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# Strategic Plan for Achievement

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Academic Year 2014/15

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September 2014

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# Target Setting

At Parklands we set *aspirational* targets for pupils based on Fischer Family Trust estimates and staff expertise.

## Key Stage 3

- Upon entry to Year 7 at Parklands, pupils sit CAT tests, the results of which are used in conjunction with SAT results to put pupils in bands (A, B and C) and sets within those bands.
- Pupils are not given a target level, as Parklands has removed national curriculum levels in line with Government policy, instead adopting S (secure in knowledge), P (partially secure) and U (underachieving).
- Pupils will be aiming to be *secure* in each subject.
- Curriculum leaders have devised units of work throughout key stage 3 which will stretch pupils in all bands. Pupils will be taught all aspects and topics within the units of work and be measured against the success criteria, which are provided to pupils at the start of the unit of work. The success criteria will be differentiated according to ability grouping.
- Pupils will be benchmarked as *secure* if assessments and classwork indicate they are at the required standard.
- Pupils will be benchmarked as *partially secure* if assessments and classwork indicate they are almost at the required standard.
- Pupils will be benchmarked as *underachieving* if assessments and classwork indicate they are not reaching the required standard.
- Throughout the units of work, pupils will receive feedback and opportunities to improve their work so that they can achieve the required standard.

## Key Stage 4: Year 10

- We use the Estimate Basis **KS2, SE (Socio-Economic)** from FFT. This takes into account the pupils' prior attainment and our catchment area
- We use the Rank **25 (Type D)** in order to set aspirational targets
- We use these estimates to set targets but staff are encouraged to set higher targets than FFT estimates
- We do not set lower targets than FFT estimates
- We set 2 targets at the start of the academic year in consultation with the pupils. Staff have 1-2-1 conversations with each pupil and discuss the estimates FFT produces. Pupils are then set 2 targets:
  - Target 1 is their FFT target
  - Target 2 is the agreed **above potential level** target. This is an even higher aspirational target grade which many pupils will be set following the 1-2-1 discussion. Pupils will be shown the % probability of achieving this grade from FFT.
- Pupils note these targets in their exercise books and all formative assessment, feedback and guidance from teachers enables pupils to achieve or exceed them

## **Key Stage 4: Year 11**

- At the start of the autumn term, pupils have a 1-2-1 conversation with subject teachers and discuss their targets. Staff will be encouraged to amend targets based on performance in Year 10 (eg, using the results of controlled assessments)
- Targets must be realistic yet aspirational

## Strategic Plan for 2014 - 2015

What?	By Whom?	Details
Class data sheets	MI	<ul style="list-style-type: none"> <li>➤ Teaching staff export their class sheets from SIMS; these contain contextual information regarding all pupil groupings &amp; prior attainment</li> <li>➤ Staff update these throughout the year to evidence the progress made over time and how they use data to inform their planning</li> </ul>
SLT Learning Walks	AC, SLT	<ul style="list-style-type: none"> <li>➤ Weekly paired learning walks with brief feedback, linked to quality of teaching and achievement agendas</li> </ul>
Achievement Cabinet	MI, GA, HALs	<ul style="list-style-type: none"> <li>➤ Introduce fortnightly meetings between MI and Curriculum Leaders to discuss the progress primarily of KS4 classes. This allows for more timely intervention if/when required. Data is shared with HALs</li> <li>➤ To continue with Achievement cabinet meetings so each House Achievement Leader has a scheduled 1-2-1 meeting with MI/GA</li> <li>➤ Achievement meetings to take place fortnightly to allow for detailed tracking &amp; intervention of every pupil in the House</li> <li>➤ Discussions to be informed by the termly data gathering from teachers</li> <li>➤ Groups to be discussed are:               <ul style="list-style-type: none"> <li>○ Pupil Premium</li> <li>○ SEN</li> <li>○ EAL</li> <li>○ Ethnic</li> <li>○ G&amp;T</li> <li>○ Low, Middle, Upper</li> <li>○ LAC</li> </ul> </li> <li>➤ CLs to ensure HALs are kept informed regarding underachievement with controlled assessments; underachievement to be addressed immediately &amp; parents informed of support plan</li> <li>➤ Continue with Pupil Panels where there is a real cause for concern</li> <li>➤ Continue to use Battleboards as method for having a holistic impression of pupils</li> </ul>
Achievement Meetings with Curriculum Leaders	MI, CLs	<ul style="list-style-type: none"> <li>➤ Regular meetings to be held with Deputy Head &amp; Curriculum Leaders regarding progress of pupils, primarily in Key Stage 4</li> <li>➤ This will enable swifter intervention for those pupils highlighted as underachieving</li> <li>➤ English, maths &amp; science to have at least fortnightly meetings</li> </ul>
Keep Kids Safe	MI	<ul style="list-style-type: none"> <li>➤ Continue to use KKS as regular method of communication with parents regarding homework &amp; achievement for KS4 classes</li> <li>➤ Parents to be sent the RAG spreadsheets from KS4 classes</li> </ul>
RAG tracking documents	MI, CLs	<ul style="list-style-type: none"> <li>➤ Staff to continue to use RAG (red/amber/green) tracking documents to further highlight any underachievement to pupils and parents</li> </ul>
Underachievement Notification	MI, GA	<ul style="list-style-type: none"> <li>➤ Staff to use Underachievement Notification as the official beginning of intervention. Parents and CL/HAL to be informed immediately</li> </ul>
Vertical tutoring	MI, GA	<ul style="list-style-type: none"> <li>➤ To continue with Vertical Tutoring throughout years 7 – 11 with focus on mentoring &amp; reviews</li> </ul>
Registration activities	MI, GA	<ul style="list-style-type: none"> <li>➤ To continue and monitor a structured programme for morning registration</li> <li>➤ Programme to include activities to assist with pupil achievement, such as peer tutoring</li> </ul>

Trackers	MI	<ul style="list-style-type: none"> <li>➤ Learning profiles allow all pupils to achieve the very best learning profiles, regardless of ability</li> <li>➤ For KS4 staff “predict” progress towards target, which enables greater focus on intervention</li> <li>➤ Year 11 have an extra tracker around October half-term to highlight any possible areas of underachievement</li> <li>➤ Staff to ensure a weekly turnaround for inputting data before tracker is issued so data is more <i>current</i></li> <li>➤ Assessment spreadsheets to continue to contain historical data for greater analysis and tracking of trends</li> </ul>
SISRA	MI, Data Analyst	<ul style="list-style-type: none"> <li>➤ Continue to use SISRA Analytics to analyse KS4 results</li> <li>➤ Teachers up-skilled to use SISRA to analyse their own classes &amp; track the various groups</li> <li>➤ CLs to be up-skilled to track their department</li> </ul>
Pupil Premium	GA, MI	<ul style="list-style-type: none"> <li>➤ GA to oversee the whole Pupil Premium funding &amp; achievement of pupils (see Pupil Premium Action Plan)</li> <li>➤ Key members of staff to further support the achievement of pupil premium pupils in all subject areas</li> <li>➤ HALs to oversee achievement of all their pupil premium pupils</li> <li>➤ Parents to be informed of support &amp; additional resources put into place to support their child’s achievement</li> </ul>
Literacy & Numeracy	MI	<ul style="list-style-type: none"> <li>➤ Literacy &amp; Numeracy Co-ordinators lead on the development of these agendas</li> <li>➤ From September 2014 there are HLTAs for both Literacy &amp; Numeracy to assist with intervention for the catch-up pupils</li> <li>➤ Co-ordinators meet regularly with their CLs for monitoring of progress of pupils</li> <li>➤ Lexia and Symphony software to highlight focus areas and produce lesson plans to support pupils</li> <li>➤ Below level 4 pupils in Year 7 to be priority for this software</li> <li>➤ Additional time on timetables for English+ and Maths+ to support pupils with the basic skills in these subjects</li> <li>➤ Co-ordinators to identify other pupils who require extra support</li> <li>➤ Co-ordinators to do whole-school INSET to staff can contribute to these agendas</li> </ul>
Rewards	GA, LN	<ul style="list-style-type: none"> <li>➤ LN to drive whole-school strategy for rewards: see <i>Achievement Points</i> programme</li> <li>➤ GA to lead on celebration assemblies following trackers</li> <li>➤ Key Stage 3 Presentation Evening in summer term</li> <li>➤ Presentation Evening in autumn term for Year 11 leavers</li> </ul>
Setting	MI	<ul style="list-style-type: none"> <li>➤ Year 7s undertake CATs during first week in September and then put into cohorts (A, B, C)</li> <li>➤ Cohort A is the most academic, cohort C has just one class and is the least academic</li> <li>➤ Regular reviews of setting are conducted and moves between cohorts implemented as and when necessary</li> </ul>
Line Management Meetings	MI, SLT	<ul style="list-style-type: none"> <li>➤ SLT Line Managers have regular meetings with the CLs</li> <li>➤ Discussion around whole-school and departmental issues</li> <li>➤ Discussion of pupils’ achievement is a priority alongside quality of T&amp;L</li> </ul>
GCSE Results Meetings	HC, MI	<ul style="list-style-type: none"> <li>➤ Discussion with Headteacher regarding GCSE results</li> <li>➤ Analysis of results and action points for improvement if required</li> </ul>
Appraisal	HC, AC, MI	<ul style="list-style-type: none"> <li>➤ Appraisal system used regarding the performance of KS4 classes so teachers are held to account for the achievement of their pupils</li> </ul>
Welcome to Key Stage 4	MI	<ul style="list-style-type: none"> <li>➤ Parents of new Year 10 pupils invited into school during first</li> </ul>

Evening		week in September. Information provided regarding KS4, support offered etc
Year 11 Evening	MI	➤ Parents of new Year 11 pupils invited into school during first week in September. Additional information provided regarding support, intervention, careers, high & further education
Assemblies	LN	➤ Fortnightly assemblies with Year 11 focusing on areas to highlight achievement, progress, standards etc
Geography	MI, AC	➤ Underachievement in Geography to be driven through the school appraisal and capability procedures
Business Studies	MI, CT	➤ Further to a meeting with a representative from the exam board underachievement in Business Studies is being driven in close consultation with Cambridge/OCR.