

CONFIDENT LEARNERS - ACTION PLAN 2

SEPTEMBER 2017-JUNE 2018

| Current Situation | | | | | | |
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| <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, 2017) • Clear system of pastoral referrals in place via HoYs and tutors • Improved links between pastoral and academic systems • Establishment of effective use of extended tutor time | | | | | | |
| 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 |
| <p>By June 2018 to further develop and implement strategies to improve the links between academic and pastoral systems:</p> <ul style="list-style-type: none"> • through 3 extended tutor sessions per week for each year group | <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 approach to "Challenge & Excellence".</p> | <ul style="list-style-type: none"> • Tutor time to focus on "Challenge & Excellence" by peer mentoring to share effective learning strategies/study skills • Establish House points to recognise Pastoral/Academic progress and success • Further embed pupil bi-annual consultation with tutor to discuss academic progress. Discussion will be informed by SIMS comments and academic reports. Any issues to be communicated to HOY/HOD. • 3 extended tutor sessions per week to facilitate peer mentoring and tutor support • SLT to support tutor staff during consultation weeks | <p>Time for tutors to carry out interviews.</p> <p>Whole staff training for Literacy support and LLW programme</p> | <p>HOYs and all tutors, supported by SLT</p> | <p>Throughout 2017-18</p> | <p>Comments added to SIMS to record tutor interview</p> |

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| <ul style="list-style-type: none"> 100% pupils to be aware of MIDYIS / Yellis/ Chance Analysis Sims data | <p>Pupil underachievement is clearly identified and there is a co-ordinated implementation of intervention strategies.</p> | <p>Following examination reports, tutors and 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>Pupils record progress and targets in School Student Planner to encourage "Excellence".</p> <p>Tutors and 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 biannual academic progress reviews. Using professional judgement to assess: <ul style="list-style-type: none"> overall percentage mark residual value progress spreadsheet <p>HODs and classroom teachers use data to identify underachievers in their subject 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 HOD and, if appropriate, the Vice Principal and/or the Headmaster (HOD to inform tutor & HOY) | <p>Time for HoYs Sims training by</p> <p>Refresher training for staff – Sims</p> <p>Refresher training for staff – Sims</p> | <p>FF/NMC</p> <p>FF/NMC</p> <p>FF/NMC</p> | <p>Throughout 2017-18</p> <p>Throughout 2017-18</p> | <p>Staff emails</p> <p>Use of PA9 for spread sheets/Sims guidance sheets</p> <p>Comments added to SIMS.</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 2017-18</p> | <p>Evidence of appropriate strategies and intervention when attendance falls below 95 by tutor and HOY/AP Support and intervention of pupils who fall below this category ie first day calling, use of texting system, SLG for parental info, EWS referrals Attendance awareness training for Year 8 pupils Reduction in referrals to EWS Admin staff, HoYs and tutors 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>Throughout 2017-18</p> | <p>Attendance records in Sims Termly AP meetings</p> |
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