

## School Development Plan 2017-18

Teaching, Learning and Assessment								RAG		
Actions	Who	Monitor	When	Funding / Year	Outcome	Progress / Impact to date	Aut	Spr	S	
							Teachers provide adequate time for practice to embed the pupils' knowledge, understanding and skills securely. They introduce subject content progressively and constantly demand more of pupils. Teachers identify and support any pupil who is falling behind, and enable almost all to catch up	Teachers	See monitoring timetable structure	
Teachers use their secure subject knowledge to plan learning that sustains pupils' interest and challenges their thinking. They use questioning skilfully to probe pupils' responses and they reshape tasks and explanations so that pupils better understand new concepts. Teachers tackle misconceptions and build on pupils' strengths.	Teachers	See monitoring timetable structure			Through monitoring demonstrate the impact of Principle Two on lesson design. Teachers to use the lesson design structure to further develop their pedagogy.					
Review the current Marking Policy so that it reflects the expectation linked to Principle One. Monitor through a tracking system to demonstrate how well teachers' feedback, written and oral, is used by pupils to improve their knowledge, understanding and skills. Teachers provide pupils with incisive feedback, in line with the school's assessment policy, about what pupils can do to improve their knowledge, understanding and skills. The pupils use this feedback effectively.	DHT / AHT	SLT	Aut  Spr	Any release needed to evaluate	As a result of the developmental marking, pupils are eager to know how to improve their learning. They capitalise on opportunities to use feedback, written or oral, to improve. The impact of this can be seen through Principle 1. By applying this to a whole school monitoring of teaching, strengths in marking and feedback can be identified quickly. Developments to follow through in teachers personal Progression Plan (PPP) to be acted upon by Teacher/TA.					
Linked to The Principle of Excellence – the quality of teaching to rise as a result of teachers taking ownership for their own Personal Progression Plan  Provide a transparent monitoring approach, making clear and accurate judgments. This will support the school's evaluation process.	Teachers	SLT			<b><u>Create 'Four Principles of Excellence in Teaching at Featherstone', which aims to:</u></b> <ul style="list-style-type: none"> <li>• Provide incisive performance management and accountability linked to pay.</li> <li>• Supports Teachers to improve their own practice.</li> <li>• Informs CPD and coaching.</li> <li>• For teaching assistants – to develop their skills via Personal Progression Plan.</li> </ul>					