

STUDENTS' ACHIEVEMENT (PS1) (1.1 and 1.2 Attainment & Progress)					Leader in charge: Director of English and Head of Professional Development -Ms Elizabeth Jacob	
<ul style="list-style-type: none"> ✓ To maintain outstanding attainment and progress in Foundation Stage and Post 16. ✓ To maintain very good attainment and progress in Primary and Secondary. 						
Prioritised Objectives	Actions	Time Frame	Resources	Success Criteria	Monitoring & Evaluation	Comments
<p>To provide more opportunities to students in Foundation Stage and primary to continue to develop language skills through expressing their own ideas.</p> <p>To further enhance the reading skills of primary and lower secondary</p>	<p>Continue to focus on designing activities, utilizing creative props and real-world objects, and fostering an environment that empowers young learners to express themselves in diverse situations.</p> <p>Continue to advance Phonics skills through early Phonics interventions, employing interactive games, word cards, and one-on-one or small group support sessions in both the Foundation Stage and Key Stage 1.</p> <p>Continue to provide diverse range of text types (narrative, expository, persuasive) with a specific focus on retrieving information and making both simple and intricate inferences in various literary forms including fiction, non-fiction, and poetry, followed by in-class discussions to expand comprehension.</p>	<p>Nov. 2022 and ongoing</p> <p>June 2023 and Ongoing</p>	<p>Lesson plans</p> <p>Annotated Schemes of Work</p> <p>Vocabulary-enhancing resources like crossword puzzles and word-search puzzles, visual aids, modal language usage, context clues, segmented reading, and digital resources such as Coggle, Nearpod, Padlet, Kahoot, and Mentimeter</p>	<p>Most students express their own ideas during classroom activities, with improved language skills, and enhanced overall communication capabilities among Foundation Stage and primary students.</p> <p>Almost all students in the Foundation Stage use their phonics knowledge to blend and read words confidently.</p> <p>A large majority of students in Primary and Secondary are able to infer, read between the lines; explain complex</p>	<p>HOD/SID review provision</p> <p>Lesson Observation, Book look, Schemes of Work</p> <p>Lesson Plans</p> <p>Data Analysis termly</p>	<p>Teachers across phase 1 and 2 design activities and create opportunities through musical stories, story sacks, role-playing, show & tell, etc. enabling students to express themselves with confidence in various scenarios.</p> <p>In Phase 1 and Key stage 1, students are engaged in multisensory, creative and engaging range of resources and opportunities to write legibly using phonic skills.</p> <p>In almost all lessons across all phases, large majority of students comprehend texts accurately using strategies such as reading pointers, literature circles, wordless literature and context clue questions. They</p>

<p>PTE</p> <p>To maintain high performance in both curriculum content and reading comprehension categories in PTE</p> <p>Focus in Year 4 and 8 is non-narrative text</p> <p>Focus in Year 9 is complex inference</p> <p><u>NGRT</u></p> <p>To enhance student reading skills by further incorporating NGRT reading levels into the learning process.</p>	<p><u>Actions Planned for Year 4 and 8</u></p> <p>Continue to maintain the development of non-narrative skills in Year 4 and 8 by introducing a wide variety of genres and subject matter while deepening the integration of guided reading, visual aids, peer review and interactive discussions and debates for the purpose of explaining and justifying advanced competencies</p> <p><u>Action planned for Year 9</u></p> <p>Continue to offer classroom opportunities in Year 9 for drawing complex inferences and justifying viewpoints through classic novels, both narrative and non-narrative texts.</p> <p><u>Action planned as a result of NGRT analysis</u></p> <p>Continue prioritizing the exploration of word meanings in context, idiomatic and figurative language, and the examination of the effects stemming from an author's purpose, style, and language choices, to bridge learning gaps for identified students.</p> <p>Provide personalized support to identified students as per gaps in sentence</p>	<p>Ongoing</p>	<p>etc.</p>	<p>inferential ideas and justify viewpoint.</p> <p>Large majority of students in Phase 2 and 3 critically deduce both explicit and implicit ideas from a diverse range of narrative and non-narrative texts in both PTE and internal assessments.</p> <p>Large majority of students exhibit increased proficiency in comprehending diverse text types, demonstrating improved critical thinking skills, and effectively applying inference and prediction strategies.</p> <p>Almost all target students demonstrate progress in their reading proficiency, both in terms of word recognition and comprehension.</p>	<p>retrieve information and make simple, complex and authorial inferences which is evident in the improved attainment internally as well as in PTE and NGRT.</p> <p>Teachers across Phase 2 and 3 provide targeted support and interventions via guided reading sessions for students performing below expected reading levels. Emphasis on addressing gaps in word recognition and reading comprehension skills, fostering reading abilities using skimming, scanning, text decoding, levelled readings, and guided reading.</p> <p>Comparison of Form A and Form C NGRT assessments shows advancement in Sentence construction and passage comprehension for identified students.</p>
--	---	----------------	-------------	---	---

<p>PIRLS</p> <p>To raise the student outcomes in PIRLS to attain the set targets</p>	<p>construction and passage comprehension in NGRT.</p> <p>Provide advanced texts, accompanied by open-ended questions, for those with reading ages of 14+ in primary and 17+ in secondary.</p> <p>Continue to promote cross-disciplinary reading for students to foster comprehensive understanding of subjects and cultivate a holistic approach to multidisciplinary topics and issues.</p> <p><u>Action planned as per analysis of PIRLS</u></p> <p>Continue to lay specific emphasis on implicit information and making straightforward inferences, interpreting, integrating and evaluating ideas and information, and critiquing content and textual elements in Key Stage 2</p> <p><u>Actions Planned after gap analysis of PISA</u></p>	<p>Ongoing</p>		<p>Increased outcomes for the students with reading ages of 14+ in primary and 17+ in secondary.</p> <p>Most students demonstrate enhanced comprehension and proficiency in various subjects, indicating a comprehensive understanding of multidisciplinary topics.</p> <p>Targets for PIRLS will be met.</p>	<p>Improved outcomes across different subjects and work samples show evidence of cross disciplinary approach.</p>
<p><u>PISA 2018 Processes</u></p> <p>Locate information and understand <u>Texts</u></p> <p>Single text</p>	<p>Continue to focus in lessons to further develop proficiency in locating information, including both accessing and retrieving information within a piece of text, and searching for and selecting relevant text.</p> <p>Continue focus on single texts to enhance process skills such as</p> <ul style="list-style-type: none"> • Scan and locate 	<p>Ongoing</p>		<p>Most Students will be able to read and comprehend a wide range of fictional and non-fictional texts to be deep and wide readers.</p> <p>Most students will be able to infer complex scientific and</p>	

	<ul style="list-style-type: none"> • Literal comprehension • Inference comprehension • Assess quality and credibility • Reflect on content and form <p>Continue differentiating texts for male and female based on their choice and interest to further accelerate engagement in reading.</p>			<p>mathematical concepts in word problems. PISA targets will be met.</p>		
<p>STUDENTS' ACHIEVEMENT (PS1) (1.3 Learning Skills) To raise the learning skills of students in primary and secondary to outstanding.</p>				<p>Leader in charge: Director of English and Head of Professional Development -Ms Elizabeth Jacob</p>		
<p>Prioritised Objectives</p>	<p>Actions</p>	<p>Time Frame</p>	<p>Resources</p>	<p>Success Criteria</p>	<p>Monitoring & Evaluation</p>	<p>Comments</p>
<p>To further embed outstanding learning skills across all phases</p> <p>To further embed critical and analytical thinking skills across all phases.</p>	<p>Continue to encourage students to be proactive in their own learning and be confident in self-review by using rubrics and engaging in dialogue with peer/teacher and setting next steps.</p> <p>Continue to consistently provide opportunities in lessons and beyond to collaborate and communicate learning effectively with the help of guided questions and checklists and present through flipped lessons, interviews, discussions, podcasts, debate, role plays and presentations.</p>	<p>Ongoing</p>	<p>Rubrics exemplars</p> <p>Training specific to increase critical thinking, problem solving – using Design Thinking, Big Question, Thinker Keys,</p>	<p>In lessons almost, all students across school confidently use rubrics to evaluate their strength and weakness accurately and take targeted actions to improve.</p> <p>Most students work independently, critically reflect and analyse problems. They question, examine create</p>	<p>Monthly monitoring focussed on use of rubrics and critical thinking.</p>	<p>Evidence learning skills across all phases is outstanding.</p> <p>All students use rubrics and know what they need to do.</p> <p>Lesson observations and learning walks evidences most students across all phases confidently use ICT tools like</p>

<p>Further embed use of technology to enhance independent leaning skills.</p>	<p>Embed opportunities for students to demonstrate and apply high level of critical thinking, independent skills to different context and real-life situations in lessons and beyond.</p> <p>Efficient and consistent use of technology within lessons through variety of ICT tools (Nearpod, Thinker CADs, Kahoot, Mind mister, TED Ed, Padlet etc.</p>		<p>Open ended questions</p> <p>Training on effective use of ICT tools.</p> <p>Videos planning samples</p>	<p>solve interpret and debate confidently.</p> <p>Most students are highly skilful in using varied learning technologies to discover the best solutions for varied learning situations.</p>	<p>Nearpod, kahoot, edpuzzle, quizzes, padlet</p>
---	--	--	---	---	---

To improve the quality of teaching, learning and assessments across all phases				Leader in charge: Director of English and Head of Professional Development -Ms Elizabeth Jacob		
To Increase the proportion of very good and outstanding teaching.						
Prioritised Objectives	Actions	Time Frame	Resources	Success Criteria	Monitoring & Evaluation	Comments
To ensure all identified teachers make the most effective use of assessment data when designing and implementing learning activities that is suitably challenged for students of all abilities and that lessons are taught as planned.	<p>Effective analysis of assessment data termly for all groups of students by teachers, supported and monitored by leaders.</p> <ul style="list-style-type: none"> - Accurate identification of strengths and gaps by all teachers to inform planning and provide appropriate intervention and support ensuring measurable positive impact for all group of learners. - Teachers to ensure daily lessons are suitably planned to challenge and engage students as per their abilities and also keeping in mind their areas of developments and needs. 	<p>Identification and cascading by the end of January, implementation, monitoring and support ongoing Training for new teachers during induction and termly. Ongoing buddy support specific to use of assessment data, class story</p>	<p>Pool of resources in phoenix folders, recorded lessons Class Stories PD on effective questioning, use of assessment data, effective AfL strategies that look for learning, active learning and collaboration.</p>	<p>Most lessons have extensive personalisation through effective innovative strategies devised after a thorough analysis of CAT4, Progress Tests, PASS, NGRT, ABT thus ensuring most students make excellent progress in most lessons in phase 1 and 4 and most lessons in phase 2 and 3.</p>	<ul style="list-style-type: none"> •SLT in charge of departments MLs and Teachers on a monthly basis Student leaders, LAB members on a termly basis. •Moderation, lesson observations, peer observations, book look, feedback from teachers 	<p>Positive shift seen. FS and Post 16 almost all lessons outstanding progress is seen. In Phase 2 and 3 most lessons progress is Outstanding.</p>
To ensure identified teachers make regular checks of students' progress to identify and tackle gaps in students learning in lessons and in their work.	<p>Further embed consistency in identified teacher AfL approaches in lessons and written feedback using rubrics highlighting strengths and weaknesses leading to individual target setting, personalized learning and intervention for all groups of learners.</p> <p>Highly personalised learning and intervention through instruction/, questions, tasks, resources and support for</p>	<p>Identification by end of November 2023 and training/support will be immediate and ongoing monitoring, coaching and mentoring ongoing.</p>	<p>Effective AfL strategies that look for active learning and collaboration.</p> <p>Exemplars</p> <ul style="list-style-type: none"> •Peer Observation forms 	<p>Most students across school are confident and accurate in self-evaluation of their strengths and areas of development using rubrics effectively, set challenging targets and are motivated to achieve them.</p>	<p>Work samples, Assessment papers, learning walk, Lesson observations evidence positive shift</p>	<p>Most teachers across school make regular checks on students' progress.</p>

	specific intervention to ensure progress for all groups of learners.	New teachers in Term 2 AY 23-24 to be targeted.	<ul style="list-style-type: none"> •Team Teaching •Modelling 	Almost all lessons in Phase 1 and 4 and most in Phase 2 and 3 evidence extension and stretched challenge to enhance critical thinking, independent learning, problem solving, research and inquiry skills.	in identified teachers.	
To ensure that all teachers are clear about the requirements of international benchmark assessments and teaching is adapted to tackle any identified gaps in knowledge and skills.	<ul style="list-style-type: none"> • Highly effective and personalised training for new staff on the requirement of international benchmark. • Bespoke focussed PD and support built in to ensure consistency in effective use of NAP data by all teachers to inform planning. • Sharing of best practices through team teaching modelling, peer observations that focus on skills required for international benchmark assessment like critical and independent thinking, problem solving, research and inquiry skills. • Identified teachers to present this cohort performance using all international bench mark assessment dat. Intervention and support implemented. 	Immediate in November 2022 and ongoing	<p>Bespoke PD's on International Benchmark Assessments, Reports. Sharing outstanding practices through Appreciative Enquiry and WINLEAPS Annotated lesson plans/SOW/Work Samples Rubrics TLP's, ILP's, IEPs Assessment trackers</p> <p>Monitoring time and resources</p>	<p>Most teachers rigorously analyse NAP assessment to inform their provision and develop personalized teaching and learning strategies to ensure that most students make better than expected progress</p> <p>All teachers are confident and aware of international benchmark assessment requirement. All teachers share this information with students to complete NAP ILP sheets. All teachers use International</p>	<ul style="list-style-type: none"> •Class stories with strategies •NAP ILPs are completed •Personalised lesson plans using data 	

				Benchmark assessments information in their PTC to keep parents inform.		
To ensure that the teaching of phonics in FS is of a consistently high quality.	<ul style="list-style-type: none"> Outstanding practitioners to model lessons and buddy with identified teachers to ensure high quality in teaching phonics. Ongoing phonics training for FS for new and identified teachers and TA's Rigorous monitoring on the quality of teaching Phonics across FS. 	Immediate and ongoing practice	Phonics resources -Videos -Presentations -Team teaching -Modelling -Appreciative Inquiry -Recorded lessons -Work samples -Moderation	Almost all teachers in FS are confident and consistent in delivering high quality of teaching in phonics.	Weekly learning walk, lesson observations, work samples	
To raise teaching for effective learning to outstanding in FS and Sixth Form.	<ul style="list-style-type: none"> Continued focus on building teacher confidence to promote critical questioning, insightful responses, discussions and reflections in lessons to stretch and challenge. Bespoke training, coaching and rigorous monitoring of identified teachers to build consistency and secure standards of outstanding teaching and learning. 	Immediate November 2022 and ongoing	-Sharing outstanding practices -Modelling -Team Teaching -Moderation -Sharing outstanding exemplars	<ul style="list-style-type: none"> Most students in phase 1 and 4 are confident and demonstrate critical thinking, problem solving and inquiry skills and make better than expected progress. Most lessons across all subjects are Very Good and Outstanding with 64% or more Outstanding. 	Weekly learning walk, lesson observations, book look, moderation	