

WOODSIDE HIGH SCHOOL

STRATEGIC DEVELOPMENT PLAN

BRING EQUALITY OF EDUCATIONAL EXPERIENCE TO EVERY STUDENT IN ORDER TO MAXIMISE OUTCOMES FOR ALL.

VISION & VALUES 2017-2018

////////////////// WE WILL ////////////////////

BELIEVE IN OURSELVES, *TRY OUR BEST*
& *HAVE PRIDE IN EVERYTHING* THAT WE DO
CO-HEADTEACHERS' VISION FOR TERM 1:
EVERYONE TO ADAPT TO THE CHANGES TO THE SCHOOL DAY.

ENCOURAGE & SUPPORT EACH OTHER AT ALL TIMES
CO-HEADTEACHERS' VISION FOR TERM 2:
EVERYONE TO UNDERSTAND THE BENEFITS OF THE PRAISE SYSTEM.

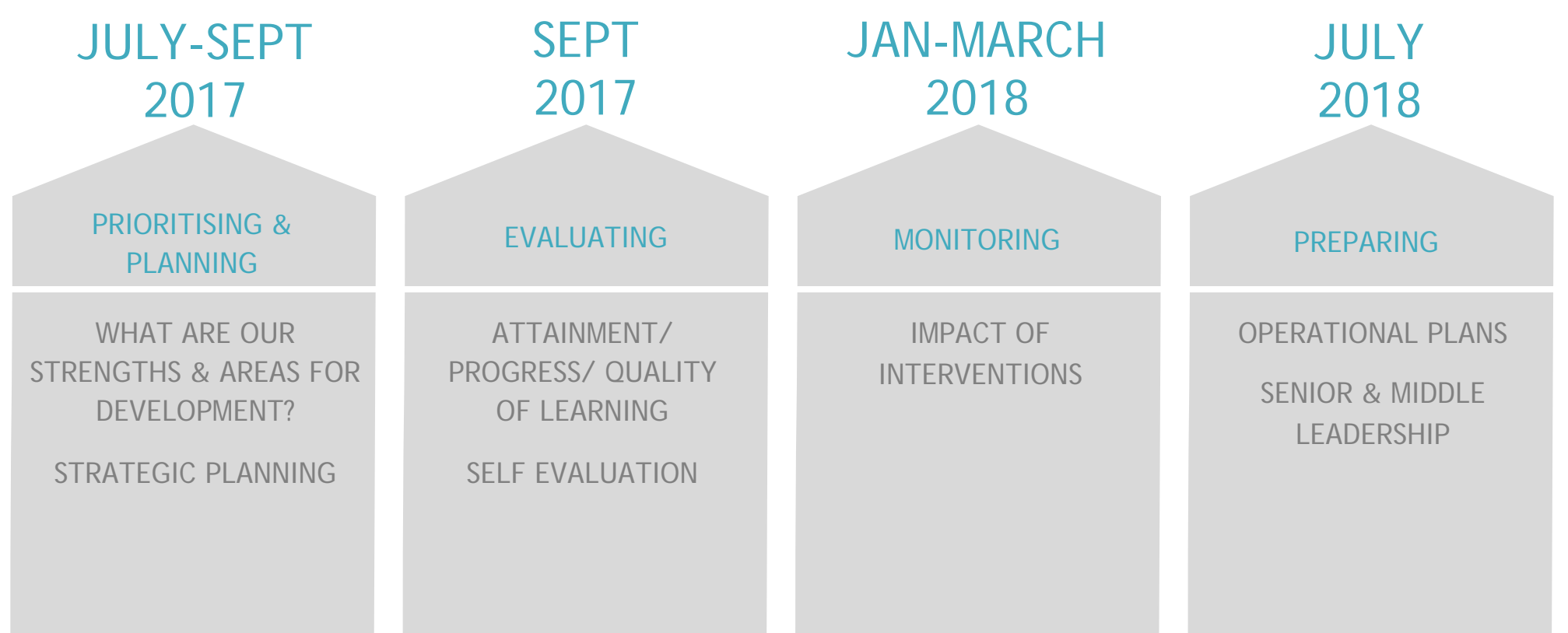
BE POLITE & RESPECT PEOPLE FOR WHO THEY ARE,
EMBRACE DIVERSITY & CELEBRATE OUR DIFFERENCES
CO-HEADTEACHERS' VISION FOR TERM 3:
EVERYONE TO REFLECT ON OUR YEAR AND TO PLAN AHEAD.



WOODSIDE HIGH SCHOOL

EXTERNAL EVALUATION

	2014	2017	2018		
	OFSTED JANUARY	SCHOOL EVALUATION SEPTEMBER	SCHOOL EVALUATION JANUARY	CHALLENGE PARTNERS EVALUATION 2017	CHALLENGE PARTNERS EVALUATION 2018
OVERALL EFFECTIVENESS	1	1		1	
LEADERSHIP & MANAGEMENT	1	1		1	
OUTCOMES	1	2		1	
TEACHING, LEARNING & ASSESSMENT	1	2		2	
PERSONAL DEVELOPMENT, BEHAVIOUR & WELFARE	1	1		1	



KS4 EBACC TARGETS

	5+ A*-C (9-4) EM		5+ A*-C (9-4)		5+ A*-G (9-1)	1 A*-G (9-1)	3 LEVELS ENGLISH	4 LEVELS ENGLISH	3 LEVELS MATHS	4 LEVELS MATHS	3 LEVELS SCIENCE	4 LEVELS SCIENCE	A*-C (9-4) MFL	A*-C (9-4) HUMANITIES	EBACC
	TARGET	PRED	TARGET	PRED											
2018 (LMD)	88%	68%	89%	75%	95%	100%	92%	57%	8%	46%	97%	59%	100%		40%
2019 (PBO)															

BTEC TARGETS

	2018 (LMD) PASS %		2019 (PBA) PASS %	
	TARGETS %	PREDICTIONS %	TARGETS %	PREDICTIONS %
HEALTH & SOCIAL CARE	100	67	100	
MUSIC BTEC	100%		100	

KS4 GCSE TARGETS AND PREDICTIONS

	2018 (LMD)						2019 (PBA)						2020 (MA)					
	TARGETS %			PREDICTIONS %			TARGETS %			PREDICTIONS %			TARGETS %			PREDICTIONS %		
	A*-A (9-7)	A*-C (9-5)	A*-C (9-4)	A*-A (9-7)	A*-C (9-5)	A*-C (9-4)	A*-A (9-7)	A*-C (9-5)	A*-C (9-4)	A*-A (9-7)	A*-C (9-5)	A*-C (9-4)	A*-A (9-7)	A*-C (9-5)	A*-C (9-4)	A*-A (9-7)	A*-C (9-5)	A*-C (9-4)
ENGLISH LANGUAGE	29	78	94	19	60	92	17	89	97			55	91	98				
ENGLISH LITERATURE	29	78	94	18	52	87	17	89	97			55	91	98				
MATHS	34	81	95	12	45	61	21	90	97			34	93	99				
SCIENCE (COMBINED)	29	82	95	20	53	74	5	40	75			28	99	99				
APPLIED BUSINESS	44	92	99	23	61	75	4	89	92			44	92	99				
ART AND DESIGN	27	73	91	0	35	69	11	83	94			48	91	100				
COMPUTER SCIENCE	47	78	100	21	38	53	26	92	95			53	98	100				
DRAMA	38	81	94	16	56	84	18	100	100			41	88	100				
FOOD TECHNOLOGY												41	91	100				
FRENCH	60	93	100	18	63	88	12	96	96			56	94	100				
GEOGRAPHY	44	90	98	27	55	80	8	96	98			47	93	99				
HISTORY	62	90	100	52	77	90	27	95	95			43	89	100				
MUSIC	63	100	100	0	75	100	20	80	93			47	93	100				
PE	20	80	87	0	60	87	0	93	100			44	94	100				
PRODUCT DESIGN	31	54	100	0	46	92	8	97	97			49	96	98				
RELIGIOUS STUDIES	57	95	100	31	74	93	15	94	96			60	100	100				
SOCIOLOGY												47	93	100				
SPANISH	56	92	100	22	64	89	16	91	91			39	91	99				

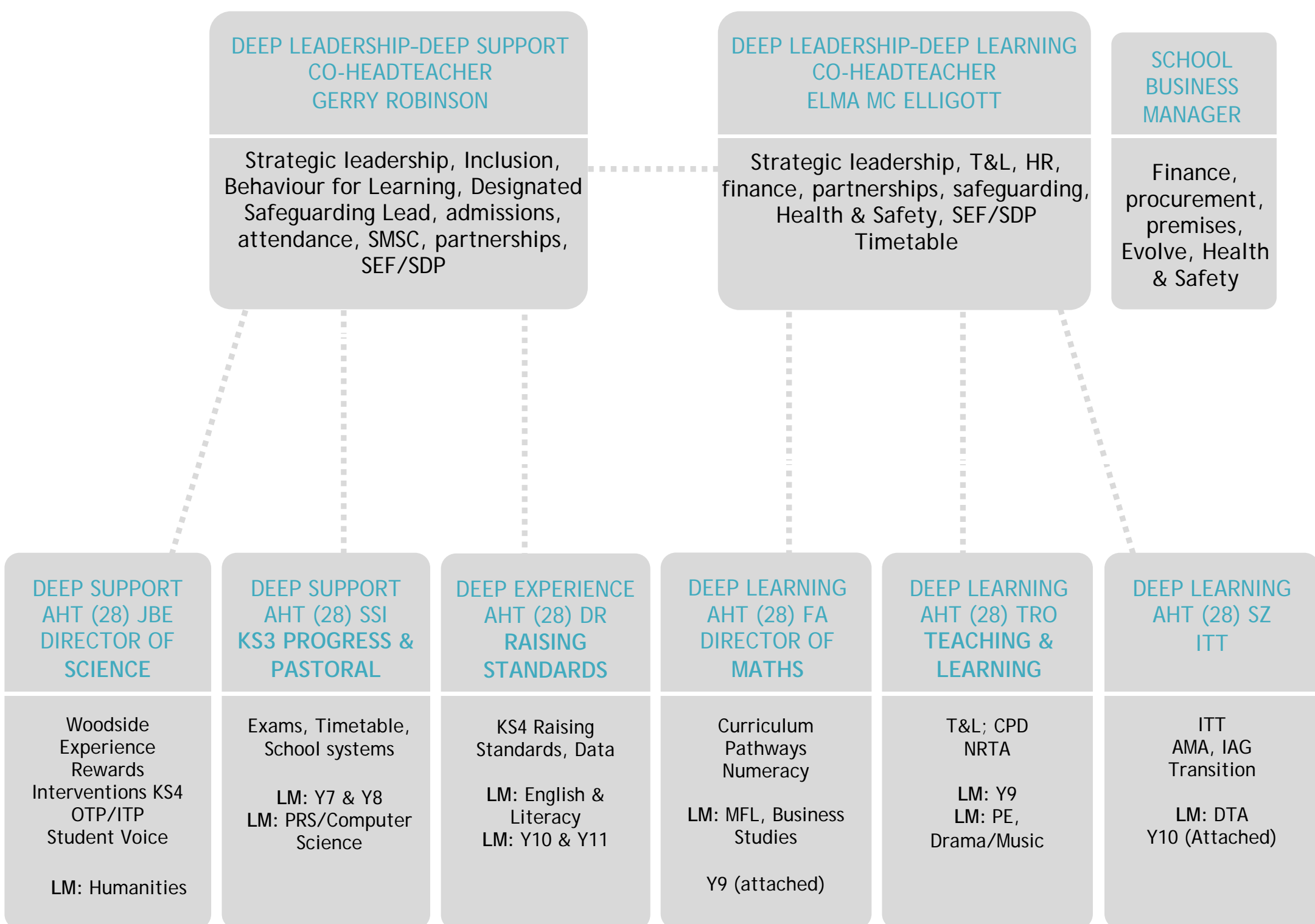
KS3 ASPIRATIONAL TARGETS

	ENGLISH		MATHS		2+ EN & MA	3+ EN & MA	SCIENCE		LANG		HUMS	
	2+	3+	2+	3+			2+	3+	2+	3+	2+	3+
2019 (CCO)	100%	98%	100%	99%	100%	98%	100%	100%	100%	100%	100%	99%
2020 (DBO)												

	2019 (CCO)		2020 (DBO)	
	2+ %	3+ %	2+ %	3+ %
COMPUTER SCIENCE	95	95		
DRAMA	95	95		
FRENCH	97	97		
GEOGRAPHY	95	95		
HISTORY	95	95		
MUSIC	95	95		
PE	95	95		
SPANISH	94	94		
TECHNOLOGY/ART	95	95		

These are aspirational targets based on KS2 data. They are created according to where the students should be at the end of Year 8 on the Flight Path.

SENIOR LEADERSHIP TEAM: JANUARY 2018



Developing Leaders:

Corey Archer: Behaviour management & T&L; Ben Akande: 4Matrix & Data Integrity in the classroom

PRIORITIES SNAPSHOT:



LEADERSHIP & MANAGEMENT	LEADERSHIP	MILESTONES
P1. Astute curriculum financial planning, incl management of the apprenticeship levy	E. Mc Elligott/J. Durbin	Ongoing
P2. Staff retention & well-being	Co-Headteachers	Ongoing
P3. MAT-work with governing body to secure MAT position	Co-Headteachers & Governing Body	Sept 2018
P4. Develop our roll within all of our partnerships to ensure maximum effectiveness and impact for our students (listed on page 5)	Co-Headteachers	Ongoing
P5. Governors to challenge leadership to secure excellent outcomes for all	Governors	Ongoing

OUTCOMES	LEADERSHIP	MILESTONES
P1: IMPROVE GCSE OUTCOMES: GRADE 5+, PROGRESS 8, ATTAINMENT 8, EBAC & strategically design appropriate interventions considering key underperforming groups (White British, PP, Turkish girls)	Co-Headteachers/AHT	Ongoing
P2: KS2-4 Curriculum: Manage curriculum change	L. Sanford	Ongoing
P3: Literacy intervention & reading	L. Sanford	Ongoing
P4: Numeracy intervention	S. Simpson	Ongoing

QUALITY FIRST TEACHING & ASSESSMENT	LEADERSHIP	MILESTONES
P1. Effectively deploy lead practitioners to work with departments focussing on leadership of t&L	T. Rollings	Summer 2018
p2. Embed the new t&l framework and policies to support improvement of t&l	E. Mc Elligott/ T. Rollings	Ongoing
P3. Personalise our CPD programme - link to T&L habits & PMR, TDT, Numeracy Skills	T. Rollings	Summer 2018
P4. Review and evaluate Quality Assurance systems	E. Mc Elligott/ T. Rollings	Summer 2018

BEHAVIOUR FOR LEARNING, PERSONAL DEVELOPMENT & WELFARE	LEADERSHIP	MILESTONES
P1. Implement alternatives to fixed term exclusions: The Laurel	G. Robinson	Summer 2018
P2. Develop the role of the tutor as an integral pastoral role	G. Robinson/Lead Practitioner-Pastoral	Summer 2018
P3. Develop a whole school approach to mindfulness	G. Robinson	Summer 2018
P4. Develop the Woodside experience & PRAISE rewards system	G.Robinson/J. Berry	Summer 2018

ENVIRONMENT & RESOURCES	LEADERSHIP	MILESTONES
P1. Fully implement 8FE plan: changes in systems & structure	Co-Headteachers	Summer 2018
P2. Develop a plan for implementing the General Data Protection Regulation	Co-Headteachers / J. Durbin	Ongoing
P3. Rebrand professional services considering front of house team	Co-Headteachers / Communications manager	Summer 2018

Our Partners

Partner	Aim	Impact (review in Jan 2018 & June 2018)	Lead
NRTA	Staff development & School improvement	OTP, ITP, NPOSL, NPQML, School Direct	E. Mc Elligott
Challenge Partners	School Evaluation & School Improvement	Reviews, Evaluation in Feb, Co-Head is lead reviewer	Co-Headteachers
SSAT	Raising standards	Curriculum meeting attended (needs further development)	Co-Headteachers
Compton SCITT	Recruitment	Recruitment Fair, Attend Meetings	Co-Headteachers
Renaissance Learning	Raising standards for literacy and numeracy	Literacy, Re-start Numeracy	L. Sanford/F. Ashraf
PiXL	Raising standards	Attend all main meetings, PiXL Associate, PiXL Wave, Subject Meetings	G. Robinson
Oxfam	Social Enterprise	Youth ambassador Group, Rome in March, Send My Friend application in process	G. Robinson
YST Health & Wellbeing lead school	Healthy lifestyles, healthy mind	Lawn Tennis Association Mentor for HOD PE Girls Active Action to achieve	E. Mc Elligott
Healthy Schools	Healthy lifestyles, healthy mind	Gold Award	HOD PE
Eco Schools	Social Enterprise	Solar Panels, Apply for Silver	Student Voice Lead
Stonewall	Equality in Education	Gold Award - Sir Ian McKellen, Sharing good practice	G. Robinson
Anti-bullying Alliance	Equality in Education	Peer Mentor Training, Y8 Peer Mentor Programme, Hosting training	Student Voice Lead
Anne Frank Trust	Developing empathy and respect for others	Ms Robinson - Trustee, January Exhibition, Visits from Holocaust Survivors	G. Robinson
Diversity Role Models	Equality in Education	Ms Robinson addressed DRM Gala, DRM Visit in Feb, LGBT Month	G. Robinson
English Speaking Union	Developing oratory skills	Competing	R. Rahman
Generation Exchange	Respect for the community	Volunteers, Literacy and Numeracy	Student Voice Lead
International Schools	Developing global citizens	Global Learning Partnership, European Day of Languages (MFL Dept. to further develop)	HOD MFL
Jack Petchey Foundation	Developing global citizens, developing oratory skills	JP Award, Speak Out Challenge	G. Robinson
Smart School Councils	Developing global citizens, student voice	Ms Robinson - Trustee, Student Training	Student Voice Lead
Enterprise Advisor Network	Enhancing careers advice and guidance	More development needed	N. Ozcelik

AREA A: LEADERSHIP & MANAGEMENT

AREA A: LEADERSHIP & MANAGEMENT

PRIORITY 1: ASTUTE CURRICULUM FINANCIAL PLANNING, incl management of the apprenticeship levy

WHAT?	HOW? (RAG)	& MILESTONES	EVALUATION EVIDENCE
<p>Develop a work ethic amongst SLT of curriculum led budget planning</p> <p>LEADERSHIP EM/JD</p> <p>RESOURCES & TRAINING ASCL Curric deployment</p>	<ul style="list-style-type: none"> Consider detailed student attainment data to inform judgement on appropriateness of curriculum Using the curriculum deployment spreadsheet examine each year group and the number of subject periods needed and the number of periods for which teachers are available (ACR 0.8)(average contact ratio) Adjust factors such as student numbers and class sizes to find out the net level of overstaffing or understaffing by subject Predict the school's recruitment needs for the following year Examine the 5 year budget and benchmarking data including contact time, class sizes and staff costs. Benchmark with similar schools Develop the recruitment plan Revise these plans throughout the year, having staffing as a fixed agenda item on SLT 	<p>Autumn</p> <p>Spring/Summer</p>	<p>Governors' reports</p> <p>Curriculum deployment spreadsheet</p> <p>Benchmarking data</p> <p>Recruitment plan</p>
<p>Balanced budget that does not impact on student outcomes</p> <p>LEADERSHIP EM/JD</p> <p>RESOURCES & TRAINING NA</p>	<ul style="list-style-type: none"> Look at all areas of the school where efficiency savings can be made Develop a plan and implement changes 	<p>Autumn</p> <p>Spring</p>	<p>Governors' reports</p>
<p>Develop a strategy for the apprenticeship levy considering upskilling workforce and CPD requirements</p> <p>LEADERSHIP JD</p> <p>RESOURCES & TRAINING Apprentice salary</p>	<ul style="list-style-type: none"> Identify current CPD needs and how the levy can support this Implement the strategy 	<p>Autumn</p> <p>Spring/Summer</p>	<p>Savings made on CPD - budget</p> <p>Reports to governors</p>

AREA A: LEADERSHIP & MANAGEMENT

PRIORITY 2: STAFF RETENTION & WELL-BEING

WHAT?	HOW? (RAG)	& MILESTONES	EVALUATION EVIDENCE
<p>Develop a strategy for the well-being of staff & implement that strategy</p> <p>LEADERSHIP Co-HTs</p> <p>RESOURCES & TRAINING Budget required</p>	<ul style="list-style-type: none"> Develop leadership across all staff to ensure sustainability of roles Provide conditions for teachers to focus on their core purpose of teaching: <p><u>Teachers</u></p> <ul style="list-style-type: none"> Teach First 3rd year project Bursary projects (*2) MA for 2nd year teachers (*3) Leadership Programme for excellent practitioners (*12) OTP/ITP (*12) NPQSL/ML (*4) Developing Leaders (SLT) (*3) <p><u>Support Team</u></p> <ul style="list-style-type: none"> Develop personalised plans for all staff, enhancing leadership qualities and supporting sustainability amongst teams (See priority 3) 	<p>Ongoing</p> <p>Autumn</p>	<p>Staff retention</p> <p>CPD audit</p> <p>Middle leader DDPs</p> <p>PMRs</p> <p>A culture of wellbeing across the school.</p> <p>Sickness and absence figures for both staff and students are reduced.</p> <p>Positive feedback from all stakeholders is received.</p> <p>Recruitment and retention of staff is improved.</p>

AREA A: LEADERSHIP & MANAGEMENT

PRIORITY 3: MAT - WORK WITH GOVERNING BODY TO SECURE MULTI-ACADEMY TRUST POSITION

WHAT?	HOW? (RAG)	& MILESTONES	EVALUATION EVIDENCE
Cautiously proceeding with discussions regarding the New River Trust and WHS involvement LEADERSHIP Co-HTs & Governing Body	<ul style="list-style-type: none"> Discuss action plan with HTs of Trust schools 	Autumn	
Co-HTs to agree a position with governors on the way forward LEADERSHIP Co-HTs & Governing Body	<ul style="list-style-type: none"> Early Autumn conference to think through options and strategy Regular governor meetings to discuss views and feedback from above 	Autumn 1 Termly	Minutes of governors' meetings
Consult with all stakeholders as time progresses LEADERSHIP Co-HTs & Governing Body	<ul style="list-style-type: none"> Organise consultation systems 	Spring	Consultation outcomes

AREA A: LEADERSHIP & MANAGEMENT

PRIORITY 4: DEVELOP OUR ROLL WITHIN ALL OF OUR PARTNERSHIPS TO ENSURE MAXIMUM EFFECTIVENESS AND IMPACT FOR OUR STUDENTS (LISTED ON PAGE 5)

WHAT?	HOW? (RAG)	& MILESTONES	EVALUATION EVIDENCE
Evaluate the impact of our partnerships LEADERSHIP Co-HTs RESOURCES & TRAINING NA	<ul style="list-style-type: none"> Mapping exercise as to where the partnerships feed into and work with leaders to evaluate impact and VFM Decisions made on most effective practice Middle leaders to write into their SDPs how they intend on using partnerships that suit their needs 	Termly	SLT minutes Evaluations

AREA A: LEADERSHIP & MANAGEMENT

PRIORITY 5: ENSURE GOVERNORS CHALLENGE LEADERSHIP TO SECURE EXCELLENT OUTCOMES FOR ALL

WHAT?	HOW? (RAG)	& MILESTONES	EVALUATION EVIDENCE
Improved student outcomes LEADERSHIP Co-HTs RESOURCES & TRAINING NA	<ul style="list-style-type: none"> Governors linked to key area within the curriculum supporting accountability of those areas 	Termly	Governors' meetings minutes
Balanced budget LEADERSHIP Co-HTs RESOURCES & TRAINING NA	<ul style="list-style-type: none"> Finance committee working closely with finance team 	Termly	Governors' meetings minutes
Governors & leadership fully aware of & planning for national picture LEADERSHIP Co-HTs RESOURCES & TRAINING NA	<ul style="list-style-type: none"> Co-HTs update governors regularly on national picture 	Termly	Governors' meetings minutes
Annual Governors' audit LEADERSHIP GOVERNORS RESOURCES & TRAINING NA	<ul style="list-style-type: none"> Audit governors' skills and identify any gaps 	Summer 2018	Governors' meetings minutes

AREA B: OUTCOMES & INTERVENTIONS

PRIORITY 1: IMPROVE GCSE OUTCOMES: GRADE 5+, PROGRESS 8, ATTAINMENT 8, EBAC & strategically design appropriate interventions considering key underperforming groups (White British, PP, Turkish girls)

WHAT?	HOW? (RAG)	& MILESTONES	EVALUATION EVIDENCE
<p>All KS4 students achieve positive P8 scores</p> <p>LEADERSHIP ARB, GR, JEB, HODs, YAM Y11</p> <p>RESOURCES & TRAINING meetings</p>	<ul style="list-style-type: none"> Develop teachers' expertise in providing a range of intervention strategies that have a positive impact on outcomes through strategies gained from PiXL support and timely Raising standards meetings. Further develop the use of Transition Matrices in all subjects in order to understand and act on WHS progress compared to national progress Further develop academic mentoring to ensure maximum impact on student progress Peer mentoring developed to support accelerated progress in core subjects at KS4 Develop students understanding of P8 through assemblies, parent/carer meetings and regular assessment. Embed the use of students' personalised P8 cards which are to be updated after every data drop Year 11 Tutor Team to comprise of teachers of Maths, English and Science to ensure that tutor time is planned effectively to meet needs of core subject areas for intervention. Ensure that tutor time and assemblies are planned to include focus on subject areas, study skills and motivational content. Support with provision of resources and revision packs. 	<p>Half Termly and ongoing</p> <p>Half termly and ongoing</p> <p>Autumn term then half termly</p> <p>Half termly and ongoing</p> <p>Calendared inclusion and KS4 intervention meetings</p> <p>To begin September</p> <p>Calendared KS4 intervention meetings and HOY 11 meetings</p> <p>Scheduled assemblies</p>	<p>SLT, RS & LM meeting minutes</p> <p>Feedback from PiXL meetings Transition matrices used in all exam review meetings Student P8 cards</p> <p>Record of mentor meetings</p> <p>Monitor progress of students (Progress 8 scores)</p> <p>Parent/carers meetings</p> <p>Programme of tutor time intervention.</p> <p>Feedback from staff and students.</p>
<p>Improve the accuracy of professional predictions across all subject areas Increase the % of students being predicted grades 9-4 or A*-C across all subjects</p> <p>LEADERSHIP ARB, JEB, HODs</p> <p>RESOURCES & TRAINING Meetings, 4Matrix</p>	<ul style="list-style-type: none"> Consultants working with Directors of Core to review year 11 lessons/ T&L, assessments and intervention strategies HODs to ensure that moderation takes place to continue to raise confidence in the accuracy of professional predictions. All predictions should be quality assured within departments and then by line managers before being finalised Shift the emphasis from borderline groups towards achieving the best possible grade for all students. This involves: <ol style="list-style-type: none"> Deep understanding of the requirements for achieving grades 8/9 Deep understanding of all grade descriptors and exam board specifications when available Embedded use of PLCs to track student progress across the grade descriptors in all subject areas Further develop strategies to track and support intervention groups based on predicted grades. All staff to understand the importance of predictions in planning appropriate interventions 	<p>tbc</p> <p>After each data drop</p> <p>Before each data drop</p> <p>Half Termly and calendared meeting focus</p>	<p>Examination outcomes 2018</p> <p>RS, LM & Dept. mtg minutes</p> <p>Data input showing professional predictions</p> <p>Reports to SLT and Governors</p> <p>Feedback from PiXL Obtaining exam scripts</p> <p>Data following each assessment period</p> <p>Lesson observations</p>
<p>Raising Overall standards : Increase the % of students achieving 9-7 grades to equal or exceed National while reducing the percentage of students achieving grades 0-4 in both English and Maths (focus on PP students)</p>	<ul style="list-style-type: none"> Lunch time small group core interventions to move students from G4 to G5 & G8 to G9 using subject specialist TAs Further develop teachers' familiarity with PiXL resources on Huddle, particularly the 8/9 resources file and use these effectively while making full use of the agreed strategies, resources and recommendations to improve outcomes of students predicted grades 0-4 	<p>To commence Sept</p> <p>Half Termly and calendared meeting focus</p>	<p>Assessment data</p> <p>SLT, RS, Dept. and LM meeting minutes</p> <p>Feedback from PiXL conferences Data following each assessment period</p>

<p>LEADERSHIP ARB, GR, JEB, HODs, YAM Y11</p> <p>RESOURCES & TRAINING PIXL Intervention budget</p>	<ul style="list-style-type: none"> Embed use of Diagnosis Therapy Testing (DTT) for all Period 7 sessions to ensure that they are specific and targeted. Evaluate impact of current One Degree Saturday revision programme and holiday revision sessions (analysis of results, student/staff feedback.) Develop half-term and Saturday intervention to ensure that it meets the needs of our students 	<p>Half termly and calendared meeting focus</p> <p>Half termly review</p>	<p>Curriculum resources focussing on grades 8/9</p> <p>DTT records and Period 7 schedule</p> <p>Summer exam results 2018 Feedback from students and staff</p> <p>Attendance at holiday & Saturday revision sessions</p>
<p>Improve outcomes for key groups to narrow the gaps between WHS outcomes and National outcomes, specifically:</p> <p>I. PP II. White British III. Turkish Girls IV. SEN/D</p> <p>LEADERSHIP ARB, JEB, GR HODs, YAM Y11</p> <p>RESOURCES & TRAINING Intervention budget</p>	<ul style="list-style-type: none"> Ensure teachers are aware of their PP students and there is focussed classroom intervention to reduce gaps White British group coordinator to be appointed to support students with extra-curricular activities and raising aspiration Target underachieving students with aspirational trip/enrichment opportunities Use 4Matrix to set up research groups of identified students to allow staff & HODs to monitor their progress Ensure that all staff are aware of the need to address issues with these groups and include as standing agenda items at appropriate meetings. Identify an appropriate member of staff within each department to track and monitor these groups. Develop effective mentoring programmes and interventions for these specific groups of students (e.g. academic mentoring, Key 25) Implement alternative qualification for identified groups of students (e.g. VCert Craft qualification) Implement Btec ICT course for students with -P8 scores 	<p>tbc</p> <p>Summer 2017</p> <p>Termly lesson observations</p> <p>Half Termly and following all assessments</p>	<p>Outcome of groups</p> <p>LM Minutes, SLT Presentation</p> <p>RS, LM ,ML , Dept. mgts</p> <p>SLT meeting minutes</p> <p>SLT , RS meeting minutes</p>

AREA B: OUTCOMES
PRIORITY 3: KS2 - 4: MANAGE CURRICULUM CHANGE

WHAT?	HOW? (RAG)	& MILESTONES	EVALUATION EVIDENCE
<p>Develop and enhance three year KS3 curriculum in core subjects Year 6, 7 and 8</p> <p>LEADERSHIP LSA/HODs En/Ma</p> <p>RESOURCES & TRAINING</p>	<ol style="list-style-type: none"> Implement cross phase observation programme for colleagues in En/ma to feedback pedagogical approaches and enhance transition. Review Year 7 SOL and embed shared language: UNPACK in maths and TAP in English. 	<p>Summer 1</p> <p>Summer 2</p>	<ol style="list-style-type: none"> Observation findings are disseminated to core departments through CPD. Core SOL reflect KS2 curriculum links and approaches.
<p>Spiral curriculum in place across the curriculum</p> <p>LEADERSHIP LSA/TR/HODs</p> <p>RESOURCES & TRAINING</p> <p>Template for SOL/ Agenda for Twilights/Framework for SLT Presentations</p> <p>TSST/JPD across departments</p>	<ol style="list-style-type: none"> Review SOL to ensure curriculum maps and spiral curriculum are embedded using whole school template. Working with partnerships and networks, core departments to share best practise in creating a consistent approach to T&L and assessment at GCSE. Working with CPD coordinator and TSST ensure gaps in knowledge in curriculum areas are addressed. Use coaching model for joint practise development to address new curriculum needs i.e. Maths, Science and Business Studies focusing on numeracy. 	<p>Spring 1</p> <p>Autumn 2</p> <p>Spring 1</p>	<ol style="list-style-type: none"> HODs presentations to SLT highlighting reflection of GCSE assessment and spiral curriculum. Meeting minutes, SOL and exemplar work. CPD needs have been addressed and gaps in knowledge filled.
<p>GCSE curriculum & assessment calendar</p> <p>LEADERSHIP LSA/HODs</p> <p>RESOURCES & TRAINING</p> <p>Curriculum and Assessment Calendar</p>	<ol style="list-style-type: none"> Departments create an assessment calendar to reflect terminal assessment at GCSE. Curriculum and Assessment calendar will demonstrate understanding of the exam specification. 	<p>Autumn 2</p>	<ol style="list-style-type: none"> Calendars to be submitted to SLT and reviewed at Line management.
<p>Auditing departments</p> <p>LEADERSHIP SLT/HODs/LP</p>	<ol style="list-style-type: none"> SLT matched with departments to carry out audit alongside ML reflecting on teaching, learning, curriculum and assessment. Calendar created. 	<p>Autumn 2</p>	<ol style="list-style-type: none"> Findings shared with departments and built into DDP. Minutes from department

RESOURCES & TRAINING Training and guidance for SLT on reviewing departments/LP support plan	2. LP to support HODs of particular departments to focus on improving teaching and learning.	Autumn 2	meetings. Evidence in lesson observation documentation.
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AREA B: OUTCOMES

PRIORITY 4: LITERACY INTERVENTION & READING

WHAT?	HOW? (RAG)	& MILESTONES	EVALUATION EVIDENCE
<p>Academic Writing</p> <p>Improve the quality of students' academic writing in Year 7; develop delivery of academic writing across the curriculum.</p> <p>LEADERSHIP LSA/ Literacy Lead/Library</p> <p>RESOURCES & TRAINING</p>	<ol style="list-style-type: none"> 1. Work with a focus group firstly in English to embed Text Type Audience Purpose (TAP) and <i>What? How? Why?</i> in to all SOL. Share best practise with humanities, sociology and history. 2. CPD for all staff on <i>What? How? Why?</i> 3. Develop academic writing in extra-curricular activities with focus on <i>Writing as a reviewer... Writing as a blogger...</i> 	<p>Spring 1</p> <p>Spring 2</p> <p>Autumn 2</p>	<ol style="list-style-type: none"> 1. Yr 7 English SOL reflect academic writing skills. Evidenced in assessments and success criteria across focus group and Yr 7 English. 2. CPD Evaluation Forms and whole school academic writing graded criteria. 3. Online review site active and used during RR lessons.
<p>SPAG</p> <p>Enhance the support and assessment of spelling, punctuation and grammar across the curriculum.</p> <p>LEADERSHIP LSA/Literacy Lead</p> <p>RESOURCES & TRAINING CPD for Literacy Teachers.</p>	<ol style="list-style-type: none"> 1. Embed literacy targets into whole school marking policy. 2. Academic word list shared through <i>Word of the Day</i>. 3. Create targeted interventions for students with spelling needs. Interventions for spellings are more structured and part of the literacy intervention programme. 4. Set up a Spelling Bee. 	<p>Spring 1</p> <p>Autumn 2</p> <p>Autumn 2</p> <p>Spring 1</p>	<ol style="list-style-type: none"> 1. Evidence in books across the curriculum - marking codes in all exercise books. 2. <i>Word of the Day</i> 3. Literacy teachers received CPD from primary school links on pedagogical approaches for spelling. Spelling ages are monitored and students supported. 4. Whole school competition.
<p>Renaissance Reading</p> <p>Develop RR at KS4 to ensure sustained progress in students' reading ages.</p> <p>LEADERSHIP LSA/Literacy Lead/RR Lead</p> <p>RESOURCES & TRAINING Non-fiction texts and quizzes.</p>	<ol style="list-style-type: none"> 1. Enhance home school contact regarding reading. Ensuring reading ages are recorded on sims and shared in every reporting cycle. (Literacy Lead/Data Team) 2. Create non-fiction resources from across curriculum for students to quiz on during curriculum and pastoral time. Ensure tutorial sessions are sharply focused across the school. (Literacy Lead) 	<p>Autumn 2</p> <p>Autumn 1</p>	<ol style="list-style-type: none"> 1. All data included in reporting cycle. 2. Resources are in place and utilised across the school. 3. Progress in reading age is sustained at KS4.

AREA B: OUTCOMES

PRIORITY 5: NUMERACY INTERVENTION

WHAT?	HOW? (RAG)	& MILESTONES	EVALUATION EVIDENCE
<p>Renaissance Maths</p> <p>LEADERSHIP JDA</p> <p>RESOURCES & TRAINING 2 days INSET from Ren maths for 3 maths teachers</p>	<ul style="list-style-type: none"> • Ren maths to be piloted with 1 year 7 class on a fortnightly basis • JDA to have overall coordination. PTW and PSA to work together on this 	Termly	Use of data to monitor impact and progress of students on a termly basis
<p>Numeracy requirements of key departments</p> <p>LEADERSHIP SSI</p> <p>RESOURCES & TRAINING</p>	<ul style="list-style-type: none"> • Establish numeracy requirements with regards to the NC changes. • Meet with HODs and gain examples of 'maths based' exam questions in their subject areas. • These are to be incorporated in maths SOWs and to be used to as resources when we deliver these topics 	Dec 2017	Bank of exam questions from other subject areas to be stored centrally and used in maths lessons
<p>Numeracy training for other departments</p> <p>LEADERSHIP SSI</p> <p>RESOURCES & TRAINING Departmental training to be provided during Dept. meetings</p>	<ul style="list-style-type: none"> • Maths staff will be allocated to departments with high numeracy needs for the NC. • Provide pedagogy advice on specific topics that they need via departmental meeting time 	Termly	<p>Increased confidence in other departments when delivering mathematical content.</p> <p>Student improvement when answering mathematical based question in termly examinations</p>

AREA C: QUALITY FIRST TEACHING & ASSESSMENT

AREA C: QUALITY FIRST TEACHING & ASSESSMENT

PRIORITY 1: P1. EFFECTIVELY DEPLOY LEAD PRACTITIONERS TO WORK WITH DEPARTMENTS FOCUSSED ON LEADERSHIP OF T&L

WHAT?	HOW? (RAG)	& MILESTONES	EVALUATION EVIDENCE
<p>Following GCSE outcomes, effectively deploy LPs to departments</p> <p>LEADERSHIP TR</p> <p>RESOURCES & TRAINING</p>	<ul style="list-style-type: none"> Identify lead practitioners (Science, DT, Music, Computer Science), assign to departments Prepare guidance for LPs on expectations of support Review and evaluate at the end of term 1 and consider next steps 	Autumn term	Feedback in LM

AREA C: QUALITY FIRST TEACHING & ASSESSMENT

PRIORITY 2: EMBED NEW T&L FRAMEWORK AND POLICIES TO SUPPORT IMPROVEMENT OF T&L

WHAT?	HOW? (RAG)	& MILESTONES	EVALUATION EVIDENCE
<p>Embed the T&L framework so expectations are understood by all</p> <p>LEADERSHIP TR/Lead Practitioners</p> <p>RESOURCES & TRAINING CPD resources/ twilight time</p>	<ul style="list-style-type: none"> Each LP to deliver a habit in the first term - groups to attend identified by areas of development from previous observation Continue to drip-feed expectations through butterflies & emails Buy books linked to the habits for the staff library. Run Teacher Learning Communities linked to this research. 	Autumn	Observation reviews Aimless wander attendance records
	<ul style="list-style-type: none"> Use IRIS to record excellent examples and share with staff 	Ongoing Autumn	
	<ul style="list-style-type: none"> Department T&L framework expectations to be collated and understood by SLT 	Term 1 & ongoing	
	<ul style="list-style-type: none"> Implement learning walks for all staff to participate in 		
<p>Highlight the importance of excellent presentation in all student's work</p> <p>LEADERSHIP TR</p> <p>RESOURCES & TRAINING CPD Resources/ cost of display area</p>	<ul style="list-style-type: none"> Ensure department policies are followed, transparent and embedded. Implement the WHS exercise books to support expectations around policy Run CPD on reducing teacher workload linked to strategies for meeting marking expectations efficiently (this will be dependent on term 1 marking review) Review marking policy after term 1 audit LP to start 'hall of fame' for outstanding student work. To be displayed in prominent area of the school- showcasing high expectations being achieved 	Autumn	Work scrutiny Presence of 'hall of fame'
		Autumn	
		Term 2	
		Term 2	
		Term 2	
<p>Gain buy-in from all new staff, ensuring expectations are clearly understood and followed</p> <p>LEADERSHIP EM/GR/TR</p> <p>RESOURCES & TRAINING Time/CPD resources</p>	<ul style="list-style-type: none"> Run a conference for new staff and beginning teachers focussing on school's priorities, vision and values 	January 2018	Observation reviews

AREA C: QUALITY FIRST TEACHING & ASSESSMENT

PRIORITY 3: PERSONALISE OUR CPD PROGRAMME - LINK TO T&L HABITS, PMR, TDT

WHAT?	HOW? (RAG)	& MILESTONES	EVALUATION EVIDENCE
<p>Develop Coaching Culture</p> <p>LEADERSHIP EM/TR</p> <p>RESOURCES & TRAINING Olevi partnership</p>	<ul style="list-style-type: none"> Provide further coaching training through OLEVI- implementing Teachers As Leaders CPD programme HODs to consider What? How? Model for extended writing and pedagogy. Use English dept as an example. 	Autumn	Minutes and resources from training; Dept minutes show coaching training in action;
		Ongoing	Coaching templates show record of continual reflection and development; lesson observation; learning walk and work scrutiny feedback
	<ul style="list-style-type: none"> SLT & MLT to role model expectations of coaching in every day corridor interactions 	Autumn/Spring	

	<ul style="list-style-type: none"> Develop the scheduled coaching meetings to support pedagogy, CPD and LM Look at implementing subject knowledge CPD (departmental & linked to external providers) with specific focus on enhancing subject knowledge and ensuring challenge content(a level) is present in lessons 	Ongoing	
Increase cohesion between Appraisal and CPD LEADERSHIP TR, LPs RESOURCES & TRAINING Training materials	<ul style="list-style-type: none"> Provide CPD specific to each Habit of Learning in the Framework- staff to sign up to two Use the TDT resource bank to support action research and further develop the Teacher Learning Community as a resource for developing this 	Autumn Autumn/Spring	PMRs Attendance at training TLC research
Develop NQT/ ITT provision LEADERSHIP WO/TR RESOURCES & TRAINING Conference resources, training room	<ul style="list-style-type: none"> Engage with NRTA: NQT/ ITT optional CPD provision Plan a Conference for beginning teachers to inspire, motivate and retain 	Ongoing January 2018	CPD evaluations
Use time more effectively to meet the needs of a personalised programme LEADERSHIP TR, LPs RESOURCES & TRAINING Time	<ul style="list-style-type: none"> Seek ways to build in more planning time for departments to work in teams, planning how to teach upcoming schemes of work - twilights to be given to HODs for collaborative planning 		CPD evaluations

AREA C: QUALITY FIRST TEACHING & ASSESSMENT
PRIORITY 4: REVIEW AND EVALUATE QUALITY ASSURANCE SYSTEMS

WHAT?	HOW? (RAG)	& MILESTONES	EVALUATION EVIDENCE
Review the Summer observation system and implement changes in the Autumn review LEADERSHIP EM/TR RESOURCES & TRAINING SISRA Observe	<ul style="list-style-type: none"> Review outcomes of observations, data entry system, development areas for staff, paperwork Make changes where necessary Implement the uses of SISRA Observe in the collection and analysis of T&L data Train SLT and MLT on using SISRA Raise the profile of T&L data by MLT to affect change 	Summer 2017 Autumn 2017 Term 1 Term 1 Ongoing	Autumn review to run effectively, data clearly and easily analysed
Develop and implement departmental reviews and audits based on summer 2017 results LEADERSHIP EM/TR RESOURCES & TRAINING	<ul style="list-style-type: none"> Develop departmental <u>audit</u> process to be carried out by SLT on departments with low progress figures based on 2017 results. Develop departmental <u>review</u> process with MLT as an ongoing cycle to improve T&L/achievement in all departments (as part of the line management process) 	Term 1/2 Term 2	Student progress data
Review PMR document to support the new system LEADERSHIP EM/GR RESOURCES & TRAINING	<ul style="list-style-type: none"> Review all documentation and processes to ensure they are in line with a developmental culture but also equally allow for clear accountability measures 	Autumn 2017	System in place and PMRs completed successfully by November 2017
Review T&L policy and update to meet the new framework LEADERSHIP EM RESOURCES & TRAINING	<ul style="list-style-type: none"> Update the policy to reflect our new T&L review systems Ensure the GROW programme is adapted to support staff with key areas of development 	Summer/Autumn 2017	Policies are all in line

AREA D: BEHAVIOUR FOR LEARNING, PERSONAL DEVELOPMENT & WELFARE

AREA D: BEHAVIOUR FOR LEARNING, PERSONAL DEVELOPMENT & WELFARE PRIORITY 1: IMPLEMENT ALTERNATIVES TO FIXED TERM EXCLUSIONS: THE LAUREL

WHAT?	HOW? (RAG)	& MILESTONES	EVALUATION EVIDENCE
<p>The Laurel is established as an effective behaviour intervention and alternative to fixed-term exclusion</p> <p>LEADERSHIP GR, MS, Pastoral Lead Practitioner</p> <p>RESOURCES & TRAINING Alternative Provision budget, refurbishment of classroom, CPD for Laurel staff</p>	<ul style="list-style-type: none"> The Laurel is established with clear referral and reintegration thresholds and procedures. The Laurel has a clearly planned curriculum and pastoral intervention programme. The function of The Laurel is clearly understood by all stakeholders and is an integral part of the WHS inclusion provision. The Laurel is routinely used as an alternative to fixed term exclusions and managed moves for students at risk of permanent exclusion. 	<p>September 2016 - Laurel is established</p> <p>Weekly discussion of Laurel referrals at Inclusion Meetings.</p> <p>Half-termly evaluation and review</p>	<p>Analysis of behaviour points, internal exclusions and fixed-term exclusions</p> <p>Review of curriculum and pastoral intervention programme - analysis of student progress and attainment data</p> <p>Feedback from all stakeholders; including parents/carers and students</p>
<p>Develop consistency in the use of internal and external exclusions</p> <p>LEADERSHIP GR</p> <p>RESOURCES & TRAINING CPD time for all staff on new BFL policy and restorative practice Development of reflection activities for the Reflection Room Admin time for analysis of behaviour data</p>	<ul style="list-style-type: none"> Behaviour for Learning Policy reviewed to include clear guidelines for sanctions for different types of behaviour incidents. Regular review of internal and external exclusion data to ensure improved consistency and reduce variation in response to incidents. Implement effective restorative practice and develop community service as alternatives to exclusion Rebrand the Internal Exclusion Unit as 'The Reflection Room' to include more reflective practice and reduce re-referrals. 	<p>BFL policy reviewed by student panel and staff - Autumn Term</p> <p>Half Termly review of all internal exclusions and fixed-term exclusions</p> <p>Reflection Room in place and used consistently - Autumn 2017</p>	<p>BFL policy written and approved by governors. All staff understand the policy (through training)</p> <p>Analysis of behaviour points, internal exclusions and fixed term exclusions - focus on gaps between genders, ethnicity, SEN and PP/Non-PP.</p> <p>Analysis of re-referral figures.</p>

AREA D: BEHAVIOUR FOR LEARNING, PERSONAL DEVELOPMENT & WELFARE PRIORITY 2: DEVELOP THE ROLE OF THE TUTOR AS AN INTEGRAL PASTORAL ROLE

WHAT?	HOW? (RAG)	& MILESTONES	EVALUATION EVIDENCE
<p>An effective tutor time programme is established for the end of the school day</p> <p>LEADERSHIP GR Pastoral Lead Practitioner, HOYs</p> <p>RESOURCES & TRAINING CPD time</p>	<ul style="list-style-type: none"> Tutor Time is moved to the end of the school day to allow for more reflection and restorative practice Regular Pastoral Team meetings (including HOYs and DHOYs) allow for the development of clear tutor expectations and systems for monitoring and holding to account All tutors are trained on the role of the tutor and understand expectations The daily tutor programme includes Renaissance Reading (up to Year 11), SMSC and opportunities for reflection and restorative conversations 	<p>September - tutor time moved to end of day</p> <p>Half-termly Year Team meetings and termly Pastoral Team meetings</p> <p>Twilight/CPD time</p>	<p>Monitoring of tutor time through regular learning walks shows that it is an effective use of time</p> <p>Renaissance Reading Data</p> <p>Uniform and equipment checks</p> <p>Evidence of impact of reflection and restorative conversations (reduction in behaviour incidents)</p>
<p>The role of the tutor as key member of staff for tutees is developed</p> <p>LEADERSHIP GR Pastoral Lead Practitioner, HOYs</p> <p>RESOURCES & TRAINING CPD time</p>	<ul style="list-style-type: none"> Tutors take ownership of monitoring tutees' behaviour, attendance and progress Communication systems are developed to ensure that tutors are always included in any communication regarding their tutees' behaviour, progress etc. Tutors develop systems to monitor their tutees through analysing behaviour logs, learning walks, report cards, use of Student Planner and regular communication with parents/carers 	<p>September - implement new systems and whole staff CPD</p> <p>Half-termly learning walks</p> <p>Weekly behaviour logs</p>	<p>Tutors are fully aware of any issues and are involved in the monitoring of their tutees' behaviour, progress and attendance</p> <p>There are clear systems in place in tutor time to monitor tutees</p> <p>Improved communication with parents/carers through more effective use of Student Planner</p>
<p>Restorative practice is developed to ensure that issues are dealt with in a timely manner to resolve conflict and minimise harm</p> <p>LEADERSHIP GR Pastoral Lead Practitioner, HOYs</p> <p>RESOURCES & TRAINING CPD time</p>	<ul style="list-style-type: none"> All tutors and members of the inclusion team are trained in the use of restorative practice to resolve conflict Restorative practice is routinely used across the school and is understood by all stakeholders (students, staff, parents/carers) Restorative practice is part of the whole school Behaviour for Learning policy 	<p>Autumn Term</p> <p>Half-Termly Review Weekly behaviour logs</p>	<p>Behaviour for Learning Policy</p> <p>Weekly behaviour logs demonstrating evidence of impact of reflection and restorative conversations (reduction in behaviour incidents)</p>

AREA D: BEHAVIOUR FOR LEARNING, PERSONAL DEVELOPMENT & WELFARE
 PRIORITY 3: DEVELOP A WHOLE SCHOOL APPROACH TO MINDFULNESS

WHAT?	HOW? (RAG)	& MILESTONES	EVALUATION EVIDENCE
Develop a holistic, whole school approach to mindfulness LEADERSHIP GR TSGH RESOURCES & TRAINING CPD time Mindfulness Training	<ul style="list-style-type: none"> Key members of staff are trained in delivering a mindfulness programme Identified students take part in mindfulness programme, impact is monitored and evaluated A whole school approach is developed through raising awareness at key points in the calendar (Mental Health Awareness Week) Introduction of 'Mindful Moments' in tutor time to encourage self-reflection 	Autumn Term training programme Key dates in calendar (MHAW) Termly review	Key staff are trained and able to deliver mindfulness programme (this can then be disseminated to other staff) Students complete mindfulness programme. Impact evidenced in behaviour log data. Tutor time programme.

AREA D: BEHAVIOUR FOR LEARNING, PERSONAL DEVELOPMENT & WELFARE
 PRIORITY 4: DEVELOP "THE WOODSIDE EXPERIENCE" & "PRAISE" REWARDS SYSTEM

WHAT?	HOW? (RAG)	& MILESTONES	EVALUATION EVIDENCE
Introduce and evaluate PRAISE rewards system LEADERSHIP JEB/GR RESOURCES & TRAINING PRAISE budget CPD Time Administration Support	<ul style="list-style-type: none"> The PRAISE system is publicised to all stakeholders (staff, students and families) and there is a clear understanding of how the system works All staff use the PRAISE system and students are keen to achieve PRAISE points and work towards 'Woodside Scholar' status PRAISE points and Woodside Scholars are celebrated in assemblies and through internal and external communications to build a culture of praise and regular celebration of success PRAISE points are used to determine students taking part in end of year trips and activities PRAISE points are shared with parents/carers via school reports, parents'/carers' evenings and regular communications with home (including postcards and letters). 	Launched September 2017 Term 2 Co-HT 'Values & Vision' focus on PRAISE system Weekly newsletters, termly Woodside Voice magazine, half-termly updating of electronic display board	<ul style="list-style-type: none"> Evidence of staff use of PRAISE system Student PRAISE points data Monitor impact on behaviour - termly behaviour reports School publications celebrating PRAISE award winners Parent/Carer reports
Develop 'The Woodside Experience' LEADERSHIP JEB/GR/EH RESOURCES & TRAINING Budget Administration Support	<ul style="list-style-type: none"> Further develop 'The Woodside Experience' to include clear set of activities/experiences that all students will access during 5 years at Woodside Audit and analyse current extra-curricular provision to identify gaps. Use this information to source and secure additional extra-curricular provision, Ensure all activities are logged on Evolve for monitoring purposes. Use this data effectively to ensure equity of experience for all. Ensure that The Woodside Experience is shared with all stakeholders via internal and external communications. Focus on sharing information about The Woodside Experience at transition events and primary school visits.	Review Evolve data on a half-termly basis Extra-curricular provision reviewed and evaluated on a half-termly basis Transition visits in Autumn Term	<ul style="list-style-type: none"> Woodside Experience detailed and communicated via website and other internal and external communications Audit of extra-curricular activities Data logged on Evolve

AREA E: ENVIRONMENT & RESOURCES

AREA E: ENVIRONMENT & RESOURCES PRIORITY 1: FULLY IMPLEMENT 8FE PLAN: CHANGES IN SYSTEM & STRUCTURE

SUCCESS CRITERIA	ACTION REQUIRED (RAG) & MILESTONES	EVALUATION EVIDENCE	
<p>LEADERSHIP JD/ Co-HTs</p> <p>RESOURCES & TRAINING Timetabling; external contractors for physical alterations</p>	<ul style="list-style-type: none"> Implement new whole school timetable in catering; New staff contracts issued with changes and additional hours; Ensure detailed service plan agreed with Catering Manager Review facilities to ensure fit for purpose when school is fully functioning as 8FE (e.g. science classrooms) 	<p>Ensure new service arrangements in place for 1st Sept 2017; including walk through with Co-HTs</p> <p>Devise action plan in the autumn term</p>	<p>All students served at break and lunch time</p> <p>Quality maintained; through feedback forms and student Council feedback</p> <p>Continued increase in sales</p>

AREA E: ENVIRONMENT & RESOURCES PRIORITY 2: DEVELOP A PLAN FOR IMPLEMENTING THE GENERAL DATA PROTECTION REGULATION

SUCCESS CRITERIA	ACTION REQUIRED (RAG) & MILESTONES	EVALUATION EVIDENCE	
<p>LEADERSHIP JD/Co-HTs</p> <p>RESOURCES & TRAINING VWV advice on GDPR</p>	<ul style="list-style-type: none"> Data protection: review existing procedures to ensure compliance from May 2018, including consent forms for new Yr. 7s and data retention and disposal. 	<p>Timetable preparation early 2018 to ensure needs clearly identified to enable any works to take place in summer 2018</p> <p>May 2018 fully compliant</p>	<p>Classrooms available to suit timetable from Sept 2018</p> <p>No successful challenges to information stored about employees and students.</p>

AREA E: ENVIRONMENT & RESOURCES PRIORITY 3: REBRAND PROFESSIONAL SERVICES CONSIDERING THE FRONT OF HOUSE TEAM

SUCCESS CRITERIA	ACTION REQUIRED (RAG) & MILESTONES	EVALUATION EVIDENCE	
<p>For the professional services team to further developed</p> <p>LEADERSHIP JD, EH, TR, Co-Heads</p> <p>RESOURCES & TRAINING CPD, time, resources to support the reorganisation of the office</p>	<ul style="list-style-type: none"> CPD programme tailored to the varying needs of professional services colleagues For front line colleagues to work together to further develop the experience of parents/carers and guests For the professional services team to work together to transition to the new working arrangements in relation to student/main reception 	<p>Reviewed termly</p> <p>Reviewed termly</p> <p>Reviewed termly</p>	<p>Calendared CPD dates PMR dates</p> <p>Feedback from parents/carers Reduction in negative feedback received</p> <p>Clarity across all stakeholders of new system</p>

WOODSIDE HIGH SCHOOL SLT: OPERATIONAL PLAN 2017/2018

AUTUMN TERM: SEPTEMBER

TASK	DATE	ACTIVITIES
SUMMER TASKS		George to set-up extra columns in SIMS to cater for Year 11 half termly exams. Whole-school targets to be set based on 4LOPs.
GCSE ANALYSIS		Results analysed and shared with staff at Inset Query Results forms completed
TARGETS & PREDICTIONS		Target setting information to staff for whole school done by data team. Reviewed by staff. Teachers will have access to Term 3 predictions for Year 8 - 11 Progress 8 displays created for Year 11 based on term 3 predictions. Assemblies to the Year 11s to explain Progress 8 Creating V lists based on Term 3 predictions for Y11. Mint class software shared with staff.
EXAMINATION REVIEW		A standard proforma is issued to all curriculum leaders for GCSE exam review Curriculum leaders are provided with support data from the Data Manager in order to complete the review using 4 Matrix The curriculum leaders discuss the issues with their team members. The curriculum leader meets with the line manager for support in completing the exam review. The curriculum leader and the line manager meets the Co-Head teachers for exam review.
BOOSTER		First requests for P7s.
INTERVENTION - P7		Intervention Programme: first round of P7s to start for Year 11 based on term 3 data
DEPARTMENTAL PROGRESS REVIEW (HALF-TERMLY)		A standard agenda is issued to curriculum leaders. The agenda will consist of items relevant to attainment and progress. This meeting is minuted shared across the leadership team during team meetings. The minutes of all these meetings are shared across the leadership team during a team meeting.
MEETINGS	13/9/17 20/9/17	KS 4 Raising Standards KS3 Raising Standards.
SLT DATA REPORT		HOD Maths, English, Year 11, Year 10

AUTUMN TERM: OCTOBER

TASK	DATE	ACTIVITIES
SCHOOL CENSUS	01.10.2017	Complete school census and submit to DfE
Yr 11 exam week 1	9/10/17	Departments to undertake internal exams - data deadline 3/11/17
MONITORING ATTAINMENT PROGRESS (TERMLY)		Progress check Year 11: Attendance; Punctuality; behaviour. Parents Contacted for students with cause for concern. Teacher assessments carried out half-termly for Y11. Once a term for Y7-10. These are staggered during the term for the year groups. When the data has been collected, the Attainment Manager together with the line manager review the progress of all the students in the year group. Students who are making good progress are rewarded, students are making inadequate progress are provided with targeted interventions. These will be appropriate for the year group. The Attainment Manager attends a leadership team meeting where he/she presents a summary of the progress for the year, picks out individual students and outlines proposals for intervention. The leadership team contribute their knowledge of the year group to this session. The interventions and their effectiveness is monitored by the Attainment Manager and discussed at the next meeting. This information around progress is displayed on the year notice boards. At the end of each term, there is a celebration assembly for each year group.
INTERVENTION REVIEW		A review of the progress of pupils who have been targeted for Period 7 (e.g. Progress and attendance).
EXAM WEEK 1	18/10/17	Exams Officer to be creating the Exam Timetable and room provision (KS4 in sports hall) HODs to give Exams to Exams Officer and ARB to QA Requests for Walking to go to JEB
SLT DATA REPORT		Year 9, Year 8, Year 7
BfL REPORT TO SLT	Every 6 wks	IEU, department parking, FTE
REPORTING TO GOVERNORS	15/10/17	Preparation for governors focusing on exam results and actions including SDP and SEF. Full governing body - 1/11/17

AUTUMN TERM: NOVEMBER

TASK	DATE	ACTIVITIES
EXAM WEEK 1 & DATA DROP	3/11/17	Yr 11 term 1A data deadline - TA and preds Year 11 Mock Exam: timetables to be issued. (1st of half-termly exams.) Exams Officer to be organising and supporting during Exam Week
	w/c 20/11/17	ARB to be organising the staff to start exams
	17/12/17	Moderation of the Exam marking
	7/12/17	Data Entry KS4 window closes (TAs and Predictions updated)
	7/12/17	Data Entry KS3 window closes 30/11/16 (TAs and Predictions)
		New V-lists created based on TA1 predictions.
BOOSTERS		Second round of Booster requests based on Term 1 data to JEB and DP
LESSON OBS 4 MATRIX SUPPORT	Fortnight of 30/10/17 - 10/11/17	Support staff by providing observer with a seating plan and the class assessment /progress profile - using MINT CLASSROOM & 4 MATRIX
Parents info Eve	1/11/17	Parents information Year 11
	8/11/17	Parents information Year 10
PROFILES	1/12/17	Year 11 Profiles Open
SLT DATA REPORT		Hum, 9, MFL, 8
REPORTING TO GOVERNORS	13/11/17	Preparation for governors focusing on exam results and actions including SDP and SEF.

AUTUMN TERM: **DECEMBER** | 28/11/16 | Full governing body meeting

TASK	DATE	ACTIVITIES
Data deadline	7/17/17	KS3 and KS4 TA and Preds
DEPARTMENTAL PROGRESS REVIEW (HALF-TERM)		Focus on TA1A data. A standard agenda is issued to curriculum leaders. The agenda will consist of items relevant to attainment and progress. HODs produce progress transition matrices for display in classrooms. This meeting is minuted.
REPORTING	18/12/17	A copy of the termly assessment is issued to students in their planner/folder.
	18/12/17	KS4 Termly reports to parents
	18/12/17	KS3 Termly reports to parents
PROFILES	11/12/17	Year 11 Profiles Open
EXAMINATION REVIEW		Report x 3 copies - student, home, form tutors
		Raise report summary to HOD
MEETINGS	13/12/17	KS3 and KS4 Raising Standard Meeting (14/12/16)
	20/12/17	Data Team to prepare required data resources by 12/12/16
BOOSTERS		P7 progress and attendance to be reviewed.
BTEC		Preparing Btec folders for external moderations
SLT DATA REPORT		Cs & Bs, PRS, Mu & Dr
BFL REPORT TO SLT	Every 6 wks	IEU, department parking, FTE

SPRING TERM: **JANUARY**

TASK	DATE	ACTIVITIES
EXAMINATION REVIEW	1/01/18	Following the (TA1) mock examinations, a further exam review document is issued. This is a shorter version.
		The same process is followed. However, if time is short the meeting may take place between the Head teacher and the curriculum leader only.
		Mock Exam Reviews taking place week commencing Outcomes of TA1B to be reviewed.
		Action points for intervention are made.
		Y11 coursework audit (if applicable)
		Request for general specifications for exams entries
DEPARTMENTAL PROGRESS REVIEWS (HALF-TERM)		As above. Focus on TA1B data. A standard agenda is issued to curriculum leaders. The agenda will consist of items relevant to attainment and progress. This meeting is minuted. HODs update progress transition matrices for display in classrooms.
	10/1/18	Year 11 Profiles Close
	15/1/18	Year 10 Profiles Open
	29/1/18	Year 10 Profiles close
PARENTS EVENING	17/01/18	Year 11
OPTION EVENING		Any relevant data needed for the Y8 and Y9 options evenings
BTEC		Preparing Btec folders for external moderations
SLT DATA REPORT		HOD Maths and English, YAM Y11, Y10, Y9,

SPRING TERM: **FEBRUARY**

TASK	DATE	ACTIVITIES
LESSON OBS 4 MATRIX SUPPORT	Fortnight of 16/02/18	Support staff with providing observer together with a seating plan and the class assessment /progress profile - using MINT CLASSROOM & 4 MATRIX
PARENTS EVENING	7/02/18	Year 10 Relevant data to be provided by data team.
EXAM WEEK 2	26/2/18 onwards	Whole-school exam week
		TA2A Yr 11 exams
		Exams Officer to be creating the Exam Timetable and room provision (KS4 in sports hall)
	(02/02/18)	Departments to moderate Exams for KS3 and KS4
	(09/02/18)	HOD's to give Exams to Exam's Officer and ARB to QA
		Requests for Walking Talking to go to JEB
	26/02/18	Exams runs from 26/02/18 - 09/03/18
QA LINE MANAGEMENT	06/02/18	Relevant Data supplied for QA line management meetings week commencing
BTEC		Preparing Btec folders for external moderations
SLT DATA REPORT		8, 7 Ad & Pd
BFL REPORT TO SLT	Every 6 wks	IEU, department parking, FTE

SPRING TERM: **MARCH**

TASK	DATE	ACTIVITIES
DEPARTMENTAL PROGRESS REVIEWS (HALF-TERM)		As above.
MONITORING ATTAINMENT PROGRESS (TERM)	29/3/18	Reports to go home
REPORTING	26/03/18	Year 9 Profiles open
	21/03/18	Deadline for KS4 data entry
	21/03/18	Deadline for KS3 data entry
EXAM OFFICER		Exam information (e.g. entries) to be submitted to exam officer.
BOOSTERS		Third round of Booster requests based on Term 2 data to JEB and DP
EXAMINATION REVIEW		SLT produce a report for governors. This report contains information on attainment.
MEETINGS	21/3/18	Department Meeting to standardise marking
	21/03/18	KS4 Raising standards meeting
	28/3/18	KS3 Raising standards meeting
BTEC		Preparing Btec folders for external moderations

SLT DATA REPORT		Inclusion & literacy, Ma and En, PE and AMA, Science
REPORTING TO GOVERNORS	5/03/18 01/03/18	Preparation for full governors: Senior leadership input in Head teacher's report.

SUMMER TERM: **APRIL**

TASK	DATE	ACTIVITIES
EXAMS		1 st draft of drop-down calendar for external exam to be created.
DEPARTMENTAL PROGRESS REVIEWS (HALF-TERMLY)		As above.
REPORTING	23/04/18 18/4/18	Year 8 profile window opens Year 9 report window close
PARENTS EVENING	25/4/18	Year 9 Parents eve
SLT DATA REPORT	18/04/18 24/04/18	11, Hum and MFL

SUMMER TERM: **MAY**

TASK	DATE	ACTIVITIES
EXAMS		Final draft of drop-down calendar to be approved.
EXAM OFFICER		Any other exam information to be submitted to exam officer. Tiers of entries checked.
PARENTS EVENING	16/05/18	Year 8
REPORTING	09/05/18 14/05/18 25/05/18	Year 8 profile window closes Year 7 profiles open Year 7 profiles close
EXAM WEEK 3 PREP.		Exams Officer to be creating the Exam Timetable and room provision (KS4 in sports hall) Departments to moderate Exams for KS3 and KS4 24/5/18 HOD's to give Exams to Exams Officer and ARB to QA 23/5/17 Requests for Walking Talking to go to JEB
SLT DATA REPORT		10, 9
BfL REPORT TO SLT	Every 6 wks	IEU, department parking, FTE

SUMMER TERM: **JUNE**

TASK	DATE	ACTIVITIES
EXAM WEEK 3		Exams run from 18/6/18 onwards Moderation of exams (29/06/17)
EXAMINATION REVIEW		Curriculum leaders produce a report for governors which goes to the final governing body meeting of the year. This report contains information on attainment, teaching & learning, progress and behaviour.
MONITORING ATTAINMENT PROGRESS		Focus on Year 10.
SLT DATA REPORT		8, 7
REPORT TO GOVERNORS	tbc	Preparation with middle leaders input. Template to be provided: Full governing body meeting

SUMMER TERM: **JULY**

TASK	DATE	ACTIVITIES
REPORTING	2/7/18	Yr 7 - 10 data deadline.
MEETINGS	4/7/18 11/7/18	Raising Standards meeting to take place with HOD's based on TA3 Data. KS4 KS3
DEPARTMENTAL PROGRESS REVIEWS (HALF-TERMLY)		Focus on Year 10.
DATA TO DFE		Forvus data
BfL REPORT TO SLT	Every 6 wks	IEU, department parking, FTE

REPORTING

On a termly basis, class teachers submit a teacher assessment via SIMS for Yr 7 - 10. Half-termly basis for Yr11.

These are collated centrally and monitored by the Attainment Managers.

These termly assessments are sent home to parents/carers by post.

A copy of the termly assessment is issued to the student to place in their planner/folder.

Once a year, a full report on the student is completed by the class teacher using profiles.

The total report is issued during the parents evening.

Each year group will hold at least one parents evening a year. In most instances, there is more than one.