

## Quality of education

| 1. Priority: Development of Curriculum Guides  |   |              |  |
|--|---|--------------|--|
| <b>Success criteria:</b><br>Application of a 3 year rolling programme  |   |              |  |
| Activity   | Outcomes, progress, timeline  | Lead Persons | Monitoring through                                   |
| Curriculum guides produced on a termly basis through the provision of Curriculum development time<br><br>Allocated Teachers' meetings  | New Guides due for Spring term 2018-19<br>New Guides due for Summer term 2018-19<br>Reviewed Guides due for Autumn term 2019-20 | SLT          | Guide assessment through planning monitoring process |
| <b>Impact:</b> Each term a new curriculum guide gives teachers a clear source for programmes of study. The programmes provide clear direction for the application of differentiated themes for learning<br><b>NOTE: This statement is in amber as curriculum guides are still being produced towards a definitive three year rolling programme</b> |   |              |  |

| 1. Priority: Further clarity of planning and assessment process   |   |                     |   |
|---|---|---------------------|---|
| <b>Success criteria:</b><br>Uniformity of planning: LTP and MTP<br>Uniformity of assessment: MAPP and PIP targets |   |                     |   |
| Activity  | Outcomes, progress, timeline  | Lead Persons        | Monitoring through  |
| Planning and assessment monitoring offering advice and guidance to teachers                                       | Planning monitoring feedback in SLT<br>26 <sup>th</sup> September<br>17 <sup>th</sup> October<br>14 <sup>th</sup> November<br>12 <sup>th</sup> December<br>30 <sup>th</sup> Jan<br>27 <sup>th</sup> Feb | SLT/SIP<br>outcomes | Application of Guides and planning system through monitoring process<br><br>Progress of learners shown in formative and |

Removed from CHIP December 2019



|  |  |              |                                     |
|--|--|--------------|-------------------------------------|
| <p>Twilight sessions offering guidance</p> <p>Teachers' meetings providing opportunities for <b>moderation</b>, discussion and clarification regarding MAPP and PIP targets and Plevel assessments</p> <p><b>CPD link</b> CPD process 2018-19<br/>Participate in the MAPP moderation process and collate evidence of your development of practice. Evidence will consist of smarter MAPP and PIP targets over the academic year with commentary on 'lessons learnt'.</p> | <p>27<sup>th</sup> March<br/>Outcome: Greater focus on continuity and progression and clarification on the use of the PIP progress document<br/>8<sup>th</sup> May<br/>19<sup>th</sup> June<br/>17<sup>th</sup> July</p> <p>3<sup>rd</sup> May 2017-18<br/>7<sup>th</sup> June 2017-18<br/>24<sup>th</sup> September 2018-19<br/>4<sup>th</sup> October 2018-19<br/>Thurs 31<sup>st</sup> Jan 2018-19<br/>Thurs 14<sup>th</sup> Feb 2018-19<br/>Monday 13<sup>th</sup> May 2018-2019</p> <p>26/09/18- MAPP and PIP<br/>10/10/18- P levels<br/>06/02/19- Moderation; using Pre Key Stage Standards, P levels, Achievement Continuum.<br/>03/04/19- MAPP and PIP<br/>19/06/19- MAPP and PIP</p> <p>Workload working party discussions<br/>19/09/18<br/>26/09/18<br/>03/10/18</p> | <p>SP/PH</p> | <p>summative assessment process</p> |
|--|--|--------------|-------------------------------------|

|   |  |  |  |
|---|--|--|--|
| <p>-Track learning intentions from EHCP to MAPP to PIP and provide evidence of continuity and application<br/>                 -Tracking learning intentions from PIP to MAPP to EHCP and provide evidence of continuity and application<br/>                 -Collate MAPP and PIP adaptations as evidence of reflective practice and adaptation to each student's learning journey.</p> | <p>CPD meetings October 2018<br/><br/>                 April/May 2019: Mid-term review<br/>                 October 2019-2020: Annual CPD review</p> |  |  |
| <p><b>Impact:</b> Increased clarity in setting targets and tracking progress</p>  |  |  |  |

|  |  |                                      |   |
|--|--|--------------------------------------|---|
| <p><b>1. Priority: Creation of 'key skill learning strategy' pathways</b></p>  |  |                                      |   |
| <p><b>Success criteria</b><br/>                 Teachers apply strategies for learning appropriate to need in: Speaking, Listening, Reading and Writing</p>  |  |                                      |   |
| <p><b>Activity</b></p> <p>To produce, apply and monitor the successful application of a Reading strategy pathway</p> <p>To produce, apply and monitor the successful application of a Speaking strategy pathway and assessment system as not included in Pre Key Stage Standards</p> | <p><b>Outcomes, progress, timeline</b></p> <p>Autumn 2018-19.<br/>                 Assessment during Spring/Summer 2018-19</p> <p>Summer term 2018-19.<br/>                 Assessment during Autumn 2018-19</p> | <p><b>Lead Persons</b></p> <p>JA</p> | <p><b>Monitoring through</b></p> <p>Completion of pathways and application over Autumn/Spring term 2018-19. Assessment Summer term 2018-19</p> <p>Completion of pathways and assessment tool (Speaking) and application over Summer</p> |

|   |  |  |   |
|---|--|--|---|
| <p>To produce, apply and monitor the successful application of a Listening strategy pathway</p> <p>To produce, apply and monitor the successful application of a Writing strategy pathway</p> | <p>Summer term 2018-19.<br/>Assessment during Autumn 2018-19</p> <p>Spring term 2018-19.<br/>Assessment during Summer/Autumn 2019-20</p> |  | <p>2019. Assessment during Autumn 2019-20</p> <p>Completion of pathways and application over Spring/Summer term 2018-19. Assessment during Summer/ Autumn 2019-20</p> |
| <p><b>Impact:</b> Enhanced teaching and learning for more able students</p>   |  |  |   |

|   |
|---|
| <p><b>1. Priority: Development of Curriculum Teams</b></p> <p><b>Success criteria:</b></p> <p><b>Roles and responsibilities (curriculum team)</b><br/>Review and application of role descriptors with outlined process and systems guidelines related to:</p> <ul style="list-style-type: none"> <li>-Responsibilities</li> <li>-Action plans</li> <li>-Collation of records of progress</li> <li>-Outcome analysis</li> <li>-Impact.</li> </ul> <p><b>Roles and responsibilities (curriculum subjects)</b><br/>Review of and application of role descriptors with outlined process and systems guidelines related to:</p> <ul style="list-style-type: none"> <li>-Responsibilities</li> <li>-Action plans</li> <li>-Collation of records of progress</li> <li>-Outcome analysis</li> <li>-Impact.</li> </ul> <p><b>Action Plans</b><br/>Development and application of explicit UNICEF and wellbeing targets within all action plans</p> |
|---|

**Accountability/Assessment /Reporting**

Curriculum teams to feed back to LGB on an ongoing basis during strategic meetings  
Curriculum teams to feedback to the teachers' meeting termly to highlight success and development

**Audit**

Formulation and application of an annual curriculum area effectiveness audit, with a focus on outcomes

|   |   |                  |   |
|---|---|------------------|---|
| <p><b>Action Plan</b></p> <p><b>Roles and responsibilities</b><br/>SLT and teachers to Review Curriculum <u>area</u> teams</p> <p>Review role descriptors with outlined process and systems guidelines for each subject area team:<br/><i>Communication and Language</i><br/><i>Maths</i><br/><i>PSHCE</i><br/><i>Sensory</i><br/><i>Physical development</i><br/><i>Understanding the World</i><br/><i>Expressive Art and Design</i><br/>Descriptors should relate to:<br/>-Responsibilities</p> | <p>Present teams and descriptors at the Teachers' meetings:<br/>December 12<sup>th</sup> 2018/19: PSHCE, Sensory, Expressive Art and Design, Physical development.<br/>January 23<sup>rd</sup> 2018/19: Communication and Language, Maths, Knowledge and Understanding the World</p> <p>SLT audit<br/>PSHCE 23<sup>rd</sup> December 2018/19<br/>Physical Development 4<sup>th</sup> December 2018/19<br/>KUW 29<sup>th</sup> January 2018/19<br/>Expressive Arts and Design 26<sup>th</sup> February 2018/19<br/>Literacy 26<sup>th</sup> March 2018/19<br/>Numeracy 30<sup>th</sup> April 2018/19<br/>Sensory 4<sup>th</sup> June 2018/19<br/>Local governing body meetings<br/>Sensory/MSI 18<sup>th</sup> March 2018/19</p> | <p>SP/AM/SLT</p> | <p>Presentations at teachers meetings, Local Governing Body</p> <p>Completion of annual audit</p> <p>Completion of SLT audit</p> <p>Presentations at teachers meetings, Local Governing Body and to SIP</p> |
|---|---|------------------|---|

|   |   |   |   |
|---|---|---|---|
| <p>-Action plans<br/>-Collation of records of progress<br/>-Outcome analysis<br/>-Impact</p> <p><b>Roles and responsibilities (curriculum subjects)</b><br/>SLT and teachers to allocate curriculum <u>subjects</u> within the curriculum teams</p> <p>To produce policies, role descriptors/systems guidelines for each area:<br/>PSHCE</p> <ul style="list-style-type: none"> <li>- Behaviour</li> <li>- Careers</li> <li>- Wellbeing</li> <li>- Safeguarding</li> <li>- Sex and Relationships</li> <li>- SMCS- including British and International Values</li> </ul> <p>UW</p> <ul style="list-style-type: none"> <li>- DT</li> <li>- Geography</li> <li>- History</li> <li>- ICT</li> <li>- RE including Collective Worship</li> <li>- Science</li> </ul> | <p>PSHCE 4<sup>th</sup> Dec 2018/19<br/>Understanding the World 19<sup>th</sup> March 2018/19<br/>Expressive Arts and Design 9<sup>th</sup> July 2018/19<br/>Physical Development: 2019-20<br/>Literacy: 2019-20<br/>Numeracy: 2019-20<br/>SIP audit 18<sup>th</sup> June 2019</p> <p>Work towards completion in the following Teachers' meetings:<br/>October 3<sup>rd</sup> 2018/19<br/>November 21<sup>st</sup> 2018/19</p> <p>SLT audit: SLT check for each curriculum area within the curriculum teams.<br/>PSHCE 5<sup>th</sup> December 2018/19<br/>KUW 29<sup>th</sup> January 2018/19<br/>Expressive Arts and Design 26<sup>th</sup> February 2018/19</p> <p>Separate full audit by Alistair Macdonald.</p> <p>Local governing body meetings where curriculum areas will be discussed within each curriculum team<br/>PSHCE 4<sup>th</sup> Dec 2018/19<br/>Understanding the World 19<sup>th</sup> March 2018/19</p> | <p>SP/AM</p> <p>SLT</p> <p>AM</p> <p>LGB/teachers</p> | <p>Presentations at teachers meetings, Local Governing Body</p> <p>Completion of annual audit.</p> <p>Completion of SLT audit</p> <p>Presentations at teachers meetings, Local Governing Body</p> |
|---|---|---|---|

|  |  |  |   |
|--|--|--|---|
| <p>Expressive Arts and Design</p> <ul style="list-style-type: none"> <li>- Music</li> <li>- Art/ Creativity</li> <li>- Drama</li> </ul> <p>For each Curriculum team to formulate UNICEF and Wellbeing sections into their actions plans</p> <p>Teachers and linked 'Teaching and Learning Outcomes' Governor (Jayne Askew and Dawn Naughton) to share information regarding subject area progress and application on an ongoing basis and records to be produced</p> | <p>Expressive Arts and Design 9<sup>th</sup> July 2018/19</p> <p>Dan Pearce to audit in Spring 1 2019</p> <p>Teaching and Learning Outcomes governors to complete visits and feedback. New Governor protocols and feedback mechanisms should be followed. Protocols to be ratified in Autumn 2018-19 LGB meeting</p> | <p>DP</p> <p>Jayne Askew<br/>Dawn Naughton</p> | <p>Teachers meeting and SLT audit as shown above</p> <p>Governor feedback</p> |
| <p><b>Impact:</b> Enhanced teaching and learning through application of more effective curriculum coverage</p>   |  |  |   |

|   |
|---|
| <p><b>1. Priority: Numeracy</b></p>                     |
| <p><b>Success criteria</b></p>                          |
| <p>Increase progress for students in Numeracy</p>       |
| <p><b>P level Autumn 2017-18 assessment report.</b></p> |

As a result of our assessment report it was noted that data indicated that there was a lower percentage of students in the upper quartile in Numeracy than in all areas of Literacy apart from writing (regarding writing: this would be expected for our group of students). As a result of this the following targets for Numeracy have been agreed

Increased awareness of Schema learning for staff throughout school

Embed Numicon to aid learning

Increase learning opportunities based on problem solving

Devise and apply a Number pathway

Moderate: work and assessment targets

Track success

Complete further data analysis to assess impact

| Activity   | Review                       | Lead Persons | Monitoring                          |
|--|------------------------------|--------------|-------------------------------------|
| <p><b>MAT link</b> In partnership with High Park: Increase staff awareness and knowledge of Schema, and understand how Enabling Schema can be delivered to pupils with complex physical, sensory and developmental needs</p> | <p>Training day 29.03.18</p> | <p>KD/HJ</p> | <p>Training evaluation outcomes</p> |



Removed from CHIP December 2019



|  |   |                           |   |
|--|---|---------------------------|---|
| <p>Embed use of Numicon further throughout school, particularly through Continuous and Extended Provision</p> <p>Audit the use of Numicon resources.</p> <p>Add ideas for problem-solving activities to curriculum guides, particularly linked to topic.</p> | <p>End May 2018</p> <p>Learning walk evidence- 03.12.18</p> <p>Large Numicon purchased Autumn 2018.</p> <p>End June 2018</p> <p>See Maths curriculum guide Summer 2018:<br/>                     'Minibeasts'/'Living things'<br/>                     (UA Problem solving focus)<br/>                     Planning Case Studies<br/>                     tracking LTP Curriculum</p> | <p>KD/HJ</p> <p>HJ/KD</p> | <p>Learning Walk outcomes 03.12.18<br/>                     Summer term assessment report outcomes<br/> <a href="https://www.castlehillschool.org.uk/school-life/assessment-planning-and-progress/assessment-reports/">https://www.castlehillschool.org.uk/school-life/assessment-planning-and-progress/assessment-reports/</a><br/>                     Summer term observation focus outcomes</p> <p>Curriculum guides. Case Studies.</p> <p>Minutes of meeting</p> |
|--|---|---------------------------|---|

Removed from CHIP December 2019



|  |  |                              |   |
|--|--|------------------------------|---|
| <p>Devise Number Pathway and reference in curriculum guides</p> <p>Investigate current good practice in mainstream education and consider how to adapt for our higher-achieving pupils</p> | <p>Guides to MTP. Autumn 2018. Learning walk evidence- Spring 19.</p> <p>Reviewed in Teachers meeting: Draft Pathway presented - statements gathered from range of sources, eg NNS, Barrs Court, Glyne Gap. Teachers added further examples of activities at different levels -Summer 2018 23.05.18 Feb 2019</p> | <p>HJ/KD/AL</p>              | <p>Minutes of meeting.<br/>Moderation outcomes</p>  |
| <p>Internal and external moderation of numeracy assessments using P Levels and Pre Key Stage Standards</p>   | <p>Autumn 2018<br/>10<sup>th</sup> Oct 2018 teachers' meeting: P levels<br/>8<sup>th</sup> November external moderation using Pre Key Stage Standards<br/>6<sup>th</sup> February 2019 teachers' meeting: Pre Key Stage Standards</p> <p>Summer 2018. See final assessment report</p>                            | <p>HJ/KD/AL</p> <p>HJ/KD</p> | <p>Summer assessment report:<br/><a href="https://www.castlehillschool.org.uk/school-life/assessment-planning-and-progress/assessment-reports/">https://www.castlehillschool.org.uk/school-life/assessment-planning-and-progress/assessment-reports/</a></p> <p>Tracking evidence</p> |

|  |   |              |                                    |
|--|---|--------------|------------------------------------|
| <p>Carry out MAPP and P Level data analysis to identify progress in maths</p> <p>Track evidence for one pupil in each class, to identify progress towards MAPP and PIP targets, through Learning Journals and Evidence of Achievement files</p> <p>Collate results following lesson observations in summer term 2018 with Maths focus. Identify further training needs</p> | <p>MAPP analysis 2017-2018<br/>MAPP analysis Spring 2019<br/>MAPP analysis Summer 1 2019</p> <p>Case study evidence for each phase. Case study evidence for each class<br/>Summer 1 2019</p> <p>Results to be shared with teachers 23.01.19</p> | <p>KD/HJ</p> | <p>Lesson Observation Feedback</p> |
|--|---|--------------|------------------------------------|

**Impact:** Improved knowledge and understanding of the application of maths in Castle Hill school's context

Improved progress evidenced in Summer 2017-18 data

P level Summer 2017-18 assessment report

The data indicates there is a higher percentage of students in the mid and upper quartile in Maths – Number at end of KS2 and KS3. In KS1 and KS2, progress has been highlighted between P3ii – P6/7 in Number. This demonstrates the impact of the staff development input for maths and the early development of number skills. P Level progress analysis throughout each year group indicates that KS3 and KS4 pupils have maintained levels within the same P level bracket

### 1. Priority: Pre Key Stage Standards

**Success criteria:** When moderation of the PKS Standards has been embedded and clear guidance is in place for assessment using the new standards. Including the production of exemplar moderation guidance for use in Kirklees schools

| Activity  | Review   | Lead Persons | Monitoring through   |
|---|--|--------------|--|
| <p>To establish a Pre Key stage standards working party across Kirklees SEND schools and the LA</p> <p>The group to work together in order to develop a set of levels that support the smaller steps of progression within the new Pre Key Stage Standards</p> <p>Organise a collective moderation session including mainstream schools for English and Maths</p> | <p>All Kirklees SEND schools &amp; Primary PRU have engaged with the PKS Standards discussion group. Dates of meetings are: June 2018, September 2018</p> <p>Discussions have taken place to look at the assessment systems each school has in place. The LA have supported the creation of a PKS guide aligning P Levels, Interim Levels and PKS Standards this has been completed for Maths so far</p> | <p>AL</p>    | <p>Minutes of working party</p> <p>Attendance at moderation sessions</p> <p>Moderation feedback</p> <p>Production of exemplar moderation materials.</p> <p>Staff confidence in accurate assessment</p> |

Removed from CHIP December 2019

|  |   |  |  |
|--|---|--|--|
| <p>Production of an assessment guide to support the use of the Pre Key stage standards</p> <p>Production of exemplar moderation materials for each standard to be circulated for schools to be used<br/>To support Kirklees with the moderation visits to SEND schools</p> | <p>PKS Standards moderation twilight planned for 8<sup>th</sup> November – maths focus (12 mainstream schools have engaged with this)</p> <p>English moderation twilight planned for the 28<sup>th</sup> February 2019</p> <p>Additional moderation dates-Ali</p> <p>Maths moderation document has been completed and is available on the school website. (December 2018)</p> <p>English moderation document to be completed</p> <p>The school's website moderation page has been updated and includes links to samples of moderated work.</p> <p>Attending SENCO Net to deliver an update on the PKS Standards</p> |  |  |
| <p><b>Impact:</b> Developed understanding and application of Pre key Stage Standards</p>   |   |  |  |

| 1. <b>CPD link Priority: Research and development through the application of Lesson Studies</b>   |   |                                |   |
|---|---|--------------------------------|---|
| <b>Success criteria</b><br>Development, application and dissemination of action research through lesson studies   |   |                                |   |
| <b>Activity</b>   | <b>Outcomes, progress, timeline</b>   | <b>Lead Persons</b>            | <b>Monitoring through</b>   |
| <p>For staff to formulate, carry out and then share research on an ongoing basis that will benefit the student learning here at Castle Hill school</p> <p>Agreed focus:<br/>                     -Development of support staff confidence in observations and assessments<br/>                     -Evidencing wellbeing<br/>                     -Music as an aid to Sensory Regulation<br/>                     -Enhancing sensory environments for learning<br/>                     -Writing Pathways<br/>                     -Evaluating effectiveness of LSA training.<br/>                     -Accessible music for learning</p> | <p>Autumn term 2018: formulation of triads</p> <p>End of Autumn 2018-19 Initial feedback to the teachers' meeting:19<sup>th</sup> Dec</p> <p>Beginning of Summer term 2018-19 Initial feedback to the teachers' meeting.</p> <p>End of Summer 2018-19 Initial feedback to the teachers' meeting</p> | <p>SP/SLT<br/>All teachers</p> | <p>Application of outcomes during and after the research period</p> |
| <b>Impact:</b> Greater understanding of outstanding practice  |   |                                |   |

| <b>Assessment Report Link</b>   |                                     |                     |                           |
|---|-------------------------------------|---------------------|---------------------------|
| 1. <b>Priority:</b> To apply headlines from the Autumn 2018-19 Assessment Report            |                                     |                     |                           |
| <b>Success criteria:</b><br>Raising performance outcomes and improving assessment processes |                                     |                     |                           |
| <b>Activity</b>   | <b>Outcomes, progress, timeline</b> | <b>Lead Persons</b> | <b>Monitoring through</b> |

|  |   |  |   |
|--|---|--|---|
| <p><b>P Level Baseline</b><br/>Key skill pathways will be monitored for higher achieving students through the use of case studies. Case studies will track Pathways – Curriculum Guides - MTP – PIP documents – Evidence of work to provide evidence of application</p> <p>Monitor curriculum coverage related to Maths – U+A and SSM, particularly for KS3 students. Implement overview of topic coverage. Further develop U+A and SSM activities within curriculum guides. Monitor implementation of curriculum guides, tracking evidence of curriculum guides – MTP – Evidence of work</p> <p><b>Sixth Form</b><br/>Monitor the application of differentiated qualification pathways to reflect wide range of pupil need. Are there alternative qualifications which could broaden our offer?</p> <p><b>Target Setting</b><br/>Monitored progress of students working within Pre Key Stage Standards. Do the standards need to be broken down further to indicate small steps of progress?</p> <p>Monitored application of Engagement Profiling for specific students at the early developmental levels. Is the process</p> | <p>Tracking evidence<br/>Summer assessment outcomes</p> <p>Review in teachers meeting<br/>Spring and Summer Curriculum guides<br/>Spring Learning Walk<br/>Tracking evidence<br/>Summer assessment outcomes</p> <p>Report and report outcomes</p> <p>Assess outcomes and apply small step descriptors</p> <p>Analysis of Engagement Profiling and</p> | <p><b>HJ/DP</b></p> <p><b>HJ/KD</b></p> <p><b>AM</b></p> <p><b>HJ/DP/AL</b></p> <p><b>KD</b></p> | <p>Collated case studies and tracking evidence<br/>Assessment outcomes</p> <p>Learning walk outcomes<br/>Collated tracking evidence<br/>Assessment outcomes-Summer 2019</p> <p>Report to SLT regarding plans and outcomes</p> <p>Outcomes of small step descriptors<br/>Analysis of Summer data</p> <p>Analysis of Spring and Summer data</p> |
|--|---|--|---|

Removed from CHIP December 2019



|  |   |   |                                       |
|--|---|---|---------------------------------------|
| <p>effective enough in ensuring progress is achieved for this group of learners? Does the process require refinements/alteration?</p> <p><b>MAPP</b><br/>MAPP data shows the that recently applied descriptors for PMLD pupils changes outcomes, giving a higher score for Maintenance and Generalisation and higher scores in general compared to some other groups. Descriptors will be reviewed to ensure a more effective comparison between groups is achieved. A working party has been established to further refine the continuum for all groups to enable comparisons of data across all learners. To incorporate the language of the Engagement Model into MAPP.</p> | <p>progress of students at the early developmental levels</p> <p>On-going discussions – plan to add Engagement Profile for each pupil (P1-P4) from Sept 19</p> <p>New descriptors provided from Working Party<br/>Continuum of Skill Development Working Party meetings<br/>7<sup>th</sup> March 2019<br/>4<sup>th</sup> April 2019<br/>8<sup>th</sup> April 2019</p> <p>Spring term 2020</p> | <p><b>HJ/PH/ZP/KD/RS</b></p> <p><b>PH</b></p> | <p>Outcomes of collaborative work</p> |
| <p><b>Impact:</b> Improved assessment processes<br/>Increased opportunities for learning</p>   |   |   |                                       |



| <b>1. Priority:</b> To apply headlines from the Summer 2018/19 Assessment Report  |  |   |   |
|---|--|---|---|
| <b>Success criteria:</b><br>Raising performance outcomes and improving assessment processes   |  |   |   |
| <b>Activity</b>   | <b>Outcomes, progress, timeline</b>  | <b>Lead Persons</b>   | <b>Monitoring through</b>   |
| <p><b>P Level Progress</b><br/>Key skill pathways application to be monitored for students engaged in subject specific study. Case studies will track Pathways – Curriculum Guides - MTP – PIP documents – Evidence of work to provide evidence of application.</p> <p>Key skill pathways to be incorporated into the assessment system.</p> <p><b>Target Setting</b><br/>Implementation of the Writing Pathway. Case studies to track Pathways – Curriculum Guides - MTP – PIP documents – Evidence of work to provide evidence of application.</p> <p>Writing observation focus during academic year 19-20.</p> | <p>Tracking evidence outcomes</p> <p>Autumn Term baseline outcomes</p> <p>Tracking evidence outcomes</p> <p>Observation outcomes</p> | <p><b>HJ/KD/JA</b></p> <p><b>DP/PH</b></p> <p><b>JA</b></p> <p><b>SLT</b></p> | <p>Collated case studies and tracking evidence</p> <p>Autumn Term Assessment Report</p> <p>Collated case studies and tracking evidence</p> <p>Lesson observation outcomes</p> |
| <b>Impact:</b> Improved assessment processes<br>Increased opportunities for learning  |  |   |   |

**1. CPD link Priority: Review the effectiveness of assessment processes**

**Success criteria:**

Audited termly Assessment Report headlines

Assessed Learning Journals and Green Books

Assessed and Moderated MAPP and PIP assessment process [CPD link](#)

Tracked learning intentions [CPD link](#)

| Activity   | Outcomes, progress, timeline   | Lead Persons | Monitoring through  |
|--|--|--------------|---|
| Compare 3 termly assessment reports for progress and anomalies in MAPP assessment outcomes | SLT meetings during the Autumn term  | SLT/DP       | Assessment report headlines completed Autumn 2018.<br><a href="https://www.castlehillschool.org.uk/school-life/assessment-planning-and-progress/assessment-reports/">https://www.castlehillschool.org.uk/school-life/assessment-planning-and-progress/assessment-reports/</a> |
| Analyse target setting process outcomes. Who is not on track, assess why.                  | Assessment report headlines  |              |   |
| Assess Learning Journals. Do they provide a good picture of a learning story?              | Production of 'progress over time' file and assess Learning Journal impact within the file. Spring 2018-19                       | PH           | Progress file   |
| Assess orange books. Do they show progress effectively?                                    | Production of 'progress over time' file assess book impact within the file. Spring 2018-19                                       | PH           | Progress file   |
| Assess PiP Progress documents...do they track progress well enough?                        | Creation and application of PIP progress document. Spring/Summer 2018-19<br>PIP moderation session 3 <sup>rd</sup> April 2018-19 | HJ/PH        | PIP reference document<br>PIP moderation sessions<br>Progress file  |

|   |   |                 |  |
|---|---|-----------------|--|
| <p><b>Teacher CPD</b></p> <ul style="list-style-type: none"> <li>-Participate in the MAPP moderation process and collate evidence of your development of practice. Evidence will consist of smarter MAPP and PIP targets over the academic year with commentary on 'lessons learnt'.</li> <li>-Collate MAPP and PIP adaptations as evidence of reflective practice and adaptation to each student's learning journey</li> </ul><br><ul style="list-style-type: none"> <li>-Track learning intentions from EHCP to MAPP to PIP and provide evidence of continuity and application.</li> <li>-Tracking learning intentions from PIP to MAPP to EHCP and provide evidence of continuity and application</li> </ul> | <p>PIP moderation session 19<sup>th</sup><br/>June 2018-19</p><br><p>Application of MAPP<br/>Application of PIP progress document</p><br><p>Tracking evidence</p> | <p>Teachers</p> | <p>Adapted MAPP and PIP outcomes.</p><br><p>Collated tracking evidence</p> |
| <p><b>Impact:</b> More effective assessment and tracking system ensuring students learning needs are responded to</p>   |   |                 |  |

## Personal development

| 1. Priority: Sensory Regulation   |   |              |   |
|---|---|--------------|---|
| Success criteria:<br>Increased and evidenced Sensory Regulation opportunities for learning  |   |              |   |
| Activity  | Outcomes, progress, timeline  | Lead Persons | Monitoring through  |
| <p>To identify resources needed and fund raise for equipment</p> <p>To apply new learning approaches through the application of new resources and evidence pupil progress through assessment records and learning stories</p> | <p>Funds to buy sensory swing are being secured:<br/>Huddersfield Golf Club donation, Summer 2017<br/>Holset Calendar appeal, Summer Autumn 2017<br/>+Various donations.<br/>Two new Zuma Rocker chairs have been purchased. Initial reports regarding their use in the Summer term 2017 are positive</p> <p>Sensory Regulation training has been at the forefront- several twilights have taken place during the Spring/Summer term 2017, aiming to provide an introduction to understanding Sensory Regulation to all current CHS staff</p> <p>Training to be delivered in January 2018</p> | AM           | <p>Application of identified resources:<br/>Swing<br/>Roller.....</p> <p>Evidence pupil progress through assessment records and learning stories</p> <p>Evidence pupil progress through assessment records and learning stories</p> |

|  |   |                                 |  |
|--|---|---------------------------------|--|
| <p>To develop our sensory regulation knowledge base and apply this effectively through the use of the new equipment</p>        | <p>SLT to discuss fund spend January 10<sup>th</sup> 2018. New SI room development due to be completed in Summer 2018</p> <p>Development of Primary shared space as Sensory Regulation resource.<br/>Initial work: Easter Break: new flooring/ painting<br/>Secondary work: Painting Summer ½ term<br/>Further work: Purchase of resources through Variety Club grant</p> <p>Training for staff from a qualified Sensory Integration OT</p> | <p>AM, SP, HJ, KW</p> <p>AM</p> |  |
| <p><b>Impact:</b> Greater understanding of the use and application of regulatory activities to assist progress in learning</p> |   |                                 |  |

| <b>2. Priority: Music of Reference</b>  |  |                     |  |
|---|--|---------------------|--|
| <b>Success criteria:</b>  |  |                     |  |
| Consistent use of music for signposting and anticipation across school  |  |                     |  |
| <b>Activity</b>   | <b>Outcomes, progress, timeline</b>  | <b>Lead Persons</b> | <b>Monitoring through</b>                          |
| Establish Use of Music Working party<br><br>Working party to identify: <ul style="list-style-type: none"> <li>• Times of the day/activities that require songs</li> <li>• Songs for these activities</li> <li>• How to ensure age appropriateness of songs</li> <li>• Application of consistent use of songs</li> </ul> | Tuesday 11th September 3.45pm<br><br>Monday 17th September 3.45pm<br><br>17th January 2019 3.45pm<br><br>Thursday 14 March 3.30pm<br><br>Friday 22 March 3.30pm<br><br>Presentation to Teachers Meeting 27 March | DP                  | Observation outcomes<br><br>Learning walk evidence |
| <b>Impact:</b> Consistent use of music of reference to aid understanding and learning   |  |                     |  |

|   |
|---|
| <b>1. Priority: CPD link/SMSC Quality Standards Mark/Collaborative Leadership Project</b><br><b>Community Social Project:</b> Music-based collaborative experiences involving the wider community |
|---|

As part of the Collaborative Leadership Project staff will bring elements of our curriculum roles together and to support teachers' CPD requirement to create links with the community. The project aims to facilitate links with external community groups (churches, schools etc) through music and other creative endeavours. We hope to create more visibility for our students and develop a greater relationship with others in our community

**Success criteria:**  
 Raised profile of social learning for students within community links  
 Wider range of community links  
 Wider range of music experiences for students  
 Range of SMSC opportunities in the community  
 Supporting CPD requirements for all teachers through collaboration  
 Promote inclusion within the community

| Activity  | Review  | Lead Persons | Monitoring through   |
|---|---|--------------|--|
| <p>Audit of existing links/opportunities/information – conversation, email, round robin</p> <p>Seek information regarding what people need/want out of the project- complete survey</p> <p>Castle Hill Festival</p> | <p>Complete audit Spring 2019</p> <p>Complete Survey Spring 2019:<br/>                     Reflect re database of links<br/>                     Facilitate round-table RE:<br/>                     providing links with teachers &amp; other agencies (what does everybody want from the project)</p> <p>Assess attendance and outcomes</p> | <p>RS/MI</p> | <p>Audit</p> <p>Survey</p> <p>Collaborating leadership project discussions:<br/>                     Round-table – by 22/02<br/>                     25/02 – High Park – tour &amp; report RE: progress<br/>                     23/03 – CHS – provide tour &amp; discuss updates<br/>                     13/05 – Milton – tour &amp; report RE: progress</p> <p>Annual plans for event</p> |

|  |  |  |  |
|--|--|--|--|
|  |  |  |  |
| <b>Impact:</b> Increased engagement with the broader community through collaborative music experiences |  |  |  |

## Leadership and management

| <b>1. Priority: Lunchtime support assistants' professional development</b>  |   |                     |   |
|---|---|---------------------|---|
| <b>Success criteria</b>   |   |                     |   |
| To have regular and effective professional development training process for lunchtime support assistants  |   |                     |   |
| <b>Activity</b>   | <b>Outcomes, progress, timeline</b>   | <b>Lead Persons</b> | <b>Monitoring through</b>                               |
| To provide weekly training sessions for all lunchtime support assistants to enhance their skills and performance in supporting all aspects of learning for pupils throughout the lunchtime period | Weekly training sessions began November 2017.<br>Manual handling November 2017 (PT)<br>Fire and Lockdown protocol November 2017 (DP)<br>Behaviour training February 2017 (SP and ZP)<br>Training for Spring term 2018<br>Physical development activities (AM)<br>Safeguarding update (SM)<br>Feeding and swallowing (ZP)<br>Communication reasons and means (JA)<br>Intensive interaction (CW)<br>How to play (ZP/HW )<br>2018-19<br>6.9.18 General reminders<br>12.9.18 10.30 – 11.30 Safeguarding<br>19.9.18 9.30 – 11.30 L&H<br>27.9.18 10.30 – 11.30 Prevent<br>4.10.18 Pupil mental health<br>11.10.18 Intensive Interaction | ZP/AM               | Records of training<br><br>Minutes of briefing sessions |



Removed from CHIP December 2019

|   |   |                             |   |
|---|---|-----------------------------|---|
| <p>To use areas for development identified in learning walks to inform the programme of training for Lunchtime Support Assistants, for example the inclusion of the use of touch training (16.5.19).</p> <p>To provide Lunchtime Support Assistants with a selection of group activities and model these activities in practice. To designate a 'Play Leader' from within</p> | <p>18.10.18 Positive behaviour management<br/>                 25.10.18 CHIP<br/>                 13.11.18 L&amp;H twilight<br/>                 13.11.18 Feeding/swallowing<br/>                 15.1.19 Twilight L&amp;H<br/>                 17.1.19 Maths<br/>                 24.1.19 Staff wellbeing<br/>                 31.1.19 UNICEF<br/>                 7.2.19 Epipen use<br/>                 28.2.19 Safeguarding update (FGM)<br/>                 14.3.19 Behaviour update<br/>                 21.3.19 UNICEF<br/>                 28.3.19 Safeguarding<br/>                 4.4.19 Engaging with pupils<br/>                 11.4.19 Feeding and Swallowing<br/>                 2.5.19 Staff wellbeing<br/>                 9.5.19 Staff wellbeing<br/>                 16.5.19 Use of touch<br/>                 23.5.19 Epilepsy Awareness<br/>                 13.6.19 Feeding and swallowing</p> <p>Lunchtime Learning walks:<br/>                 02.05.19<br/>                 15.05.19<br/>                 11.06.19<br/>                 26.09.19<br/>                 29.11.19</p> <p>Training 05.07.19</p> | <p>PH, AM, SP</p> <p>PH</p> | <p>Learning Walks</p> <p>Learning Walks</p> |
|---|---|-----------------------------|---|

Removed from CHIP December 2019



|   |                                       |  |  |
|---|---------------------------------------|--|--|
| <p>the staff at lunchtime, to lead activities on a daily basis (this can be on rotation).<br/>Implement a theme of the day to provide structure to activities.</p> <p>Ensure that either a HLTA or teacher is present in the 'play' element of lunchtime.</p> | <p>Spring 2020</p> <p>Spring 2020</p> |  |  |
| <p><b>Impact:</b> More effective professional development training plan for Lunchtime support assistants, demonstrated through improved skills and practises</p>  |                                       |  |  |

|   |  |                            |                                  |
|---|--|----------------------------|----------------------------------|
| <p><b>1. Priority:</b> To review the school vision and intent.<br/>Castle Hill School's vision was formulated in 2006 when the school was opened. The vision gives a clear view of priorities from 2006 to date. We feel, however that a refreshed vision is required to move forward into 2020</p> |  |                            |                                  |
| <p><b>Success criteria:</b><br/>When the school community has a reviewed, improved and enhanced Vision and Intent</p>   |  |                            |                                  |
| <p><b>Activity</b></p>  | <p><b>Outcomes, progress, timeline</b></p> | <p><b>Lead Persons</b></p> | <p><b>Monitoring through</b></p> |

|   |   |               |  |
|---|---|---------------|--|
| <p>Staff consultations regarding Castle Hill School's new Vision and Intent will take place during Summer 2 and Autumn 1 of 2019 towards the visioning day on the 20<sup>th</sup> November 2019.<br/>Further consultation will follow in the form of;<br/>Parent questionnaire<br/>Staff questionnaire<br/>Stakeholder questionnaire<br/>Staff consultation boards</p> <p>Visioning day 20<sup>th</sup> November 2019</p> | <p>Initial discussions:<br/>teachers meeting 5<sup>th</sup> June 2019<br/>Staff briefing 6<sup>th</sup> June 2019</p> | <p>SP/SLT</p> | <p>Clear agreed vision and intent for each area.</p> |
| <p><b>Impact:</b> Enhanced and enriched community cohesion.</p>   |   |               |  |

## Behaviour and attitudes

|  |  |                            |   |
|--|--|----------------------------|---|
| <p><b>1. Priority: Wellbeing</b></p>   |  |                            |   |
| <p><b>Success criteria:</b><br/>Increased prominence for the student wellbeing agenda<br/>Clear targets and assessed outcomes for the student wellbeing<br/>Successful collaboration between the UNICEF QS, Pupil Voice and Wellbeing agenda</p> |  |                            |   |
| <p><b>Activity</b></p>   | <p><b>Outcomes, progress, timeline</b></p>   | <p><b>Lead Persons</b></p> | <p><b>Monitoring through</b></p>                                    |
| <p><b>Action Plan</b><br/>To produce a 'Wellbeing Action Plan' /in conjunction with work on 'Student Voice', Healthy Schools Award and UNICEF QS. The action plan should be recorded, promoted and celebrated.</p>                               | <p>One dedicated staff meeting to assess the 'Wellbeing Action Plan' on a monthly basis and set new targets.<br/>28<sup>th</sup> September 2018<br/>26<sup>th</sup> October 2018</p> | <p>PH/DP</p>               | <p>Progress of wellbeing agenda: Learning Walks and questioning</p> |

|  |  |                          |   |
|--|--|--------------------------|---|
|  | <p>30<sup>th</sup> November 2018<br/>21<sup>st</sup> December 2018<br/>25<sup>th</sup> January 2019<br/>28<sup>th</sup> February 2019<br/>29<sup>th</sup> March 2019<br/>29<sup>th</sup> April 2019<br/>31<sup>st</sup> May 2019<br/>28<sup>th</sup> June 2019<br/>27<sup>th</sup> September 2019<br/>31<sup>st</sup> October 2019<br/>29<sup>th</sup> November 2019</p> |                          |   |
| <p>Formulate a website page to publicise plans and successes (ongoing).</p>  | <p><a href="https://www.castlehillschool.org.uk/school-life/wellbeing/">https://www.castlehillschool.org.uk/school-life/wellbeing/</a></p>   | <p>PH/DP</p>             | <p>Webpage 'hits' and questioning.</p>            |
| <p>Include a Wellbeing celebration section in newsletter (ongoing).</p>  | <p>Autumn 1 2018<br/>Autumn 2 2018<br/>Spring 1 2019<br/>Spring 2 2019<br/>Summer 1 2019.<br/><a href="https://www.castlehillschool.org.uk/news-events/newsletter/">https://www.castlehillschool.org.uk/news-events/newsletter/</a></p>  |                          |   |
| <p><b>Policy</b><br/>Review Happiness and Wellbeing policy and protocol in conjunction with the UNICEF Quality Standard, Healthy Schools Award and Student Voice agenda.</p> | <p>Autumn 1 2018<br/>Wellbeing policies ratified in LGB October 2018 and January 2019.<br/>UNICEF QS ongoing</p>   | <p>PH<br/><br/>PH/DP</p> | <p>Ratified policies and protocols</p>            |
| <p>To establish a 'Student Wellbeing' working party, in which staff can reflect</p>  | <p>Teachers meeting 12<sup>th</sup> Sept 2018</p>  | <p>PH/DP</p>             | <p>Monitor outcomes for students through MAPP</p> |

|   |   |                                |   |
|---|---|--------------------------------|---|
| <p>on changes made to policy documents and the curriculum, as well as offer share strategies to improve student wellbeing. Staff to follow protocols when concerned about pupil wellbeing, including reporting on CPOMS and seeking advice and guidance</p>   | <p>Staff briefing 27<sup>th</sup> September 2018<br/>Wellbeing Breakfast 13<sup>th</sup> July 2018<br/>Working Party meeting: 2<sup>nd</sup> October<br/>LSA Wellbeing Training 4<sup>th</sup> October<br/>Working Party meeting: 21<sup>st</sup> January<br/>LSA Wellbeing Training: 24<sup>th</sup> January<br/>LSA Wellbeing Training: 2<sup>nd</sup> May<br/>LSA Wellbeing Training: 9<sup>th</sup> May<br/>Working Party meeting: 9<sup>th</sup> May<br/>Wellbeing Working Party 17<sup>th</sup> June<br/>Wellbeing meeting 17<sup>th</sup> December</p> |                                | <p>assessment in termly assessment reports and monitor agendas and actions from 'Student Wellbeing' working party meetings<br/>Monitoring planning and assessment<br/>Monitoring planning and assessment; 7 areas of wellbeing.</p>         |
| <p><b>Planning and Assessment</b><br/>To ensure that wellbeing is explicit within the curriculum and differentiated Programmes of Study are provided for teachers' guidance</p>   | <p>Lesson observations based with a wellbeing focus Spring 2019</p>   | <p>PH</p>                      | <p>Observation outcomes</p>   |
| <p><b>CPD link</b> To ensure that Wellbeing targets are set and highlighted and wellbeing progress is secured<br/>-Production of a Wellbeing MAPP target and progress towards this.<br/>-Production of Wellbeing MAPP assessment grid within all Learning Journals.<br/>-Make Wellbeing explicit within planning and collate evidence of this<br/>-Ensure that a teacher arranged external link is facilitated to promote wellbeing within the community.<br/>-Ensure that a teacher arranged interdepartmental link is facilitated</p> | <p>Autumn 1 2018<br/>Planning/assessment Autumn 1 2018<br/>Learning Journals Autumn 1 2018<br/>Lesson observation outcomes Autumn 1 2018<br/>Links audit Spring 1 2019<br/>Links audit Autumn 1 2019</p>  | <p>PH<br/>PH<br/>PH<br/>PH</p> | <p>Learning Walk<br/>Planning/assessment documentation<br/>Learning Journals Autumn 1 2018<br/>Lesson observation outcomes Autumn 1<br/><br/>Collation of feedback from staff regarding usefulness and strategies they have implemented</p> |

|  |  |           |   |
|--|--|-----------|---|
| <p>within school to promote wellbeing within the school community</p> <p><b>Learning Environment</b><br/>To ensure that wellbeing is explicit within the classroom<br/>-Wellbeing boards, reward systems.<br/>To compile a whole school indicator of wellbeing checklist for display in classes<br/>To compile a 'whole school indicator of wellbeing' display board. Linked to UNICEF, Healthy Schools Award and 'Student Voice' display boards<br/>To compile a 'Student Wellbeing Information' board, which staff can access for the latest articles and guidance on improving student wellbeing</p> <p><b>Assembly</b><br/>To integrate the Wellbeing agenda more explicitly into the school assembly rota</p> <p><b>First Aid</b><br/>To ensure a member of staff is qualified as a Mental Health First Aider</p> | <p>Lesson observation outcomes Autumn 1 2018<br/>Wellbeing Learning Walk Outcomes with Wellbeing Governor JP 24<sup>th</sup> January</p> <p>Display boards</p> <p>Autumn 1 2018</p> <p>20<sup>th</sup> and 21<sup>st</sup> September (Youth Mental Health First Aid)<br/>19<sup>th</sup> and 20<sup>th</sup> March (Adult Mental Health First Aid)</p> | <p>PH</p> | <p>Improved Learning environment<br/>Learning walk evidence</p> <p>Links Audit April 2019</p> <p>Collation and assessment of assembly rotas for autumn, spring and summer</p> <p>First aid records<br/>Staff attendance</p> |
|--|--|-----------|---|

|  |  |  |  |
|--|--|--|--|
|  |  |  |  |
| <b>Impact:</b> Understanding application and assessment of indicators of wellbeing throughout the school |  |  |  |

|   |                                 |                     |  |
|---|---------------------------------|---------------------|--|
| <b>2. Priority: CPD link: Class links within the local community (Wellbeing link No 1 in PDBW)</b>  |                                 |                     |  |
| <b>Success criteria:</b><br>Each class throughout school to participate in a community link<br>Increased inclusion                              |                                 |                     |  |
| <b>Activity</b>   | <b>Review</b>                   | <b>Lead Persons</b> | <b>Monitoring through</b>                            |
| Inclusion of targets into CPD<br><br>Collation of link evidence through the use of Learning Journals, completion of audit, Mid-term CPD reviews | Teachers/ SLT<br><br>Assessment | SLT                 | CPD outcomes<br>Link records<br><br>Learning Journal |
| <b>Impact:</b> Increased community inclusion  |                                 |                     |  |