

SIAP: Weekly Implementation, Monitoring & Evaluation Task Sheet: (Dated 25/05/17)

Term 5. 24/04/17 – 26/05/17 (Major events are **highlighted** for information.)

NEXT MILESTONES:

Teaching and Learning: School Improvement Priorities taken from the SIAP.

1. OFSTED Priority target: Improve the teaching of writing (grammar, punctuation, spelling) to be as effective as that of reading

1.1 **by February 2017** all teachers have high expectations and are explicit in their demands for increased quality and quantity in written work. **by May 2017** teachers routinely work with 'home' to promote and facilitate the learning of grammar, punctuation & spelling.

1.2 **by May 2017** pupils are routinely observed independently accessing self-help resources in all classes and using learning to learn techniques.

1.3 **by May 2017** all teachers routinely hold pupils accountable for response to marking time at the start of lessons. **by June 2017** pupils improve their grammar, punctuation and spelling work in response to the feedback they are given, errors/ miscues do not persist into subsequent work, **by June 2017** standards in the KS2 SATs GPS paper have improved

2. School Priority target: Improve the teaching of maths in KS2 (mental arithmetic)

2.1 **by February 2017** all teachers have high expectations and provide good challenge for children, in mental arithmetic, **by May 2017** teachers routinely work with 'home' to promote and facilitate the learning of number facts.

2.2 **by February 2017** pupils are routinely observed, independently taking responsibility to learn number facts, using and mastering known number facts in lessons to solve problems in all classes, **by May 2017** teachers and parents report increased activity, motivation and success by pupils to learn number facts at home and school.

2.3 **by February 2017** pupils learn appropriate number facts (age/ skills) and respond positively to the feedback they are given, **by May 2017** pupils work independently (with the support of home / school) to learn number facts and are held accountable for their learning, **by May 2017** pupils know the appropriate number facts for their age, **by June 2017** standards in the KS2 SATs Mental Arithmetic paper have improved.

3. Ofsted Priority target: Raise standards in writing at key stages 1 and 2

3.1 **by May 2017** pupils use the GPS targets teachers have given them to improve their writing in all subjects, **by May 2016** pupils know and can talk about their targets.

3.2 **by February 2017** teachers planning identifies how stretch and challenge is provided for the most able in all GPS lessons, **by May 2017** the most able pupils work at higher levels and on their own, more frequently and from an earlier age, by May 2017 standards in KS2 SATs GPS paper have improved. Boys attainment has improved and is nearer the national average.

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4. School Priority target: Raise standards in maths at key stage 2 (Major focus on Y6 and girls in Y4, 5 & 6)

4.1 by May 2017 pupils know and can talk about their targets and understand how they may use in their demonstration of mastery in maths.

4.2 by May 2017 pupils work at higher levels, with greater intensity and responsibility, more frequently and access the resources they need to help them independently and from an earlier age, **by May 2017** pupils know the appropriate number facts for their age, **by June 2017** standards in the KS2 SATs Mental Arithmetic paper have improved.

5. Ofsted Priority Target: Ensure that Governors hold the school to account more robustly for the pace and consistency of improvements

(Including more specific recommendations from Full Review of Governance conducted in October 2015)

Review recommendations: AREAS FOR DEVELOPMENT: 1. Governors' understanding of their roles and responsibilities. 2. Fully addressing the three recommendations for the governing board from the Ofsted report. 3. Recruiting and appointing a new professional clerk. 4. Consideration of a possible increase in the size of the board to enable new members to join, providing a wider pool of potential new chairs and enabling all committees to be equally effective. 5. Ensuring a proper focus on mid-long term strategic development of the school as well as on the immediate issues. 6. Seeking to become more outward – looking and embracing opportunities to meet governors from other schools. 7. Considering more regular reviews of the chair and governors. 8. Ensuring that governors' visits are better focused on monitoring aspects of the school's improvement and strategic plans.

5.1 Completed

5.2 by July 2017 Governors check that improvements are implemented quickly and consistently to have a rapid impact upon pupils' progress.

5.3 by March 2017 all stake-holders have contributed to the future vision for the school (ensuring the mid-to-long term strategic development of the school includes milestones and key performance indicators) to enable the governors to monitor and evaluate progress, **by July 2016** introduce regular reviews of the chair and governors.

Some of the April mile-stones have been changed to May due to the Local Authority Evaluation and the Easter holiday which took up most of April!

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	Key actions
Tasks for all staff. <i>(Key actions following LA Evaluation)*</i>	<p>Improve teaching, learning and assessment so that it impacts further on pupil outcomes by ensuring:</p> <ul style="list-style-type: none"> • All teachers clearly and consistently set expectations for the outcomes of learning with pupils at the start of lessons. • All key objectives and standards within the mathematics curriculum are addressed effectively and that the Abacus scheme is not the sole resource used for the teaching of mathematics. • That a consistent whole school approach to the use of lesson learning objectives is effectively implemented. • Pupils' engagement with success criteria for lessons and using these to engage pupils further in purposeful self-assessment during plenary sessions is developed and consistently applied across the school. • The quality of marking is improved so that pupils' next steps, and their responses to marking, consistently develop learning effectively. • The use of questioning, to support critical thinking and the dialogue of learning, is improved to better support and develop pupils' learning. • Marking is developed further to ensure that it impacts more fully on future learning. <p>Improve outcomes for pupils by:</p> <ul style="list-style-type: none"> • Improving attainment in reading, writing and mathematics at key stage 2. • Ensuring that a focus on achieving at least age related expectations for pupils in Year 5 and 6 is essentially maintained. • Ensuring there is a need to make accelerated progress for pupils, particularly in Year 3. • Ensuring the quality of the presentation of pupils' work is at least consistently good across the school.
Tasks for SLT	<ul style="list-style-type: none"> • Prepare a questionnaire for parents asking for feedback about curriculum workshops, home-learning and other SIAP developments • Prepare a questionnaire for pupils asking for feedback about home-learning and other SIAP developments
Collaborative tasks	<ul style="list-style-type: none"> • Curriculum / T and L / Planning Policy review • Greater consistency in teaching and learning in UKS2* • Ensure quality of presentation of pupils' work is at least consistently good across the school*
Monitoring Tasks	<ul style="list-style-type: none"> • Marking – across all subjects (SLT) • Home Learning • Work with parents • Audit web-site • Impact of spending of Sports' Premium* • What is going on with Y6 boys' progress in reading? Why did this group make less than expected progress? Up to T4 • What is going on with Y1 girls' progress in maths? Why did this group make less than expected progress? Up to T4





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CPD: TERM 5 (24/04/17 – 26/05/17)		
Date	Main Focus	Notes
Wednesday 26.04.17	Outcomes and next steps from Mocksted. Do we need to adapt the SIAP? Agree moderation parameters (AIR score and children) Teaching & Learning Policy	Topic webs for T3/T4; Medium term planning for T5 to be uploaded onto SharePoint by Fri 28 th April WOW work – discuss submission date
Thursday 04.05.17	Teaching & Learning Policy – all teachers clearly and consistently set expectations for the outcome of learning at the beginning of lessons. (Mixed year groups; split year groups; children involvement with success criteria; ‘death by success criteria’. How do you assess creativity?	
Thursday 11.05.17	Curriculum & Planning Policies – are we clear how the curriculum map links to medium and short term planning?	
Thursday 18.05.17	Pupil Progress Meetings; Planning Policy – all teachers clearly and consistently set expectations for the outcome of learning at the beginning of lessons. (Mixed year groups; split year groups; children involvement with success criteria; ‘death by success criteria’. How do you assess creativity?	
Thursday 25.05.17	Presentation and marking monitoring. Review marking policy – <i>more helpful, less picky. Encouragement</i>	

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Week 1	TASKS: Governors	TASKS: Leadership team	TASKS: Staff team
This week in general.  Daily tasks 		KB Feedback from children about marking	Ensure all Termly Topics are marked, including targets for next time.
Monday 24/04/17			Termly Topic Exhibition
Tuesday 25/04/17			
Wednesday 26/04/17		KB & HC (SIAP 1-4): Teaching & Learning Policy	Staff Meeting (SIAP 1-4): Outcomes and next steps from Mocksted. Do we need to adapt the SIAP? Teaching & Learning Policy
Thursday 27/04/17			
Friday 28/04/17	KB & AB (SIAP 5): Safeguarding Working Party meeting. Implications from Mocksted: Security Policy, front covers of policies.		Termly Topic Exhibition
Week 2	TASKS: Governors	TASKS: Leadership team	TASKS: Staff team
This week in general.  Daily tasks 	Final evaluation of the February milestones from the SIAP. What has been the impact so far? (C&S Committee)		
Monday 01/05/17	BANK HOLIDAY	BANK HOLIDAY	BANK HOLIDAY
Tuesday 02/05/17			
Wednesday 03/05/17		KB: 09:30-10:30 Meeting with J.Finney (SIAMS) to inform Strategic Plan. Postponed by JF KB Team Teach with SW HC (SIAP 3.1F, 4.1F): 09:30-10:30 Medium Term Planning monitoring KB & HC (SIAP 1-4): Curriculum Policy	
Thursday 04/05/17		KB & JMW (SIAP 1-4): meeting with J.Smith (WIA). Follow-up from LA Evaluation Postponed by JS KB & JWM (SIAP 1-4): Learning Walk KB and JMW: Scaffolding and resources for independent learning.	Staff Meeting (SIAP 1-4): Teaching & Learning Policy –all teachers clearly and consistently set expectations for the outcome of learning at the beginning of lessons. (Mixed year groups; split year groups; children involvement with success criteria; 'death by success criteria'. How do you assess creativity?
Friday 05/05/17			
Week 3	TASKS: Governors	TASKS: Leadership team	TASKS: Staff team

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<div> <div>This week in general. →</div> <div>Daily tasks ↓</div> </div>	SATS Week/Assessment Week	SATS Week/Assessment Week Questionnaire to parents about HL.	SATS Week/Assessment Week
Monday 08/05/17		<u>KB: SATs (Reading)</u>	
Tuesday 09/05/17	KB & AB (SIAP 5): Feedback from DSL and Deputy attended Safeguarding Briefing 05/04/17 (recorded on SCR); Feedback from LAC Course for Designated Teacher for LAC. 05/05/17 SCR; Medication Policy, Security Policy, Bereavement Policy	<u>KB: SATs (GPS)</u>	
Wednesday 10/05/17		<u>KB, JMW & HC: SATs (Maths Papers 1 & 2)</u>	
Thursday 11/05/17		<u>KB & JMW: SATs (Maths Paper 3)</u>	Staff Meeting (SIAP 1 -4): Curriculum & Planning Policies – are we clear how the curriculum map links to medium and short term planning?
Friday 12/05/17		KB & HC (SIAP 5): policy audit. Ensure all policies have a new front cover to ensure adoption date and review date are clear. Include new signature box to complete.	
Week 4	TASKS: Governors	TASKS: Leadership team	TASKS: Staff team
<div> <div>This week in general. →</div> <div>Daily tasks ↓</div> </div>			
Monday 15/05/17			
Tuesday 16/05/17		KB & HC (SIAP 1-4): Monitor SIAP; Planning/book scrutiny (Maths & English leader) Do the children's books reflect the teacher's plannign and evaluations?	
Wednesday 17/05/17			
Thursday 18/05/17		KB & JMW (SIAP 1-5): meeting with J.Smith (WIA). Follow-up from LA Evaluation	Staff Meeting (SIAP 1 -4): Curriculum & Planning Policies – are we clear how the curriculum map links to medium and short term planning?
Friday 19/05/17	KB & AB (SIAP 5): Safeguarding Working Party meeting. Ensure front covers of policies are accurate and website/file match	HC & JMW (SIAP 1-4): Term 5 assessment data. Update Wiltshire Tracker and predictions	All teachers: upload Term 5 Ranking Sheets onto SharePoint
Week 5	TASKS: Governors	TASKS: Leadership team	TASKS: Staff team

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<div> <div>This week in general.</div> <div>Daily tasks</div> </div>		KB Feedback from children about marking	
Monday 22/05/17	LT & KB : PARENT FEEDBACK FOR STRATEGIC PLANS. (5.3)	KB: 09:30-10:30 Meeting with J.Finney (SIAMS) to inform Strategic Plan. (5.3)	
Tuesday 23/05/17	JMW & CL (SIAP 1-4): SEND monitoring visit – book scrutiny of pupils with SEND. Do the books show progress? Is the progress rate appropriate? KB & KH (SIAP 1 & 3): English monitoring. May milestones on SIAP	JMW & CL (SIAP 1-4): SEND monitoring visit – book scrutiny of pupils with SEND. Do the books show progress? Is the progress rate appropriate? KB & KH (SIAP 1 & 3): English monitoring. May milestones on SIAP	
Wednesday 24/05/17	HC & RF (SIAP 2 & 4): Maths monitoring. May milestones on SIAP	HC & RF (SIAP 2 & 4): Maths monitoring. May milestones on SIAP	
Thursday 25/05/17		KB (SIAP 1 & 3): Feedback from children about marking (English)	ENGLISH LEADERS NETWORK. KB Staff Meeting (SIAP 1-4): Pupil Progress Meetings; Planning Policy – all teachers clearly and consistently set expectations for the outcome of learning at the beginning of lessons. (Mixed year groups; split year groups; children involvement with success criteria; 'death by success criteria'. How do you assess creativity?
Friday 26/05/17	TD DAY 5	TD DAY 5	TD DAY 5 Teachers: Assessment & Reporting TAs (SIAP 1-4): Scaffolding learning (focus: times tables, Planet Booklet)