

Oriel High School Development Plan 2017-2018 (version July 2017)

	Objectives	Actions	Success criteria	Staff
Achievement	1. Achieve high quality progress and attainment	<p>1.1 Continue to improve progress and attainment at GCSE</p> <p>1.2 Improve 6th form progress and attainment.</p> <p>1.3 Optimise parental engagement in supporting independent study in 6th Form.</p> <p>1.4 Ensure that provision in years 7-9 enable students to make sustained progress and develop good learning habits, including with homework.</p>	<p>1.1 Positive Progress 8 score: 0.5; Av Attainment 8 score: 5.6: Total number of 9-5 / A*-B grades: 1628</p> <p>1.2 Average A-Level grade: B; Av. Points Score per student: 112; Av. points score per academic entry: 39; ALPS institution grade is 3 or better.</p> <p>1.3 Parent information evenings take place.</p> <p>1.4 Observation and work scrutiny show positive outcomes with regard to work rate, quality of work, challenge and homework.</p>	<p>TMA</p> <p>TMA/ CDE</p> <p>PST/ CDE</p> <p>TMA</p>
Quality of Teaching	2. Improve quality, focus, validity and reliability of assessment as a tool for learning	<p>2.1 Develop and embed the use of PLCs in years 7-9.</p> <p>2.2 Each subject to create an assessment map covering years 7-13</p> <p>2.3 Subjects review assessment process to ensure consistency, reliability and validity.</p> <p>2.4 In years 7-9 ensure that moderation of assessed work takes place.</p> <p>2.5 Ensure that Go4school mark sheets are related to PLCs and linked to formative feedback.</p>	<p>2.1 PLCs exist for all subjects for years 7-9.</p> <p>2.2 Subject assessment maps created</p> <p>2.3 Assessment plan ensures; curricular coverage consistency, relevance, embeds use of daily / weekly / monthly review and includes moderation process.</p> <p>2.4 Programme of moderation has been completed.</p> <p>2.5 Increased parental engagement and satisfaction with Go4schools</p>	<p>TMA</p> <p>TMA</p> <p>TMA</p> <p>TMA</p> <p>TMA</p>
	3. Embed Rosenshine's Principles of Instruction as a commonly understood framework for	<p>3.1 Display Rosenshine posters in all teaching spaces.</p> <p>3.2 Build IRIS Connect groups to facilitate CPL around each principle.</p> <p>3.3 Encourage staff to record and share examples demonstrating effective implementation of strategies.</p>	<p>3.1 All classrooms have visual representation of principles.</p> <p>3.2 Group formed for each principle encompassing exemplars of strong practice, discussion forum and resources to develop practice.</p>	<p>TMA</p> <p>TMA</p>

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	effective teaching		3.3 Number of platform log ins: 300 per term; Number of reflections: 100 created per term; Total number of shares: 25 in term 1, a further 50 in term 2 and a further 75 in term 3. 150 shares in total for 2017/18	
Behaviour and Attitude	4. Develop Character and Well-being Education across the school	<p>4.1 Develop and monitor the effectiveness of new resources in PDC.</p> <p>4.2 Develop PixlEdge programme for Year 8 and 6th form.</p> <p>4.3 Develop and deliver Academic Resilience Project.</p> <p>4.4 Develop the use of Mindfulness to support mental well-being</p> <p>4.5 Develop and monitor the use of mentor time to deliver aspects SMSC education.</p> <p>4.6 Develop a robust and cohesive IAG programme.</p> <p>4.7 Develop and promote student leadership roles across the school following review.</p>	<p>4.1 Positive staff and student feedback.</p> <p>4.2 High level of engagement from Year 8 students, plus positive feedback.</p> <p>4.3 tbd</p> <p>4.4 Positive feedback from Myriad study groups. At least one additional course is delivered to students in years 10-11.</p> <p>4.5 Student engagement with mentor time activities improves, with greater consistency within Learning Communities. Positive staff feedback. High level of engagement with Votes for Schools.</p> <p>4.6 tbd</p> <p>4.7 Review has taken place and student leadership roles are promoted and celebrated.</p>	<p>EGR</p> <p>EGR</p> <p>EGR</p> <p>EGR</p>
Leadership	5 Develop and implement a robust model of quality assurance at all leadership levels	<p>5.1 Ensure SLT commitment to supporting Quality Assurance process.</p> <p>5.2 Review subject SES documents as part of QA.</p>	<p>5.1 Classrooms are visited regularly by all members of SLT, within a programme of review and feedback.</p> <p>5.2 Each subject area receives a SES review with development actions.</p>	<p>TMA</p> <p>TMA</p>

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	<p>6. Strengthen the quality of leadership in the school by providing further development and leadership opportunities for staff</p>	<p>6.1 Facilitate delivery of NPQML and NPQSL programmes Developing leaders – self directed CPD</p> <p>6.2 In subject areas ensure that, leadership roles support staff development at an appropriate level.</p> <p>6.3 Develop and promote opportunities for staff to collaborate with and support other schools.</p>	<p>6.1 Programmes take place, with ongoing commitment from participants.</p> <p>6.2 A range of leadership roles exist within each subject team and are allocated appropriately.</p> <p>6.3 Opportunities exist for other schools to take part in CPD led by Oriel staff.</p>	<p>TMA/ ZJA</p> <p>TMA/ HEV</p> <p>TMA/ ZJA</p>
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