

Recommendation 3: Improve the quality of teaching and the effectiveness of assessment.

Actions	Timescales			Resp.	Resources	Success Criteria/Outcomes
	Start	Review	Compl			
3.1 Improve the quality of teaching.						
3.1.1 Range and quality of teaching approaches						
<ul style="list-style-type: none"> Establish an effective teaching and learning group to review whole school approach to improving teaching. 	Jan 16	½ termly	Dec 17	TW	Records of meetings	<ul style="list-style-type: none"> Proportion of good/excellent in lesson observations improves from 40% to 75%. Evidence from lessons and books demonstrate that many (<75%) teachers plan effective lessons that show planning or pace, challenge and high expectations. CPD provision impacts positively on the quality of teaching (>75% Good to Excellent). IRIS technology enhances teaching quality, as evidenced by progress in books, outcomes and teaching observations (>75% Good to Excellent). Improved outcomes are evident at KS3 and KS4 (link to R1 and school targets).
<ul style="list-style-type: none"> Establish clear procedures for lesson observations (see R6). 	Jan 16	Apr 16	May 16	TW	Lesson obs guidance	
<ul style="list-style-type: none"> Liaise with team leaders to plan for challenge, pace, range of abilities and engaging activities (use outcomes of whole school observation cycle – see 6.1). 	Apr 16	½ termly	Dec 17	TW	Records of meetings	
<ul style="list-style-type: none"> Develop 'Growth Mindset' approach to support the development of more resilient learners. <ul style="list-style-type: none"> Assemblies/tutor time. Lesson approaches. Target setting. Parents' evenings. 	Jan 16	½ termly	Dec 17	TW	Growth Mindset resources	
<ul style="list-style-type: none"> Provide high quality CPD provision, focused on expectation, pace and challenge (see R5). 	June 16	Termly	Dec 17	TW/ID	CPD records	
<ul style="list-style-type: none"> Develop the use of 'IRIS' technology to support the development of teaching. 	Sept 16	Termly	Dec 17	TW	IRIS video	
<ul style="list-style-type: none"> Provide training and networking in line with the Bridgend Good to Excellent strategy. 	June 16	Termly	Dec 17	TW	Training records	
<ul style="list-style-type: none"> Work collaboratively with other schools, including Cowbridge (Welsh curriculum hub), Bryntirion and Pencoed (English curriculum hubs) and Bryntirion for Maths. 	May 16	½ termly	Dec 17	TW	Plans and evaluations of support	
3.1.2 Planning for literacy and numeracy						
<ul style="list-style-type: none"> Develop clear planning for literacy and numeracy within SoW and lessons. 	Jan 16	Termly	Dec 17	TW	SoW & lesson planning	<ul style="list-style-type: none"> SoW and pupils' books show clear evidence that a greater proportion of students are developing literacy and
<ul style="list-style-type: none"> Provide CPD for literacy and numeracy across the 	Jan 16	½ termly	Dec 17	TW	CPD records	

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<p>curriculum (see R5).</p> <ul style="list-style-type: none"> • Monitor the quality of planning for literacy and numeracy through: <ul style="list-style-type: none"> ○ SoW ○ Work scrutiny ○ Lesson observations ○ Thematic review ○ Departmental reviews (see R6) 	May 16	½ termly	Dec 17	TW	Monitoring records	<p>numeracy skills effectively (see R1.3; 1.4).</p> <ul style="list-style-type: none"> • High quality CPD results in improved delivery of literacy and numeracy (as evidenced in pupils' work, lesson obs and outcomes – link to R1.3; 1.4) • Monitoring procedures show improved outcomes for the literacy and numeracy development (see above).
<h3>3.2 Improve the effectiveness of assessment</h3>						
<h4>3.2.1 Quality of written and verbal feedback</h4>						
<ul style="list-style-type: none"> • Develop clear monitoring procedures to assess the quality of written and verbal feedback, through lesson observations, work scrutiny and pupil voice. • Provide CPD for staff focused on providing high quality written and verbal feedback (focus on immediacy of feedback and reflection on learning). • Develop high quality written feedback opportunities for students to reflect on their learning (see 6.1.1) • Review and revise departmental approaches to self and peer assessment, with a clear focus on quality and purposeful activities. 	May 16	June 16	July 16	TW	New procedures	<ul style="list-style-type: none"> • Quality of written and oral feedback is improved and contributes to positive outcomes for students (see R1). • Evidence from lessons and books shows improved quality of self and peer assessment.
	June 16	Termly	Dec 17	TW	CPD records	
	June 16	½ termly	Dec 17	TW	Work scrutiny	
	June 16	Sept 16	Oct 16	TW	Records of meetings	
<h4>3.2.2 Quality of departmental assessments</h4>						
<ul style="list-style-type: none"> • Develop structured assessments for all departments, in line with whole school tracking procedures (link to R5). 	May 16	July 16	Sept 16	MH	Assessment records	<ul style="list-style-type: none"> • Greater consistency in assessing pupil progress, which is evident in books, lessons and outcomes. • Improve outcomes at KS3 and KS4 (see R1). • Data is utilised intelligently by all teachers to inform planning, as evidenced through book monitoring, lesson observations and outcomes.
<ul style="list-style-type: none"> • Introduce whole school end of year examinations. 	June 16	July 16	Sept 16	MH	Exam timetable	
<ul style="list-style-type: none"> • Use line management systems to develop consistency in departmental assessments. 	Sept 16	½ termly	Dec 17	MH	Records of meetings	
<ul style="list-style-type: none"> • Revise and refine whole school assessment procedures and use internal data/tracking effectively. 	June 16	½ termly	Dec 17	MH	Data tracking	

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<p>3.2.3 Improve the quality of homework</p> <ul style="list-style-type: none"> • Develop consistent approaches to the setting of homework to: <ul style="list-style-type: none"> ○ Consolidate and extend learning from class. ○ Revisit previously taught work. ○ Research/prepare next phase areas of learning. ○ Revise for key assessments. • Raise parental awareness of the importance of homework. • Re-introduce the pupil planner to improve communication with parents. • Monitor the quality of communication through the pupil planner. 	<p>Sept 16</p> <p>Sept 16</p> <p>Mar 16</p> <p>Apr 16</p>	<p>Termly</p> <p>Termly</p> <p>Termly</p> <p>Termly</p>	<p>Dec 17</p> <p>Dec 17</p> <p>Dec 17</p> <p>Dec 17</p>	<p>TW</p> <p>TW</p> <p>TW</p> <p>TW</p>	<p>Homework policy and practice</p> <p>Guidance for parents</p> <p>Planners</p> <p>Monitoring of planners</p>	<ul style="list-style-type: none"> • The quality of written work in books is improved, with more effective literacy development (see R1.3 for detail). • Progress in learning is evident in work scrutiny (see R 1.3; 1.4) • More effective communication with parents contributes to improved outcomes, as evidenced by higher proportion of positive responses from parents.
<p>3.2.5 Moderation of teacher assessments</p> <ul style="list-style-type: none"> ○ Review procedures for moderation of teacher assessments at each key stage. ○ Monitor the quality of teacher assessments across departments. 	<p>Mar 17</p> <p>Mar 17</p>	<p>May 17</p> <p>May 17</p>	<p>June 17</p> <p>June 17</p>	<p>MH</p> <p>MH</p>	<p>Records of meetings</p> <p>Teacher assessments</p>	<ul style="list-style-type: none"> • Improved moderation procedures lead to greater consistency and increased outcomes, as evidenced by lesson observations, examination results and work scrutiny (see R1.3;1.4).