

The Winchester School -- National Agenda Assessments Action Plan 2017-18

Priority :	To promote National Agenda across whole school focusing on First Rate Education System	Performance Outcomes: Exceed the TIMSS targets for 2019 for the school Year 5: 597 in Maths and 612 in Science Year 9: 562 in Maths and 570 in Science Exceed the PISA targets for 2018 for the school. Science: 525, Mathematics: 502, Reading: 520			
Objective:	To ensure that National Agenda Assessment Parameters TIMSS, PISA, CAT4 and Progress Tests are well understood and reflected in	Teachers, students and parents work collaboratively towards exceeding the National Agenda targets for TIMSS and PISA.			
		Most teachers, students and parents are confident about the implications of the National Agenda Assessments and effectively use NAP data to personalise strategies and achieve better than expected attainment resulting in high standards of education			
Lead:	SLT and MLs				
Focus	Action -	Success/Impact Indicators:	When?	Who?	Evidence
Leadership and National Agenda Action Plan	NAP evaluation and data analysis by all leaders and teachers leading to rigorous and effective interventions	All leaders involved in developing key strategies that enable the school to exceed the National agenda targets	June 2017 onwards	SLT & ML	lesson plans, lesson Observations, learning walks. SIMS sheets, learning menus, differentiated work samples, Target group MOM and strategies
		All leader show excellent understanding of NAP data analysis and able to develop highly effective interventions by teachers	September 2017 ongoing	Teachers	Action plan by HODs
	PD for training staff on effective NAP data analysis	All most all teaches are able to interpret and use the NAP results and provide strategies to support most students.	October 2017		KWL sheets completed by all teachers during training led by Principal and VP
		Creative and effective training to ensure secure understanding and effective strategies implemented and rigorous monitoring to measure student performance			Individual performance sheets with next steps
		All teachers share NAP results and individual targets from CAT4 and Progress Test			

	Monthly LAB meetings and monitoring to ensure action plan is implemented	Accurate analysis of the NAP results and effective interventions planned by subject leaders and most teachers implement in most lessons	September 2017 onwards	LAB comprises of all stakeholders with specific responsibility with student leaders.	Learning walks, Lesson Observations, work samples, students feedback
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">The quality of the data analysis of the NAP benchmark test</p>	<p>Thorough evaluation of all NAP assessments data and its effective use in personalisation of T & L strategies to maximise student potential</p>	<ul style="list-style-type: none"> ▪ Most staff are confident in understanding, analysing and personalising provision effectively using all NAP assessment data ▪ Wide range of teaching and learning strategies along with resources are implemented, catering to multiple intelligences and abilities evidenced in good or better lessons like learning menus, interactive ICT, role-plays, working with models etc 	<p>June 2017 onwards</p>	<p>All teachers/ HODS/ HOKS</p>	<p>lesson plans, lesson Observations, learning walks SIMS sheets, learning menus, personalized work samples, Target group MOM and strategies</p>
	<p>To analyse the correlation between CAT4, PTS, PASS and standardised curriculum assessments through triangulation leading to appropriate intervention</p>	<ul style="list-style-type: none"> ▪ Fragile learners identified by almost all teachers by analysis individual gaps for all students and personalised strategies planned and all leaders rigorously monitor effective implementation of data analysis of CAT4 and PTS data and strategies in most lessons 	<p>Review again in Nov after 2017-18 CAT4</p>	<p>Teachers</p>	<p>Action plan by HODs. Reviewed SOW Personalised target sheets for each student</p>
	<p>The analysis and reports shared with all stakeholders and teachers and students supported and trained to develop personalized strategies</p>	<ul style="list-style-type: none"> ▪ The standardised curriculum assessments are effectively triangulated with NAP assessments and prompt and effective support is put in place for identified gaps and targeted groups of students 	<p>June and Nov</p>	<p>ML's and teachers</p>	
		<ul style="list-style-type: none"> ▪ Action plans with very clear actions and strategies implemented by subject leaders of <u>English</u>, <u>Maths</u> and <u>Science</u> based on analysis of Benchmark assessments. Curriculum adaptations across all year groups and also personalised provision for each child by most teachers. Robust monitoring and follow up in place 	<p>June and September 2017</p>	<p>ML's</p>	
		<ul style="list-style-type: none"> ▪ CAT4 and progress tests are shared with parents and students. All teachers fully understand and use the analysis to personalise the provision 	<p>Nov 2017</p>	<p>Teachers and ML's</p>	
		<ul style="list-style-type: none"> ▪ All subject leaders analyse and triangulate all the assessment data and review the curriculum provision, and lead workshops for all teachers to use data analysis and individual report for their cohort and personalize provision 	<p>June and August – Induction and ongoing for new staff and revisit for old</p>		

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Adjustments to the curriculum (Mathematics, English and Science)</p>	<p>Curriculum is modified to fill in the gaps in content and skills based on TIMSS(2019) and PISA(2018) framework expectations</p> <p>Rigorous analysis of assessment data leads to adaptation for specific students as well as modifications in provision</p>	<ul style="list-style-type: none"> ▪ Reviewed and alignment of all SOW in English, Maths and Science integrated with identified gaps in both content and skills from result analysis and also reviewing the new framework requirements ensuring continuity and progression in subject skills and knowledge ▪ Home Learning and class activities include TIMSS and PISA style tasks in most subjects. Assessments include TIMSS and PISA style questioning measuring reasoning and critical thinking ▪ Incorporated TIMSS and PISA style questions into our assessments Eg. Maths attached ▪ Wide variety of opportunities to explore inter- disciplinary skills with real life connections, action research, independent project based learning has been integrated into the curriculum ▪ Personalised accommodations for identified students effectively in place by most teachers 	<p>Ongoing from June 2017 and reviewed termly</p>	<p>All teachers/ HODS/ HOKS</p>	<p>SOW, lesson plans, Lesson observations, Home learning and work samples. reading logs, event Loggers, attainment and progress charts. lesson observations, monitoring logs</p>
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Adjustments to teaching	<p>Most teachers rigorously analyse NAP assessment to inform their provision and develop personalised teaching and learning strategies</p> <p>Extensive PD and support built in to ensure consistency in effective use of NAP data</p> <p>Sharing of best practices with the focus on effective questioning, building critical and independent thinking, innovative teaching and learning skills through team teaching modelling, peer observations</p>	<ul style="list-style-type: none"> ▪ Benchmark and examination data used effectively by most teachers to personalise learning to ensure that all students meet/exceed their potential ▪ Effective Questioning with thinking time, problem solving and critical thinking skills emphasised in most lessons ▪ Wide variety of activities incorporated in lessons to cater to spatial/verbal/quantitative bias and multiple intelligences ▪ Most lessons evidence extension and stretched challenges to enhance all students' critical thinking based on TIMSS and PISA style questions ▪ Skill based rubrics are an intrinsic part of almost all project based learning and investigations further consolidating key skills ▪ Action plans with very clear actions and strategies implemented by subject leaders of English, Maths and Science based on analysis of Benchmark assessments ▪ Thorough analysis done of 15-16 and 16-17. Impact of action plan for 15-16 with reviewed curriculum and curriculum adaptations along with effective personalized strategies in lessons led to a very positive impact. Detailed analysis and next steps in place by subjects leaders 	June 2017 and reviewed termly	All MLs and teachers	<p>Results and reports lesson plans, lesson Observations, learning walks SIMS sheets, Skill rubrics, assessment samples Peer observations</p>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Improvement in learning skills</p>	<p>The individual reports are shared with parents and students through my learning lockers</p> <p>TIMSS and PISA results and targets shared with all stakeholders through flyers, posters and parent orientations</p> <p>All teachers regularly personalise lessons and meet differentiated learning needs</p> <p>Embed use of ICT, research skills, and effective use of wide variety of resources by students to exceed the national agenda objectives</p>	<p>Most students are aware of the cat 4, progress test results, and use its implication effectively with specific strategies and targets</p> <p>National Agenda and benchmark assessments reports shared with parents through orientation, parent support flyers and on PTM's</p> <p>Most students show effective critical thinking, complex inferencing, and problem solving and evaluations skills to exceed TIMSS and PISA expectations</p> <p>Most students use ICT, research skills, and choose from a wide variety of resources to develop 21st century learning skills supporting in meeting/ exceeding NAP expectations</p>	<p>March 2017 and reviewed termly</p>	<p>All MLs and teachers</p>	<p>My learning Individual student benchmark assessment sheets with targets and how to work</p> <p>NAP parent flyer Parent orientation parent feedback and presentations</p> <p>Lesson observations Student feedback</p>
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