

2014/15 HIGHFIELD SCHOOL IMPROVEMENT PLAN

Subject Knowledge and Pedagogy

For staff to have strong subject knowledge and pedagogy in the foundation subjects

- Whole school inset Mike Fleetham on "The Thinking Classroom" - develop behaviour for learning
- Class teachers knowledge and progress of children linked to Performance management target
- Inset linked to priorities identified in SIP
- Develop PE knowledge and skills of teachers and sports coaches
- Support delivery of new computing curriculum
- Specialist music teacher to teach alongside class teachers
- Poet in Residence for 1 year - 2 days per week

English and Maths New National Curriculum

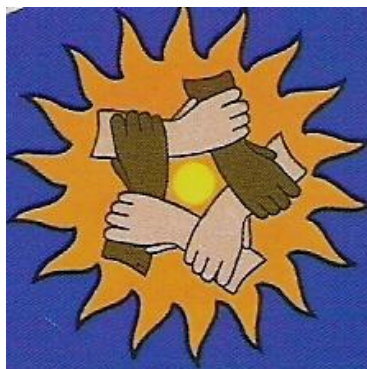
For all teaching staff to deliver the new NC for Maths and English, in line with the new expectations, ensuring accelerated progress and higher standards for all pupil groups

- Updated end of year NC outcomes for all year groups
- To ensure standards of spellings and grammar are in line with the new NC expectations
- New calculation policy to reflect new NC requirements
- Embed the use of Numicon and manipulatives across the school and the use of Power of Reading - web based resource with Book Power

Consolidation of previous year's priorities:

- To sustain the proportion of pupils to attain higher levels in Language and Literacy, Numeracy and Maths, Science for all year groups across the school
- To consolidate reading in Reception and Year 1 including systematic teaching of synthetic phonics
- Ensure that pupils' attendance continues to be in line with or above national average

Together we can achieve more



Pupil Premium

To close the attainment gap for these children ensuring they make accelerated progress, attain higher standards and exhibit increased confidence and self-esteem

- Children on PP and PP+ register are clearly identified on register and receive core offer
- PP support staff to intervene and support specific pupils and ensure rapid progress

Assessment and data:

To develop a clear, simple, and robust data and assessment systems across the school

- Ensure that there is a consistent, numerical system to track children's progress from R to year 6
- To measure progress and identify gaps and track and monitor achievement and attainment
- Develop a strong culture of peer and self-assessment
- Consolidation of highly effective marking and feedback
- Consider software packages for assessing without levels
- Assessment will reflect the more challenging NC

Teaching and Learning

To develop all teachers into Good to Outstanding practitioners

- Effective challenge for all pupils groups with a particular focus on HA and PP pupils
- Strong subject knowledge and pedagogy in all subjects
- Highly effective planning and marking that impacts positively on progress
- Effective use of support staff to ensure rapid progress for all pupils

SEN

- To ensure the effective implementation of the new SEN code of practice
- Clear identification procedures leading to early identification and appropriate support
- Quality first teaching meets the needs of SEN pupils
- SEN information report displayed on school website
- The "Dali Room" will provide bespoke and a parallel curriculum to identified pupils
- Inclusion Manager to report to Governors and staff on new SEN Practice