

## **Professional Learning and School Improvement 2018 -19**

### **Objectives**

- 1.** To teach students explicit strategies how to plan, monitor and evaluate their learning, so that, they increasingly understand and take ownership of their learning. Thus increasing their confidence, independence and resilience.
- 2.** To contribute to the planning, evaluation and consistent delivery of departmental schemes of work at Key Stage 3 to ensure it is challenging, developing the necessary skills and competencies for all our students and that the impact of feedback and assessment related to key assessments at KS3 is used to inform future learning.

### **Other key Performance Management Foci**

- Ensuring students take pride in the presentation of their work thus reflecting our school's high expectations and aspirations
- Be aware of and carefully plan for the needs of vulnerable groups (PP students, high band, SEND students)
- Ensure class level data is used to inform planning and interventions to maximise progress
- Improving the attendance of all students especially, PP students and reducing persistent absence rates
- To be involved in quality assurance work beyond whole school calendared events
- To review and adapt key stage 4 & 5 schemes of work in light of changes at KS3
- To improve our Sixth Form provision (curriculum, learning dispositions and expectations, enrichment opportunities, quality of teaching) in order to secure strong progress for all students
- Improve Year 11 intervention strategies for targeted students

<b>Date</b>		<b>Time</b>	<b>Leader</b>
3/9	<b>Staff Development Day</b> Review of results Diabetes training	All day	Various
10/9	<b>HOD Meeting</b> Review of Year 11 data – 25 moveable’s shared with Heads of Department – Year 11 Team to lead meeting	4-5pm	CG
11/9	<b>*Department Professional Development Meeting</b>	4-5pm	HODs
13/9	<b>School Direct / NQT Meeting</b> Gillingham’s Pedagogical Framework	4-5pm	MLa
29/9	<b>*Departmental</b> reviews of examiner’s reports and returned scripts. What does an A* and grade 9 look like in your subject? What do the reports mean for curriculum design / teaching / assessment planning?	4-5pm	HODs
27/9	<b>School Direct / NQT Meeting</b> Behaviour Management	4-5pm	CG & JDa
2/10	<b>*Department</b> work scrutiny focusing on High Band and PP students. Is there consistent practice in KS3 books? Do they reflect curriculum planning? <i>‘Evidence ... of students being explicitly taught how to plan, monitor and evaluate their learning. Books will have... extended independent writing tasks. Work will reflect well-planned pedagogical approaches (planning, monitoring and evaluation phases), students will respond to feedback resulting in deepening skills and competencies. As a result, students will develop a language for learning and become more assessment capable’</i> (Quote from school development plan). Final update of PM framework 2017/18.	4-5pm	HODs

8/10	<p><b>QUADS Meeting</b>  Feedback from work scrutiny and examiner's reports  Lessons from 2018 results  Details of habitual internal department QA process - calendared  Start planning for November QA process  Departmental development plans completed</p>	4-5pm	SLT & HODs
11/10	<p><b>School Direct / NQT Meeting</b>  Being a tutor &amp; student trails</p>	4-5pm	TBC
Week beginning 15 & 22/10	<p>*Year 11 and 13 <b>data review meetings</b> between Year Head, Assistant Year Heads and Line Manager to identify individual students who are not making adequate progress and agree interventions. Target group of up to 25 'moveable' students sent to HODs for their data review meetings.</p>	In Year Team meeting slots	CG / STU TG / MLa  With KS / RS
16/10	<p><b>Headteachers briefing</b> and whole school training on metacognitive approaches to teaching. Reporting expectations shared by STu</p>	4-5pm	PN & MLa & STu
19/10	<p><b>Staff Development Day</b> – Performance Management  All teaching staff to have read latest updated DFE <i>Keeping Children Safe in Education</i> document and completed online survey. All teaching staff to have read and reflected on EEF metacognition research.</p>	All day	MLa & JCa
29/10 – 30/11	<p><b>Departmental QUAD work</b> focusing on:</p> <ul style="list-style-type: none"> <li>• Objectives from 2017/18 QA reviews</li> <li>• High band, SEND and PP students</li> <li>• Work scrutiny</li> <li>• Impact of KS3 curriculum planning and assessment</li> <li>• Lessons from 2018 exam results</li> </ul>		SLT & HODs

1/11	<b>School Direct / NQT Meeting</b> Supporting students with SEND – differentiation in practice	4-5pm	JS & KS
Week beginning 5/11	<b>Senior staff review and moderation of PM files</b>	TBA	SLT
6/11	*Year 11 and 13 <b>data review meeting in departments</b> to identify individual students who are not making adequate progress and agree interventions / approaches to teaching in response.	4-5pm	HODs
15/11	<b>School Direct / NQT Meeting</b> The Science of Learning – developing effective learners	4-5pm	MLa
20/11	* <b>Department</b> update, review and adoption of Departmental Feedback and Assessment Policies. KS3 curriculum review meeting using student work to look at consistency and levels of progress. Is there <i>‘strong evidence ... of students being explicitly taught how to plan, monitor and evaluate their learning. Books will have numerous extended independent writing tasks. Work will reflect well-planned pedagogical approaches (planning, monitoring and evaluation phases), students will respond to feedback resulting in deepening skills and competencies. As a result, students will develop a language for learning and become more assessment capable’</i> (Quote from school development plan).	4-5pm	HODs  Please send new department policies to QUAD line manager.
29/11	<b>School Direct / NQT Meeting</b> We Are All Teachers of Literacy	4-5pm	HCo / EPC
Week beginning 3/11	*Year 7 & 8 <b>data review meeting</b> with Year Head, Assistant Year Heads and line manager to identify individual students who are not making adequate progress and agree	In Year Team meeting slots	JDa / JCa ML / KBr  With KS / RS

	interventions. Target group of up to 25 'moveable' students sent to HODs for their data review meetings.		
10/12	<b>QUADS Meeting</b> Review of findings from recent department reviews Update of departmental development plans	4-5pm	HODs & SLT
11/12	<b>*Department Professional Development Meeting.</b> Some focus required on Year 7 & 8 progress data to identify individual students who are not making adequate progress and agree interventions	4-5pm	HODs
13/12	<b>School Direct / NQT Meeting</b> Retrieval - Practice	4-5pm	MLA
Week beginning 9 & 16/12	<b>*Year 9, 10, 11 and 12 data review meeting</b> with Year Head, Assistant Year Heads and line manager to identify individual students who are not making adequate progress and agree interventions. Target group of up to 25 'moveable' students sent to HODs for their data review meetings.	In Year Team meeting slots	DK / KBr HB / MLa CG / STU NC / TG  With KS / RS / HS
29/1	<b>*Year 9,10,11 (mock results) and 12 data review meeting in departments</b> to identify individual students who are not making adequate progress and agree interventions / approaches to teaching in response.	4-5pm	HODs
5/2	<b>Department Professional Development Meeting</b> Review of Year 13 mock results with agreed interventions for identified students.	4-5pm	HODs
11/2	<b>*QUADS MEETING</b> Focus on PP, SEND and High band students – book review.	4-5pm	SLT & HODs
Week beginning 25/2	<b>*Year 12 data review meeting</b> with Year Head, Assistant Year Heads and line manager to identify individual students who are not making adequate progress and agree interventions.	In Year Team meeting slots	NC / MLa  With KS / RS / HS

	Target group of up to 25 'moveable' students sent to HODs for their data review meetings.		
25/2 – 5/3	Formal PM lesson observations and mid-year review meetings Lesson observations carried out for all teaching staff. Review of objectives and continued completion of PM Frameworks by individuals.	TBA	HODs and SLT
12/3	<b>**Department Professional Development meeting</b> to include review of Year 12 monitoring data with agreed interventions for identified students. Revisit PM Frameworks.	4-5pm	HODs
14/3	<b>School Direct / NQT Meeting</b> Assessing Progress Over Time	4-5pm	STu
Week beginning 23/3	*Year 7 and 8 data review meeting with Year Head, Assistant Year Heads and line manager to identify individual students who are not making adequate progress and agree interventions. Target group of up to 25 'moveable' students sent to HODs for their data review meetings.	In Year Team meeting slots	JDa / JCa ML / KBr  With KS / RS
26/3	<b>*Department curriculum review meeting</b> using student work to look at consistency and levels of progress. Is there ' <i>strong evidence ... of students being explicitly taught how to plan, monitor and evaluate their learning. Books will have numerous extended independent writing tasks. Work will reflect well-planned pedagogical approaches (planning, monitoring and evaluation phases), students will respond to feedback resulting in deepening skills and competencies. As a result, students will develop a language for learning and become more assessment capable</i> ' (Quote from school development plan). What does this mean for your KS4 and 5 curriculum?	4-5pm	HODs
28/3	<b>School Direct / NQT Meeting</b> Oracy	4-5pm	STu

1/4	<b>QUADS</b> Sharing of internal departmental QA processes – what is happening on a regular basis around the whole school calendared QA? Where is the evidence? What are the strengths and areas of development in your department?	4-5pm	SLT & HODs
2/4	*Year 7 & 8 <b>data review meeting in departments</b> to identify individual students who are not making adequate progress and agree interventions / approaches to teaching in response.	4-5pm	HODs
25/4	<b>School Direct / NQT Meeting</b> Stretch and Challenge for High Band Students	4-5pm	PA / MM
26/4	<b>Staff Development Day</b> Attachment focused CPD Moderation time Review of Professional Development Frameworks	All day	STu, RS, MLa
Week beginning 29th April	*Year 9,10 and 11 data review meeting with Year Head, Assistant Year Heads and line manager to identify individual students who are not making adequate progress and agree interventions. Target group of up to 25 'moveable' students sent to HODs for their data review meetings.	In Year Team meeting slots	KBr/DK MLa/HB CG/ST  With KS / RS
Week beginning 2/4	Review of PM Frameworks over next two weeks using QUAD structures	TBA	SLT & HODs
7/5	*Department Professional Development meeting to include review of Year 9, 10, 11 monitoring data with agreed interventions for identified students.	4-5pm	HODs
9/5	<b>School Direct / NQT Meeting</b> Developing Attachment Friendly Approaches – Emotion Coaching	4-5pm	RS
14/5	* <b>Department</b> work scrutiny focusing on High Band, SEND and PP students. KS3 books are they reflecting consistent	4-5pm	HODs

	practice. Is there <i>'strong evidence ... of students being explicitly taught how to plan, monitor and evaluate their learning. Books will have numerous extended independent writing tasks. Work will reflect well-planned pedagogical approaches (planning, monitoring and evaluation phases), students will respond to feedback resulting in deepening skills and competencies. As a result, students will develop a language for learning and become more assessment capable'</i> (Quote from school development plan). Update of PM framework.		
21/5	<b>*Department</b> - having reflected on the consequences of the KS3 curriculum changes and first run through (for many) of the new GCSE and A levels, what now needs to be done to improve your KS4 and 5 curriculums so that students make greater progress? Consider implications for gained time.	4-5pm	HODs
23/5	<b>Headteachers briefing</b> and whole school training on metacognitive approaches to teaching	4-5pm	PN & MLa
Week beginning 3/5	Review of PM Frameworks over next two weeks using QUAD structures	TBA	SLT & HODs
3/6	<b>QUADs MEETING</b> Preparation for QA work next week	4-5pm	SLT & HODs
6/6	<b>School Direct / NQT Meeting</b> Learning from the Primary Curriculum	4-5pm	TBC
10/6 – 28/6	<b>*Departmental QUAD work</b> focusing on: <ul style="list-style-type: none"> <li>• Objectives from 2017/18 QA reviews</li> <li>• High band, SEND and PP students</li> <li>• Work scrutiny</li> <li>• Impact of KS3 curriculum planning and assessment</li> <li>• Implications KS4 &amp; 5</li> </ul>		SLT & HODs



Week beginning 3/6	*Year 10 <b>data review meeting</b> with Year Head, Assistant Year Heads and line manager to identify individual students who are not making adequate progress and agree interventions. Target group of up to 25 'moveable' students sent to HODs for their data review meetings.	In Year Team meeting slots	HB / MLa  With KS / RS
11/6	* <b>Departmental</b> Year 10 mock moderation and analysis of results. Identify students who need interventions and agree actions. PM Framework update.	4-5pm	HODs
Week beginning 17/6	*Year 7 <b>data review meeting</b> with Year Head, Assistant Year Heads and line manager to identify individual students who are not making adequate progress and agree interventions. Target group of up to 25 'moveable' students sent to HODs for their data review meetings.	In Year Team meeting slots	JCa/JDa  With KS / RS
20/6	<b>School Direct / NQT Meeting</b> Review of year	4-5pm	STu
25/6	<b>Department Professional Development Meeting</b>	4-5pm	HODs
25/6	*Year 9 <b>data review meeting</b> with Year Head, Assistant Year Heads and line manager to identify individual students who are not making adequate progress and agree interventions	In Year Team meeting slots	JDa / JCa DK / KBr
2/7	*Year 7 <b>data review meeting</b> in departments to identify individual students who are not making adequate progress and agree interventions / approaches to teaching in response. How will this information be shared with new teachers in September?	4-5pm	HODs  With KS / RS
Week beginning 8/7	Year 8 & 9 <b>data review meeting</b> with Year Head, Assistant Year Heads and line manager to identify individual students who are not making adequate progress and agree interventions. Target group of up to	In Year Team meeting slots	JCa/JDa KBr/ML

	25 'moveable' students sent to HODs for their data review meetings.		With KS / RS
8/7	<b>QUADS meeting</b> Findings from recent QA in June Objectives for 2019/2020	4-5pm	SLT & HODs
9/7	*Year 8, 9 & 12 <b>data review meeting</b> in departments to identify individual students who are not making adequate progress and agree interventions / approaches to teaching in response. How will this be shared with teachers in September? Work scrutiny of Year 12 books.	4-5pm	HODs
10/7	Year Head Pastoral Forum	All day	JCa
Week beginning 15/7	Year 12 <b>data review meeting</b> with Year Head, Assistant Year Heads and line manager to identify individual students who are not making adequate progress and agree interventions. Target group of up to 25 'moveable' students sent to HODs for their data	In Year Team meeting slots	MLa/NC With HS
18/7	<b>School Direct / NQT Meeting</b>	4-5pm	STu
22-23/7	<b>Staff Development Days</b> exchanged for twilight meetings.	Have a great summer!	

\*Minutes required.

## Career development at Gillingham School

School Direct / Trainees	<p>School Experience Programme            PGCE Programme via MSc            Fortnightly CPD sessions            Student trails            Observation programme            Mentoring programme</p>
NQT	<p>NQT conferences            Fortnightly CPD sessions            Student trails            Observation programme            Mentoring programme</p>
RQT / Early Career	<p>Ambassador teacher work – mentoring, QA, PP &amp; High Band Advocates            National College of Education – Master Teacher Programme            Opportunities to present and lead            Observation programme</p>
Aspiring Middle Leaders	<p>Middle Leadership Programme with Shaftesbury            School project            Senior mentor            Involvement in QA work            Opportunities to present and lead</p>
Middle Leaders	<p>SLE opportunities local Teaching School            Year Head Forum            Quality assurance work            Opportunities to present and lead            Visits to other schools and meet up with other subject leaders</p>
Aspiring Senior Leaders	<p>Associate Senior Leader posts            NPQSL            Senior mentor</p>
Senior Leaders	<p>OFSTED School Improvement Work</p>

	<b>SLE opportunity</b> <b>Membership ASCL – conference attendance</b> <b>NPQH</b> <b>National College of Education – Leadership Programme Master Level</b>
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## Ambassador Teachers

Teacher	Mentoring of new colleague	High Band Advocate	Pupil Premium Advocate	Involvement in QA
Marion Beck		Yes - Design		
Sarah Berry	Yes			Yes
Carlie Broomfield			Yes - Science	
Ben Denham				
Martin Campbell			Yes - Maths	
Liam Carey	Yes			
Emma Collins				Yes
Sophie Coudert	Yes			
Alan Craig			Yes - PSRE	
Emily Farewell	yes		Yes - Maths	
Martin Flanagan	Yes			
Hannah Gordon		Yes- Art		
Colin Gordon			Yes - English	
Lauren Hearn	Yes			
Liz Hookins	Yes	Yes - Science		
Rachel Hopkins	Yes			
Dan Jones		Yes - English		
Claire Lewis			Yes - Design	
Kat Macfie		Yes - History		Yes
Jo Norman	Yes			

Jo Ovenden	Yes			
Tim Ovenden	Yes			
Monica Rojak	Yes	Yes - Languages		
James Steel	Yes			
Marina Stevenson			Yes - Languages	Yes
Jamie Stewart				Yes
Dawn Taylor-Cox	Yes			
Sam Thorpe	Yes			
Dean Warrington			Yes - Science	
Greg Wright	Yes	Yes - computing		
Vic Yeo			Yes - Psychology	
Alice Jackson			Yes	
Roxie Clifton			Yes	
Rachael Wright			Yes	
Mark Best			Yes	
Kiran Welford			Yes	

### Aspiring Middle Leaders Course

Group 1	Dates and locations of training
<b>James Steel</b> <b>Claire Lewis</b> <b>Sarah Berry</b> <b>James Harris</b>	Wednesday 17 <sup>th</sup> October 2-5pm Shaftesbury Monday 12 <sup>th</sup> November 2-5pm Gillingham Monday 21 <sup>st</sup> January 2-5pm Shaftesbury Monday 25 <sup>th</sup> February 2-5pm Gillingham Thursday 2nd May 2-5pm Gillingham
<b>Clive Harris</b> <b>Laura Furness</b> <b>Leanne Peaty</b> <b>Josh Gardiner</b>	Thursday 11 <sup>th</sup> July 2-5pm Shaftesbury

<b>Group 2</b>	<b>Dates and locations of training</b>
<b>Hannah Coates</b> <b>Oliver Higgs</b> <b>Jamie Stewart</b> <b>Frances Moon</b>	Thursday 18 <sup>th</sup> October 2-5pm Gillingham Wednesday 14 <sup>th</sup> November 2-5pm Shaftesbury Wednesday 23 <sup>rd</sup> January 2-5pm Gillingham Wednesday 27 <sup>th</sup> February 2-5pm Shaftesbury Wednesday 1 <sup>st</sup> May 2-5pm Shaftesbury
<b>Claire Taylor</b> <b>Becy Yeo</b> <b>Natalie Johnson</b>	Monday 8 <sup>th</sup> July 2-5pm Gillingham

### **Associate Senior Leaders**

**Peter Alborough & Mel Marshall** – High Band students

**Rebecca Smith** – Disadvantaged students

**Ebby Perrin-Chant** - Personal development and welfare of our students