



Edwinstree Middle School
A Voluntary Controlled Church of England Middle School

Action Plan for Parents
Summer 2016

ACTION PLAN FOR PARENTS

Areas for Development	Actions	Impact
<p>1.1 <i>Making sure that the teachers' assessments of pupils' attainment and progress are accurate.</i></p>	<p>Exemplars to be moderated across subjects from other middle schools, first schools and upper school. Weekly department meetings to consolidate</p> <p>Working party created to examine teacher levels on system in relation to evidence in books. Working party meet weekly for 6 weeks to embed processes Developing Assessment (DAS) 10.05.16</p> <p>Increase frequency of monitoring. Fortnightly scheduled meetings with Line Manager and Subject Leader to ensure accurate assessments</p> <p>Joint observations with Subject Leader triangulating lesson/data/book monitoring Senior Leadership Team coach leaders in observations/book monitoring /learning walks</p> <p>Training in Teaching and Learning 'Back to basics for all' 03.05.16</p> <p>Restructure of roles of the Senior Leadership Team to develop Deputy Headteacher as Lead in Assessment</p> <p>Ensure all are aware of responsibilities ensuring a rigorous system of monitoring and assessment Regular book scrutiny by Subject Leaders</p> <p>First school visits to observe good practice at 'STEPS' [Hertfordshire's own assessment system] Assessment judgements first scheduled visit 05.05.16 Disseminate information to teachers through weekly subject meetings</p> <p>HFL support in Assessment and core subjects Review of Impact of interventions by HFL July 2016</p> <p>Inset day 2nd September led by HFL Assessment team.</p>	<p>Data is robust Parents and pupils understand data and progression</p> <p>Data is consistently discussed and used across the school by all teachers (first, middle and upper)</p> <p>Levels of data collected are validated and consistent</p> <p>Staff confident in using assessment and data to inform teaching and evaluate progress</p> <p>June 2016 the vast majority of lessons are judged to be good or outstanding Pupils are challenged and inspired</p>

Areas for Development		Actions	Impact
1.2	<i>Using information on pupil progress to plan more accurately for learning</i>	<p>Ensure all staff download their own data and enter into planner termly</p> <p>Using this to inform planning and evidence this</p> <p>Ensure all staff are confident in using STEPS levels (Hertfordshire's own assessment system)</p> <p>Weekly department meetings to ensure consistency and comprehension.</p> <p>Weekly lesson plans given to Subject Leader to show where information has been used to plan for learning</p> <p>Subject Leaders collate information on all teachers in their departments</p> <p>Review of Department prepared for Senior Leadership Team</p> <p>Development plan for Department prepared for delivery from September 2016</p>	<p>Teachers take responsibility for their own data and analysis for planning purposes</p> <p>Teachers have data readily available</p> <p>Pupils have a more individualised learning programme resulting in higher achievement</p> <p>Overview of department. Identifies areas of strength and areas for development</p>
1.3	<i>Making sure the 'most able' are consistently challenged by the teaching they experience</i>	<p>Exemplar of good practice shared at department meetings.</p> <p>All Monday evening meetings are to be subject specific</p> <p>HFL support English/Maths/Science /Assessment</p>	<p>Lessons are thoroughly planned with opportunities for differentiation for all pupil groups. The more able are inspired and challenged</p> <p>Subjects are communicating together more regularly and more effectively</p>

Areas for Development		Actions	Impact
1.4	<i>Making sure that targets set by teachers for pupils help them to make better progress in their subjects</i>	<p>HFL to support Subject leaders in developing practice in setting targets to develop learning</p> <p>Track teaching audit to identify teachers requiring support</p> <p>Targeted support for those staff who appear to need support in planning and delivery</p> <p>Lesson walks/book scrutiny/interview pupils to ensure pupils are challenged</p> <p>INSET DAY 08.07.16 Teaching and Learning</p>	<p>Teachers sharing good practice within their subjects</p> <p>Pupil targets to be linked to Teaching and Learning and to be clear, personalised and achievable</p> <p>Pupils achieve better progress</p>
1.5	<i>Ensuring teachers constantly check progress of disadvantaged pupils to ensure that they achieve as well as they should.</i>	<p>Mark books highlight progress of disadvantaged pupils</p> <p>Mark book/exercise books included in unannounced checks focussing on disadvantaged and 'more able' pupils to be carried out fortnightly by Subject Leader</p> <p>Full audit of progress of disadvantage pupils' progress in line with National data to be presented to Senior Leadership Team</p> <p>Pupil premium lead completes full audit of disadvantaged pupils' progress by 27.05.16</p> <p>Governors audit of progress of all groups 10.05.16</p>	Pupils achieve in line with expectations
1.6	<i>All teachers set homework when it is appropriate to do so in line with the school's homework policy.</i>	<p>Subject teachers to fill out proforma and give to SL on a weekly basis on Fridays before 5:00pm</p> <p>Subject Leaders ensure quality, variety and appropriateness of Homelearning Proforma to be given by Subject Leader to Line Manager at fortnightly meeting</p> <p>Redistribute policy and Homelearning timetable at full staff meeting 03.05.16</p> <p>Form Tutor ensures Homelearning is fully and clearly recorded.</p> <p>Time allocated in lesson to clearly explain HL and that pupils have recorded and understood it well</p>	<p>Homelearning is set according to the Homelearning timetable</p> <p>Homelearning is appropriate and is linked to the pupils' learning</p>
1.7	<i>Ensure that lesson plans have a time to reflect on what they are learning</i>	<p>All pupils respond to feedback where appropriate. Good exemplars to be shared at department meetings</p> <p>Time given to ensure all pupils have time to reflect on what they are learning</p>	<p>Pupils to reflect on their learning and use feedback to develop their own learning</p> <p>Pupil progress over time explicit in exercise books</p>

Areas for Development		Actions	Impact
1.8	<i>Implement the schools marking policy</i>	<p>SL monitor fortnightly</p> <p>Exemplars of good practice to be shared at subject meetings</p> <p>Redistribute the marking and feedback policy</p>	<p>Consistent marking/feedback in all exercise books</p> <p>All staff follow the same procedure when marking to support the pupils' learning via feedback</p>
Areas for Development		Actions	Impact
2.1	<i>Eliminate low level disruptive behaviour in lessons</i>	<p>Teachers have higher expectations. Consistency across the school for expectations in the classroom</p> <p>Create pupil Charter of agreed behaviour for learning</p> <p>All staff adhere to behaviour Policy</p> <p>School Council work alongside teachers</p> <p>Re run Behaviour audit termly</p> <p>Learning walks/Lesson observations to identify areas /staff who may require support/coaching</p> <p>Identify key pupils who are causing concern and sanction</p> <p>Identify staff who require support</p> <p>Making a difference workshop led by Headteacher to engage older pupils in way forward and perceptions</p> <p>HFL Behaviour Support audit 13.5.16 and 16.5.16</p>	<p>Low level disruption is rare and poor behaviour does not impact on the T & L in the learning, and the progress of the children</p> <p>Pupils take ownership of the Charter for agreed behaviour</p> <p>Improved learning and behaviour</p> <p>Improve behaviour and pupil perceptions</p>

Areas for Development		Actions	Impact
2.2	<i>Working with all pupils to help them better identify what constitutes bullying and supporting those older pupils who bully to reduce such incidents</i>	<p>Revise classroom expectations at start of each half term School Council create an acceptable code of conduct/charter Through strong PSHCEE – more tolerance and acceptance of others and awareness of language used Develop Edwinstree Eagles Better understanding of what constitutes bullying and teasing External agencies e-Safety 19/4/16 Strengthen the Christian ethos and fundamental Christian values Consistent approach to unacceptable language and behaviour Ensure Behaviour Watch is operational and that categories reflect more accurately the nature of the incidents to avoid overly inflammatory language</p> <p>Ensure a ‘no hands/feet’ play practice</p> <p>Support from HFL Behaviour Team lead Staff meeting 23.05.16</p>	<p>Teachers, pupils and parents all are clear as to the definition of bullying.</p> <p>Numbers of Incidents of ‘bullying’ behaviour are reduced</p> <p>Behaviour Watch is used correctly and is a tool to support good behaviour</p> <p>Older pupils feel comfortable</p>
Areas for Development		Actions	Impact
3.1	<i>Strengthening school systems for monitoring & evaluating work so that leaders can identify what works well and what does not</i>	<p>Develop two working parties 1.Develop outstanding teaching & learning (DOT) 2.Developing robust assessment reporting systems (DAS)</p>	<p>Develop middle leaders and encourage their input to working parties 1 & 2. ML to have a consistent approach to monitoring their subject areas</p>
3.2	<i>Strengthening the school’s systems for assessing pupils’ progress</i>	<p>Pulling the three strands of data collection into one By refining the schools’ systems and adopting a numerical value system throughout As above Deputy Headteacher to lead on assessment with the support of HFL Meet with AH/DH 16.5.16</p>	<p>Improved outcomes</p> <p>More effective middle leaders</p>

Areas for Development		Actions	Impact
3.3	<i>Making middle leadership consistently strong by holding these colleagues to account more regularly and providing them with more opportunities to review the effectiveness of their subject areas</i>	<p>Reintroduce Department Review and Support - 2 subjects per term Leaders to use an hour of PPA time to observe and coach within their subject area and feedback to SLT</p> <p>Leaders to have fortnightly meetings with line manager to present details of learning observations and progress LM to hold ML to account</p> <p>Complete department self-evaluation 13.5.16</p> <p>Complete Department Development Plan 10.6.16</p> <p>Develop CPD for Leaders to ensure confidence in their role</p> <p>HFL support meet Eng/Maths/Sci to discuss department development Plan 13.6.16</p> <p>All leaders measure impact since 15.03.16. Present evidence to Line Manager/Senior Leadership Team</p>	<p>Middle leaders are fully aware of the strengths and areas of development of the staff within their department and are well informed to address any concerns and celebrate achievement</p>
3.4	<i>Improving communication with parents and teachers to secure full support for what the school is trying to do</i>	<p>Meeting for Parents following Ofsted report. 22.4.16 & 26.4.16 SLT for open surgery Thursdays 2:30pm-3.30pm no appointment necessary Other times by appointment Form tutors to respond swiftly to any concerns. Sending positive messages, postcards. Proactively making contact with parents. Offer more opportunities for parents to come in to school informally (open evenings)</p> <p>Reintroduce Parents' Evenings in Central areas with classrooms as waiting areas</p> <p>Create a parents working group and send out invitation Send out Action Plan 12.5.16</p> <p>Parent Governor elections- Letter of invitation to apply Summer term</p> <p>Letter to welcome new parents and offer early meeting /open morning for Year 4 parents on 25th May 2016</p>	<p>Parents feel more involved in the school</p> <p>Parents feel happier with the communication between school and home</p> <p>Parents coming into school more often to see their children's work</p>

Areas for Development		Actions	Impact
3.5	<i>Making sure that Governors act on the findings of their internal review of governance to make the Governing Body more effective</i>	Governors' Action group meeting with HT/HFL	Governors are effective and confident in role

**The Action Plan refers to Summer term 2016 and will develop as the requirements evolve
HFL will have termly Governor Action Groups. This will evaluate the progress made and effectiveness of the Action Plan
HMI will return after 6 months to evaluate the progress made**

KEY

- AH** Assistant Headteacher
- CPD** Continuing Professional Development
- DAS** Developing Assesments
- DH** Deputy Headteacher
- DOT** Developing Outstanding Learning & Teaching
- HFL** Herts for Learning
- HL** Homelearning
- HT** Headteacher
- LM** Line Manager
- ML** Middle Leaders
- PPA** Planning Preparation & Assessment
- SL** Subject Leader
- SLT** Senior Leadership Team
- Steps** Hertfordshire's own Assessment System