departmental auditing show Effective feedback and Students responding in different colours ❖ Subject leaders identify excellent practice within their team and share at SMT ❖ Students are interviewed about the effectiveness of Praise and Action to improve their learning ✓ Students develop their involvement in assessing their own learning and use feedback, marking and self-assessment to actively participate in their own learning ✓ Accessible learning targets are used to support students’ in understanding how they can take ownership of their own learning ✓ They use self-assessment systems to self-evaluate their own learning and that of others against clear targets / learning objectives ✓ Questioning is used to assess students’ learning and progress, to challenge and develop students’ 	<p>All Teachers</p> <p>All Teachers</p> <p>All Teachers and Students</p> <p>All Teachers and Leaders</p>	<p>ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>			<p>Staff are fully aware of and using Effective Feedback consistently as per the strategy Praise and actions help students make better progress</p> <p>Effective Feedback is identified in 100% of book with contributions from students</p> <p>80% minimum of students believe feedback is helping them improve</p> <p>Students can confidently articulate how Praise and Action is helping them improve their work</p> <p>Students are partners in their learning. They develop the skills of learning to learn. They develop their abilities to evaluate their own performance and skills to challenge themselves further.</p> <p>Students who struggle to engage are supported in innovative ways which work towards their interests and this results in positive learning improvements.</p>	<p>Students’ work samples, Notebooks, Portfolios, Report cards, Learning Journals. Day-to-day Assessment, Self-Assessment, Peer Assessment samples</p>
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<p>thinking skills and deepen their understanding:</p> <ul style="list-style-type: none"> ✓ Use of SOLO taxonomy for assessment and Bloom’s Taxonomy for teaching and learning will clearly differentiate and feed into assessment. ❖ Depending on where in the curriculum the child is working teacher will assign a colour band e.g. Capable Year 6 T1 etc. Then a colour banding is added based on Bloom’s – if the child is using higher order skills (synthesis and evaluation) – purple core skills (application and analysis) – Green Lower order skills (knowledge and comprehension - red). So, a child on red would be working at the lower end of the Y6 curriculum and 6C Purple – exceeding. 	<p>All Teachers and Leaders</p>	<p>May – June 2017 onwards</p>	<p>CPD: ‘Developing the Learner-using SOLO Taxonomy’</p> <p>INSET sessions to follow regularly embedding the concept in staff through ‘SOLO Taxonomy and Making Meaning Series’.</p> <p>CPD: ‘When #SOLO Met Bloom Taxonomy’</p>		<p>Exemplars of SOLO taxonomy being used for feedback, challenges in class and effective marking</p> <p>Lesson observations and learning walks show a reduction in teacher talk/increase student talk and student questions related to learning</p> <p>Peer observation records show that staff have applied and shared best practices. Good questioning results in improved student learning</p>	<p>Focussed Lesson observations and learning walks show effective usage of SOLO Taxonomy in challenges to all levels of students</p> <p>Student work samples and presentations, Lesson plans Notebook checking records</p>
<ul style="list-style-type: none"> ✓ Establish innovation in assessment protocols for Skills, including approaches for progression. 	<p>Primary SMT</p>	<p>May 2017</p>				
<ul style="list-style-type: none"> ✓ Establish clear understanding of what ‘good progress’ looks like and assign the specific Key Stage/year group targets across all phases of the school. 	<p>Primary SMT</p>	<p>May 2017</p>	<p>Microsoft PIL Network training compulsory for All staff in August</p>		<p>Expectations monitoring and work sampling carried out- good practice and areas to develop identified Lesson observation notes shows where effective</p>	

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<ul style="list-style-type: none"> ✓ Improve technology integration and support innovative practices at all levels of the organization: ❖ Build ICT sessions into induction / orientation program. Provide teachers with ongoing ICT training and support so that all teachers engage students with technology to improve learning ❖ Review the model of ICT teaching to improve integration, classroom based approach to ensure technology supports learning in all areas ❖ Implement 1:1 I pad models for Years 4 to 6 twice a week 	<p>SMT, IT support department</p>	<p>May 2017 onwards</p>	<p>Creative and effective use of ICT apps and Smartboard in August</p>		<p>practice is recognised and where the quality of feedback is challenged Evidence of impact of ICT integration in lessons from observation records show a positive impact on students' learning. Teachers make better use of ICT training to make their lessons interactive and challenging for all levels of students.</p>	<p>Assessment analysis, CPD training sessions records, Lesson observations, Learning Walk</p>
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Key Issue: Further improve the training of teachers to enable them to help students with SEND make better progress in lessons.

Target:

- All teachers to ensure that all SEND provision is good or better: in interventions and Quality First Classroom Teaching
- To provide focussed training to teachers for consistent usage of well-judged teaching strategies, including setting challenging tasks matched to pupils' learning needs, successfully engage all pupils with SEND in their learning

Tasks and Actions	Responsibility	Timescale	Resources		Success Criteria	Monitoring / Evidence
			CPD	Other		
<ul style="list-style-type: none"> ✓ Newly appointed SMT member Inclusion, wellbeing and innovation (IWI) to review current practice and provide strategic direction for improving provision and outcomes for SEND students 	SMT Intend + SENCO	August 2017			New appointee in post; SEND students make expected progress and meet school targets for outcomes	SLT through meetings. IEP scrutiny and audit, lesson observation records, SEND data analysis
<ul style="list-style-type: none"> ✓ SEND improvement plan addresses training requirements that will impact the progress of students across the curriculum and meets key priorities of the school improvement plan 	SENCO + SMT Intend	August 2017	<ul style="list-style-type: none"> 'SEND: Securing the best outcomes for pupils' - Training from Tool Kit from The Key. CPD – 'Stretch and Challenge the more able learners' - Training from Tool Kit from The Key. 		<ul style="list-style-type: none"> Training requirements identified through the SEND Action plan and fed the CPD/INSET programme of the year 	<ul style="list-style-type: none"> SLT through regular review of SEND Improvement Plan evaluation of tasks completed.
<ul style="list-style-type: none"> ✓ CPD/Inset programme to develop teachers/TAs skills in planning and delivery of lessons to ensure SEND students make or exceed expected progress through: <ul style="list-style-type: none"> ❖ INSET through school leaders ❖ External trainers ❖ Procurement of 'The Toolkit', a collection of training topics from 'The Key' to be conducted around the year 	SLT + BOG	May 2017- April 2018	<ul style="list-style-type: none"> CPD – SEN modification in lessons 		<ul style="list-style-type: none"> Lesson observations, Learning walks, work scrutiny, student voice show staff are implementing strategies they learn during training. 	<ul style="list-style-type: none"> SLT through CPD calendar, induction days programme and evidence, staff meetings and departmental meetings minutes, various committees meeting minutes.
<ul style="list-style-type: none"> ✓ Run a series parent engagement workshops focusing on support the child's learning needs 	SLT + Principal	September 2017-May 2018			<ul style="list-style-type: none"> 100% SEND student parents have engaged one or more workshop 	<ul style="list-style-type: none"> Presentation slides, parent feedback forms

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Key Issues: Further reduce class sizes to decrease overcrowding in some primary classes.

Targets:

- The capacity plan reviewed and a realistic plan created to address further issues of overcrowding.

Tasks and Actions	Responsibility	Timescale	Resources		Success Criteria	Monitoring / Evidence
			CPD	Other		
<ul style="list-style-type: none"> ✓ Senior leaders plan the capacity per class with reference to the room size to ensure improved, better resourced leaning environment for students ✓ The admission officer is thoroughly trained in using the ERP system and strictly monitors and controls the admissions in the Primary classes ✓ Rate of admissions and strength of students monitored through regular meetings of governors and Principal 	<p>SLT + Principal</p> <p>Principal</p> <p>BOG + Principal</p>	<p>March 2017</p> <p>March 2017</p> <p>Ongoing</p>	<p>Enhanced Training for Admission Officer for all features of 'ODOO', the ERP system</p>	<p>Termly Audit of facilities</p>	<p>Number of students in each classroom is relevant to the size of the room which ensures better learning opportunities and improved collaboration among students.</p>	<p>Regular check of student lists/class</p> <p>Training records</p> <p>Minutes of meetings</p>