



**School Improvement Plan (SIP) 2020-2021**  
**Cynllun Gwella'r Ysgol (CGY) 2020-2021**

<b><u>Priority 1: Christian ethos</u></b> To further enhance the Christian character of the school		<b><u>Priority 5: Care, Support and Guidance</u></b> To further develop physical health and wellbeing of pupils
<b><u>Priority 2: Standards</u></b> To further improve standards including skills		<b><u>Priority 6: PDG</u></b> To further improve performance of disadvantaged learners
<b><u>Priority 3: Wellbeing</u></b> To further improve attendance		Estyn Action Plan
<b><u>Priority 4: Teaching and Learning Experiences</u></b> To further improve the quality of teaching and learning		<b>THIS PLAN HAS BEEN WRITTEN IN LINE WITH BEST INTENTIONS OF DELIVERING OUTCOMES AND ACTIONS. HOWEVER IT IS DEPENDENT ON COVID-19 RESTRICTIONS</b>





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**Our Future Through Faith | Ein dyfodol trwy ffydd**

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### **School Motto**

**Our Future through Faith**

### **Values**

**Faith and belief**

**Care and compassion**

**Respect and tolerance**

**Responsibility and trust**

**Aspiration and success**

### **Mission Statement**

**To enrich pupils' lives through faith, opportunities and high quality education  
within our caring, supportive Christian environment**



### School Improvement Targets 2020-21

<b>KS3</b>	<b>English</b>	<b>Maths</b>	<b>Science</b>
<b>L5+</b>	<b>96.9%</b>	<b>96.9%</b>	<b>96.9%</b>
<b>L6+</b>	<b>77%</b>	<b>77%</b>	<b>77%</b>
<b>L7+</b>	<b>41%</b>	<b>41%</b>	<b>41%</b>

These targets are generated by the aspirational aim for all pupils to make 2 levels of progress from KS2.

<u><b>KS4 - Year 11</b></u>		
<b>Capped point score</b>	-	<b>420</b>
<b>Literacy points score</b>	-	<b>44</b>
<b>Numeracy points score</b>	-	<b>44</b>
<b>Science points score</b>	-	<b>44</b>
<b>A*/A%</b>	-	<b>25%</b>
<b>eFSM</b>	-	<b>Gap Less than 20 points</b>
<b>Gender</b>	-	<b>Maintain gap less than 20 points</b>

<u><b>KS5</b></u>	
<b>Pupils achieving at least 3A* - A at Level 3</b>	<b>17%</b>
<b>Pupils achieving at least 3A* - C at Level 3</b>	<b>65%</b>
<b>Pupils achieving at least 3A* - E at Level 3</b>	<b>100%</b>
<b>Average Wider Points Score</b>	<b>770</b>



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## **SUMMARY OF PRIORITIES FOR 3 YEARS**

- 1. Further enhance the Christian ethos of the school**
- 2. Further raise standards at KS4 and 5**
- 3. Further improve performance of all groups of learners including vulnerable learners**
- 4. To raise standards and progress in pupils' literacy and numeracy skills particularly the minority who continue to make basic errors in their writing and have difficulty with their basic number skills**
- 5. Further raise standards of learning and teaching, improve the impact of feedback and further develop our school as a learning organisation**
- 6. To successfully implement the Curriculum for Wales**
- 7. To successfully implement the ALN Bill**



**Priority 1: To further enhance Christian character of school**

Success criteria (What outcome do you want to achieve)	Staff (Who?)	Key action (How will you do it?)	Timescale (By when?)	Resources required (Financial, human, training?)	Monitoring and evaluation (Who and how?)	Review 2021
Further development of inspirational acts of worship	AH	<p>Pupils more fully involved in the organisation, delivery and evaluation of worship including form prayers</p> <p>Further develop work of worship council</p> <p>Values visible across school Half termly value</p> <p>Staff participation in worship eg licensed to administer chalice</p>	From Michaelmas Term	<p>Time</p> <p>£500 signs</p>	<p>Headteacher, Leadership Team, Governors</p> <p>Feedback from acts of worship</p>	<p>Pupil evaluations undertaken and actioned.</p> <p>These inform future planning</p> <p>Half termly values adopted and visible across school</p> <p>Staff administer chalice</p>
Further opportunities for pupils to learn about world faiths	SR	Schemes of learning in RE	From Sept 2020	<p>Time for CA meetings each half term</p> <p>Curriculum area capitation</p>	Link leadership team member through scrutiny of documentation, listening to learners and lesson observations	Completed



Priority 2: Standards Attainment at KS4						
Success criteria (What outcome do you want to achieve)	Staff (Who?)	Key action (How will you do it?)	Timescale (By when?)	Resources required (Financial, human, training?)	Monitoring and evaluation (Who and how?)	Review 2021
Improved the capped point score to 420; literacy 44, numeracy 44, science 44  A*-A: $\geq 25\%$	Teachers, Curriculum Leaders Link Leadership team members, ML	Use challenging targets to track and monitor pupil progress regularly Personalised intervention strategies adopted with identified target groups Learn to learn mornings Unlocking potential parental engagement evenings New courses Motivational assemblies Seren hub activities University visits Motivational talks Appointment of pastoral member of staff to work with Yr 11 pupils	2020-21	Time for planning, monitoring learning and tracking  <b>Accelerated learning grant (RRRS- £18,000)</b>	Headteacher, Leadership Team through analysis of data through tracking system; progress meetings; results meetings  Governors in meetings School Improvement partner	Following review of pupil progress, pupils may access more appropriate course as a result of mid course review eg Finance and Equality and Diversity)
Gap between eFSM and non FSM less than 20 points	Teachers, ML and Core Leaders, Pastoral team, SLT	Super Core meetings Vulnerable groups to be identified and intervention strategies implemented Results meetings, progress meetings eFSM support from pastoral team mentoring of eFSM pupils	From Sept 2020	Time for meetings	Headteacher, Leadership Team in meetings through tracking, data analysis; progress and results meetings  Governors in meetings	





Attainment at KS3						
Success criteria (What outcome do you want to achieve)	Staff (Who?)	Key action (How will you do it?)	Timescale (By when?)	Resources required (Financial, human, training?)	Monitoring and evaluation (Who and how?)	Review 2021
Improved attainment at KS3 - core subjects- 50% of cohort to achieve 2+ levels of progress	Teachers, Curriculum Leaders	Use subject, class and individual pupil targets to monitor & track pupil progress regularly and to implement interventions where necessary	Regular tracking – dates in calendar	Time for meetings	Analysis of performance data - ML	
Performance at KS5						
Success criteria (What outcome do you want to achieve)	Staff (Who?)	Key action (How will you do it?)	Timescale (By when?)	Resources required (Financial, human, training?)	Monitoring and evaluation (Who and how?)	Review 2021
Raised proportion of pupils achieving 3A*-A and A*-C, to exceed ALPS targets, and L3 threshold  Improved performance by more Curriculum Areas being in the top 25% of schools (as reported by ALPS)	ML, Curriculum Leader, CLo	Set challenging targets utilising ALPS Students aware of targets and how to achieve them Monitor student progress through the use of tracking and ALPS Introduce Supercore style meeting to respond to tracking New appointment of pastoral member of staff to support students	Sept 2020-21	Time  Training on utilising ALPS  <b>Accelerated learning grant (RRRS- £18,000)</b>	Headteacher each term  Leadership Team, and Governors through analysis of data	Improved reporting of progress of pupils from consortium partners
Personalised strategies in place to support learners identified as being under-performing to raise standards	Teachers, CLo	Use of guidance booklets  Individual meetings with CLo/Mentor	From Sept 2020	Creation of appropriate booklets  Time	Relevant records within Curriculum Areas and CLo/Headteacher  Increase in performance form one tracking period to next	
Continued increase in positive destinations	CLo, H McCoy	Guidance through the UCAS process	Ongoing	Time	Records of support opportunities provided	UCAS advice given  Offers coming in



		Support in completing personal statements Advice on appropriate courses/Universities Appropriate Careers Advice Continuation of talks from outside speakers		University of South Wales Careers Wales UCAS	Number of pupils achieving positive destinations e.g. University, apprenticeship etc CLO, Headteacher and Governors	
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Priority 3: Wellbeing – Further improve attendance						
Success criteria (What outcome do you want to achieve)	Staff (Who?)	Key action (How will you do it?)	Timescale (By when?)	Resources required (Financial, human, training?)	Monitoring and evaluation (Who and how?)	Review 2020
<p>Attendance: Improved attendance to 95%</p> <p>Improved attendance at KS5</p> <p>Develop staff awareness and engagement, particularly form tutors and SLT</p> <p>Parental Engagement</p> <p>Rewards and Incentives</p>	<p>All school staff to contribute to this aspect of school improvement</p> <p>JT</p>	<p>Weekly information pack to be distributed to Learning Managers and Form Tutors</p> <p>Attendance to be monitored and discussed during registration periods</p> <p>INSET focus</p> <p>Tutor group attendance charts to generate discussion</p> <p>Letters home for targeted groups eg 90% or less, home visits and site meetings</p> <p>Promotion on website, SMH, Gateway app, or via text</p> <p>Rewards system to be further developed across KS3 and 4 to include half termly draw for 100%, more use of fast passes, funding for Christmas initiative and attendance linked to achievement points</p> <p>Pastoral Support Officers to adopt strategies in line with policy to support appropriate pupils including vulnerable pupils</p>	<p>From Sept 2020</p>	<p>Time</p>	<p>JT/discussion with form tutors and Learning Managers</p> <p>JT/record of visits on pupil profiles</p> <p>Leadership Team/Termly review of records of identified pupils</p>	<p>94.7%- October 2021</p> <p>Strategies in place</p> <p>Concern re coronavirus and effect on attendance</p>



		<p>including CLA and FSM and include attendance as part of sessions</p> <p>JB to prepare monthly reports linked to year group, gender and persistent absenteeism</p> <p>Monthly FSM/CLA figures to monitor vulnerable learners</p> <p>Use of coding, authorised/unauthorised and use of FPNs and YEPS referrals</p> <p>Work with the LA as part of their new WRV approach</p> <p>Use appropriate coding for Covid cases</p> <p>To have a joined up approach to dealing with Covid cases and transmission in line with LA and PHW guidelines</p> <p>Discuss targeted pupils in KS meetings</p>		Time	Governors RCT	
To maintain low level of fixed term exclusions	JT, Learning Managers	<p>Review Behaviour Policy</p> <p>Introduce refined system</p> <p>Review rewards and introduce new strategies</p> <p>Adjust Brilliant Learners scheme to an online format due to Covid</p>	2020-21	Time	Headteacher RCT Pupil records	Strategies in place



**Priority 4: To further improve quality of teaching and learning**

Success criteria (What outcome do you want to achieve)	Staff (Who?)	Key action (How will you do it?)	Timescale (By when?)	Resources required (Financial, human, training?)	Monitoring and evaluation (Who and how?)	Review 2021
Develop blended learning	All involved	Guidance given on online learning teaching and learning  Time and opportunity to explore strategies  Staff in AOLES	From September 2020	Professional learning time	AH, Leadership Team	On-going
To continue to develop as a lead school alliance with Cardiff Met for ITT students	AH and mentors	SLT days in partnership school; mentoring teaching and learning forms, review forms	2020-21	Cardiff Met funding	Leadership Team  ITT feedback  Lesson observations  Documentation	In place and successful
Feedback to enable pupils to improve; evidence of pupils acting upon advice	Curriculum Leaders involved  All Staff  AH	School marking policy to be used by all staff Work regularly marked in green pen To ensure pupils are able to reflect upon and respond to marking showing improvement Pupils given time to improve learning	From Sept 2020 to July 2021		Curriculum Leaders and link leadership team, marking/book scrutiny as per calendar; pupil progress mornings; reviews	Book looks
Meaningful opportunities for peer and self-assessment	All staff	To ensure there are opportunities for purposeful peer and self-assessment within lessons Evidence by pupils using purple pens	From Sept 2020	Time  Curriculum Area Meetings  Purple pens	Link leadership team members  Reviews	



		Pupils able to show progress in their learning				
<p>Develop school as a learning organisation.</p> <p>Support of continuous learning of all staff</p> <p>Promoted team learning and collaboration amongst all staff</p> <p>A culture of enquiry, innovation and exploration amongst all staff</p> <p>Maintain high levels of staff wellbeing</p>	<p>All staff</p> <p>AH</p>	<p>Professional learning focused on professional teacher standards, linked to PM</p> <p>Professional learning tailored to individual needs</p> <p>Continued development of research and enquiry</p> <p>Sharing of good practice with ITT students</p> <p>Regular meetings/ Wellbeing days</p>	From Sept 2020	<p>Professional learning time</p> <p>INSET days</p>	<p>AH</p> <p>Feedback from staff</p>	
To continue to develop skills across the curriculum – Literacy, Numeracy, DCF	<p>JT (Lit/Num)</p> <p>CLo (DCF)</p> <p>ML</p> <p>AJ (Lit)</p> <p>GM (Num)</p> <p>Curriculum Leaders</p>	<p>Skills evident in lessons where appropriate</p> <p>Skills</p> <p>Training on Google classroom</p> <p>Increase use of feedback through Google</p> <p>Increase use of Google drive</p> <p>Literacy and numeracy action plans</p>			<p>Leadership Team</p> <p>Lesson observations</p> <p>Scrutiny of documentation</p>	
Preparation for new curriculum	CLo	<p>Training, conferences, meetings, SIG, AOLE work</p>	On-going	Time	Leadership Team	<p>Briefing sessions</p> <p>Meetings</p> <p>New curriculum being planned</p> <p>Curriculum group formed</p>



						<p>Timetable to be amended and agreed for introduction/ trialling of 'CfW' lessons</p> <p>Curriculum Leaders to continue mapping curriculum amendments on CfW tracking document</p> <p>Curriculum Leaders to transfer lessons plans to CfW Scheme of Learning document as the lessons are amended/created to comply with CfW</p>
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**Priority 5: Care, Support and Guidance – To further wellbeing and physical health**

Success criteria (What outcome do you want to achieve)	Staff (Who?)	Key action (How will you do it?)	Timescale (By when?)	Resources required (Financial, human, training?)	Monitoring and evaluation (Who and how?)	Review 2021
Healthy Schools promoted and strategies implemented	SGH, HMc (PSE) & ED (WBac)	Letters School Health Research Network Survey; information published on school website & Twitter  Key Stage 3 pupils will complete survey in PSE  Key Stage 4 & 5 pupils will complete survey in Welsh Bac lessons	Sept – Dec 2019 (aim for before Oct half term)	ICT/Welsh Bac rooms  Chromebooks	JT, CLo, Headteacher  Scrutiny of survey – Easter 2020	Completed
Further improve wellbeing and physical health of pupils	SGH, SE, HMc, CLo  SMM, SGH, CLo	Achieve Phase 5 and set targets for Phase 6  SGH to meet with Cwm Taf Healthy Schools team  SGH & HMc to attend termly school to school meetings  Collate evidence for Phase 5 focus; Food & Fitness  To set targets for Phase 6	Assessment 2/12/19  <i>Meeting arranged for 3/2/20</i>	Time  Meetings	SMM, JT, SGH  Cwm Taf Healthy Schools team  Phase 5 achieved	Completed  Regular meetings of wellbeing staff (CLO, SLE, SGH, HMc) to discuss progress
	SGH, Lisa Gorringe RCT Catering	School Nutrition Action Group:  To establish a school nutrition action group (SNAG) to work	January 2020	Time  Meetings	RCT Catering, SMM & SGH  Pupil voice	





		with RCT Catering to review & improve food provision in school				
	SGH	Health & Wellbeing days:  Cross curricular timetable for Years 7-9  Establish links with outside speakers  Race for Life for Schools fundraising kit  Permission from RCT use of Aberdare Park	3/7/20	Time  Photocopying  Cost of Speakers  Race for Life Sponsor forms & medals	SGH, JT & CL  Pupil voice following days	
Further enhanced PSE and Careers programme for pupil wellbeing	HMc	To use results of SHRN survey 2019 – 20 to inform planning of PSE programme for 2020 – 2021  Revise PSE schemes of work for Key Stage 3  Plan PSE days for Year 10 & 11  Continue to establish links with external agencies  Plan registration for Key Stage 4 tasks.  Include topics such as mental health, global issues, healthy relationships & tackling discrimination	Easter – summer term 2020	Time  Photocopying  Costs of speakers	SMM, JT, CL & HMc  SHRN report  PSE days scheduled in the calendar 2020-21  SOW  Lesson observations  Curriculum Area Review  Pupil voice	Completed



		<p>Gatsby Project:</p> <p>RCT Fitbit project</p> <p>Embed careers across the curriculum</p> <p>All key stages – Careers week, Sixth Form careers sessions and through the year, assemblies, Big Ideas Wales role models, Year 9 &amp; 10 career days, 5 employers throughout the day</p>				
Further develop Activ8 and the Fitbit project	<p>SLE, SL, AJ, AR</p> <p>RL, MHW</p> <p>All Staff</p>	<p>All learners are encouraged to participate in physical activity</p> <p>Variety of extra-curricular activities within school and through outside organisations – maintain / seek links with Newydd Housing, SportRCT, YEP's, Hapi.</p> <p>Participation tracked through Class Dojo or an alternative method.</p> <p>Year 8 to establish a new fitbit group</p> <p>Staff with own FitBit to participate</p>	<p>2019-2020</p> <p>September 2019</p>	<p>Extra-curricular provision</p> <p>Photocopying</p> <p>Funding from external agencies</p>	<p>SLE</p> <p>PE Staff</p> <p>CL / JT</p> <p>Uptake/participation rates</p> <p>Pupil voice</p>	Completed
	SLE, SL	<p>Activ8 council advertised (including roles and responsibilities) with an opportunity for all pupils to apply – deadline set.</p>	<p>September – October 2019</p>	<p>Support from form tutors in order to help advertise council meetings and promote Activ8</p>	<p>SLE</p> <p>SLL</p> <p>CL / JT</p>	Completed



		<p>Applications forms submitted and read by the department.</p> <p>Pupils selected to hold positions on the Activ8 council.</p> <p>KS5 Year 12 Welsh Bacc pupils to hold responsibility for leading the Activ8 council</p> <p>Facilitate half termly meetings and create action points</p> <p>Monitor and evaluate the year 12 team to ensure they adhere to their job descriptions.</p> <p>Develop the Activ8 reward programme for high rates of participation and</p> <p>Reward participation for being physically active into the whole school Brilliant Learner reward scheme.</p>	<p>October 2019</p> <p>November 2019</p> <p>January 2020</p> <p>Each half term</p> <p>Throughout the year.</p> <p>Throughout the year</p> <p>January 2020</p>	<p>activities. Photocopying</p>	<p>Uptake/participation rates</p> <p>Pupil voice</p>	
Prepare New ALN Bill	ALNCo	Training Meetings	On-going	Time Meetings	Leadership Team	Meetings attended and preparation in place



		<p>Staff CPD including online training via Educare Meaningful and bespoke CPD for TA's in line with PM objectives and the needs of the child New online safeguarding training via Educare along with many other accredited CPD courses to support learners and the well being of all our pupils</p>		Resources		
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**Priority 6: Further improve performance of disadvantaged learners /PDG**

Success criteria (What outcome do you want to achieve)	Staff (Who?)	Key action (How will you do it?)	Timescale (By when?)	Resources required (Financial, human, training?)	Monitoring and evaluation (Who and how?)	Review 2020
Improved performance of vulnerable learners  Barriers to achievement reduced  Improved scores  Engagement and increased confidence	RS	Use WG literacy and numeracy test data to look at strategies for eFSM learners with a score of 90 or below interventions  eFSM pupils prioritised initially and then rolling out to pupils in years 7-9 with a score of 90 or below  Use reading intervention/support schemes	2020-21	EIG  PDG	JT  Pupil voice  Governors  Data analysis	
Extended curriculum choice	ML	Transport and subject resources inc IT	2020-21	EIG	Leadership Team  Curriculum	
Improved attendance  Improved attendance of those on eFSM	JB	Monitor attendance, punctuality Scrutinise codes Letters and texts home Undertake meetings with parents Home visits Referrals Multi-agency/referrals/meetings Offer pastoral support Increase range of rewards Other actions as per Priority 4 – Improving Attendance		PDG	Leadership Team  Attendance figures	
Emotional literacy support for eFSM pupils	CF – KS3	Deliver emotional literacy to students – self esteem, awareness, loss and bereavement, anger	2020-21	PDG	JT  Pupil records	



<p>Improved care, support and guidance for pupils</p> <p>Support for dyslexia, reading and spelling for pupils on FSM</p>	TH – KS4	<p>management, friendship skills and stress, time management on an individual and group basis</p> <p>Support dyslexic students on an individual basis undertaking structured learning activities/teaching programmes</p> <p>Track and monitor pupil progress</p> <p>Emotional support inc statemented children</p> <p>Monitor vulnerability profile</p> <p>Training support for RS and KS in counselling and ELSA</p> <p>CL and CF involved in MHFA training via the Cluster grant</p>				
<p>Support for vulnerable learners/ALN/eFSM</p>	SE	<p>Work with pupils on behaviour issues and who are on behaviour plans</p> <p>Offer one to one support with pupils to facilitate their re-engagement with education and develop their social/personal education</p> <p>Liaise with Learning Managers and outside agencies</p> <p>RP booklets to complete linked to restorative work to reflect on actions</p> <p>Identify trends and persistent offenders and offer additional</p>	2020-21	PDG	KMac Pupil information JT	



		support either internally or externally				
Improved support for ALN pupils on eFSM	HBB/SSA	Provide literacy and numeracy support through interventions  Lunchtime support – Homelearning Club  MAC Club for emotional support  Track pupil progress through assessments  ALN pupils included in mainstream LANDO support	2020-21	EIG	KMc  JT  Pupil records	
Tracking developed to support pupils on eFSM in their learning	KS	Produce and distribute pupil attendance, behaviour, behaviour and achievement packs form tutors and learning managers  Support pastoral, academic tracking  Information packs on pupils that need additional support  Monitor pupil progress prioritising CLA and eFSM  Create, print and distribute league tables and charts as required as part of the schools 'celebrating success'/rewards policy	2020-21	PDG	JT  Leadership Team  Scrutiny of pupil progress	

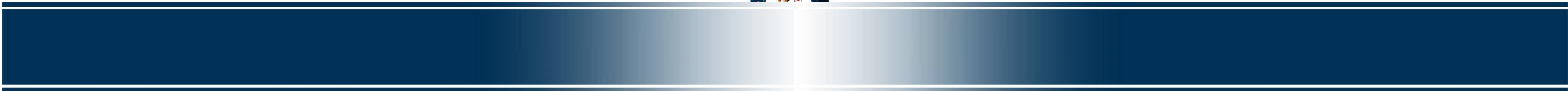


## ESTYN ACTION PLAN 2020

**Priority 1:** Raise standards and progress in pupils' literacy and numeracy skills, particularly the minority who continue to make errors in their writing and have difficulty with their basic number skills.

<u>Success criteria</u>	<u>Staff</u>	<u>Key Action</u>	<u>Timescale</u>	<u>Resources</u>	<u>Monitoring &amp; evaluation</u>
<ul style="list-style-type: none"> <li>Improved literacy skills</li> <li>Less basic errors in pupils' written work, eg spelling, paragraphing</li> <li>Greater confidence of pupils in verbal skills enabling longer developed response</li> <li>Improved basic number skills</li> </ul>	<ul style="list-style-type: none"> <li>Training – CSC</li> <li>Advice from English curriculum area</li> <li>All staff to adopt and implement strategies</li> <li>Led by JT/CLo</li> <li>Advice from Maths</li> </ul>	<ul style="list-style-type: none"> <li>Training for staff</li> <li>Strategies identified to help pupils to improve spelling</li> <li>Strategies identified and implemented to help pupils improve basic writing eg paragraphing</li> <li>Activities devised to offer pupils opportunities to improve confidence in verbal skills</li> </ul>	<ul style="list-style-type: none"> <li>Autumn term 2020</li> <li>July 2020</li> </ul>	<ul style="list-style-type: none"> <li>Time – inset/meetings</li> <li>Resources £1,000</li> </ul>	<ul style="list-style-type: none"> <li>Leadership team as part of curriculum are reviews</li> <li>Book looks</li> <li>Pupil voice</li> <li>Scrutiny of documentation</li> <li>Lesson observations</li> <li>Learning walkways</li> </ul>





	curriculum area				
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**Priority 2:** Strengthen the teaching in a minority of lessons and improve the impact of feedback.

<b>Success criteria</b>	<b>Staff</b>	<b>Key Actions</b>	<b>Timescale</b>	<b>Resources</b>	<b>Monitoring &amp; evaluation</b>
<ul style="list-style-type: none"> <li>Lessons planned to ensure pupils make appropriate progress developing skills</li> <li>Lessons to be less didactic and to give more opportunities for pupils to work independently or in small groups</li> <li>High expectations in all lessons</li> <li>Specific comments as part of feedback ensuring pupils know how to improve their work</li> </ul>	<ul style="list-style-type: none"> <li>Led by AH</li> <li>All staff involved</li> <li>Curriculum Leaders</li> </ul>	<ul style="list-style-type: none"> <li>Training for staff</li> <li>Whole school strategy on 'feedback' – written and verbal – to be adopted and implemented</li> <li>Curriculum area improvement plans to include strategies to develop pupils' skills, to give pupils more opportunities to work in small groups or independently</li> <li>Regular reviews on learning and teaching including feedback</li> </ul>	<ul style="list-style-type: none"> <li>Autumn term 2020</li> <li>Implementation September 2020</li> </ul>	<ul style="list-style-type: none"> <li>Time in INSET and meetings to share good practice</li> <li>Time to observe good practice in other subjects</li> </ul>	<ul style="list-style-type: none"> <li>Leadership team:</li> <li>Lesson observations, learning walkways, pupil voice, 'book' looks</li> </ul>

