



ACTION PLAN 1: SUCCESSFUL LEARNERS -: incorporating the Key Areas (KA) of (1) *PLANNING TEACHING AND ASSESSEMENT*, (2) *CURRICULUM FOR ALL*, (3) *STAFF PROFESSIONAL LEARNING* and (4) *DIGITAL SKILLS FOR THE FUTURE* **SEPT 2026-JUNE 2027**

Rationale: To foster a dynamic and inclusive learning environment where all pupils are empowered to become successful, independent, and resilient learners, supported by consistently excellent and adaptive teaching, a relevant curriculum, ongoing staff professional growth, and effective use of digital technologies.

Current Situation: Consultations with stakeholders via surveys along with the current curriculum and TransformED developments suggest the need for evidence informed practice across the school.

Key Area	Objectives/targets to bring about improvement	Success Criteria	Actions to bring about improvement	Time, staff development, external trainers, materials, cost	Staff Lead	Timescale
1	Establish a shared understanding of highly effective teaching and learning	Staff consistently demonstrate, highly effective learning and teaching practice in 90% or more of lessons. Staff can articulate and demonstrate evidence-informed practice, including strategies for checking for understanding, retrieval and feedback, as evidenced through lesson observations and departmental planning. - 90% or more of lessons are highly effective. - 90% of surveyed pupils will state they always receive helpful feedback i.e. feedback for improvement. Pupils can articulate and demonstrate an ownership of their learning. - 90% or more will articulate they are making good progress in their learning and find lessons interesting and challenging. - 90% or more will articulate that teachers give helpful feedback to help improve their work.	Supporting highly effective practice by developing the work of the Teaching and Learning Working Party to integrate evidence informed practice into the school culture, as per whole school calendar. Teacher professional learning / staff development on highly effective practice, as per whole school calendar. Develop and disseminate clear evidence informed practice, including highly effective practice on checking for understanding: retrieval & feedback. SLT to carry out Learning Walks half-termly. Sharing of good practice during departmental meetings, learning triads, informal peer / inter-departmental observations and staff development days. Build a buddy system pairing experienced teachers with ECTs and new staff to model and support excellent practice. Establish a shared 'language of learning' culture, via staff handbook, staff development days, teaching and learning policy. Lesson planning and SoW should indicate language of learning so as pupils understand how and what they are learning (metacognition & checking for understanding). Increase pupil engagement in all lessons via active learning strategies. Develop effective feedback routines for improvement.	Staff Time – individual & departmental SDDs Recent research: journals/books etc Time for working party to meet Time for SLT to meet with HoDs	SLT MJP LG WP – Assessment & T&L SP & Reg Tutors	Ongoing 2026-27

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1	Enhance tracking and assessment systems to effectively monitor and support pupil progress and attainment.	Parents will be able to identify and understand clearly their child's progress and how they learn. - >92% of parents will engage with the whole school tracking system and digital profile (as mentioned below) - >90% of parents will be happy with their child's learning and the support provided. All teaching staff actively use the school tracking system (Bromcom & NGRT, CCEA Adaptive Tests and CAT4) where assessment data is used consistently to identify underperforming pupils and trigger timely interventions. LSAs actively use the school tracking system to identify and support underperforming pupils. 90% or more of parents are engaged with the whole school tracking system Bromcom is fully integrated across all key stages, with staff confident in interpreting and acting on data. Target is to reduce gender gap outcomes by 5% at GCSE level, 7+ A* - B grades and 8 % at A Level, 3+ A*-C grades. Parents and pupils report feeling well-informed and supported regarding progress and attainment targets. Survey results from parents and pupils demonstrate improvement – increase Awareness and use of Target Grades 2026 results (Year 8: Year 9: 87%, Year 10: 73%, Year 11 55%, Year 12: 70% Year 13: 64%, Year 14: 82 % Target is to increase awareness and use of target grades to 90% or more across all year groups. 3-year action plan for literacy and numeracy is aligned with school improvement plan. Sparx Maths (Numeracy) and Bedrock (Literacy) programmes are fully rolled out for pupils in Years 8 - 10.	Parents will be informed via induction evenings of assessment schedules, teaching and learning strategies including sharing a common language for learning. Parents will be invited to sign pupil target setting sheet in the student planner after each assessment cycle, as per school calendar. Improve whole school reporting system so there is clarity of reporting for parents. Further develop whole school tracking (including Bromcom, NGRT, CCEA Adaptive Tests and CAT4) and assessment targets across all key stages; to ensure staff, parents, and pupils are fully informed and supported. LSA training in use of the school tracking system. Parents receive information throughout the year on assessment and reporting system. E.g. induction evening, parentapp communications Incorporating Bromcom across all key stages, ensuring data is used effectively to identify needs, support and intervention and celebrate success. Use data to identify gap between genders and G&T. Implementation of digital target setting via Online Record of Achievement & Unifrog in Years 8-14. Present tracking/assessment updates half-termly to SLT and staff. Parents greater informed (individual pupil targets) of pupil progress via parent app. Heads of Numeracy and Literacy to implement Year 1 of numeracy action plan. - Sparx Maths Numeracy programme implemented for Years 8 - 10. - Bedrock Literacy programme implemented for Years 8-10. - Literacy / Numeracy / SEN / Teaching and Learning Leads to monitor effectiveness on a termly basis.	Staff Time – individual & departmental SDDs Recent research: journals/books etc Time for working party to meet Time for SLT to meet with HoDs	SLT MJP LG Data Lead SP Reg Tutors LG, LL, LMK, Data Lead	Ongoing 2026-27

Key Area	Objectives/targets to bring about improvement	Success Criteria	Actions to bring about improvement	Time, staff development, external trainers, materials, cost	Staff Lead	Timescale
1		100% of pupils should have improved their reading age in Years 8 – 10 by 12-14 months. At least 80% of pupils receiving Numeracy Support will demonstrate measurable progress in targeted numeracy skills .				
2	Review the curriculum offer for GCSE and A Level, to ensure it is engaging, relevant, meeting the diverse needs of all learners. In line with guidance from DE TransformED initiative.	Updated curriculum reflects improved content, planning, support, challenge, and pathways, informed by stakeholders and DE guidance on roll out for TransformED. Evidence-based recommendations for GCSE/A Level provision are formulated after review and comparison e.g. GCSE Government & Politics, Hospitality, Travel and Tourism, BTEC Agriculture, Business Studies Investigation of BTEC leads to clear recommendations for future vocational pathways.	Convene a Junior School Curriculum Review Group to review and improve the Key Stage 3 curriculum, planning, levels of support and challenge, and alternative pathways available for pupils. Following DE Curriculum review, MP and LG to meet with schools who are trialling the new curriculum in 2026/27. Review current provision of subjects and GCSE and A Level. Investigate other grammar school offers and discuss possible new subjects at A Level with MRLP timetable group. Investigate additional BTEC provision and possible replacement to BTEC pathways.	Staff time Recent research: journals, books etc Time for working party to meet Time for SLT to meet with HoDs	SLT HOD WPs MJP LG	Ongoing 2026-27
3	Provide targeted professional development to equip staff with the skills and knowledge required for highly effective teaching & learning, supporting diverse learning needs, and leveraging digital tools.	Clear, accessible guidance on effective teaching practice is in place and regularly updated. - 90% or more of staff engage in CPD programme (Thursday afternoons, as per school calendar) 95% or more of LSAs feel they benefit from professional learning.	Deliver focused training on retrieval practice and effective feedback strategies via SDD, CPD sessions (including Thursday CPD) and the staff handbook. Develop a whole-school approach to video observation, using recorded lessons as a reflective and developmental tool. LSA engagement in professional learning activities.	Staff Time in Departments and individually Feedback to monthly dept meetings In departments and on SDDs Staff time Recent research – journals/books etc Time for working party to meet	MJP CS LG	Ongoing 2026-27

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4	Develop digital learning and learner ownership through the implementation of a Digital Record of Achievement / Target Setting Portfolio.	Students use the digital portfolio to record achievements, reflect on progress and support target setting. 90% of pupils in Years 8 – 12 will engage with the online portfolio. 90% or more of staff and students confidently utilise the platform to support learner conversations and profiling. Digital portfolios support tracking of progress over time and contribute to reporting and personal achievement pathways. Staff effectively utilise existing digital platforms for organisation and learning. See separate digital skills action plan for digital technology strategy.	Implement a digital learner portfolio for all students. Involve all pupils in the setting of their own targets. Provide training and support for staff and students on effective use of the platform. Develop consistent approaches to learner reflection, target setting and profiling achievement across departments. Offer training on the use of digital tools and AI in teaching, with an emphasis on using data to inform and improve pupil outcomes.	Time allocated for staff training and collegiate working. Time within the pastoral programme for students to complete/update digital portfolio and target-setting. Training materials and guidance for staff, students and parents/carers. Ongoing technical support and evaluation.	SLT LG MJP SP RD Reg Tutors	Ongoing 2026–27

Monitoring	Evaluation
SLT/ Line Managers to monitor via: SoW Teachers’ planning Line management meetings Departmental agendas and minutes PRSD and lesson observations Findings of the working party and departmental audit will inform next steps Working Party minutes Staff training records Surveys	REVIEWED as per self evaluation calendar