

**PRIORITY 3: IMPROVE THE QUALITY OF TEACHING, LEARNING AND ASSESSMENT - MS**

**To improve consistency in the quality of teaching, learning and assessment**

- **Develop professional learning communities to design and build capacity of teachers and leaders to improve student learning and assessment for learning**
- **Strengthen the teaching of literacy and numeracy across the curriculum to further develop pupils’ skills at all ages and promote further improvement in extended writing, including accuracy.**
- **Further develop a collaborative model of peer observations and coaching to ensure that the quality of teaching and learning mirrors the best practice in the school and that all lessons provide an appropriate level of challenge to meet the needs of pupils of all abilities.**
- **Further improve the frequency of and quality of feedback to pupils on classwork and homework across the school and ensure that homework completion is monitored effectively by middle leaders.**

**Context and need**

A professional learning community has been established between YUC and feeder primary schools in 2014/’15. One of the foci has been on comparing progress made within and between year 6 and year 7 books/work. This work has identified a need for YUC to revisit KS3 Schemes of Work to ensure units of work are planned with clear progression and every opportunity to develop literacy and numeracy, in particular extended writing. This will become one of the foci of the PLC.

Work on Literacy is more developed than Numeracy within the school. Although there are interventions in place there is a need to embed literacy and numeracy across the school and within subjects to ensure that standards in the National Reading and Numeracy Tests improve. This will help to close the gap between YUC and other schools. Improved literacy and numeracy will also support progress within subjects.

The school has a robust quality assurance process for lesson observations with 80% of lessons being good or better in 2014/’15. Estyn’s judgement that teaching is good in the majority of lessons but also confirm that Estyn’s Recommendation to ‘Ensure that all lessons provide an appropriate level of challenge to meet the needs of pupils of different abilities’ is still a priority. There are still some lessons deemed adequate or unsatisfactory and there is a need to close the gap between the best and the weakest lessons. The school has gone through a process of lesson observations and feedback ensuring coaching and training for all

**Why is this still a priority?**

Schemes of work need to show progression and include opportunities to develop Literacy and Numeracy. Standards of work in pupils’ books need to improve in terms of quality and level of challenge. Extended writing is not yet embedded across the curriculum and where there are “pockets” of good practice they need to be shared to ensure that all pupils make good or excellent progress.

We need to improve the teaching of literacy and numeracy skills and standards, particularly for disadvantaged and FSM pupils. We have 30% of pupils on School Action and School Action Plus, many with a deficit in basic skills. We need to embed the teaching of literacy and numeracy skills within teaching across the curriculum. There is more needed to strengthen this practice.

We need to ensure that all lessons are good or better and this can only be done in a sustainable way through building an ethos of peer observation and self-reflection of lessons to improve student learning. Sharing of good practice is central to this process. 20% of lessons are still adequate or unsatisfactory. This needs to be reduced. Teaching and Learning is central to raising standards within a school and all lessons need to be of the highest quality and developing pupils’ skills and ensuring good or excellent progress is made for all. Teachers who do not deliver

**What impact will this have on school and pupil standards?**

Improved standards in writing will ensure that pupils are able to achieve higher standards and have more pride in their written work. Quality of work and progress will be evident in pupils’ books/work. As a result pupil standards will rise and target grades/levels met. This will also have an impact on raising the scores in the National Reading tests.

Improved standards in English, Maths, and Welsh and in the National Reading and Numeracy Tests. The development of literacy and numeracy skills will ensure that pupils are able to achieve higher levels of attainment and rates of progression across the curriculum.

An ethos of self-reflection and peer observation will allow for sharing of good practice and raise the percentage of good or better lessons leading to improved standards of learners. Improving the level of challenge to pupils, according to their needs, should raise expectations, better match tasks to ability, improve pupils’ rates of progress and improve standards in line with potential.

<p>SLT and staff which has led to a more consistent approach. There is now a need for this process to be developed further to encourage the peer observation process to improve student learning across the curriculum.</p> <p>This year's work scrutiny programme has continued to identify the need to improve the use of assessment for learning approaches and feedback to pupils.</p> <p>Also the need to make optimum and consistent use of homework to reinforce learning is still needed to be developed further. Although homework is set more regularly there is a need to ensure that it is of high quality and relevant.</p>	<p>lessons which are good or better must continue to be challenged and supported to ensure the gap closes so that all lessons will be good or better.</p> <p>Frequency of marking and diagnostic, dialogue marking is still an issue in many areas. There needs to be a consistent approach to high quality feedback and to build a culture of dialogue marking according to the principals of Dylan William.</p> <p>Setting of homework has improved but now we need to ensure that it is of high quality and relevant to that studied in class to support pupil standards and also to develop independent learners.</p>	<p>Pupils will become more reflective and independent learners leading to improved standards within subjects.</p> <p>Homework will support pupils in their progress and therefore leading to better standards.</p>
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**A. Develop professional learning communities to design and build capacity of teachers and leaders to improve student learning and assessment for learning**

Action/Activities	By whom	Process success criteria - Outputs	By when	Result success criteria - Outcomes	By when	Evidence	Cost	Funding source
Collaborative work between Year 6 primary school and Year 7 YUC teachers to share good practice regarding quality and standards of work.	GH/DGW/MS	Time allocated for the teachers to meet and share good practice. Books provided by YUC for last half term of Year 6 and then transferred for the start of Year 7 for benchmarking.	<ul style="list-style-type: none"> <li>July 2015</li> <li>December 2015</li> <li>April 2016</li> <li>July 2016</li> </ul>	Improved standards and level of challenge in YR7 work. Progression evident in all yr 7 books in line with standards achieved in Yr6 Improved range and quality of extended writing opportunities in Yr7	Dec 2015	Pupils' books/work Book scrutiny documents.	See Priority 5	SCC Revenue
Year 7 Schemes of work to be refined showing progression and key/rich tasks to support literacy and numeracy development.  Content of the schemes of work to be reduced so that there is more emphasis on quality rather than quantity in Year 7 (as identified in the external report from <b>Priority 5</b> 2014-2015)	MS/DGW	Time for staff to meet and share good practice/ideas. New Schemes of Work for Year 7 incorporating literacy and numeracy rich tasks where appropriate and also showing progression.	First review Sept 2015 2nd review Dec 2015 3 <sup>rd</sup> review April 2016 Final review June 2016	Improved standards in books/work including key/rich tasks. Improved range and quality of extended writing. Improved standards in National Reading and Numeracy Tests Evidence in books that pupils	June 2016	SOW Pupils' books/work Book scrutiny documents. Reading and Numeracy	See priority 5	SCC Revenue

				have achieved higher standards having received quality feedback and more opportunities for skill development		Stats.		
Calendar produced for peer planning, lesson observation and feedback.	MS	Allocated time for Triads of teachers to set foci for lesson observations, observe lessons and for feedback.	Oct 2015 March 2016 June 2016	An ethos of peer observation embedded. % of good or better lessons increased to 90%. <ul style="list-style-type: none"> <li>Autumn term 84%</li> <li>Spring term 86%</li> <li>Summer 90%</li> </ul>	June 2016	Lesson Observation Documents.	£2000	1. EIG
Develop an ethos of learning walks between departments within the school and <i>release staff</i> to work with partner schools to pick up and share good practice.	MS	Allocated time for learning walks. Relationships formed with partner schools. Good practice shared and used to further develop departments by incorporating into DIPs.	Monthly schedule from October 2015 (school calendar)	New practices tried and tested within departments with a focus on pupil progress. Standards of lessons, marking and feedback improved. Close the gap between high performing departments and those with shortcomings.	June 2016	Lesson Observation Book/work scrutiny Pupil standards. DIPs	£2000	2. SCC Revenue
Develop a culture of using team meeting time and <b>Planning, Preparation and Assessment</b> time for subject development on teaching ; learning; assessment and moderation.  Develop the <b>Teaching and Learning Centre</b> as an environment in which teachers meet and discuss teaching techniques, experiment with resources and classroom set ups.	MS	Investment and development of in-house training materials. Development of a Teaching and Learning area to build an ethos of professional discussions in a non-threatening environment.  Rolling programme of training sessions/materials in the Teaching and Learning	Oct 2015  March 2016  June 2016	A culture of sharing good practice. Good use of teaching and learning area with a culture of professional discussion. % of good or better lessons increased to 90% by July 2016. <ul style="list-style-type: none"> <li>Autumn term 84%</li> <li>Spring term 86%</li> <li>Summer 90%</li> </ul> Consistency in high quality marking and feedback.	July 2016	Lesson Observation Book/work scrutiny Pupil standards.	£4000	3. SCC Revenue

		Centre during school hours for staff to attend during PPAs and management time.		<b>Teaching and Learning Centre</b> used by other primary and secondary schools as well as Bangor University as an effective resource in improving pedagogy and professional research and experimentation				
Showcase events to be an item on each agenda of each meeting	MS/ML	Each agenda will have a standing item of showcasing good practice.	Sept 2015	Good practice shared between staff within the school and with partner schools.	Dec 2015	Minutes of meetings.		
<b>B. Strengthen the teaching of literacy and numeracy across the curriculum to further develop pupils' skills at all ages and promote further improvement in extended writing, including accuracy.</b>								
<b>Action/Activities</b>	<b>By whom</b>	<b>Process success criteria - Outputs</b>	<b>By when</b>	<b>Result success criteria - Outcomes</b>	<b>By when</b>	<b>Evidence</b>	<b>Cost</b>	<b>Funding source</b>
Develop a group to work on a project producing units of work based on progression in line with the LNF and key tasks by English/Welsh/Science/Humanities/Technology departments. (linked to A)	MS/Assistant Learning Leaders	Time allocated for the teachers to meet and share good practice. New units of work produced which have key rich tasks delivered to Year 7.	Sept 2015-June 2016	Higher quality and standards of work by pupils. Clear progression shown in pupils' work. Improved standards in the National Reading and Numeracy Tests.	June 2016	Pupil books/work National Reading and Numeracy test results.	£4000	4. SCC
Exemplar document of new units of work shared with Middle Leaders and then all staff.	MS/PLC Staff	Middle Leaders have exemplar materials as guidance for high quality Schemes of Work. All staff expectations raised.	Dec 2015	All Year 7 Schemes of work across the school show a line of progression and rich/key tasks embedded.	July 2016	Schemes of work.	£1000	5. SCC
All departments to ensure planning for literacy and numeracy within schemes of work is complete, that units of work identify rich tasks to develop and	MS/ Lit and Num Co-	Exemplar material shared (as point above). Programme for literacy and	Dec 2015	All Year 7 Schemes of work across the school show a line of progression and rich/key tasks	May 2016	Schemes of work Pupil	Literacy and numeracy	EIG

demonstrate reading, writing and number skills, as appropriate to the subject.	ordinators	numeracy co-ordinators to work with departments in supporting development of rich/key tasks. The Literacy and Numeracy Co-ordinators attend departmental meetings. Departments will have literacy and numeracy on each agenda for meetings.		embedded with support from Lit and Num Co-ordinators. Middle Leaders and staff skilled up to develop the remainder of KS3 Schemes of Work. All departments' show they are developing pupils' literacy and numeracy skills and that these skills show improvement between September 2015 and April 2016. Pupils' work in specific tasks show clear progression in line with the criteria of LNF end-of year expectations Sustainable staff development and improvement.		books/work National Reading and Numeracy test results. Minutes of Departmental meetings	co-ordinator time.	
Literacy and Numeracy co-ordinators to produce a toolkit on literacy and numeracy teaching strategies with examples of good practice and pupils' work in line with the LNF.	MS/Lit and Num Co-ordinators	Toolkit produced with teaching strategies to develop literacy and numeracy within the classroom. Staff will all be trained on these teaching strategies.	Jan 2016	Confidence and consistency in teaching literacy and numeracy across all subjects.  Standards of pupils' literacy and numeracy skills developed leading to improved standards in the National Reading and Numeracy tests as well as subject standards.	July 2016	Pupil books/work National Reading and Numeracy test results.	Literacy and numeracy co-ordinator time.	EIG
<b>C. Further develop a collaborative model of peer observations and coaching to ensure that the quality of teaching and learning mirrors the best practice in the school and that all lessons provide an appropriate level of challenge to meet the needs of pupils of all abilities.</b>								
<b>Action/Activities</b>	<b>By whom</b>	<b>Process success criteria - Outputs</b>	<b>By when</b>	<b>Result success criteria - Outcomes</b>	<b>By when</b>	<b>Evidence</b>	<b>Cost</b>	<b>Funding source</b>
Policy for Iris to be developed to ensure that there is an ethos of professional development rather	MS	This policy will state the Iris programme is for improving	July 2015	The number of staff trialling Iris and using on a regular basis.	June 2016	Lesson Observation	-	-

than just performance management.		standards of teaching and learning and not for capability procedure.		Improvement in good or better lessons to 90%.				
Develop a Pathways group for Iris to build a culture of self-improvement.	MS	A group of no more than 12 staff to trial iris. Peer groups formed. Time will be needed for meetings to share their good practice and to decide on further action. Training for staff on Iris.	Oct 2015	The number of staff trialling Iris and using on a regular basis. Improvement in good or better lessons to 90%. Lessons observed during quality assurance of pilot group show that learner progress has improved.	June 2016	Lesson Observation Minutes of meetings	4 groups of staff – termly meeting – 2 lessons. 4 days cover £180 a day Total = £720	6. SCC Revenue
Calendar of triads of staff for peer observation to be developed.	MS	Calendar produced. Triads of staff to meet discuss foci, observe lessons, feedback.	Sept 2015 – June 2016	Improvement in good or better lessons to 90%. Lessons observed during quality assurance show that learner progress has improved.	June 2016	Lesson Observation	£7000 Cover	7. EIG
Training on coaching techniques for triads of staff on lesson observations to ensure that staff are confident in sharing their thoughts and ideas.	MS	Calendared training sessions for triads of staff.	Sept 2015- June 2016 (dependant on calendar from above action)	Increased staff confidence in giving feedback. Quality feedback to ensure that it is honest but done in a professional way with a focus on pupil progress.	June 2016	Lesson Observation	Cover	EIG
Build an in house library of teaching and learning training resources to use during staff coaching and for support programmes to move staff's lessons from unsatisfactory/satisfactory to good or better.	MS	Research on training materials. Revisit Earl's High in Dudley as a training school. Continue to develop the individualised support and challenge programmes for	July 2015  Oct 2015  Sept 2015- June 2016	Improvement in good or better lessons to 90%. Lessons observed during quality assurance show that learner progress has improved.	June 2016	Lesson Observation Pupil standards	£2000  Cost of visit to Earl's High and resources	8.SCC Revenue

		unsatisfactory or satisfactory teaching.						
<p>To create an environment in the Teaching and Learning Centre that will be recognised as professional and corporate, where staff will feel valued and supported.</p> <p>Also develop the ethos of cross phase (KS2/3) observation using the observation room.</p> <p>Market the Teaching and Learning centre to local organisations, companies and partners as a resource for developing skills of their staff in areas such as presenting and communicating effectively.</p>	MS	<p>Middle Leaders in Maths and English to initiate use of the observation room with staff in their departments observing.</p> <p>Use of observation room by KS3 and KS2 teachers.</p> <p>Further discussions with primary heads.</p> <p>Schedule a showcase evening to invited organisations, companies and partners to demonstrate its potential</p>	<p>Oct 2015</p> <p>Feb 2016</p> <p>May 2016</p>	<p>Improvement in good or better lessons to 90%.</p> <p>An open door culture established where staff are comfortable in sharing good practice.</p> <p>Lessons observed during quality assurance show that learner progress has improved.</p> <p>Sector leading practice established</p> <p>School create income from outsourcing the Teaching and Learning Centre</p>	<p>June 2016</p> <p>June 2016</p>	<p>Lesson Observation</p> <p>Pupil standards</p> <p>Number of staff using observation room.</p> <p>Consistent and progressive approach to teaching and learning between KS2 and KS3 evident in pupils' work.</p>	<p>Cost of GH</p> <p>£5000</p>	9.SCC Capital
<b>D. Further improve the frequency of and quality of feedback to pupils on classwork and homework across the school and ensure that homework completion is monitored effectively by middle leaders.</b>								
<b>Action/Activities</b>	<b>By whom</b>	<b>Process success criteria - Outputs</b>	<b>By when</b>	<b>Result success criteria - Outcomes</b>	<b>By when</b>	<b>Evidence</b>	<b>Cost</b>	<b>Funding source</b>
Collation of exemplar – best feedback material from all departments chosen by Learning Leaders Exemplar material of YUC's best practice shared with all staff as well as from other schools.	MS	Benchmark of what is currently the best practice at YUC shared. Visit to Leader practice schools.	Oct 2015	Consistently good or better feedback in all books. Improved standards of progress within books.	July 2016	Book scrutiny	-	-

		Outcomes shared with all staff from visits.						
Market place of books/work for all staff during twilight or Tuesday evening meeting for sharing of good practice.	MS	All staff involved in book scrutiny process.	July 2015	Staff have the bigger picture about pupil progress in books. Sharing of good practice leading to changes in practice which will move to improved pupil progress in books.	June 2016	Book/work scrutiny Pupil progress within books. Documents for market place.	-	-
Ensure that departmental Improvement plans have feedback and marking as a priority for development.	MS and Link Managers with Middle Leaders.	DIPS produced in line with SIP. DIPS reviewed and evaluated during every line management meeting.	Oct 2015	Feedback and marking become a priority for all departments and they constantly and consistently monitor the impact of their marking on pupil progress.	June 2016	DIPS Book/work scrutiny Pupil progress within books.	-	-
Further refine and develop the book/work scrutiny process that make Middle Leaders accountable	MS/Middle Leaders	Appropriate documentation produced. Process embedded with a calendar for MLs/HOY(progress managers)/SLT	Sept 2015	Middle Leaders play a crucial role in developing the feedback system within their curriculum area. The process will ensure that there is a transparency meaning that all books/work will be available to be scrutinised at any time.	June 2016	Book/work scrutiny Pupil progress within books. Tracking system analysis.	-	-
Further development of the lesson observation process so that book/work scrutiny becomes an	MS	Further develop the process and documents for lesson	Nov 2015	The triangulation of feedback in lessons, in books and pupil	June 2016	Lesson observation	-	-

integral part of the process.		observation so that quality assurance of books/work becomes an integral part of the process. Use of SISRA data on pupil progress is used alongside the book/work scrutiny and lesson observations to determine levels of progress		progress embedded and shows a clear link in overall standards.		Book/work scrutiny Data from SISRA		
Further develop the role of the Link Managers to ensure that pupil progress within books/work are monitored during link meetings. The Link Manager will target certain groups e.g., FSM vs NFSM, Boys Vs Girls	MS/Link Managers	Calendar of groups of target pupils for SLT to monitor. Revised format/agenda of minutes of link meetings	Sept 2015	Target groups of learners make progress in accordance to their targets as departments are challenged	Oct 2015- June 2016	Minutes of Link Meetings Pupil standards improved.	-	-
Provide guidance and good practice, with training on feedback and dialogue marking to all staff.	MS	Revise the marking and feedback policy. Further training on marking and feedback and expectations.	INSET	Dialogue marking is an embedded practice ensuring that learners make progress by acting upon quality feedback.	DEC 2015	Book/work scrutiny Pupil standards improved.	-	-
Further develop the marking and feedback policy in line with the changes in the priority including a strong focus on assessment for learning practice.	MS	Task and finish group to support in completing an agreed upon marking and feedback policy	Jan 2015.	An agreed policy which has consistency across the school leading to improved pupil progress.	June 2016	Book/work scrutiny Pupil standards improved.	-	-
Embed Show My Homework (SMH) into YUC.	MS	Training for all staff on use of SMH. Monitoring of homework by Middle Leaders and SLT	June 2015  October 2015	Homework set frequently. Excuses of non-completion of homework reduced. Parental complaints regarding quantity of homework reduced. All learners are able to access	Dec 2015	Pupil standards of work and progress made. Homework		

				their individualised homework calendar with differentiated work allowing for progress to be made according to ability.		in books.		
Family engagement evening to introduce parents to SMH and to share log in information.	MS/SP	Letters/Invitations sent to parents Family engagement officer to call FSM parents to invite. Sharing of parental involvement in homework completion. Letters sent home with log in information.	July 2015	Improved homework completion. Less parental complaints. Increased parental involvement and support in homework completion. Parents will all be able to log in and access their child's homework.	Sept 2015- June 2016	Number of homework not completed is reduced. Improved quality in the type of homework set.	£200	10. EIG
Monitoring and tracking of frequency, relevance and quality of homework by SLT and Middle Leaders.	MS/Middle Leaders	Process of monitoring homework using SMH. Link to School website making the process transparent for all.	Feb 2016	Homework will be frequent and relevant to the units of work being studied by the pupils. The homework will support the progress that pupil makes in lessons.	March 2016	Pupil standards of work and progress made. Homework in books.		