

Woodhill Primary School Ten Week Transformation Plan

Aspect	Key focus areas	Specific leadership actions	Staff professional development	Impact measures, dates and RAG rating
<p>Culture: Learning Environment</p> <p>Week 1: 7th September 2013</p>	<ul style="list-style-type: none"> • Establish learning environment expectations for whole school with regards to: <ul style="list-style-type: none"> ○ Classroom organisation ○ Displays of cursive handwriting in all areas of settings ○ Learning walls ○ Reading corners ○ Topic tables 	<ul style="list-style-type: none"> • Ensure all stock and materials are ordered before end of week 1 <ul style="list-style-type: none"> • SLT model teaching and learning display in entrance • Publication of learning environment expectations • End of week 2, SLT lead learning walk to monitor impact of actions against agreed priorities • SLT members identified to support any staff who require additional support in development of quality learning environments 	<p>INSET Day 1:</p> <ul style="list-style-type: none"> • Establish expectations for quality learning environment 	<p>By 13th September 2013:</p> <ul style="list-style-type: none"> • 100% of classrooms: <ul style="list-style-type: none"> ○ Walls backed in hessian ○ Contain examples of cursive handwriting modelled by adults ○ Resources and learning areas identified. Labels, key questions displayed in cursive script ○ Learning walls identified for numeracy and literacy ○ Examples of key vocabulary displayed for topic areas ○ Book corners are inviting and contain core text focus ○ Topic tables are set up and contain questions linked to new learning
<p>Teaching and Learning</p> <p>Week 1</p>	<ul style="list-style-type: none"> • Peer critique and feedback expectations • APP and learning intention expectations • Peer critique and feedback expectations • APP and learning intention expectations 	<ul style="list-style-type: none"> • SLT create Expectations Posters for Teaching and Learning • SLT publish new 'Teaching Matters' document • SLT create model display identifying key teaching and learning sequences in visible area of school 	<p>INSET Day 2:</p> <ul style="list-style-type: none"> • Teaching and Learning Expectations 	<p>By 13th September 2013:</p> <ul style="list-style-type: none"> • Teaching and Learning Expectations Posters published in all classrooms • Planning formats amended to ensure teachers identify differentiated APP-linked learning tasks in maths and English • Planning linked to core text with science being taught in discrete lessons • Learning walls being referred to and used to capture 'live learning'

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<p>Assessment: Data and Tracking</p> <p>Week 1</p>	<ul style="list-style-type: none"> • Assessment of Tracking System in school: How effective is it? How is it used by staff? What needs changing? • Agree system • Leaders target staff to undertake Informal discussion with staff on assessment systems they use and how helpful they find the school system 	<ul style="list-style-type: none"> • Assessment leader to collect information on assessment tracking system and assessment calendar • Refer to: Woodhill Primary School Tracking Document Annual Assessment Calendar/Cycle: What is in place? What needs amending/adding? – Confirm school cycle 	<p>INSET Day 2:</p> <ul style="list-style-type: none"> • Establish school progression rates • Attainment expectations • Provide ‘Big Picture’ for assessment development • Staff supported through leadership modelling of setting numerical targets in one subject • Provide task to complete in preparation for Target setting meeting in week 3 	<p>By 9th September 2013:</p> <ul style="list-style-type: none"> • Pupil tracker purchased and set up for whole school. • Pupil tracker identifies progress and attainment for all pupil groups including Pupil Premium, Looked After, Vulnerable Groups, SEN, Attendance by 13th September 2013 • All pupil targets and KPIs agreed, including SPAG, Y1 Spelling, EYFS GLD • Annual Assessment Calendar agreed and published
<p>Assessment for Learning</p> <p>Week 1</p>	<ul style="list-style-type: none"> • Audit impact of feedback using books from previous term and recorded mark making from EYFS • Collate observations for individual staff and phases 	<ul style="list-style-type: none"> • SLT agree feedback marking expectations and share with staff • SLT produce model display of feedback marking to share with staff and pupils • SLT lead whole-school assembly to clarify feedback marking expectations as part of our Woodhill Rights and Responsibilities 	<p>INSET Day 2:</p> <ul style="list-style-type: none"> • Provide ‘top level’ highlights indicating importance of developing quality feedback • Make links to learning intentions, success criteria and learning environment 	<p>By September 13th 2013:</p> <ul style="list-style-type: none"> • Feedback marking display completed in public space and being referred to by staff and pupils • All pupils have ‘presentation expectations’ posters tacky backed into books • New feedback marking policy agreed by staff • Staff meeting schedule published including feedback marking PDM By September 20th • All pupils have received and responded to a minimum of 1 in depth feedback marking session • All EYFS pupils have completed a teaching and learning conference and verbally received feedback linked to learning

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				<ul style="list-style-type: none"> • Feedback marking language is displayed using cursive handwriting in visible areas of classrooms • (Please refer to monitoring schedule for dates of feedback marking learning walks)
<p>Pupil Wellbeing</p> <p>Week 1</p>	<p>(In addition to the above sections):</p> <ul style="list-style-type: none"> • Identify key environments in shared spaces around school • Model setting up learning rich environment(s) around school • Introduce with pupils ‘paper only’ until expectations are established • Observe movement of children at start of day transitions, etc. 	<ul style="list-style-type: none"> • End of the week SLT undertake a learning walk and cross phase challenge team leaders on areas of focused improvement for week 2: Each phase leaders has action points for improvement of school environment <ul style="list-style-type: none"> • Complete audit of how children move around school. Does this reflect our vision and high expectations? Agree stand opportunities for movement around school and during transitions • Order new lanyards and class passes for whole school and lunchtime • HT and DHT lead Key Stage assemblies on pupil rights and responsibilities on 9th September 2013 • (SLT and class teachers follow up) 	<p>INSET Day 1:</p> <ul style="list-style-type: none"> • Establish standard operational procedures linked to learning environments in classrooms • Task: Staff review model classroom and set up their own rooms <p>INSET Day 2:</p> <ul style="list-style-type: none"> • Establish standard opportunities for how pupils move around school 	<p>By September 13th 2013:</p> <ul style="list-style-type: none"> • All classrooms display class rules linked to rights and responsibilities • Behaviour Rights and Responsibilities posters published and displayed in every class • Published SLT rota for monitoring pupil behaviour and wellbeing at key transition times and lunch times

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<p>Pupil Wellbeing</p> <p>Week 2</p>	<ul style="list-style-type: none"> • Establish systems leadership of rewards and consequences for pupil behaviour in school 	<ul style="list-style-type: none"> • SLT visible at key times of transition: before school, lunch hall, break times and after school • SLT lead daily learning walks to monitor behaviour for learning in classrooms 	<p>11th September 2013:</p> <ul style="list-style-type: none"> • PDM on pupils' rights, responsibilities and behaviour consequences 	
<p>Teaching and learning Leadership</p> <p>Week 2</p>	<ul style="list-style-type: none"> • Teaching and learning audit of school (10th September 2013) • Lesson observations: Post action planning, 1:1 and development of individual action planning (3 week coaching and development plan with agreed areas for improvement) • Targeting weakest teaching first (Ongoing for 3 weeks) • All SLT sharing successes 	<ul style="list-style-type: none"> • Senior leaders contribute to teaching and learning audit through shared lesson observations and provision of feedback to staff • Teaching and Learning profile: Share profile of teaching quality and support plans developed • Confirm action plans and who to provide agreed support • Agreed support to 	<p>INSET Day 2:</p> <ul style="list-style-type: none"> • Learning intentions and success criteria • Share standard operation procedures for teaching and learning (See above) • This will include: <ul style="list-style-type: none"> ○ Modelling effective questioning ○ Collaborative learning ○ Effective feedback ○ Independent learning 	<p>By September 13th 2013:</p> <ul style="list-style-type: none"> • Audit of teaching and learning completed • New teacher profile for school produced and shared with members of Exec Governing Body • Leadership Team have established core priorities for areas of responsibility • Share with GB Exec Group By September 20th 2013: <ul style="list-style-type: none"> ○ Leadership Team have produced Rapid Impact Plans linked to their

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	<p>linked to key aspects of identified best practice</p> <ul style="list-style-type: none"> • (On-going) Share in briefing notices and undertake informal learning walks to look for successes 	<p>include:</p> <ul style="list-style-type: none"> ○ Planning support from LA (Jo and Lizzy) ○ Establishing schedule of lesson observations at Compass Federation Schools 		<p>areas of responsibility. Key actions and leadership activities are agreed</p> <ul style="list-style-type: none"> ○ Support plans for all teachers requiring improvement completed with key dates and actions agreed ○ Dates for lesson observations/visits to schools and support plans for individual teachers agreed and completed • Complete teacher data dashboard to include setting up files and whole school overview top level headlines
<p>EYFS</p> <p>Week 2</p>	<ul style="list-style-type: none"> • Focus on quality of provision in EYFS • Support team to identify which areas to be develop in week one • Provide support in identifying resources and set up of areas • Provide models of example learning areas • Comment on learning areas established: What's working? What needs further development? 	<p>Within SLT or HT and EYFS lead:</p> <ul style="list-style-type: none"> • Review of EYFS environment: Agree learning areas for each foundation classroom • Confirm Standard operating systems for each area for key teaching sequences based on model of: <ul style="list-style-type: none"> ○ Adult initiated learning ○ Child initiated learning ○ Adult supported learning • By September 20th 2013, all EYFS practitioners have been observed 	<ul style="list-style-type: none"> • Meeting with EYFS Team to review: <ul style="list-style-type: none"> ○ EYFS Teaching and learning model ○ Areas of learning ○ Standard opportunities for learning areas 	<p>By September 20th 2013:</p> <ul style="list-style-type: none"> • Learning walk completed to ensure: <ul style="list-style-type: none"> ○ All areas of learning are identified in setting through provision of resources ○ Meaningful learning sequences planned carefully linked to development of pupils' needs ○ Setting is clean, organized and accessible for pupils to learn independently ○ Resources are labelled well Setting contains adult modelled cursive script and pre-cursive script for pupils to use and refer to ○ Core text is visible in and across different areas of learning and learning environment • EYFS leader has completed Rapid Impact Plan linked to core priorities

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<p>Behaviour For Learning</p> <p>Week 2</p>	<ul style="list-style-type: none"> • SLT to review provision for break and playtimes 	<ul style="list-style-type: none"> • Every day leadership team members visible around school before, during and after school all of the time to promote school's expectations and values • Ongoing: <ul style="list-style-type: none"> ○ SLT to develop and publish standard operational procedures for break times and playtimes ○ SLT feedback on behaviour review of logged incidents ○ Observe weakest lessons with weakest behaviour leadership and follow up with coaching and support plan. ABCD audit in targeted classes (Meetings and observations on weekly basis) • Agree any modifications and SLT brief their teams 	<ul style="list-style-type: none"> • Behaviour for Learning PDM 11th September 2013 	<p>By September 27th 2013:</p> <ul style="list-style-type: none"> • 100% of classes using agreed system for recording behaviour incidents • SLT report 'measurable improvement' in way in which pupils move around school building, manage transitions and manage own behaviour at lunch time/during hall • 100% of classes referring to Rights and Responsibilities structured system for behaviour leadership conversations
<p>Leadership</p> <p>Week 2</p>	<ul style="list-style-type: none"> • Undertake review of leadership through 1:1 meetings held with all SLT members • Establish protocols for line 	<ul style="list-style-type: none"> • SLT review structure of leadership team including: <ul style="list-style-type: none"> ○ Roles & responsibilities ○ KPIs ○ Self-Evaluation Timeline 	<ul style="list-style-type: none"> • SLT meeting Monday 9th September 2013 	<p>By September 27th 2013:</p> <ul style="list-style-type: none"> • Leadership Team profile is published and shared with staff, governors and parents • Teacher performance management

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	management, leadership structure, roles and responsibilities	<ul style="list-style-type: none"> ○ Monitoring Timeline ○ PDMs ○ Performance Management of Team Leaders 		<p>targets are agreed for all teachers</p> <ul style="list-style-type: none"> • Teacher performance management has begun for SLT
Leadership / Assessment Week 2	<ul style="list-style-type: none"> • Review school interventions • Learning walk focus: All staff on track in setting progression targets 	<ul style="list-style-type: none"> • DHT and SENCo focus: All staff on track in setting progression targets looking at vulnerable groups <ul style="list-style-type: none"> • DHT and SENCo complete moderation of standards with focus on sampling all vulnerable groups using previous years' pupil books: Focus determined by lowest attainment subject area • DHT to lead audit of impact on interventions/ strategies for raising attainment for PP 		<p>By September 27th 2013:</p> <ul style="list-style-type: none"> • HT/DHT has led governor training on impact of PP and identification of priorities for 13/14 • 100% of teachers are aware of specific interventions planned for term linked to raising standards for PP and vulnerable pupils • SLT review impact of TAs on teaching and learning and produce standard operational procedures for TAs
Leadership Week 3	<ul style="list-style-type: none"> • GB Exec Team meets to review GB action plan and GB priorities 	<p>By September 27th 2013:</p> <ul style="list-style-type: none"> • GB Exec Team has agreed 'sub teams' with areas of responsibility • GB Exec Team has produced GB Action Plan linked to school priorities 		<p>By September 27th 2013:</p> <ul style="list-style-type: none"> • GB Exec Team has agreed 'sub teams' with areas of responsibility • GB Exec Team has produced GB Action Plan linked to school priorities
Leadership / Teaching and Learning Week 3	<ul style="list-style-type: none"> • SLT agree structure of support for teachers based on agreed principles for quality teaching and learning (E.g. Modelling, feedback, Co- 	<ul style="list-style-type: none"> • SLT complete development plans for all teachers which include agreed areas for improvement 	<ul style="list-style-type: none"> • Teaching and Learning PDM based on priorities identified (E.g. Modelling, feedback, Co-operative learning, challenge, 	<p>By September 27th 2013:</p> <ul style="list-style-type: none"> • HT/DHT has led governor training on impact of PP and identification of priorities for 13/14 • 100% of teachers are aware of

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	operative learning, challenge, independent learning), teaching profile and teacher data dashboard)	<ul style="list-style-type: none"> • Establish minimum expectations for quality of teaching for all levels of teachers: NQTs 2 ---5 years TLRs, middle and senior teachers • Develop bespoke INSET for teaching and learning based on identified priorities from lesson observations, (E.g. Modelling, feedback, Co-operative learning, challenge, independent learning), teaching profile and teacher data dashboard 	independent learning) <ul style="list-style-type: none"> • PDM for TAs in best practice linked to quality first teaching and their role in securing good progress for all pupils 	specific interventions planned for term linked to raising standards for PP and vulnerable pupils <ul style="list-style-type: none"> • SLT review impact of TAs on teaching and learning and produce standard
Leadership Week 3	<ul style="list-style-type: none"> • Self-Evaluation Cycle to include: <ul style="list-style-type: none"> ○ Assessment cycle ○ Monitoring and evaluation timeline ○ Progress Review Meetings ○ Moderation of pupil standards ○ Subject leadership reporting framework 	<ul style="list-style-type: none"> • Establish a cycle of review, monitoring and reporting processes for the school. To include: <ul style="list-style-type: none"> ○ Quality of teaching and learning, feedback, behaviour and progress review meetings. • Establish clear expectations for teacher performance management. To include links to pupil progress measures, teaching standards and expectations and quality of teaching 	<ul style="list-style-type: none"> • SLT Focus Phase Leaders share agreed protocols with staff in Phase Team Leadership Meetings 	<p>By October 4th 2013:</p> <ul style="list-style-type: none"> • Teacher performance management has begun for all teachers • HT and DHT have provided feedback on structures and processes to GB • HT provides verbal report on progress against action plan to date at LASM <p>By October 25th 2013:</p> <ul style="list-style-type: none"> • Teacher performance management has been completed • SEF reviewed and updated. Shared with GB Exec Group

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		<ul style="list-style-type: none"> • Complete leadership audit of leadership skills. Identify areas of strength amongst leadership team and areas for development (Could use UL 360 tool?) 		
<p>Teaching and Learning</p> <p>Week 4</p>	<ul style="list-style-type: none"> • Review successes and further areas of development linked to improving quality of teaching and learning 	<ul style="list-style-type: none"> • Staff on formal procedures for improvement provided with opportunities to examples to good practice linked to areas of development identified <ul style="list-style-type: none"> • All staff NOT on formal procedures provided with weekly 15 minutes focused T&L coaching opportunities linked to teaching and learning CPD programme 	<ul style="list-style-type: none"> • Teaching and Learning PDMs to focus on: <ul style="list-style-type: none"> ○ Quality Feedback and Publishing • Quality Outcomes PDM for TAs in best practice linked to quality first teaching and role in securing good progress for pupils 	<p>By October 4th 2013:</p> <ul style="list-style-type: none"> • SLT publish example of successes linked to PDM focus areas to share with staff: Learning walks, pupil interviews, book looks, observations, etc. Examples shared with GB Exec Group and used in preparation of SEF and HT Report • Successes linked to feedback marking shared with staff and published around school on table displays
<p>Leadership, Culture and Pupil Wellbeing: Communication including Safeguarding Arrangements</p> <p>Week 4</p>	<ul style="list-style-type: none"> • Undertake review of communication systems across the school • Develop standard operational procedures linked to: briefing meetings, leadership presence across the school, newsletters, dress code, and any other miscellaneous parental specific communication systems • Publish communication 	<ul style="list-style-type: none"> • AHT to leave review with DHT and HT <ul style="list-style-type: none"> • LA to lead commissioned safeguarding audit across school • Review and agree safeguarding practices across the school: Ensure all staff receive core safeguarding training and identified safeguarding officers have undertaken safeguarding training. 	<ul style="list-style-type: none"> • Safeguarding audit findings shared with SLT and all staff • (Action Plan produced following findings) 	<p>By October 4th 2013:</p> <ul style="list-style-type: none"> • School has obtained quotes from 3 providers for new website • 100% of staff are linked to school group information sharing network • New weekly staff bulletin has been introduced • Weekly newsletter for parents has been reviewed, revised and updated • AHT has met with revised Parent Forum to outline school priorities and begin process of developing new home school agreement

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	systems for staff and parents	<ul style="list-style-type: none"> • Publish standard operational procedures linked to safeguarding. 		<p>By October 11th:</p> <ul style="list-style-type: none"> • Dates for progress review meetings and parent interviews have been agreed • Dates for rest of term published • Date agreed for school open afternoon for parents to see new classroom learning environments • Safeguarding audit has been completed with standard operational procedures linked to safeguarding published
<p>Culture: Learning Environment</p> <p>Week 4</p>	<ul style="list-style-type: none"> • Complete revisions to learning environment • Agree dates and deadlines for: <ul style="list-style-type: none"> ○ Shared area displays ○ Celebration of learning environment event ○ Monitoring timeline to ensure all classrooms represent school expectations 	<ul style="list-style-type: none"> • SLT write to parents inviting them to attend celebration event where parents can see the impact of learning environment on pupils learning outcomes <ul style="list-style-type: none"> • Senior leaders collate images of best bits from staff and produce guidance booklet for staff • All staff photograph their 'best bits' linked to learning environments and rolling PowerPoint set up in staff room to celebrate high quality learning environments • Ensure staff notices celebrate and capture examples of best practice in 	<ul style="list-style-type: none"> • Learning Environment Expectations PDM 16th October 2013 • Organise late night for 17th October 	<p>By 25h October:</p> <ul style="list-style-type: none"> • Parents have attended celebration event linked to quality of learning environment • School monitoring identifies learning environments are consistently 'good' and making significant contribution to quality of learning taking place

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		classroom displays linked to key areas		
Assessment Week 5	<ul style="list-style-type: none"> • Complete interim review of pupil progress and attainment using teacher assessment • Process led by SLT and linked to pupil progress and attainment targets 	<ul style="list-style-type: none"> • Moderation of standards using pupil books: Focus determined by ongoing monitoring of subject areas <ul style="list-style-type: none"> • Identify priorities, provide clear feedback for phase teams and revise 10 week transformation plan in light of review • Identify dates and areas of focus • Revise pupil interventions and provision in light of review 	<ul style="list-style-type: none"> • Ensure findings of review are identified as area of focus for pupil progress meetings (November 13) 	<p>By October 25th:</p> <ul style="list-style-type: none"> • Interim findings are shared with Exec GB group • Pupil tracker updated and next steps identified with class teachers, SENCo and Inclusion Leader • Structure for PDMs revised in light of findings • Pupil progress meeting format agreed and meetings scheduled for second week in November 2013 • Parents receive letters from school informing them of pupil progress
Teaching and Learning Week 5	<ul style="list-style-type: none"> • Review quality of teaching profile with all staff • Review Rapid Impact Plans produced by SLT • Introduce Personal Development Leadership Plans 	<ul style="list-style-type: none"> • See earlier sections <ul style="list-style-type: none"> • SLT to ensure all processes linked to quality of teaching and learning are being followed • SLT continues to provide rich menu of opportunity for teachers to observe lessons in school and through focused visits • SLT continues to monitor quality of teaching and learning through informal drop ins, focused 	<ul style="list-style-type: none"> • Refer to PDM programme and monitoring programme 	<p>By October 25th 2013:</p> <ul style="list-style-type: none"> • Teaching and learning profile updated and shared with GB Exec Group • Rapid Impact Plan Reviews are completed and new plans written • 100% meetings for SLT linked to PDLs have been completed

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		<p>monitoring programme, learning walks and book looks (See monitoring timeline)</p> <ul style="list-style-type: none"> • Provide each member of SLT with PDLP with clear, measurable targets and impact timescales 		
<p>Leadership</p> <p>Week 6</p>	<ul style="list-style-type: none"> • Introduce subject leadership and middle leadership evaluation report schedule 	<ul style="list-style-type: none"> • Establish common expectations for development of subject leadership, middle leadership and phase leadership. To include: <ul style="list-style-type: none"> ○ Agreeing format of report summaries linked to headteacher reports ○ Expectations for leadership files and evidence trails ○ Expectations for monitoring activities within subjects and phases ○ Leadership team to produce model subject/phase leadership file containing exemplar materials linked to agreed expectations. ○ Leadership team to 	<ul style="list-style-type: none"> • Focus of SLT meeting 7th October 2013 	<p>By November 15th 2013:</p> <ul style="list-style-type: none"> • Subject leadership monitoring cycle has been reviewed and updated • SEF reviewed and updated • Subject leadership reports have been drafted and submitted to HT <p>By November 29th 2013:</p> <ul style="list-style-type: none"> • Subject leadership reports have been submitted as part of HT Report to Governors

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		produce a calendar of self-evaluation for middle leadership, phase leadership, subject leadership expectations post Transformation Plan		
<p>Culture: Learning Environment</p> <p>Week 6</p>	<ul style="list-style-type: none"> • Undertake leadership learning walks and monitoring activities linked to learning environment expectations • (See self-evaluation and monitoring timeline for Autumn Term) 	<ul style="list-style-type: none"> • Leadership focus on: <ul style="list-style-type: none"> ○ Pupil presentation in books including handwriting ○ Quality of publishing and pupil outcomes for display ○ Quality of book corners, topic tables and shared learning spaces ○ Quality of learning environment in EYFS and continued provision for independent learning in setting 	<ul style="list-style-type: none"> • Refer to monitoring timeline for Autumn Term • Learning Environment Expectations revisited again in PDM on 16th October 2013 	<p>By November 3rd 2013:</p> <ul style="list-style-type: none"> • New round of school visits with focus on learning environment and expectations established for teachers still failing to meet agreed expectations. Visits linked to monitoring of quality of teaching and learning
<p>Teaching and Learning: Feedback Marking</p> <p>Week 6</p>	<ul style="list-style-type: none"> • Focus on provision of quality feedback in lessons 	<ul style="list-style-type: none"> • SLT lead observations of feedback in action in lessons. Focus on pupil responses to feedback <ul style="list-style-type: none"> • SLT find best practice examples of peer to peer feedback to share • SLT lead observations of feedback in action in lessons. Focus on mini 	<ul style="list-style-type: none"> • PDM: All teachers bring examples of pupil responses to written feedback marking in maths and English for teacher reviews • PDM for teaching assistants linked to provision of quality feedback and roles in supporting pupils with feedback marking 	<p>By November 3rd 2013:</p> <ul style="list-style-type: none"> • SLT report that 100% of teachers following feedback marking guidance and 100% of pupils responding in agreed format • Publish standard operational procedures linked to planning and impact of mini plenaries/plenaries and exit ticket strategies

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		<p>plenaries/plenaries/exit ticket strategies and pupil involvement in self-directed learning</p> <ul style="list-style-type: none"> • Ongoing focus on seeking out and sharing successes 		
<p>Review Successes and areas for development:</p> <p>Week 7</p>		See below		
<p>Teaching and Learning</p> <p>Week 7</p>	<ul style="list-style-type: none"> • Revisit core teaching sequences and review how teachers are using APP to assess pupil progress and plan quality learning sequences • Review midterm planning for 2nd half term 			
<p>Observations:</p> <p>Pupil, staff, community response to developments?</p> <p>What has been a challenge?</p> <p>Where has progress been easily won?</p>				
<p>What next?</p>				