

Teaching and Learning	SAB Lead	Action No.	Actions We intend to... Specific, measurable and timed actions - with key milestones - also identified in the Success Criteria	Success Criteria - with Milestones We will know we are successful when... (Targets where appropriate)
We want to make sure that teachers make effective use of information about pupils' learning to provide activities that support their different needs	JH	P1	Planning scrutiny- leaders audit planning for progress, block planning and IEPs- LT QA process, fortnightly LM meetings Disciplinary/capability procedures are followed in cases of non compliance or required support	All teachers know the pupils well (academically, socially and emotionally), planning evidences this and shows good understanding of strategies that address their various needs, strengths and gaps in learning. The planning audit shows that 100% of planning matches this criteria by 23rd April 2019 (Planning overview, termly planner, planning for progress, support plans)
	JH	P2	Planning tracker/audit Disciplinary/capability procedures are followed in cases of non compliance or required support	All learning is planned by teachers according to SAB planning guidelines. This will include knowledge of and reference to pupils' prior learning and next steps, so that all learners' needs are met and they are making demonstrable progress. The planning tracker will show by 23rd April 2019 that 100% lessons are planned in this way.
	JH	P3	Learning walks and formal lesson observations take into account P4P - leaders conduct pupil pursuits in relation to this	Activities in all lessons provide age appropriate, challenging and engaging opportunities that support every pupil to access learning and make good progress from their various starting points. Formal lesson observations and weekly learning walk records will demonstrate that 80% of teaching is at least good by October 2019.
	JH	P4	Curriculum tracker fortnightly audit Disciplinary/capability procedures are followed in cases of non compliance or required support	Teachers are clear about gaps in learning and next steps, providing equity of opportunity for all children who consequently make good progress The curriculum tracker markbook audits show that 100% of teachers are updating the information at least fortnightly March 2019 Curriculum tracker will show that gaps are closing and children are making good progress towards ARE May 2019
We want to make sure that teachers check pupils' learning during lessons and thereby adjust their teaching so that pupils receive effective challenge and support	RK	5	Staff training in excellent approaches to AFL- Amended to cover all basic teacher standards- CLF SLE Weekly support	Teachers use effective questioning to check pupils understanding and engagement Lesson observations and learning walk records evidence that questioning is used effectively in more than 80% of lessons May 2019
	RK	6	Staff training in excellent approaches to effective questioning- - Amended to cover all basic teacher standards- CLF SLE Weekly support	Teachers regularly check understanding and progress, and use this information to adapt activities within lessons. Lesson observations and learning walk records evidence that this is the case in more than 80% of lessons May 2019
	SB	7	Learning walks and formal lesson observations take into account P4P- leaders conduct pupil pursuits in relation to this	Teachers identify and address misconceptions as they occur, All pupils know what they can do to improve their work. Lesson observations and learning walk records evidence that this is the case in 80% of lessons July 2019
	RK	8	Staff training in revised curriculum and related effective teaching strategies	Skills for learning taught explicitly ensuring that children are increasingly independent. Pupils are able to reflect and refine learning according to feedback from peers and staff Book scrutiny / lesson observations records evidence that this is the case in 80% of lessons May 2019
	RK	9	Staff training in teaching skills for learning. Introduction of Draft Redraft approach	Teachers have the highest expectations for all pupils, using drafting and redrafting to refine and further challenge all pupils. Book Look analysis shows that 60% of pupils are making good progress in relation to starting points including high prior attainers
We want to make sure that teaching is sufficiently challenging for ALL pupils	RK	10	Teacher training in objective setting and draft, redraft techniques	Learning activities stretch and challenge all pupils
	SB	13	Teachers training in effective differentiation for the needs of their class and the students within it. - Amended to cover all basic teacher standards- CLF SEN SLE Weekly support	Pupil progress review shows that 65% of pupils are working at ARE (July 2019) Observation and learning walk audit shows that 100% of observations match this criteria by 1st July 2019
We want to make sure that teachers significantly raise their expectations of pupils achievement, presentation and attitudes to learning	RK	14	Talk for Writing implementation	Talk for writing fully implemented by June 2019
	RK	15	Introduce top line approach for handwriting (class 2 up)	Topline approach fully implemented by June 2019 Book and Work scrutiny records evidence a consistent approach to extended writing by June 2019
	KF	16	Academy exemplar work folders- ARE	There is an academy exemplar folder of outstanding book work for each class, demonstrating a common understanding and culture of high attainment Audit of exemplar folders evidences the above- July 2019
	KF	17	Curation policy and approach- associated staff awareness and accountability	Main project work is visible throughout the academy- curation of this work openly celebrates and shares learning for the whole community- the standard of this work is in line with ARE All classes have completed at least one curated project May 2019 Pupils and parent surveys, following community celebrations, evidences pride in work June 2019
We want to make sure that pupils use spelling, punctuation and grammar accurately in their writing	RK	19	Introduction of SPAG programme, linked to guided reading and aligned with NC ARE	Teachers have strong subject knowledge or are being supported to ensure high quality teaching and assessment of SPAG. Every class has a knowledge organiser for SPAG that is sent out to parents each term, supporting relevant home activities. COMPLIANCE and July 2019 checkpoints
	RK	RAP 3	Introduction of class spelling lists and weekly spelling approach	Lesson observations evidence that all staff deliver the SAB weekly AR spellings, using a range of different approaches. All staff teach discreet lessons on spelling rules and patterns, thus equipping children with the resilience and enthusiasm for further exploration. Corridor and classroom displays are rich in vocab/literacy support - e.g SPAG strategies, posters about Nouns etc. April 2019 80% of pupils are able to spell at ARE by July 2019
	RK	21	Read Write Inc implementation training	Read Write Inc fully implemented by June 2019 Read Write Inc (phonics and sentence exploration) is delivered by the teacher for 20 minutes every day ensuring daily practice is a habit and that all pupils have an age appropriate level of reading comprehension. Termly summative October 2019 evidence that all children are working at ARE or the gap has closed significantly from previous starting points April 2019 and July 2019
We want to make sure that there are high quality opportunities for pupils to develop their reasoning and problem solving skills in mathematics	JH	M1	Maths No Problem Implementation training (Reception to year 7)	All pupils receive a well sequenced Maths curriculum which ensures that they develop the 4 pillars of maths and are able to progress to the next level of study The curriculum tracker evidences that all children are making rapid progress in mathematics, they are working at ARE or the gap is rapidly closing July 2019
	JH	LT13	Maths Skills/Confidence Workshop for Teachers	Teachers are increasingly independent and use the MNP programme and resources as a starting point for further extending opportunities for Mathematics learning Learning walks and lesson observations evidence that in excess of 80% of Maths lessons this is true (June 2019) Teachers have stronger subject knowledge, they are able to create increasingly quality learning activities and pick up quickly any misconceptions. Training and development logs, Maths coaching and specialist observations evidence that this is the case for over 80% of staff by June 2019
	JH	24	MNP implementation visit	External review of the Maths curriculum implementation evidences that teachers are providing high quality opportunities to develop reasoning and problem solving MNP Review June 2019 demonstrates that all class teachers are following the MNP programme