

Priority Area: T and L and Assessment

Lead person: **KNE**

Link senior leader: **ABU**

Link governor:

External scrutiny/validation:

Objective(s): To improve the attainment and progress of PP students from Y7 onwards

Self Eval- Indicates that PP students are not making progress that they should.

Milestones

| By end of September 2017: | By RP1 for each year group: | By RP2 for each year group: | By RP3 for each year group: |
|---|--|--|--|
| <p>1. All teachers have identified the barriers to learning and are implementing strategies for each targeted PP student.</p> | <ul style="list-style-type: none"> LoTL/LoSD are promoting the sharing of strategies across their department/year groups. All teachers have implemented strategies for each targeted PP student. | <ul style="list-style-type: none"> Evidence that staff are adapting Schemes of Learning to address the individual needs of PP students in their classes. Analysis of data shows that 75% of the targeted students have made progress. Evidence that 100% of staff have adopted this approach. | <ul style="list-style-type: none"> Evidence that staff are adapting Schemes of Learning to address the individual needs of PP students in their classes. Analysis of data shows that 85% of the targeted students have made progress. Evidence that staff are continually reviewing barriers to learning and adapting strategies, as appropriate. |
| <p>2. All teachers have identified the barriers to learning and implemented strategies for each targeted PP student.</p> | <ul style="list-style-type: none"> LoTL/LoSD are promoting the sharing of strategies across their department/year groups. All teachers have implemented strategies for each targeted PP student. | <ul style="list-style-type: none"> Evidence that staff are adapting Schemes of Learning to address the individual needs of PP students in their classes. Analysis of data shows that 75% of the targeted students have made progress. Evidence that 100% of staff have adopted this approach. | <ul style="list-style-type: none"> Evidence that staff are adapting schemes of learning to address the individual needs of PP students in their classes. Analysis of data shows that 85% of the targeted students have made progress. Evidence that staff are continually reviewing barriers to learning and adapting strategies, as appropriate. |

| Activity/Actions: | Success criteria: | Target date | Staff Responsible | Monitoring | Evaluation process: | Impact (September 2018) |
|--|--|--|--------------------|--|--|---|
| <p>1a. KNE to identify up to 3 under-performing PP students in every class/subject for years 7-10.</p> <p>1b. LOSD to identify up to 5 underperforming PP students from each tutor/form group.</p> | <ul style="list-style-type: none"> All teachers/form tutors aware of targeted students for action. | <ul style="list-style-type: none"> Start : September 2017 (Rolling programme over 10 weeks to the next data input.) | KNE | <p>ABU – to check that teachers and form tutors are aware of the targeted PP students in their class/form.</p> | <ul style="list-style-type: none"> A higher awareness of PP students’ progress across all teachers within the school. <p>This will be evaluated by:</p> <ul style="list-style-type: none"> Teacher surveys to find out whether this has been a helpful way of ensuring more rapid progress. Student voice to check whether the systems being applied are making a difference to attitudes and learning behaviours. | <ul style="list-style-type: none"> Whilst students were identified and the systems followed by most, the actual dialogue by classroom teachers has not been implemented and embedded and as a result students made little progress. Some students improved but there was no evidence to suggest that this was from the intervention. |
| <p>2. For teachers/tutors to identify strategies to address each student’s barrier(s) to learning.</p> | <ul style="list-style-type: none"> Evidence that barriers have been identified. Evidence in books/lesson plans etc that intervention has taken place which addresses the PP students’ barrier(s). Improved progress of the targeted students. | <ul style="list-style-type: none"> Start : September 2017 (Rolling programme over 10 weeks to the next data input.) | Classroom teachers | <p>LoTL:</p> <ul style="list-style-type: none"> To monitor that teachers are tackling identified students’ barriers to learning through drop ins and work scrutiny. <p>LoSD :</p> <ul style="list-style-type: none"> To monitor that tutors are tackling identified students’ barriers to learning through drop-ins to academic mentoring sessions and scrutiny of student planners. <p>Link SLT –</p> <ul style="list-style-type: none"> To monitor that departments are doing something differently with targeted students, and evidenced in improving progress data. <p>KNE –</p> <ul style="list-style-type: none"> To liaise with LoTL at each data input and check progress of targeted students. Set actions, as appropriate. | <ul style="list-style-type: none"> LoTL to evaluate the impact of the approach through department meetings and progress data tracking. Feedback to SLT link, and changes to approach made, as appropriate. LoSD to evaluate the impact of the approach through LoSD meetings and progress data tracking. Feedback to SLT link and changes to approach made, as appropriate. KNE to produce a data analysis report of targeted students to show that students have made progress. KNE to take appropriate action if this is not the case. KNE to provide a brief summary of outcomes from the evaluation. | <p>Target Not Met</p> <p>2018 – 2019 KNE needs to ensure better monitoring systems are put in place.</p> |

