Foxfield Primary School Transformation Plan

Teaching and Learning:
Ensuring the quality of teaching is consistently good across all year groups and that this enables pupils to make consistently good progress/attainment

Deployment of additional adults ensures pupils make good progress

- TAs all meet with Phase Teams at 8.30 to review focus for teaching (from May 19th)
- Introduce new weekly TA and additional adult CPD programme and identify key target areas
- Introduce TA appraisal and performance management by June 2014
- Introduce new TA checklist to support quality of teaching by May 19th

Introduction of new values calendar and behaviour logging system to ensure behaviour for learning is consistently good

- Evidence shows an improvement in quality of presentation from books
- SEN pupils, more able pupils, boys and other vulnerable groups completing learning tasks
- Introduce celebration assemblies linked to values by September 5th 2014

Introduce new self-evaluation and monitoring timeline which identifies specific monitoring activities and intended impact

- Leadership completes weekly learning walks or self-evaluation focus linked to leadership area

Review feedback marking expectations by May16th 2014 and implement new policy

- Introduce new pupil presentation expectations and review stationary used in books by May 16th 2014
- 100% senior and middle leaders modelling school expectations with feedback marking
- Leadership completes weekly book look in each phase to ensure 100% of maths and literacy books are following policy with pupils responding to feedback

Provide specific programme of governor training to ensure effectiveness of governors in being able to support and challenge

- Ensure all committees capture evidence of governor challenge including key questions

Introduction of core expectations linked to T&L (May 16th 2014)

- Expectations identify non-negotiables in terms of: learning environment, lesson objectives and success criteria, differentiation, use of questioning and mid term planning expectations

Review curriculum expectations within each phase team to ensure pupils are challenged

- Pupil survey by July 10th 2014 identifies that 90%+ of pupils enjoy learning

Ensure all leaders have identified specific vulnerable groups from data analysis and have introduced targeted interventions to close gaps. This includes:
pupil premium,
boys,
SEN and
summer born

- Introduce "closing the gap" monitoring forms by May 31st 2014. Link to pupil progress meetings and progress expectations
- All interventions plotted using pupil tracker and are kept up to date
- Moderation training end of every half term
- Data leadership training has taken place

Introduce new planning expectations linked to a core text, painting or artefact (by May 2014)

Review Target Setting Policy and Produce assessment calendar by May 31st 2014

Interim Milestones – May 31st 2014
100% of learning environments comply with school policy expectations
100% of pupil books are complient with school feedback marking expectations
Quality of teaching judged to be good or better has increased to 60%

Interim Milestones – July 20th 2014
Quality of teaching judged to be good or better has increased to 80%
Parent survey identifies 90%+ identify Foxfield has improved since April 2014 and pupils enjoy learning
Behaviour for learning is consistently good in all phase teams

Interim Milestones – October 25th 2014
Quality of leadership measured as 'good' using school self-evaluation
Quality of teaching judged to be 'good' or 'better' has increased to 90% with no inadequate teaching
Quality of learning in books (including presentation) judged to be at least 'good' across the school.

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