

ACADEMY IMPROVEMENT PLAN



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Academy

2019/20

July 2019

Key priorities for 2019.20

1. SAY IT: Develop a whole school approach to eloquence FFI
2. WRITE IT: Develop a whole school approach to improving the quality of writing MHA & KBI
3. KNOW IT: Develop a Knowledge–rich curriculum with embedded strategies to help our students memorise and apply essential knowledge JRO & DMC
4. DO IT: Embed the behaviours in our students that allow them to become cleverer and kinder EEV, NMO & MLA
5. Always Learning: Strategies to improve the quality of teaching and learning through coaching, training and use of the Great Teacher Rubric and Teacher essentials

Outcomes

Significantly improve outcomes for all students across all Key Stages.



SAY IT: Develop a whole school approach to eloquence

WRITE IT: Develop a whole school approach to improving the quality of writing

KNOW IT: Develop a Knowledge-rich curriculum with embedded strategies to help our students memorise and apply essential knowledge

DO IT: Embed the behaviours in our students that allow them to become cleverer and kinder



Quality of education

Improve the quality of teaching and learning through coaching, training and use of the Great Teacher Rubric and Teacher essentials

TARGETS 2019.20

Subjects	% 9-4	% 9-5			
	2020 Target	2020 Target			
English & Maths	60	35			
EBacc Subject Measures			Non-EBacc Subject Measures		
	%9-4	%9-5		% 9-4	% 9-5
	2020 Target	2020 Target		2020 Target	2020 Target
English Language G9	68	36	Art and Design G9	54	20
English Literature G9	68	36	Business Studies G9	57	35
Mathematics G9	62	36	Citizenship G9	54	25
Science (double award) G9G9	53	27	Computer Studies G9	71	50
Biology G9	100	79	Drama G9	58	26
Chemistry G9	100	79	Media Studies G9	70	55
Physics G9	100	79	Music G9	45	18
Geography G9	73	46	Photography G9	63	37
History G9	63	32	Religious Education G9	70	42
French G9	69	44	Resistant Materials G9	45	14
Mandarin G9	80	40	Sport G9	63	41
Spanish G9	66	40	Sport VC2	100	16

Link to Key priority 1: SAY IT: Develop a whole school approach to eloquence

	Actions	Rag	Training Resources	Rag	Impact	Rag
I.	Students and teachers to use SPEAK within the classroom and public speaking events: Speak in full sentences; Powerful vocabulary; Every time (no opt out); Audible ; Know what you mean.		Training for staff and students in September as a new initiative, staff and student induction. Posters for all classrooms		Increase deliberate speech within lessons, encouraging active participation from all students.	
II.	No opt out in classrooms, all students will be expected to be involved in speaking activities and related strategies will be used to ensure this.		Training for staff in induction week. Use pose, pause, pounce bounce strategy and The Socratic method.		Increase active participation from all students within the classroom. Giving clear scaffolding for students to not be able to opt out.	
III.	Level 2 & 3 vocabulary lists in each MTP and seen within books		MLT to have this within their curriculum plans and MTP so it is seen within every lesson.		Students to have access to vocabulary needed for every lesson and have it recorded in their books	
IV.	Sentence stems used in classrooms in talk activities. All lessons to have talk activities embedded within them using TPS, T&T or debate group		Teachers trained on how to make and use subject specific sentence stems for each lesson. This will be planned for feedback to questions, through TPS, T&T or debate groups.		Students will be involved in at least 1 talk activity per lesson, with clear guidance through the sentence stems, increasing the use of level 2 & 3 vocabulary and confidence in speaking.	
V.	The Speakers Forum. A mixed year group setting where an agenda is set out for speaking and led by students, with staff supervising. This will be done in form time bi-weekly.		Training to be held for staff and students in the 2 nd half term. There will be a clear format of topics studied linking to world knowledge, current affairs, British values & subject specific topics.		Developing confidence and self-esteem needed for many situations needed in life. Learning formal tone and address. Increasing vocabulary. Public speaking = interviews for college and university. Learning and developing how to explain your own opinion and persuade others. Reasoning skills.	

Link to Key priority 2: WRITE IT: Develop a whole school approach to improving the quality of writing

	Actions	Rag	Training Resources	Rag	Impact	Rag
I.	Sentence starters or writing frames All SoW and lessons – where appropriate – will have sentence starters and/or writing frames in place to support students.		Teaching and support staff will be trained on use of writing frames and given time to co-plan sentence starters – use co-planning time		Students are able to write with greater fluency and precision.	
II.	Models and live modelling All SoW and lessons – where appropriate – will have models in place to support students and/or teaching staff will use live modelling to share models of excellence.		Teaching and support staff will be trained on use of modelling and given time to co-plan models – use co-planning sessions		Students develop schemas of fluent, high quality writing.	
III.	Show sentences All staff make use of ‘Show sentences’ to develop students’ understanding, awareness and ability to construct clear, increasingly complex, sentences.		Teaching and support staff will be trained on use of SHOW SENTENCES and given time to co-plan exemplars. Exemplars will be shared.		Students become proficient in constructing clear – increasingly complex- sentences, managing to punctuate correctly and effectively.	
IV.	Presentation Presentation guidelines are shared with all staff and students - exemplars are shared in training		Regular book-looks carried out – half-termly at SLT – Departments – Pastoral Induct students on how to present their books. Train staff on these expectations using PRIDE guidelines.		All staff and students are made aware of the expectations of exercise books – especially the importance of neat, clear, legible handwriting and consistently precise presentation – exercise books are exemplary and we are proud of them.	

Link to Key priority 3: KNOW IT: Develop a Knowledge-rich curriculum with embedded strategies to help our students memorise and apply essential knowledge

	Actions	Rag	Training Resources	Rag	Impact	Rag
I.	Ensure all middle leaders take a backwards planned, cumulative approach to knowledge, skills and vocabulary across all schemes of work.		Group and individual middle leader curriculum training Curriculum overviews in place for every subject in every year FQs in place for all units of work following middle leader training ‘What To Do’ for backwards planning process Termly agendas with developmental questions ‘Many minds’ CPM sessions Best practice exemplars		Improved number of pupils working on and above target band Increased 4+ and 5+ percentages Core knowledge, skills and vocabulary mapped across curriculum overviews Outstanding CPMs	
II.	Develop revision resources and techniques that follow the ANSWER method .		Whole staff training on the ANSWER method 5 year revision map Revision planning ‘What To Do’ Tutor sessions used to train pupils on revision techniques Best practice exemplars		Improved number of pupils working on and above target band Increased 4+ and 5+ percentages Outstanding revision resources	
III.	Embed low-stakes quizzes with low-input, high impact feedback in all schemes of work.		Training for dept. leads Quizzes/feedback ‘What To Do’ Best practice exemplars Pupil training for online resources Best practice exemplars		Improved number of pupils working on and above target band Online quizzes used habitually by all pupils Regular responses to feedback evident in books	
IV.	Use PIXI resources in all schemes of work.		PIXI training presentation ‘Many minds’ whole staff inset Pupils trained in tutor sessions Best practice exemplars		Improved number of pupils working on and above target band Increased 4+ and 5+ percentages Outstanding responses evident in all pupil books	

Link to Key priority 4: DO IT: Embed the behaviours in our students that allow them to become cleverer and kinder

	Actions	Rag	Training Resources	Rag	Impact	Rag
I.	Threshold Routine: adapt Threshold for entry into classes in order that all students' planners, equipment and uniform are checked before entry and starting the Do Now. Planners on equipment on desks.		Further training for all teachers to include modelling, real time walk through and peer feedback.		Ensure smooth start to all lessons and further reduce Low Level Disruption and Relocations in early phase of lessons.	
II.	SLANT Routine: introduce SLANT standard and process to all lessons: Sit up; Lean Forward; Ask and answer questions; Noting down key information; Track the speaker.		Training for all teachers and inclusion in Student Induction for all year groups. Posters for all classrooms.		Increase engagement and productivity in lessons, encouraging active participation from all students with no opt-out.	
III.	Transition Routine: introduce Corridor Detentions i.e. 10-minute lunch time detention for poor behaviour in corridors and around the site e.g. running, shouting, uniform infractions etc.		Training for all teachers to include modelling, real time walk through and peer feedback. Additions to Bromcom; DOL daily reminders to detainees; room and staffing for daily detentions. Update Culture Plan. PP slide for all tutors.		Calmer corridors with further improved behaviour and better punctuality to lessons.	
IV.	Afternoon Arrival Routine: students to line up in tutor groups on MUGAs at 1.20pm. DOLs to call out groups to be collected and led to lesson 5 in silence.		Training for all teachers to include modelling, real time walk through and peer feedback. Update Culture Plan. PP slide for all tutors.		No lateness to lesson 5. Smoother start to pm session and better learning outcomes. Reduction in Lesson 5 Relocations.	
V.	Monitoring, Evaluation and Improvement: dedicated SLT monitoring of Behaviour for Learning strategies in lessons built around fortnightly focus to provide scores and actions steps for teachers around: Threshold; use of planners; 100%; Do It Again; Proximity; Non-verbals; Lightning Quick Correction; SLANT; warnings; exits etc.		SLT allocation of "Behaviour for Learning Walks" and involvement of DOLs. Specific Action Steps for teachers and follow up to ensure improvement and consistency.		Greater consistency in Behaviour for Learning and reduction in Relocations and central detentions.	
VI.	The EGA Pledge: all students will say the Pledge each day in tutor time/assembly.		Introduction and modelling for staff in September INSET. Include in Student Induction. Add to student and staff planners. PP slide for all tutors and DOLs.		Shared commitment to the Core Values in daily act.	

Link to Key Priority 4 Always Learning: Strategies to improve the quality of teaching and learning through coaching, training and use of the Great Teacher Rubric and Teacher essentials

	Actions	Rag	Training & Resources	Rag	Impact	Rag
I.	Appraise: Using the 3 resources we will appraise the teachers' current position and give feedback according to where the teacher sits on the rubric and what they would need to do to develop.		Great Teacher Rubric Book Look Student data SLT GTR training from FFI Staff Induction training on GTR		Teachers will be able to evaluate where they are on the GTR with a SLT or MLT staff member and see identify how to develop their own practice.	
II.	Monitor and develop: SLT and MLT will use the teacher essentials in learning walks to monitor the development from the initial baselining of the GTR and give feedback on what has been seen.		EGA Teacher essentials Learning walks SLT training		Teachers will have feedback from learning walks to help them discuss the developing areas as discussed in phase I.	
III.	Coach: Coaches will work alongside the teacher and discuss, from the monitoring and development phase, the action steps for development.		Scope and sequence document to inform action step Action step tracker Weekly coaches meeting led by FFI		Teachers will be supported through the coaching process with clear guidance on how to develop their teaching as individualised CPD.	