



Strategic Plan for Achievement

Academic Year 2015/16

Target Setting

At Parklands we set *minimum* target grades based on the following:

- Year 7: prior attainment
- Year 8 – Year 11: prior attainment & teacher knowledge

We have used the transition matrices in RAISEonline to set targets as follows:

- KS2 score of below level 3 are set 3 levels of progress as a minimum, with a GCSE grade E in all subjects and a 3 for English and maths
- KS2 score of level 3c – 3a are set 3 levels of progress as a minimum, with a GCSE grade D in all subjects and a 4 for English and maths
- KS2 score of level 4c & 4b are set 3 levels of progress as a minimum, with a GCSE grade C in all subjects and a 5 in English and maths
- KS2 score of 4a are set 4 levels of progress as a minimum, with a GCSE grade B in all subjects and a 6 in English and maths
- KS2 score of 5c & 5b are set 4 levels of progress as a minimum, with a GCSE grade A in all subjects and a 7 in English and maths
- KS2 score of 5a or above are set 5 levels of progress as a minimum, with a GCSE grade A* in all subjects or an 8 in English and maths

At Key Stage 3, targets are not shared with pupils and parents. This is to promote the growth mindset and ensure we do not cap a pupil's achievement. Teachers are made aware of targets and progress towards these targets is reported three times per year.

Each year, targets are reviewed and increased if pupils are working above the minimum expectations.

Data Collection

Data is collected termly. From September 2015 teachers use a *holistic* view of the pupils when reporting data; they take the quality of classwork, homework, summative and formative assessments into account when judging pupil performance. Teachers report a GCSE grade in SIMS Assessment Manager; in essence, staff *predict* what they believe the pupils will achieve **by the end of year 11** if they continue working as they currently are. Summative assessments are set so they mirror GCSE assessments, and departments moderate pupils' work, ranking the pupils against each other. This enables teachers to showcase a pupil's work to other pupils, which gives them a clearer understanding of what an A*, C or E looks like.

Strategic Plan for 2015 - 2016

What?	By Whom?	Details
Progress 8 & Attainment 8	MI	<ul style="list-style-type: none"> ➤ Whole-school training provided in the new accountability measures ➤ Termly data collection calculates an Attainment 8 score for each subject, each sub-group, and for each class. Each class teacher is provided with the data for their respective classes; the CL is also given a copy for each class to assist with monitoring. The whole cohort data is shared with all staff ➤ Attainment 8 scores for all classes form a major part of the Appraisal system 2015-2016
Class data sheets	MI	<ul style="list-style-type: none"> ➤ Teaching staff export their class sheets from SIMS; these contain contextual information (such as EAL, FSM) regarding all pupil groupings & prior attainment ➤ Staff update these throughout the year to evidence the progress made over time and how they use data to inform their planning
SLT Learning Walks/Tours	SLT	<ul style="list-style-type: none"> ➤ Regular learning walks or tours with brief feedback, linked to quality of teaching and pupil progress
Achievement Cabinet	MI, GA, HALs	<ul style="list-style-type: none"> ➤ Fortnightly Achievement cabinet meetings; each House Achievement Leader has a scheduled 1-2-1 meeting with MI & GA ➤ Achievement meetings take place fortnightly to allow for detailed tracking & intervention of every pupil in the House ➤ Discussions to be informed by the termly data gathering from teachers ➤ Groups to be discussed are: <ul style="list-style-type: none"> ○ Disadvantaged pupils ○ Boys ○ SEN ○ EAL ○ Ethnic ○ G&T, More Able ○ Low, Middle, Upper ○ CLA ➤ CLs to ensure HALs are kept informed regarding underachievement with controlled assessments; underachievement to be addressed immediately & parents informed of support plan ➤ Continue with Pupil Panels where there is a real cause for concern ➤ Continue to use Battleboards as method for having a holistic impression of pupils
Achievement Meetings with Curriculum Leaders	MI, CLs	<ul style="list-style-type: none"> ➤ Fortnightly meetings are held with Deputy Head & Curriculum Leaders regarding progress of all pupils ➤ This enables swifter intervention for those pupils highlighted as underachieving
Keep Kids Safe	MI	<ul style="list-style-type: none"> ➤ Continue to use KKS as regular method of communication with parents regarding homework & achievement for KS4 classes ➤ Parents to be sent the RAG spreadsheets from KS4 classes
RAG tracking documents	MI, CLs	<ul style="list-style-type: none"> ➤ Staff to continue to use RAG (red/amber/green) tracking documents to further highlight any underachievement to pupils and parents
Vertical tutoring	MI, GA	<ul style="list-style-type: none"> ➤ To continue with Vertical Tutoring throughout years 7 – 11 with

		focus on mentoring & reviews
Registration activities	MI, GA	<ul style="list-style-type: none"> ➤ To continue and monitor a structured programme for morning registration, to include Numeracy & Literacy activities ➤ Programme to include activities to assist with pupil achievement, such as peer tutoring
Trackers	MI	<ul style="list-style-type: none"> ➤ Learning profiles allow all pupils to achieve the very best learning profiles, regardless of ability ➤ Teachers “predict” progress towards target, which enables greater focus on intervention ➤ Year 11 have an extra tracker around October half-term to highlight any possible areas of underachievement ➤ Continue to ensure a weekly turnaround for inputting data before trackers are issued so data is more <i>current</i> ➤ Assessment spreadsheets to continue to contain historical data for greater analysis and tracking of trends
SISRA	MI, Data Analyst	<ul style="list-style-type: none"> ➤ Continue to use SISRA Analytics to analyse results for all year groups ➤ Teachers up-skilled to use SISRA to analyse their own classes & track the various groups. Data Manager will offer CPD for this. ➤ CLs to be up-skilled to track their department via this CPD
Disadvantaged Pupils	GA, MI	<ul style="list-style-type: none"> ➤ GA to oversee the whole Pupil Premium funding & achievement of pupils ➤ Key members of staff to further support the achievement of pupil premium pupils in all subject areas ➤ HALs to oversee achievement of all their pupil premium pupils ➤ Parents to be informed of support & additional resources put into place to support their child’s achievement
Literacy & Numeracy	MI	<ul style="list-style-type: none"> ➤ Literacy & Numeracy Co-ordinators lead on the development of these agendas ➤ There are HLTAs for both Literacy & Numeracy to assist with intervention for the catch-up pupils ➤ Co-ordinators meet regularly with their CLs for monitoring of progress of pupils ➤ Lexia and Symphony software to highlight focus areas and produce lesson plans to support pupils ➤ Below level 4 pupils in Year 7 to be priority for this software
Rewards	GA	<ul style="list-style-type: none"> ➤ GA to drive whole-school strategy for rewards ➤ GA to lead on celebration assemblies following trackers ➤ Key Stage 3 Presentation Evening in summer term ➤ Presentation Evening in autumn term for Year 11 leavers
Setting	MI	<ul style="list-style-type: none"> ➤ Each year group is divided into 2 equal-ability bands, X and Y. Pupils are placed into sets based on KS2 scores & teacher knowledge ➤ English & maths can set pupils independently of one another ➤ Set moves happen termly
Line Management Meetings	MI, SLT	<ul style="list-style-type: none"> ➤ SLT Line Managers have regular meetings with the CLs ➤ Discussion around whole-school and departmental issues ➤ Discussion of pupils’ achievement is a priority alongside quality of T&L
GCSE Results Meetings	HC, MI	<ul style="list-style-type: none"> ➤ Discussion with Headteacher & Deputy regarding GCSE results ➤ Analysis of results and action points for improvement if required
Appraisal	HC, MI	<ul style="list-style-type: none"> ➤ Appraisal system used regarding the performance of all classes so teachers are held to account for the achievement of their pupils
Welcome to Key Stage 4 Evening	MI	<ul style="list-style-type: none"> ➤ Parents of new Year 10 pupils invited into school during first week in September. Information provided regarding KS4,

		support offered etc.
Year 11 Evening	MI	➤ Parents of new Year 11 pupils invited into school during first week in September. Additional information provided regarding support, intervention, careers, high & further education
Assemblies	AF, MI	<ul style="list-style-type: none"> ➤ Fortnightly assemblies with Year 11 focusing on areas to highlight achievement, progress, standards etc. ➤ Regular House & whole-school assemblies with focus on Growth Mindset