

STUDENTS' ATTAINMENT, PROGRESS AND LEARNING SKILLS (PSI) (1.1 and 1.2 Attainment & Progress, 1.3 Learning Skills)					Leader: Head of Department - English (Primary) SLT in-charge: Deputy Head of Primary	
Prioritised Objectives	Actions	Time Frame	Resources	Success Criteria	Monitoring & Evaluation	Comments
❖ To raise English attainment and progress in Phase 2 to Outstanding.	<ul style="list-style-type: none"> ▪ Increase opportunities for independent research through enquiry based learning and communication of learning by the students. ▪ Increase opportunities for creativity. ▪ Build rigour in verbal reasoning and critical thinking in English. ▪ Develop reading skills and celebration of reading ▪ Embed robust AFL strategies with teachers rigorously monitoring all students' progress while assessing the depth of their understanding and students becoming responsible and independent learners. 	<p>Ongoing and evaluated monthly</p> <p>Six weekly Review</p> <p>Benchmark data, Internal data and monitoring sheets.</p>	<p>Time for PD/Modelling by outstanding practitioners as needed by department /year group.</p> <p>Reviewed SOW, Rubrics, Student IEP, ILP sheet, Data Analysis.</p> <p>Time for lesson observations and feedback.</p> <p>Team teaching Moderation time and networking across phases in school and other schools.</p>	<ul style="list-style-type: none"> ▪ A large majority of students achieve stanine 6 and above in PTE across school. ▪ Most students in Phase 2 make better than expected progress from their starting point in English lessons and overtime. ▪ Most students will effectively conduct and present research across curriculum with understanding of real life application making connections between areas of learning. ▪ Most students will develop characters, settings and descriptions across genres of story writing using varied language features and figurative language. ▪ A large majority of students will confidently be able to identify the difference in a wide range of texts, locate information and draw inferences from the text, using independent strategies to ensure full understanding. ▪ Most students perform according to their potential in both internal and external assessments. ▪ Most students achieve above curriculum standards in English and most students make better than expected progress from their starting points. 	<p>English HOD/SID, HOKS and SLT monitor and review provision (lesson observation, Book look, SOW, lesson plans, data) with prompt action</p>	<p>End of year data is secure, ongoing lesson observation data is being evaluated.</p> <ul style="list-style-type: none"> • Student led learning lessons • Project based research tasks in AIM HIGH • Opportunities for creative writing via competitions for eg. Collins Big Cat, Emirates Literature Festival and in lessons • Verbal reasoning and rigor through in class and FLN and HL tasks. • Readers recognized and celebrated in class and in the library has led to positive impact on student outcomes.

<p>Foundation Stage (FS1 and FS2): ❖ To maintain English attainment and progress in Phase 2 to Outstanding.</p> <p>KS 1 : Year 1 and 2 ❖ To raise English attainment and progress to Outstanding.</p> <p>Year 1: To effectively analyse and use internal data to identify strengths and gaps to inform planning.</p> <p>Year 2: To effectively analyse and use internal data to identify strengths and gaps to inform planning.</p>	<ul style="list-style-type: none"> ▪ To further enhance reading with comprehension for both independent reading and guided reading. ▪ To further enhance speaking skills and ability to communicate fluently to develop mastery in English. <p>Gaps identified:</p> <ul style="list-style-type: none"> ▪ Show and tell to encourage speaking skills incorporated into the TT with a daily focus ▪ Modified SOW ▪ Guided reading with PD for teachers ▪ Creative writing tasks <p>Year 1:</p> <p>Gaps identified:</p> <ul style="list-style-type: none"> ▪ Daily reading with a set focus. ▪ Phonic knowledge and skills, spelling. ▪ Modified SOWs to accommodate phonic skills ▪ Dedicated phonics lessons to enhance students' ability to identify and blend phonic sounds and decode words. ▪ Spelling review conducted on a weekly basis. ▪ Read books both silently and aloud – guided as well as independently. ▪ Attractive reading zones in the class. <p>To further enhance phonic skills and spelling with in class and HL activities:</p> <ul style="list-style-type: none"> ▪ Early intervention involving all stakeholders ▪ Spelling lists ▪ A dedicated volume on Phonics published with phonics exercises and vocabulary words and sample tests ▪ Reading and comprehension based tasks/ questions ▪ Project based activities ▪ Links to real life learning 	<p>Ongoing and six weekly evaluation.</p>	<p>Time for PD/Modelling by outstanding practitioners as needed by the dept.</p> <p>Reviewed SOW, Rubrics, Student IEPs, ILP sheet, Data Analysis</p> <p>Samples of student-work and self- and peer-marked rubrics.</p> <p>Personalized lesson plans</p> <p>Lesson observation logs, lesson observation, and feedback</p> <p>Internal assessments</p> <p>Learning walks</p> <p>Home learning</p>	<ul style="list-style-type: none"> • Most students perform according to their potential in both internal and external assessments. ▪ Most students perform according to their potential in both internal and external assessments. ▪ Most students achieve above curriculum standards in English and most students make better than expected progress from their starting points. • Most students perform according to their potential in both internal and external assessments. 	<p>Internal Attainment and External examination data trends are improving for all year groups.</p> <p>Consistent and regular Show and tell conducted in FS1 and FS2 to promote speaking skills.</p> <p>Reading PD conducted for teachers with resources shared for creative guided reading with positive impact on outcomes.</p> <p>Incorporated in Home learning and in lessons leading to improved student outcomes.</p>
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<p>❖ Internal Assessments: To use external benchmark (CAT4, PTE) data to inform planning and implementation to maximise potential.</p> <p>Benchmark assessments: (PTE/ CAT4/ PIRLS)</p> <p>PTE:</p> <p>Year 3:</p> <ul style="list-style-type: none"> To analyse and use PTE data effectively to identify strengths and gaps for planning. 	<p>Year 2:</p> <p>Gaps identified:</p> <ul style="list-style-type: none"> Daily reading with a set focus. Phonic knowledge and skills, spelling. Modified SOWs to accommodate phonic skills Dedicated phonics lessons to enhance students' ability to identify and blend phonic sounds and decode words. Spelling review conducted on a weekly basis. Read books both silently and aloud – guided as well as independently. Attractive reading zones in the class. <p>To further enhance phonic skills and spelling with in-class and HL activities:</p> <p>To further enhance phonic skills and spelling:</p> <ul style="list-style-type: none"> Early intervention involving all stakeholders Spelling lists Phonics exercises and vocabulary words Reading and comprehension based tasks/ questions Project based activities Links to real life learning <p>We are very pleased that:</p> <ul style="list-style-type: none"> Student performance has improved in all parameters. Student performance exceeds the standardization average. The previous year's gap in reading comprehension was catered to successfully leading to improvement in this year. <p>Gaps identified based on PTE results:</p> <p>To continue to develop and reinforce the skills of SPAG, reading and inference.</p> <ul style="list-style-type: none"> Modified SOW to include both narrative and non-narrative reading passages. Daily reading with a set focus. In lessons, strategies included to develop better comprehension of reading passages. Weekly spelling review. Revision plans 		<p>https://www.tes.com/teaching-resource/year-3-reading-comprehension-6445126</p>	<ul style="list-style-type: none"> A large majority of students will confidently be able to identify the difference in a wide range of texts, locate information and draw inferences from the text, and identify language features. 		<p>Internal Attainment and External examination data trends are improving for all year groups.</p> <p>Special phonics classes included with good impact. HL tasks aligned with phonics and spellings leading to improved student outcomes.</p> <p>SOW modified to include a range of narrative and non narrative passages.</p>
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<p>Year 4:</p> <ul style="list-style-type: none"> To analyse and use PTE data effectively to identify strengths and gaps for planning. 	<p>NAP focused Home Learning (HL) To further enhance research and communication skills, critical analysis of texts, verbal reasoning and spelling:</p> <ul style="list-style-type: none"> Spelling lists Reading and comprehension based tasks/ questions Individualised/ modified HL for SEND and Talented students Project based activities Links to real life learning Public speaking topics with students presenting in class Research led tasks with students presenting to their cohort in a variety of ways. <p>We are very pleased that:</p> <ul style="list-style-type: none"> Student performance exceeds the standardization average. The previous year's gap in reading comprehension was catered to successfully leading to improvement in this year. Student performance has improved in retrieval and inference. <p>Gaps identified based on PTE results: SPAG and authorial technique</p> <ul style="list-style-type: none"> Revision plans catering to SPAG and authorial technique. Modified SOW to include both narrative and non-narrative reading passages. Daily reading with a set focus. In lessons, strategies included to develop better comprehension of reading passages. Weekly spelling lists and reviews In lessons, questioning during mid-plenary and plenary to enhance inferential thinking. In lessons, strategies included to develop better inferencing from the given passage or books read Book clubs, author visits and reading ambassadors to promote the love for reading. Guided reading in library sessions. Encourage participation in book fairs, story writing competitions, for eg, the Emirates Lit Fest. 		<p>https://www.eve-ryschool.co.uk/english-key-stage-2-comprehension-3.html https://www.tes.com/teaching-resource/reading-comprehension-tasks-year-4-6440542 https://www.tes.com/teaching-resource/fifa-world-cup-2018-reading-comprehension-english-11917829 https://kemsley.kent.sch.uk/wordpress/wp-content/uploads/Reading-Retrieval.docx http://www.thatyocanteach.co.uk/2017/12/scaffold</p>	<ul style="list-style-type: none"> A large majority of students will be able to derive and infer information independently and accurately from the text, summarising to decode main ideas. 		<p>Revision plans catering to gaps identified have led to better student outcomes in the formative assessments.</p>
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<p>Year 5:</p> <ul style="list-style-type: none"> To analyse and use PTE data effectively to identify strengths and gaps for planning. 	<p>NAP focused Home Learning (HL) To further enhance research and communication skills, critical analysis of texts, verbal reasoning and spelling:</p> <ul style="list-style-type: none"> Spelling lists and grammar focus Reading and comprehension based tasks/questions Individualised/ modified HL for SEND and Talented students Project based activities Links to real life learning Public speaking topics with students presenting in class Research led tasks with students presenting to their cohort. <p>We are very pleased that:</p> <ul style="list-style-type: none"> Student performance exceeds the standardization average. The previous year's gap in reading comprehension - narrative was catered to successfully leading to improvement in this year. Student performance has improved in spellings. Student performance has improved in retrieval. <p>Gaps identified based on PTE results: Gap in grammar and punctuation and complex inference – authorial techniques.</p> <ul style="list-style-type: none"> Revision plans catering to SPAG, comprehension and authorial techniques. In lessons, explore the meaning of words in context and idiomatic and figurative language In home assignments and in lessons, retrieve, record and present information from non-fiction. Discussion on books read. Encourage participation in Debate and MUN clubs. Vocabulary building <p>NAP focused Home Learning (HL) To further enhance research and communication skills, critical analysis of texts, verbal reasoning and spelling:</p> <ul style="list-style-type: none"> Spelling lists and grammar focus 		<p>ing-structures-for-reading.html</p> <p>https://www.ereadingworksheets.com/free-reading-worksheets/reading-comprehension-worksheets/</p> <p>https://www.tes.com/teaching-resource/reading-comprehension-year-5-year-6-11099247</p> <p>www.interactivetests.weebly.com</p>	<ul style="list-style-type: none"> A large majority of students will be able to retrieve and collate ideas and information from a range of texts. They will be able to discuss the difference between literal and figurative language. They will be able to read longer texts, using independent strategies to ensure full understanding. 		<p>Revision plans catering to gaps identified have led to better student outcomes in the formative assessments.</p>
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<p>Year 6:</p> <ul style="list-style-type: none"> To analyse and use PTE data effectively to identify strengths and gaps for planning. 	<ul style="list-style-type: none"> Reading and comprehension based tasks/questions Individualised/ modified HL for SEND and Talented students Project based activities Links to real life learning Public speaking topics with students presenting in class Research led tasks with students presenting to their cohort in a variety of ways. <p>We are very pleased that:</p> <ul style="list-style-type: none"> Student performance exceeds the standardization average. The previous year's gap in reading comprehension was catered to successfully leading to improvement in this year. The previous year's gap in simple and complex inference was catered to successfully leading to improvement in this year. <p>Gaps identified based on PTE results:</p> <p>Gap in spelling, grammar and punctuation.</p> <ul style="list-style-type: none"> Revision plans catering to SPAG. In lessons, explore the meaning of words in context and idiomatic and figurative language In home assignments and in lessons, retrieve, record and present information from non-fiction. Discussion on books read. Encourage participation in Debate and MUN clubs. Vocabulary building. <p>NAP focused Home Learning (HL)</p> <p>To further enhance research and communication skills, critical analysis of texts, verbal reasoning and spelling:</p> <ul style="list-style-type: none"> Spelling lists and grammar focus Reading and comprehension based tasks/questions Individualised/ modified HL for SEND and Talented students Project based activities Links to real life learning Public speaking topics with students presenting in class. Research led tasks with students presenting to their cohort. 		<p>https://www.britishcouncil.my/english/courses-children/resource/critical-thinking</p> <p>https://www.tes.com/teaching-resource/higher-order-thinking-questions-6429467</p>	<ul style="list-style-type: none"> A large majority of students will be able to strengthen inferential understanding of events, ideas and themes in a wide range of texts. They will be able to make inferences to explain relationships between intentions, actions, events, feelings, and give text-based evidences to explain their inferences. 	<p>HOD, SID, subject planners, all teachers</p> <p>English HOD/SID, HOKS and SLT, monitor and review provision</p>	<p>Revision plans catering to gaps identified have led to better student outcomes in the formative assessments.</p>
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<p>CAT4: Increase Verbal reasoning</p> <ul style="list-style-type: none"> To analyse and continue to effectively use the CAT4 data to identify groups and provide early intervention. <p>PIRLS:</p> <ul style="list-style-type: none"> To enhance learning skills consistently in English 	<ul style="list-style-type: none"> Use the analysis to identify and provide appropriate challenge to support high achievers and Gifted (CAT4 score of >125) and Talented with a TLP: supporting parents with strategies to be worked on at home. Vocabulary and spelling lists in home learning and spelling tests. Challenge questions in lessons to hone critical thinking skills and use of AFL strategies. Questions posing a higher challenge to identified talented students and gifted achievers. Provide support to identified SEND students. Involving parents to support the intervention groups, daily reading during registration time. Bridge the performance gap between girls and boys with early intervention and follow-up. To use the battery (verbal, quantitative, non-verbal and spatial) scores to plan appropriate activities in line with the implications suggested, for eg, use graphic organizers or mindmaps for students with an extreme spatial bias, using images and videos for students who are visual learners, catering to verbal deficit. <p>Gaps identified based on PIRLS results:</p> <ul style="list-style-type: none"> Reading relatively complex literary and informative texts. Reading a range of fiction and non-fiction texts using a variety of resources such as novels, fictional books, newspapers, journals, biographies, autobiographies, brochures, leaflets and magazines. Improve effective communication skills of students by giving them an opportunity to lead learning. Strengthen students' learning skills through independent research and enquiry based learning with sustained responsibility and ensure most students have secure knowledge of their starting points and diligently work to ensure better than expected progress. 			<ul style="list-style-type: none"> Most students across all phases have secure knowledge of their starting points through regular self-marking using rubrics and reflection of their own PTE and CAT4 results along with internal school assessments. A large majority of students develop strong reading skills through focussed, independent daily reading in a range of situations and a variety of text. They will be able to find information, make plausible predictions and establish meaning during lessons as per their age and abilities. They will be able to identify, interpret, justify and elaborate on opinions. They will be able to critically think, explain and enhance analytical skills. A large majority of students demonstrate strong independent learning skills with sustained responsibility to apply their learning to real life and make connections between areas of learning for deeper meaningful learning. Some students will express their learning by speaking confidently and fluently through use of powerful vocabulary through lessons they lead. 		<p>Low achievers will make increased progress, narrowing gaps in the assessments.</p> <p>High achievers and gifted and talented students to show better progress.</p> <p>In process of ensuring, all teachers have one to one counselling with each child of end of year PTE scores and new CAT4 scores.</p>
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Improve the QUALITY OF TEACHING AND ASSESSMENT (PS3) (3.1 Teaching for effective learning, 3.2 Assessment)		Leader: Head of Department - English (Primary) SLT in-charge: Deputy Head of Primary				
Prioritised Objectives	Actions	Time Frame	Resources	Success Criteria	Monitoring & Evaluation	Comments
<p>Improve the consistency of teaching and assessments across school through:</p> <ul style="list-style-type: none"> Effective use of time and resources in lesson to maximise learning. Impactful AFL and use of data for personalisation leading to adjustment of teaching strategies to ensure students of all abilities make the best possible progress. Embed students' mastery skills to enable them to securely attain above curriculum standards. Accurately assess the depth of students learning. 	<ul style="list-style-type: none"> Ensure FS teachers skilfully look for learning, question and challenge to build and assess depth of students' understanding and provide appropriate next step and targets. Ensure teachers adjust teaching strategies and pace of lessons to skilfully elicit, consolidate depth of students understanding and maximise learning for all groups of students within the appropriate time frame in lessons. Ensure most lessons are planned and resourced appropriately based on accurate use of data and as well as AFL opportunities to identify and seek learning and extend it from their starting points. In a large majority of lessons, teachers skilfully question and challenge to build and assess depth of students' understanding and provide appropriate next step and targets along with checks to see that this guidance is acted upon. Embed students' mastery skills through scaffolded reflection and discussion time in lessons with varied opportunities for students to effectively communicate their learning with reasoned arguments. Further embed consistency of higher standards of teaching across all phases by sharing of best practices across subjects and phases through rigorous monitoring and ensuring accurate judgements of teaching proficiency. Ensure effective and personalised PD for identified teachers from FS to Year 6 including on reading assessment and rigorous tracking of their progress to raise teaching standards. Ensure consistency in provision for all groups of students including SEND, Talented and Gifted students across subjects and phases in lessons. Ensure accuracy of assessments of higher levels of learning for FS. <ul style="list-style-type: none"> Embed systems to share outstanding high quality teaching of English to build consistency in high standards of T&L. Regular practices across all subjects to share outstanding learning in 	<p>Ongoing and evaluated monthly</p> <p>Six weekly Review</p>	<p>IPPs and termly reviews. Modelling, Peer observation, team teaching, lesson observations, Book look.</p> <p>Regular and rigorous data analysis.</p> <p>PD and sharing best practices on effective personalisation and appropriate challenge.</p> <p>Student notebook work samples, peer- and self-marked rubric samples.</p> <p>IEPs, ALPs, TLPs, ILPs.</p> <p>Lesson observations, learning walks.</p> <p>Annotated personalised lessons plans and differentiated resources and evaluation of trackers/class stories.</p> <p>Monthly review of Attainment and progress.</p> <p>Dedicated PD for FS team with identified focus.</p>	<ul style="list-style-type: none"> Most teachers in Phase 1 and a large majority in phase 2 effectively consolidate learning through time bound activities and highly effective AFL. Most teachers in Phase 1 and a large majority of them in Phase 2 confidently and consistently deliver lessons with enhanced personalisation and challenge based on effective use of all data enabling excellent progress for all groups of students from their starting point. All teachers made progress and achieved their targets identified in IPP and rigorous support in place. All groups of students make visible learning gains in a large majority of lessons due to personalised support and stretched challenge to maximise their potential across all phases. All Talented and Gifted students identified with rigorous and effective use of data and lesson observations. Almost all Talented and Gifted students are effectively engaged and challenged in lessons and 	<p>HODS and HOKS SLT, LAB members monitor and review provision (lesson observation, Book look, SOW, lesson plans, data) termly with prompt action.</p> <p>SENDCo, HODs, HOKS and SLT monitor the provision through lesson observations, Book looks, personalised lesson plans, IEPs - with prompt action.</p> <p>HODs, HOKS, DHOS and VP to accurately identify and monitor the provision for G&T through lesson observations, Book looks, personalised lesson plans, ALPs, TLPs- with prompt action.</p> <p>Monitoring and review of data six weekly by HOKS AND HODS and termly by SLT.</p>	<ul style="list-style-type: none"> Rigorous PD for all staff by VP and MLs on effective use of data for personalisation. Impact to be monitored rigorously on an ongoing basis right from in lesson progress for all learners to progress made overtime from baseline. Learning outcomes expectation reviewed to ensure greater and differentiated challenge for all learners by HODs. All NAP sheets in notebooks completed by 10th October 2019 with students identifying their strengths and areas of development and strategies to achieve set target. Expectation shared of all PMs and SMs to be accompanied by targets aligned to rubrics. Monitoring ongoing. Greater frequency and rigour in observations by MLs and specific outstanding practices observed and shared with all staff. IPPs in place for identified teachers and rigorous monitoring ongoing. EOY data on progress and attainment is triangulated with all assessment data available and pleased with the high value addition in most subjects in comparison to CAT4, PT and internal assessment.

	<p>lessons (videos, work samples, peer observations).</p> <ul style="list-style-type: none"> ▪ Team teaching and moderation practices for FS1 and FS2. ▪ Share outstanding practices from Year 1 and 2 teachers. ▪ Peer observations and team teaching in Year 3 and Year 4. ▪ High challenge, innovation and ICT tools in Year 5 and 6. ▪ All teachers across the school to have at least one paired English observation with a senior or middle leader to establish clarity on good or better learning in lessons. ▪ Ensure that most teachers have secure understanding and effectively use all internal and benchmark data to personalise support and appropriate challenge for all students from their starting points to meet their specific needs and make better than expected progress. ▪ One to one meetings with LSAs and ACE teachers and differentiated rubrics for SEND students. ▪ All identified acceptable and good teachers have IPP and timetabled support to raise T&L and effective personalisation based on data in their lessons. <p>▪ To further embed the use of CAT4 data to maximise the potential for each student, for eg, students with high spatial scores are catered to in English lessons. Embed outstanding AFL strategies and build rigour in moderation of assessments and measuring progress in lessons through effective use of rubrics by students for self and peer evaluation and high quality diagnostic feedback.</p> <ul style="list-style-type: none"> ▪ Ensure all assessment data and lesson observation is used most effectively to identify all students who are academically G and T. Ensure high levels of personalised challenge, enrichment, extension and acceleration opportunities for G and T students in all lessons. In English, to review the list for Gifted and Talented students, for eg., to assess the verbal deficit of students and use the knowledge of its implications to support students accordingly. <p>For eg, to plan to offer an enrichment opportunity to Talented and Gifted students of providing the Global Futures Curriculum in conjunction with Silicon Valley based Singularity University endorsed by KHDA.</p>		<p>PD on GL data including understanding the implications of a verbal deficit or surfeit.</p> <p>PD on Reading based on the Balanced Reader model.</p> <p>Global Futures Curriculum lesson plans and resources.</p>	<p>make progress from their starting points.</p>	<ul style="list-style-type: none"> • Whole staff departmental as well as individually personalised PD support for AfL in place. Impact reviewed on an ongoing basis. • Clarity on expectations and rigour in quality assurance and differentiated challenge in all assessments established. Impact to be monitored on an ongoing basis. • Expectations on all PM/SM to be accompanied by reflective targets aligned to rubrics shared with all. Monitoring ongoing. <p>PD on Reading conducted with a clear impact including very positive feedback by teachers on:</p> <ul style="list-style-type: none"> • How to develop balanced readers with better understanding of fluency, decoding, comprehension and reading • How to gauge the reading level of the child through use of the running record • How to personalise the task for each child based on this. <p>PD on GL training had a clear impact on improving teachers' data intelligence and understanding of:</p> <ul style="list-style-type: none"> • Personalisation based on data/ • Effective analysis and use of data to maximise learning • Understanding verbal deficit and surfeit and how to cater to it
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To raise effectiveness of LEADERSHIP AND SELF EVALUATION (PS6)				Leader: Head of Department - English (Primary) SLT in-charge: Deputy Head of Primary		
- Improve the effectiveness of leadership through clear communication of expectations, monitoring, and moderation in Primary English.						
Prioritised Objectives	Actions	Time Frame	Resources	Success Criteria	Monitoring & Evaluation	Comments
To improve leaders' strategic whole school overview by increasing the effectiveness of monitoring in the self-evaluation process	<ul style="list-style-type: none"> Ensure rigour in monitoring procedures and consistency in effective implementation of evaluation procedures by leaders at all levels to achieve school priorities. Ensure triangulation and quality assure all monitoring documents. Build further clarity in expectations of standards for all leaders through triangulation and quality assurance of all monitoring documents. Ensuring the accuracy of self-evaluation and lesson observation judgements with meaningful recording giving specific details needed for improvement and ensure leaders follow up to achieve success. Ensure internal assessment systems are standardised, moderated and accurately analysed within phase, cross phases and triangulated with other external assessment data. 	<p>Monthly</p> <p>Monthly</p> <p>Monthly Paired book looks and lesson observations to build accuracy and consistency.</p>	<p>Monitoring logs</p> <p>PD sessions on internal assessments moderation</p> <p>MOMs of meetings for internal assessment moderation</p> <p>Lesson observation forms</p> <p>Book look forms</p> <p>Paired Observation, cross phase observations, Peer observations, and LAB review with parent observations, GEMS review with paired observations.</p> <p>PD support for identified leaders</p> <p>Triangulation of monitoring data, Work Samples and lesson observations</p>	<ul style="list-style-type: none"> Rigorous Monitoring - paired observations and impact evaluation by leaders at all levels enabling improved student outcomes across all phases. Outstanding exam results for June 2019 and continued improvement over time and improving trends of PTE results. Leaders at all levels are highly effective in implementing school priorities. Consistency in lesson observations, book looks, learning walks recording. School evaluation of quality of provision is consistent, secure well recorded. 	<p>Monthly review by leaders at all levels</p> <p>Monthly review by ML</p> <p>Pop ins and formal observations by SLT</p> <p>Termly reviews by LAB members and learners champs</p> <p>Annual GEMS review</p>	<ul style="list-style-type: none"> PD done for all MLs by Principal and Vice Principal to reiterate clarity of expectations and ensure quality of recording for lesson observations. Reviewed lesson observation form with clear conditions on judgement criteria to enable better accuracy. Recording and tracking of progress made by teachers in their teaching pedagogy and impact. One to one meeting with specific feedback reiterating expectations and accountability. Paired observations and book looks are more consistent. Appreciative enquiry sharing outstanding practices each week by Senior and Middle Leaders having positive impact.

