

CONFIDENT LEARNERS - ACTION PLAN 2

SEPTEMBER 2016-JUNE 2017

Current Situation						
<ul style="list-style-type: none"> • 'The pupils benefit from high quality pastoral care and support; relationships between the pupils and staff are excellent at all levels throughout the school.' (ETI 2014) • Clear system of pastoral referrals in place via HoYs and registration teachers • Whole school consultations in 2016-17 identified the desire to improve the links between pastoral and academic systems. 						
Objectives/targets to bring about improvement	Success Criteria	Actions to bring about improvement	Time/materials/ staff development including costs	Staff/Lead responsibility	Timescale	Monitoring and evaluation
By June 2017 to develop and implement strategies to improve the links between academic and pastoral systems	<p>Students have a more confident understanding of how to make progression in their learning.</p> <p>Improved communication between pastoral and academic staff has generated a more holistic view of student progression.</p>	<ul style="list-style-type: none"> • Each pupil will have a consultation with registration teacher to discuss academic progress. Discussion will be informed by SIMS comments and academic reports. Any issues to be communicated to HOY/HOD. • 3 extended registrations per week introduced to facilitate meetings with pupils • SLT to support registration staff during consultation weeks • There is a Pastoral/Academic meeting each week involving Year Heads, Head of Pastoral Care & Vice-Principal 	Time for registration tutors to carry out interviews. Whole staff training by FF	HOYs and all registration tutors, supported by SLT	Throughout 2016-17	<p>Comments added to SIMS to record tutor – student conversation</p> <p>Pupil Review & Target setting Sheet</p>

	<p>Pupil underachievement is clearly identified and there is a co-ordinated implementation of intervention strategies.</p> <p>A pilot of learning coaching programme is in place and under review.</p>	<p>Following examination reports, HOY supplied with:</p> <ul style="list-style-type: none"> • year group spreadsheets ranked by mean with associated year average residuals. • progress spreadsheets which show the progression of residuals from previous reports. <p>HOYs use data to identify underachievers in their year group and decide appropriate action to be taken. For example:</p> <ul style="list-style-type: none"> • Parental contact by letter or phone • Pupil interviewed with parents, by the HOY and, if appropriate, the Vice Principal and/or the Headmaster • HOY to inform all staff, by email, of the names of those pupils being interviewed • Tutors use residual and progress data to inform academic progress reviews. Using professional judgement to assess: <ul style="list-style-type: none"> • overall percentage mark • residual value • progress spreadsheet <p>Prior to September Learning Coach generates a database profile of SIMS information on each student in their form class. This will include:</p> <ul style="list-style-type: none"> • attendance, • SEN/ALN status • Non-SEN barriers to learning • FSM status • SIMS comments • targets for each subject derived from GL 	<p>Time for HoYs</p> <p>SIMS training for LP and SMC</p>	<p>FF/NMC</p> <p>RH, CDR, LP and SMC</p>	<p>Throughout 2016-17</p> <p>Throughout 2016-17</p>	<p>Staff emails</p> <p>Comments added to SIMS to record learning coach – student conversation.</p> <p>Creation of database profile for each student</p>
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<p>Maintain attendance levels in excess of the NI grammar ave= 95.8%</p>	<p>Data reveals whole school attendance at 96.4% or better or academic yr 2016-17</p>	<p>transfer/MIDYIS / Yellis/ Chance Analysis and previous year's summer examination scores. At key assessment points (including winter and summer examinations) learning coach will review performance by comparison of SIMS assessment inputs against targets.</p> <p>Actions to coordinate:</p> <ul style="list-style-type: none"> • HOY contact • parental contact • contact HODs for advice on guiding students, revision materials and additional targeted support available • Contact SENCo for strategies • Pupil Support provided by Year 12, 13 & 14 subjects specialist <p>If progress is not made students are forwarded to more rigorous HOY/SLT mentoring programme</p> <p>Evidence of appropriate strategies and intervention when attendance falls below 95 Support and intervention of pupils who fall below this category ie first day calling, use of texting system, SLG for parental info, EWS referrals Reduction in referrals to EWS Admin staff, HoYs and Learning coaches to be equipped with the skills and strategies to secure the highest levels of attendance outcomes Improved attendance outcome within individual year groups</p>	<p>CPD time EWO</p>	<p>HoYs, classroom teachers, HoDs, DY</p>	<p>In registration & Lunchtime throughout 2016-17</p> <p>Throughout 2016-17</p>	<p>On-going revision of database</p> <p>CS, SLT</p>
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