

HMFA Schools Action Plans

School or Phase	Deputy/AH	Term
Kings Cople Primary Academy	Helen Card	Autumn 2016

Key areas for development/improvement

1. Embed Thrass across Classes 2 and 3
2. Continue to develop T4W strategy throughout the whole school
3. Continue to develop the reading factory throughout Key Stage 2.
4. Monitor attainment of disadvantaged more able pupils - look for opportunities for development.

Teaching

Strengths	Weaknesses
<ul style="list-style-type: none"> • Engaging/interactive • Specific and well informed • High expectations • Provide a wide range of learning opportunities 	<ul style="list-style-type: none"> • Subject specific terminology - needs to be used as part of everyday language to immerse children in correct technical vocabulary (across all subjects)

Learning

Strengths	Weaknesses
<ul style="list-style-type: none"> • Children engaged in learning • Good Progress made - evidence in books • Children are developing into independent thinkers • Good use of differentiation 	<ul style="list-style-type: none"> • Spelling is issue across the school • Handwriting is inconsistent across the school

Assessment

Strengths	Weaknesses
<ul style="list-style-type: none"> • Used diagnostically to differentiate effectively • AfL, objective focused • Classroom Monitor is accessed and updated regularly 	<ul style="list-style-type: none"> • Use of mastery statements in math within lower KS2. • Peer assessment, verbal or written has a positive impact

Marking

Strengths	Weaknesses
<ul style="list-style-type: none"> • Feedback relates to the learning objective • Effective questioning allows for consolidation and extension • Next steps clearly shared with the children 	<ul style="list-style-type: none"> • Providing all children with ample opportunity to reflect and respond to questions.

Presentation

Strengths	Weaknesses
<ul style="list-style-type: none"> • High expectations evident in books. Work is presented well. • A wide range of presentation opportunities 	<ul style="list-style-type: none"> • Promote high quality of <i>joined</i> handwriting • Ensure that basic errors are addressed (e.g. spelling the date wrong or not using a capital letter).

Pupil Targets	
Strengths:	Weaknesses:
<ul style="list-style-type: none"> Individual targets are evident in books across the school. 	<ul style="list-style-type: none"> A small number of children are not reacting immediately. Children are involved in setting their own targets in KS2
Use of Assessment information	
Strengths:	Weaknesses:
<ul style="list-style-type: none"> RS Progress tests used diagnostically to identify gaps in learning Used to identify target groups including SEN, Pupil Premium and children working below their capability CM used to record assessment and monitor progress. 	<ul style="list-style-type: none"> Time spent analysing and finding evidence for CM entries Mastery questions to be used in maths

Key Actions

- Embed Thrass across the school:**
 - HC to liaise with CM to share training and support with activities and planning.
- Continue to monitor the implementation of T4W through the following:**
 - observations and talking with children
 - book scrutinies (looking for evidence of coverage and progression of skills)
 - including as an item on FSM agenda for discussion half termly.
 - provide any relevant CPD
- Continue to develop the reading factory across KS2:**
 - Provide opportunities for observation across the Federation.
 - Staff to work in partnership to select appropriate text and ensure understanding of the systems.
 - Monitor reading and spellings progress to determine effectiveness.
- Monitor attainment of disadvantaged more able pupils**
 - book scrutinies (looking for evidence of progression of skills)
 - analysing data
 - discussions in FSM
 - actions to be recorded on RAP
- Staff involvement and awareness**
 - Share action plan with teaching staff. When sharing books in FSM, change the focus for discussion each session to reflect areas for development outlined above - identify, review, react.