

SCHOOL IMPROVEMENT PLAN

PREAMBLE

The School Improvement Plan (SIP) is designed to offer a **clear vision** of the way forward, with its two **key issues**:

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| 1 | To meet the needs of all students, including the gifted and talented and less able, more effectively through more ‘personalised learning’ |
| 2 | To develop the school as a dynamic member of a networking community |

These issues will be addressed through developments in

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| 1.1 | Teaching and Learning |
| 1.2 | Data analysis and target setting |
| 1.3 | Curriculum development and delivery |
| 1.4 | Assessment processes |
| 1.5 | ICT enrichment |
| 1.6 | Positive and supportive school culture |
| 1.7 | An International dimension |

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| 2.1 | Educational learning partnerships |
| 2.2 | Community partnerships |

This central stage of strategic school planning embraces the goals of the language college plan and incorporates the school’s response to the recent OFSTED inspection. (This element of the plan is shown in blue and in italics for ease of identification).

The school improvement plan process was built on thorough school self-evaluation. In September, teachers were asked to complete a self-review of teaching and learning, indicating the strengths and weaknesses of their departments. This was followed in December by a Departmental questionnaire based on the elements of OFSTED’s self-review.

The issues raised from self review were very similar to those outlined in OFSTED’s findings and formed the basis of three days of planning by the leadership group in order to bring a proposal to all staff for reflection and analysis. The whole school plan was designed to address generic issues surrounding teaching and learning and assessment and departments were then given time to select key focus issues that would reflect the more specific departmental areas for improvement. Development time will be provided for these issues to be addressed. In this way, teachers within departments are clearer on what needs to be done. The whole school planning process will be driven by the school calendar and resourced through the continuous professional development programme. This no longer provides a one size fit all process.

The progress of the plan will be monitored termly and these reviews will be based on thorough evaluation of evidence from lesson observations and work scrutinies.

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Review of Last Year's Progress

Objective 1.1. **Raising performance** by setting of targets

Issues surrounding the setting of challenging targets and identifying under-performance was largely covered in action plan evaluation but greater use of ICT solutions was not achieved.

Objective 1.2 Monitoring progress and self –review

Marking and assessment policies were reviewed but lesson observation was not undertaken adequately in all areas. Handbooks were in some cases updated and in all areas performance management was undertaken. Not all departments were using buddies or external agents as ‘critical friends’

Objective 1.3 Curriculum and assessment strategies

Most departments had sought to ensure that assessment supported and informed learning but few had sought to embed the Learning Policy in practical day to day usage or develop kinaesthetic strategies and self-supported programmes.

Objective 1.4 Using ICT

There was a lack of development in this area with the exception of making the use of ICT more explicit in schemes of work. Use of ICT in administration e.g. in attendance were not being provided centrally. Much work in this area was placed on hold.

Objective 2.1 Raising **student involvement** by regular goal-setting

Student guidance on goal setting was improved.

Objective 2.2 Via student feedback and involvement

There was hardly any progress indicated in this area.

Objective 2.3 Development of learning to learn skills

Little progress was made in this area.

Objective 2.4. Student opportunity to take responsibility

In a number of areas progress was made in this area but this was rather patchy.

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KEY ISSUE 1. To meet the needs of all students, including the gifted and talented and less able, more effectively through more 'personalised learning'

1.1 Teaching & Learning

Objective	Completed by	Implementation & Resources	Team	Success Criteria & Evidence
1.1.1 Continue to raise standards by promoting inspirational teaching and learning in the classroom	May	<ul style="list-style-type: none"> • Raise the quality of question and answer strategies by: <ol style="list-style-type: none"> 1. researching educational materials 2. applying examples of good practice 3. sharing good practice • Training day on Emotional Literacy. (summer) • Inform on aspects of 'engagement' and 'challenge' within KS3 strategy. (twilight sessions) 	Led by: AHL DHT / DHD Involves: All staff	<ul style="list-style-type: none"> • Practice in the class offers fewer examples of closed questions. • Good practice researched and shared. • Evidence in lesson observation and PM feedback each term
1.1.2 Regularly use the three part lesson to ensure students are ready to learn, have a range of activities and use a plenary to reflect on learning	May	<ul style="list-style-type: none"> • Add to existing materials of starters for lessons from departments • Compile exemplar lesson plans. • Regular monitoring via lesson observation – calendared with feedback (at least termly). 	Led by: AHL DHD/HT Hod Involves: All staff	<ul style="list-style-type: none"> • Creation of a portfolio of a range of starters. • Existence of lesson plans. • Evidence in lesson observation and PM feedback each term
<i>1.1.3 Develop bank of short term subject specific learning targets set for all students identified as School Action, School Action + and with statements and any student performing below national expected level</i>	July	<ul style="list-style-type: none"> • <i>Develop personalised targets for students performing below national expected level (targets re-visited on regular basis and at least each half term to monitor progress and set new targets</i> 	Led by: AHL DHT/DHD/ AHASS/ HoD/ SENCO Involves: All staff	<ul style="list-style-type: none"> • <i>Quality subject specific targets achieved by individual students</i>
1.1.4 To provide greater enrichment and extension activities for students on G&T register to further raise achievement	July	<ul style="list-style-type: none"> • <i>Raise the profile of gifted, talented and motivated students by locating register information in mark books</i> 	Led by: DHD/AHL DHT/ HoD	<ul style="list-style-type: none"> • <i>Students identified for register.</i>

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1.2.2 Groups of students with lowest value added identified and strategies in place to boost V.A.	Nov	<p><i>after June exams (summer)</i> <i>Guidelines on mentoring provided for all staff</i></p> <ul style="list-style-type: none"> Targets to be set for all teaching groups, boys, girls, G&T, middle ability and SEN based on prior attainment and detailed analysis of progress in previous years 	<p><i>t</i> <i>Committee</i> <i>Involving:</i> HoDs and all staff Led by: DHD Involving HoD's</p> <p>Led by: DHD Involving: AHA/DT & all staff Led by: DHD/AHA & DT</p>	<p><i>used.</i></p> <ul style="list-style-type: none"> <i>Guidelines on mentoring in place</i> Sub-levels being used to set end of year targets by all departments Efficient and effective analysis of school data against national and similar school standards Need for intervention identified and appropriate measure taken Gifted & talented students extended, SEN students and under-achievers improved Mentored group achieve improved grades Greater use made of VA to inform teaching strategies (See 1.1 Teaching and Learning and 1.4 Assessment Processes) - seen in Departmental policies and PM processes
	Feb	<ul style="list-style-type: none"> Work with the LEA Assessment Unit to help develop Value Added measures and their interpretation. This information then used to help individual students to progress CPD 		
	Feb	<ul style="list-style-type: none"> Lead CPD and provide information which helps to identify student weaknesses 		
	Nov	<ul style="list-style-type: none"> More precise data provided and explained allowing better understanding of individual students CPD 		

1.3 Curriculum development and delivery

Objective	Completed by	Implementation & Resources	Team	Success Criteria & Evidence
1.3.1 To expand and introduce greater creativity into the curriculum model ensuring that all statutory requirements are delivered	Dec April	<ul style="list-style-type: none"> Expand and offer more variety to courses and curriculum structure presently on offer Research other models of good practice to provide a curriculum more closely linked to the needs of individual students -Specialist Language Colleges, use of applied GCSEs and range of work related 	<p>Led by: DHD & Leadership Group Involving: all stakeholders</p>	<ul style="list-style-type: none"> Curriculum offered which meets the needs of all students Curriculum development is informed by other models More vocational courses offered than in 03 –04 Students identified in Y8 An appropriate

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<p>1.3.2 To continue to develop and expand learning networks involving local, national and international partners (See Key Issue 2)</p>	April	<p><i>learning providers</i></p> <ul style="list-style-type: none"> Identify students in Y8 for connexions courses in KS4 and use outside agencies to help plan courses and an adapted curriculum for identified students 		<p><i>personalised curriculum provided</i></p> <ul style="list-style-type: none"> Working towards training school/Leading Edge status and Charter Mark
	Sept	<ul style="list-style-type: none"> Rewrite history Key Stage 3 schemes of work in order to meet the statutory demands of the National Curriculum 	MW	<ul style="list-style-type: none"> SoW meets statutory requirements
	Autumn	<ul style="list-style-type: none"> Modify science and art provision to add depth to ICT delivery through provision of additional resources 	LG/JL	<ul style="list-style-type: none"> All subjects use ICT to enrich learning and deliver ICT in National Curriculum
	July5	<ul style="list-style-type: none"> Numeracy, literacy & citizenship opportunities consistently identified in all SoW 	Ledby:DHD /GA/CJ/AH P	<ul style="list-style-type: none"> Numeracy, literacy and citizenship consistently delivered across the curriculum
	July	<ul style="list-style-type: none"> Meet with appropriate development groups (K'ford Development Group, FE providers 	Involving: All staff	<ul style="list-style-type: none"> Joint projects agreed which benefit students
	July	<ul style="list-style-type: none"> Further development of connexions and work related opportunities with colleges and other providers (No. of students involved monitored) 	Led By: DHD/AHA	
	July	<ul style="list-style-type: none"> Development of further out of hours opportunities to boost performance of identified groups (gifted and talented, middle ability, borderline 4/5 or C/D, Easter revision, RE full course, A/S entries 	Involving: All staff	<ul style="list-style-type: none"> Increased nuAHAer of work related and learning opportunities
	July	<ul style="list-style-type: none"> Analysis of early entry results in 2004 compared with what would be expected by the end of year 9 The curriculum post 2006 to be planned with all staff and implications explained (CPD) 	Led by: DHD/HoDs	<ul style="list-style-type: none"> NuAHAer of out of hours opportunities increased
<p>1.3.3 To complete the planning necessary to introduce a 2-year Key Stage 3 curriculum and 3 year Key Stage 4 curriculum</p>	Oct	<ul style="list-style-type: none"> Heads of Department to plan for implementation with teams CPD and development time to discuss implementation and plan courses (Visits to other schools currently experimenting with different courses for all subjects post KS3: advisors /consultants in school; investigate courses 	Led By: AHA/DHD/ AHP	<ul style="list-style-type: none"> Informs the decision concerning early entry in future years Alternative plans presented to the Leadership Group for consideration Agreed curriculum model is in place for 2006-2007
			Involving: PB/ Connexion	

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<p>1.3.4 To improve the option process and enable the process to support the two year KS3 curriculum</p>		<p>available; quantify resource implications; bid for curriculum time at KS 4)</p> <ul style="list-style-type: none"> • New courses during the day, after school hours and during holidays piloted to meet individual needs and the 3-year Key Stage 4 programme – HoDs look beyond the usual range of courses • To evaluate and introduce new option software that fully integrates with the school ICT management systems • To review the careers advice given and the timing of that advice (customising 'Fast Tomato' to option scheme) 	<p>s adviser/ HoY/ tutors</p>	<ul style="list-style-type: none"> • Personalised learning is in place • Updated software to provide better access and information. • Careers advice tied into the Options Process
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1.4 Assessment processes

Objective	Completed by	Implementation & Resources	Team	Success Criteria & Evidence
<p>1.4.1 To develop effective assessment for learning in all areas and achieve better integration of assessment with teaching and learning throughout the school</p>	<p>Nov</p>	<ul style="list-style-type: none"> • Improve quality of marking to ensure that it informs students' progress and incorporates a common policy and practice on spelling • Improve questioning. • Adopt peer and self-assessment • Wider use of ICT based interactive testing which gives instant feedback (SAM and Learn Premium). 	<p>Led by: AHA/AHL DHT HoD's Involving: All staff</p>	<ul style="list-style-type: none"> • Teaching and learning monitored by HoD's and LG to ensure improved consistency and quality of marking that is informing teaching and learning. • Evidence in lesson observation, student feedback and work scrutiny that questioning techniques and spelling is consistently addressed. • Students involved in assessment and more certain of how to progress.
<p>1.4.2 To improve the quality of monitoring of progress of all students using sub levels at KS3 and GCSE grades on Edutrack.</p>	<p>July</p>	<ul style="list-style-type: none"> • Edutrack data used to monitor student progress and inform students, staff and parents of progress on a termly basis 	<p>Led by: AHA/AHP/ HoD/HoY Involving:</p>	<ul style="list-style-type: none"> • Evidence in lesson observations and student feedback • Intervention to tackle barriers to learning at an early stage

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<p>1.4.3 To continue to improve review comments to accurately reflect individual progress through focussed assessment</p> <p>1.4.4 To improve the process of parental feedback</p>	<p>Dec (Y11) May (Y7-10)</p>	<ul style="list-style-type: none"> • Clearer matching of comments to progress e.g. sub-levels and grades staff improve comment banks CPD • Alternatives for format/frequency of parent evenings proposed • Consultations with staff and parents 	<p>All Staff</p> <p>Led by AHA</p> <p>Involving: All Staff</p> <p>Led: DHD/A HP</p> <p>Involving: All Staff</p>	<ul style="list-style-type: none"> • Gifted and talented and SEN identified earlier and relevant teaching and learning opportunities provided (See 1.1 Teaching and Learning) • Greater accuracy and consistency in teacher assessment • Consistency apparent in Edutrack comment bank. • Informative reports addressing individual progress. • Improved arrangements for parent evenings adopted
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1.5 ICT enrichment

Objective	Completed by	Implementation & Resources	Team	Success Criteria & Evidence
<p>1.5.1 Students' learning supported by ICT activities in the schemes of work</p>	<p>July</p>	<ul style="list-style-type: none"> • Ensure feedback delivered from LEA training on software availability • Trial subject specific software and seek guidance from other users • Investigate Learn Premium and similar providers to determine availability of relevant resources. • Provision of opportunities for group and individual experiences in ICT for data capture • Increase the range of activities and sources via video-conferencing (see Key Issue 2.1.2 on networking) – for fast tracking, sharing of good practice 	<p>Led by: AHL DHT/ICT Coord/ HoD's</p> <p>Involving: All staff</p> <p>Led by ICT Coord /LG</p>	<ul style="list-style-type: none"> • Greater use of ICT to support student learning. • Evidence through purchase of software and lesson observation.
<p>1.5.2 Raise standards in discrete ICT</p>	<p>Jan</p>	<ul style="list-style-type: none"> • Tutors encourage wider use of ICT for revision and homework • Provide induction, support and time to enable ICT co-ordinator to implement strategies 	<p>Led by AHL DHT/ICT Co-ord</p> <p>Involving ICT dept</p>	<ul style="list-style-type: none"> • Raised quality of teaching and learning and improved performance evidenced through lesson observation and results

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<p>1.5.3 Improving ICT hardware and software solutions in order to extend and enhance learning opportunities</p> <p>1.5.4 Improve the effectiveness of IMS (Staff and student admin records, data analysis, assessment and reporting, behaviour management, timetabling, cover/absence monitoring and maintenance of CPD records)</p>	Dec	<ul style="list-style-type: none"> Establish best practice through partnerships with other schools and internal networking Maximise RM refresh including the use of CC3 network/Windows XP Provide training in new technologies and e-learning resources CPD: 2/3 Twilight sessions 	<p>Led by: BUR Involving: Team leaders/ICT network manager</p>	<ul style="list-style-type: none"> A restructured resource area created through CC3 technology RM refresh solution installed Increased use of hardware solutions to support management and learning
	May	<ul style="list-style-type: none"> Planned time with ICT Advisers Teachers to review current use of INTEGRIS assessment manager and develop new worksheets to meet the assessment and reporting needs throughout the year (July 04/Nov 04/March 05/July 05) 	<p>Led by: BUR/AHA Involving relevant staff</p>	<ul style="list-style-type: none"> Improved IMS leading to more effective use of time
	Oct	<ul style="list-style-type: none"> Research other schools IMS systems to establish best practice Review procedures for electronic exchange of information (including shared resources, data management, Intranet / Website) 		

1.6 Positive and supportive school culture

Objective	Completed by	Implementation & Resources	Team	Success Criteria & Evidence
1.6.1 Raise self-esteem of all students	June	<ul style="list-style-type: none"> Develop emotional intelligence strategies to support learning PSHE sessions on emotional intelligence Learning mentor working with identified students in Year 10 and 11 	<p>Led by AHP and HOY Involving all staff</p>	<ul style="list-style-type: none"> Good practice observed in lesson observation Even greater evidence of positive behaviour A happy school
1.6.2 To develop use of peer mentoring to support learning	Sept	<ul style="list-style-type: none"> Learning mentors identified and training provided Mentoring introduced- time provided for meeting Monitoring of students mentors and mentees 	<p>Led by: AHP Involving: all staff</p>	<ul style="list-style-type: none"> Effective programme of peer mentoring in place

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1.6.3 Student involvement in planning learning activities and environment	June	<ul style="list-style-type: none"> • Student planning of room layouts • Feedback on learning activities 	<p>Led by: AHP/AHL DHT</p> <p>Involving: All staff</p>	<ul style="list-style-type: none"> • Feedback on learning activities to inform lesson planning (See 1.1 Teaching and Learning)
1.6.4 Address and implement the issues relating to work force reform	July	<ul style="list-style-type: none"> • 'Change team' as a forum to address key staff issues and improve work-life balance for all meAHAers of the school community • Respond to changes to staffing contracts (teaching and associate staff) 	<p>Led By: HT/BUR/A HL</p> <p>DHT/DHD Involving: All staff</p>	<ul style="list-style-type: none"> • Workload reforms implemented
1.6.5 Provide a supportive CPD and induction programme for all adults	June	<ul style="list-style-type: none"> • Evaluate the current deployment and impact of LSAs & curriculum support assistants and prioritise areas for development • Establish roles for introducing assistants to support inside the classroom alongside teachers. • LG identify CPD needs through PM, establish priorities and allocate time and budget resources • HoDs establish further needs and bid for funding • Investigate CPD links with LEA/other schools/online 	<p>Led by: HT,AHL DHT, DHD, BUR /HoD</p> <p>Involving: All staff</p>	<ul style="list-style-type: none"> • Greater role of LSAs in supporting teachers and reducing workload/providing positive classroom ethos. • Performance management and Development Review • CPD targets met • SIP effectively and efficiently supported by resources and CPD at all levels • Induction programme facilitates smooth and informed transition to enable them to carry out school role
1.6.7 To secure recognition of achievement and raise school profile and student engagement (See 2.2 Community Partnership)	July	<ul style="list-style-type: none"> • through awards and competition entries 	<p>Led by:HT,AHL DHT, DHD, BUR</p> <p>Involving: all staff</p> <p>Led By: Leadership Group</p> <p>Involving: All staff</p>	<ul style="list-style-type: none"> • Achievement of awards – Leading Edge, Training School and Charter Mark

1.7 International dimension

Objective	Completed by	Implementation & Resources	Team	Success Criteria & Evidence
1.7.1. To develop cross-curricular international dimension	Sept	<ul style="list-style-type: none"> • International Policy to be written • International Policy reflected in schemes of work of all depts CPD • Link with French school developed • Comenius project with school in 	<p>Led by: AHL</p> <p>Involving: HoD</p>	<ul style="list-style-type: none"> • International policy in place • Regular international context to lesson content in all depts. • Students in regular contact with French and German

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1.7.2 To increase opportunities for foreign visits	Sept	<p>Germany developed</p> <ul style="list-style-type: none"> • Materials for collaborative project work. • Students involved identified. • International enrichment days • Exchanges to Germany and France established • Exchange to Russia established • One hour per week of Russian lessons (leading to CBLC) 	<p>Led by: AHL Involving: interested staff</p>	<p>counterparts. Project objectives achieved. Exchange planned</p> <ul style="list-style-type: none"> • International enrichment days carried out • Successful visit in November leads to arranged return trip to UK for Russian students. Reflection and dissemination on visit.
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KEY ISSUE 2. To To develop the school as a dynamic member of a networking community (see Language College Action Plan)

2.1 Educational learning partnerships

Objective	Completed by	Implementation & Resources	Team	Success Criteria & Evidence
<p>2.1.1 To provide improved learning opportunities within networked partnerships (See 1.3 Curriculum Development and Delivery)</p>	July	<ul style="list-style-type: none"> • To develop schemes of work to reflect increased experience at KS2 established within the Learning Network (Primary) • Staff take and adapt teaching ideas from primary colleagues • Use of MFL model to develop out of school hours opportunities in other departments • 14-19 cross phase plan in place to allow for early entry at KS4 • Sports Co-ordinator in place • Joint training for student mentors with other schools • Networking with school councils from other schools • Providing networked links with schools to share learning to learn strategies (Leading Edge Partnerships) • Staff to liaise with tertiary providers on additional educational opportunities (Learning Partnership) 	<p>Led by: DHD/Link Staff Involving Depts</p> <p>Led by: AHL Involving HoDs Led by: DHD/ HoDs</p> <p>Led by: AHP</p> <p>Led by: AHP Led by DHT Involving: HoDs</p>	<ul style="list-style-type: none"> • Improved transition • Shared teaching strategies • Increased pace of learning in year 7 • MFL G&T and spring revision programme repeated • Growth in number of early entries at GCSE and transitional provision • Links established and visits made

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2.1.2 Use of educational resources in classrooms via videoconference links	July	<ul style="list-style-type: none"> Classroom links established through Global Leap or directly with places of educational interest – museums/ archives/libraries/galleries 	Led by: DHD Involving HoDs Led by: DHT/ Hods Involving: interested staff	<ul style="list-style-type: none"> Enriched lessons with direct inputs from expertise using videoconferencing
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2.2 Community partnerships

Objective	Completed by	Implementation & Resources	Team	Success Criteria & Evidence
2.2.1 To create greater opportunities for community interaction	Dec	<ul style="list-style-type: none"> Evening business language courses Departments seek opportunities to celebrate student achievements in the wider community Departments contribute to cross-curricular cultural event Departments contribute to International theme across the curriculum 	Led by: AHL Led by: HoDs Led by: AHL	<ul style="list-style-type: none"> Two classes of 10 adults attend CBLC courses (Sp/Fr/Gm) Raised profile of school in local area and increased participation in local/national and international events Showcase of students' work In local shopping centre
2.2.2 To raise student aspirations through links with community role models	July	<ul style="list-style-type: none"> Mentors from community to work with groups and individuals e.g. to raise boys' aspirations Visitors involved in careers introduction in KS3 	Led by: AHP Involving: HoYs and Careers	<ul style="list-style-type: none"> Local publicity for outcomes Raised achievement in students

Highlighted areas indicate a CPD issue that has to be built into staff development planning and have time created

Team Codes:

HT – Head Teacher

DHT – Deputy Head Teaching and Learning

DHD – Deputy Head Data

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AHA – Assistant Head Assessment

AHL – Assistant Head Language College

AHP – Assistant Head Pastoral

BUR – Bursar

HoD – Heads of Department

HoY – Heads of Year

Example of Departmental Plan – drawn from this Leadership Group Model
(Geography)

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SIP Action Point	IMPLEMENTATION & RESOURCES	DATE OF COMPLETION	SUCCESS CRITERIA & EVIDENCE
1.3.1, 1.1.1	<p><i>To make changes to the KS3 schemes of work</i></p> <ul style="list-style-type: none"> To write a scheme of work for the topic 'Transport' to be included in year 7. 	Sept	
1.3.1, 1.1.1	<ul style="list-style-type: none"> To write a scheme of work for the design of a model village, to be included in year 7. To purchase A1 sheets of card, felt tips, crayons, papers etc to enable pupils to design & construct their model villages. 	Dec	
1.3.1, 1.1.1	<ul style="list-style-type: none"> To include the topic 'Hazardous weather' in the year 8 schemes of work. To categorise existing videos & purchase new videos to allow visualisation of the topic. 	Oct	
1.3.1, 1.1.1	<ul style="list-style-type: none"> To write a scheme of work for the topic 'The Restless Earth' in year 9. To purchase wire & modrock to enable pupils to construct their own volcanoes. To categorise videos on the topic. To find extension & support materials for the topic to challenge & help pupils. To find computer simulations & websites that facilitate pupil understanding of plate tectonics. 	End of Oct	
1,3,1, 1,1,1	<ul style="list-style-type: none"> To include the topic 'Japan' in the year 9 schemes of work. To categorise videos on the topic & find further materials to enhance pupil interest. 	Apr	<ul style="list-style-type: none"> More varied curriculum meeting the needs of all pupils. Evidence: improved attainment, increase in option numbers.
1.1.2	<ul style="list-style-type: none"> Greater use of 'starters'. Purchase book of Geography 'Starters' activities. Include 3-part lessons in schemes of work. 	Sept	<ul style="list-style-type: none"> Portfolio of a range of starters. Starters used in lesson observations.
1.1.4	<ul style="list-style-type: none"> Greater use of 'thinking skills' in lessons. Incorporation of at least 2 'thinking skills' activities into each topic. 	As schemes are written	<ul style="list-style-type: none"> Pupils being more creative. Evidence in book scrutiny, lesson observations.
1.2.2	<ul style="list-style-type: none"> Include at least 2 'literacy skills' activities into each topic. 	As schemes are written	<ul style="list-style-type: none"> Evidence in books, lesson observation

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SIP Action Point	IMPLEMENTATION & RESOURCES	DATE OF COMPLETION	SUCCESS CRITERIA & EVIDENCE
<p>1.4.1</p> <p>1.6.1, 1.6.7</p> <p>1.1.3, 1.4.2, 1.4.3</p>	<p>To improve assessment & target setting at KS3 & KS4</p> <ul style="list-style-type: none"> • Tracking sheets to be designed and issued to pupils for recording target sub-levels/grades, assessment results & ways to improve as they progress through the year. • A variety of key assessments will be created, to allow for different learning styles & areas of ability, 1 key assessment for each topic studied. • Revision notes for all topics to be generated, which summarise key points of the topic, define key command words encountered by students & explain marking criteria for assessments. • Regular department meetings to agree on the contents & timings of assessments & to ensure uniformity & understanding of the mark schemes. • All marks to be input into Excel spreadsheets & whereby cells change colour to show whether pupils are on target or not. • As an incentive, rewarding of pupils will be improved, to include the regular use of prizes, certificates, badges, stickers and stamps etc – to be given to the top performer in each group & to pupils who have achieved or exceeded their target. • Re-testing of pupils who under-achieve and more pupil involvement in the setting of individual targets following key assessments. 	<p>Sept</p> <p>As required</p> <p>As required</p> <p>As required</p> <p>Following assessments</p> <p>Following assessments</p> <p>Following assessments</p>	<ul style="list-style-type: none"> • Pupils being fully aware of their attainment & what they need to do to improve: evidence through questioning of pupils, pupil comments on tracking sheets. • Improved pupil self-esteem, as variety of assessments to suit different abilities. Evidence: talking to pupils. • Improved attainment of pupils and increased value added. Evidence: assessment results. • Contented department members, uniformity of marking. Evidence: exam marking scrutiny. • Completed Excel worksheets. • Improved student morale, increased enthusiasm to succeed. Evidence: raised attainment levels. • More pupils achieving target grades.

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SIP Action Point	IMPLEMENTATION & RESOURCES	DATE OF COMPLETION	SUCCESS CRITERIA & EVIDENCE
1.1.5	<p><i>To increase the breadth of fieldwork, through the introduction of a year 9 fieldtrip to Stratford.</i></p> <ul style="list-style-type: none"> To organise & plan the mechanics of the trip – book coaches, prepare pupils & staff, photocopy worksheets, work out timings and costings, complete a letter to parents, fill out relevant forms etc. 	Sept	<ul style="list-style-type: none"> Smooth running of the trips. A variety of fieldwork data collected, which enables high quality projects. Evidence: resulting projects. Pupils understanding what to do during the days & being able to record their data successfully. Pupils achieving high grades for their project work. Computer-generated graphs & maps, Internet research etc. Pupils & staff fully aware of where marks will be awarded.
1.1.4	<ul style="list-style-type: none"> To purchase 120 clipboards (one per student), for note taking and fieldwork during the trips. 	Sept	
1.5	<ul style="list-style-type: none"> To design a students' work booklet for the days that gives clear instruction and contains worksheets for pupils to collect information, such as: questionnaire data, shop functions, building ages, pedestrian count etc. 	Sept	
	<ul style="list-style-type: none"> To plan in detail the subsequent enquiry write-up that pupils will undertake. To produce accompanying worksheets that allows extension activities for more able pupils & support less able pupils. 	Sept	
	<ul style="list-style-type: none"> Provide opportunities for pupils to use ICT to enhance their enquiries. 	Sept	
	<ul style="list-style-type: none"> To inform both staff and pupils of the marking criteria for the Stratford enquiry write-ups. 	Sept	

If you would like any other departmental plan simply request at enquiries@teaching2inspire.co.uk – at no additional charge.