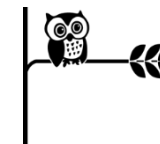


Achieving Success Team

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**Achieving Success
Action Plan 2014-2015**



Area of Responsibility: Application of maths					Links with other agencies:	
Objectives: 1) Progress towards 85% of children meeting year group expectations 2) Embedded opportunities to use and apply maths across the curriculum and throughout the school day 3) Opportunities to develop depth and mastery within maths 4) A consistent approach to planning and assessment in maths 5) Embedded opportunities to practise maths skills in 'real-life' contexts					Maths SLE Clive Davies Rising Stars (Assessment) Focus Education (Assessment) Lancs/Rising stars (Planning)	
Key Action	Leadership	Support	Resources	Cost	Success Criteria	Date Completed
1a) All staff familiar with year group expectations	Laura	Class teachers and support staff	Curriculum Targets, NAWKI, staff inset	NAWKI - £72 from assessment cost centre	All staff using year group expectation sheets from NAWKI	Purchased and in use from September
1b) Each year group (Y1-Y6) has a set of 'non-negotiables' and these are displayed in classrooms	Laura	Maths leads, class teachers and support staff	Year-group generated non negotiables, printed and laminated	Printing and laminating – estimated at £5 from general resources cost centre	Year groups have a set of non-negotiables	
1c) Cycle of formative and summative assessments inform planning, enabling gaps to be plugged	Laura	Class teachers, support staff, assessment team, SLT	Summative assessment materials	Focus assessment papers – £100 Rising Stars - £600 Assessment stickers for Y1/2 - £80 All from assessment cost centre	Formative and summative assessments used to plug gaps – increase in % of children meeting 'expected' throughout the year	Assessments purchased – May 2015 Stickers purchased – June 2015 Assessments to be carried out termly
1d) Rigour in planning enables the children to make maximum progress	Paul and Fiona	Class teachers and support staff Curriculum lead, SLT, TLR for QFT	Planning documents and resources	Ongoing CPD for staff – staff development cost centre	% of children making expected+ progress Planning shared and developed by teaching and support staff	
1e) Maths books are used to record learning in FS2 and reflect progress over time	Jen, Nicky and Laura T	Class teachers, key workers	Maths books	Books - £25 from general resources cost centre	Maths books reflect progress over time as evidenced through scrutiny	

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2a) Maths continues to be taught weekly in subjects across the curriculum	Paul and Fiona	Class teachers and support staff, subject leads	Teaching and learning resources	Time for book scrutiny and pupil voice - £42 (3hours of cover supervision TA4 from staffing cost centre)	Termly book scrutiny shows consistent opportunities for using and applying skills in topic, termly pupil voice reflects opportunities available – including cookery and ICT	
2b) Opportunities to develop mathematical skills are available in all areas of CP in EYFS	Jen, Nicky and Laura T	EYFS team Ellie Russell	Teaching and learning resources	CP resources – to be purchased from EYFS cost centre	Opportunities for maths are identified by termly environment walks, evidence is included in all learning journeys and opportunities are discussed during governor T&L walks.	
2c) Opportunities for using and applying maths skills in the outdoor areas are used to enhance learning	Jen, Nicky and Laura T	EYFS team, Y1 team, class teachers and support staff	Teaching and learning resources	Resources to be purchased from year group/class cost centres	Pupil voice reflects the opportunities available and impact is measured with regard to any benefits of such learning	
3a) Teachers and support staff begin to understand what depth and mastery looks like in maths	Laura/Debs	Teaching and support staff, subject leads, external CPD providers	Training resources	Resources to be sourced and purchased via the staff development & training cost centre	Staff have a greater awareness of what mastery and depth within maths looks like – this is reflected in the learning opportunities evidenced in books	
3b) Children's learning is challenged through the new curriculum and stretch is provided through depth	Laura/Debs	Class teachers and support staff, maths leads	Training resources	Resources to be sourced and purchased via the staff development & training cost centre	% of children making expected progress Increase in % of children meeting 'expected' throughout the year	

4a) Planning is developed from an agreed set of NC objectives and a consistent approach is applied across the school	Paul, Fiona and Jen (Possibly supported by SLE)	Class teachers, support staff, SLT	Curriculum planning documents	Already in place so no cost (to be decided from Lancs, NC or Rising Stars)	All year groups will be planning from the same document Subject leads hold a termly overview of objectives covered by each year group	Consistent document in place from September Use will be ongoing throughout the year
4b) Consistent use of summative assessment materials supports teacher judgements	Laura	Class teachers, support staff	Summative assessment documents – rising stars and focus education	As costed above (£780) from the assessment cost centre Test Base - £225	Use of assessment papers support teacher judgement prior to pupil progress, accuracy of data is supported through use of formative and summative assessment	
4c) Formative assessment is supported through the consistency in marking and response to marking, including challenge through questioning	Debs	Marking working party, teachers and support staff	Revised marking policy distributed to staff	Time for working party to meet – salary costs Marking policy to be written and distributed – cost of £5	Clear marking policy in place Book scrutiny evidences a consistent approach with children responding appropriately to marking Pupil voice evidences the value of marking and the children's understanding of its purpose	
5a) Children are given 'real-life' opportunities to practice and embed skills	Paul and Fiona	Teachers and support staff	Teaching and learning resources	Subject and class cost centres as appropriate	Opportunities such as baking, visits to shops, enterprise and topic related maths enable the children to work within real-life circumstances. Pupil and staff voice reflect the benefits of such learning.	

Area of Responsibility: Challenge for all learners					Links with other agencies: Clive Davies Focus Education SLE from MTSA	
Objectives: 1) Progress towards 85% of children meeting year group expectations (core subjects) 2) Challenge evident for all children in all aspects of lessons, including activities at the start of the day 3) Developed provision for G&T children 4) Depth and mastery opportunities available across the curriculum 5) Key learning behaviours are embedded and consistent across the school						
Key Action	Leadership	Support	Resources	Cost	Success Criteria	Date Completed
1a) A clear cycle of planning, teaching and assessment enables the children to make maximum progress	Danielle, Paul and Fiona	Teachers, support staff	Planning and assessment resources, teaching and learning resources	Time	Book scrutiny reflects the cycle of plan, teach and assess and it is clear that misconceptions are addressed and that pace and challenge are adequate	
1b) Through effective planning and teaching, children are enabled to make progress towards expected outcomes	Debs, Laura and Helen W	SLT, teachers and support staff	Learning resources Pupil progress documents	Time for lesson observations and pupil progress	% of children at expected increases termly Progress towards expected outcomes is reflected through pupil progress	
1c) The pitch of lessons reflect the increasing demands of the new national curriculum	Debs and Laura	SLT, teachers and support staff	Staff INSET time, lesson observations and feedback, peer observations, weekly year group meetings	Time	% of children at expected increases termly Consistency and parity across year groups evident, pitch and expectations evidenced through books and lesson observations	
2a) Challenge is evident within the start of day activities	Danielle and Paul Jaweria for EAL learners and Karen for SEND	Teachers, support staff and SLT	Teaching and learning resources	Teaching and learning resources from within class budgets	Morning challenges are used to move learning forward Books reflect challenge Consistency in standards within these books and other books across curriculum	

2b) All learners are challenged in all aspects of the lessons	Fiona and Danielle Jaweria for EAL learners and Karen for SEND	Teachers and support staff	Teaching and learning resources	Teaching and learning resources from within class budget Time for PV and book scrutiny	% of children at expected increases termly Children can discuss the way in which they are challenged throughout their lessons	
2c) Marking is purposeful and enables the children to move their learning forward	Laura	Teachers and support staff, Debs/marking working party Ellie Russell	Marking policy	Marking policy as outlined above	Books are marked in line with revised policy All children respond appropriately to marking	
3a) Tracking of G&T children consistent with tracking of SEND children	Nicky/Helen Woolf	Teachers	Tracking documents	Time	Consistent tracking system in place for G&T children	
3b) Case studies reflect the opportunities available to G&T children and evaluate the impact on learning and progress	Nicky	Teachers and support staff	Case study format	Time	Case studies completed termly for specified children Impact document completed termly by G&T lead	
3c) Children have opportunities to share skills as appropriate, including peer tutoring	Nicky	Teachers and support staff	Teaching and learning opportunities	Teaching and learning resources	Pupil voice reflects opportunities available Children on G&T register sharing skills across school	
4a) Staff have a developed awareness of what depth and mastery is	Laura/Debs	Teachers and support staff	Staff INSET, CPD resources	Staff INSET time	Staff voice reflects that staff feel more confident in their understanding of depth and mastery	
4b) Staff have the opportunity to consider depth and mastery opportunities relevant to specific year group/s	Laura/Debs	Teachers and support staff	Staff INSET, curriculum objectives/outcomes	Staff INSET time	Opportunities for depth and mastery within the curriculum are planned for	
4c) Evidence of opportunities to work in depth or at mastery level	Laura	Teachers and support staff	Planning, teaching and learning resources	Teaching and learning resources from within class budget	Increase in % of children at exceeding and mastery on a termly basis Evidenced through book scrutiny	

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4d) Areas of best practice/confidence identified and shared	Laura	Teachers and support staff	Staff voice	Time for staff voice	Evidence of best practice established Increase in % of children at exceeding and mastery	
4e) Portfolio of depth/mastery challenges generated	Laura	Teachers and support staff Ellie Russell	Portfolio, examples of work, samples of planning and learning activities	Portfolio Booklet - £5	Complete portfolio – demonstrating evidence of depth and mastery per year group	
5a) Behaviour for learning continues to be embedded practice across school	Helen W	Teachers and support staff, school council	School expectations, assembly time	Resources to support school expectations and promote behaviour for learning	Behaviour and safety judged as Outstanding in autumn QA visit	
5b) Independence for learning continues to be promoted	Karen	Teachers and support staff	Incredibly independent displays	Display resources from general resources cost centre	Children make independent choices within their learning Independence is evident within all learners at an age appropriate level	
5c) Children choose and access resources to support learning with increasing independence	Helen W	Teachers and support staff, children	Teaching and learning resources	Teaching and learning resources from class budgets	Resources support and enhance learning, enabling children to make at least expected progress (data reflects this)	
5d) Opportunities to work in mixed-ability groups are utilized where appropriate	Jaweria	Teachers and support staff	Groupings of children	No cost	Flexible groupings support all children in making expected progress (data reflects this)	