**Teaching and Learning Lead Practitioner **

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| **Autumn Term 2018** | | | Leadership Actions and Impact Mrs Anne Duncan | |
| **Area of support linked to Lead Practitioner Role:** | | | | |
| **Date** | **Areas of support** | **Actions completed:** | | **Impact** |
| **HEADLINES AUTUMN TERM 2018**   * Building and implementation of new Guided Reading framework, English planning framework and Long Term Curriculum Plan has been supported by Lead Practitioner at each stage * Successful working relationships built with English Lead, Curriculum Lead and Maths Lead, to support and enhance their role as curriculum leads and to raise standards and expectations in a consistent manner * English Lead and Lead Practitioner have worked in partnership to develop good practice and raise standards of teaching and learning in Literacy in KS 2 * Improving reading and writing has been a successful focus across KS 2 * Lead Practitionerhas worked with specific year groups to improve planning into practice so as to ensure quality first teaching | | | | |
| 3-09-18 | **Teaching and learning**  Ensure that teachers are clear about learning objectives and that they understand the sequence of teaching and learning.  **Leading, managing and developing a subject area or pupil development across the school**  Establish strategic planning, including, short, medium and long term plans | * Lead Practitioner presented **Guided Reading Framework** to KS 2 * New planning format and resources to support quality first teaching given to staff. Explanation of new approach to raise standards of literacy across KS 2 underpinned by findings of Education Endowment Foundation report: **Improving Literacy in Key Stage 2 2017** * **Liaison with English Lead** to ensure new **English Planning Framework and policy** (to be consistent with KS 1) * **Writing policy** for KS 2 developed by Lead Practitioner and disseminated to KS 2 teachers | | * Guided Reading and English Planning framework implemented across KS 2 to ensure quality first teaching and consistency of practice across KS 2 * Lead Practitioner, English Lead and Curriculum Development Lead established strong working relationships, with advice from LEA literacy specialist and STEP |
| 10-09-18 |  | * **Meeting with English Lead** to discuss implementation of new planning frameworks- -**monitoring audit completed** * Drop in to Year 3/Year 4 teachers to ask about confidence in planning and clarity of process. Planning discussed at SLT and further support/analysis of need | | * Planning process to be highlighted with staff, self-analysis form sent out. LP attended Phase Meetings in KS 2 to discuss any concerns and share good practice |
| 17-09-18 |  | * **Meeting with Curriculum Lead** to discuss next steps in creating **Long Term Curriculum Plan for KS 2.** Arranged date to work on core subjects * **Meeting with Assistant Head (EB**) FS/Yr 1. Discussed clarity of planning in core subjects and areas to be improved- Cover Sheet for KS 2 Objectives identified as focus for immediate action * Cover sheet devised for use in KS 2, Key Objectives files on website | | * English planning- monitoring audit shared with KS 2 staff to improve consistency of planning * New cover sheet for English planning sent to KS 2 staff, Key Objectives to be included in planning |
| 24-09-18 |  | * **LP evaluated English planning across Lower KS 2 (**x6 classes). Year 3 are producing consistent planning with few issues to be addressed. Year 4 planning weak across several criteria * **LP worked with English Lead** to share resources/agree next steps * **Meeting with AH (Yrs. 3 – 4)** to discuss planning process and content in KS 2. Planning content an issue in terms of consistency | | * Results of English planning monitoring shared with Head teacher & English Lead * LP and English Lead agreed focus for improvement is - Yr. 4 * LP to support teaching & learning in Yr 4. To liaise with AH |
| 1-10-18 |  | * **Meeting with English Lead** to share findings about teaching and learning in Yr 4. Worked together to identify *quality texts* to support planning in KS 2. Sources used: The Five Plagues Reading Spine, Planning Through Quality Texts (Ros Ferrara) * **Development meeting with Curriculum Lead** (AC) LP created model framework for Long Term Curriculum Plan. Curriculum objectives from SPTO used to ensure planning/ assessment systems are linked | | * Next half term units of learning agreed with English Lead, quality texts identified to support good planning * LP and Curriculum Lead began working on Long Term Plan- science and geography objectives added for Yrs 1-6, |
| 8-10-18 |  | * **Meeting with English Lead-** completed writing genres/text resources for next half term. New half term to begin with *narrative text* across KS 2 to have whole school focus. To be displayed in KS 2 corridors. * LP and English Lead completed Guided Reading review. Feedback to be given to staff and further CPD organised | | * Guided Reading and English planning now consistent across KS 2 and across the primary phase. Quality improved BUT expectations need to be raised further * Next steps: ensure improved planning leads to improvements in T & L |
| 15-10-18 |  | * Inconsistencies in Guided Reading shared with Head Teacher and further CPD for staff discussed | | * English Lead to offer training for KS 2 teachers on 5-11-18, supported and planned this with Lead Practitioner to ensure quality CPD |
| 29-10-18 |  | * **Meeting with English Lead** to discuss/plan Guided Reading CPD * **Meeting with new Year 6 /5 teacher (AP)** - induction to UKS 2 * **Meeting with Maths Lead** to share feedback re new maths folders and organisation of planning resources by Head Teacher | | * CPD Guided Reading reviewed with LP * Induction provided for new member of staff in KS 2 * Maths Planning Files being compiled for all year groups |
| 5-11-18 |  | * **Guided Reading CPD for KS 2- LP supporting** and making notes. Outcomes discussed with English Lead and HT * LP discussed progress of Year 4 writers with AH(Yrs 3-4) Identified barriers that prevent pupils from making progress in English | | * Guided Reading CPD reviewed with English Lead * LP pupil conferencing with children in Year 4 |
| 12-11-18 |  | * **LP and English Lead** meeting: agree focus areas for next week’s writing moderation. Shared with Head Teacher and clarity plan put in place as to how moderation workshop organised * **LP and Curriculum Lead** met to discuss **Long Term Curriculum Plan.** AC has worked on this independently, is close to completing | | * Proforma for writing Moderation 1 agreed with SMT. Plan put in place for the organisation of the moderation meeting. * Long Term curriculum Plan reviewed- near to completion |
| 19-11-18 |  | * Support and write up of **Writing Moderation,** shared with SLT * **Work with Year 4 team** to find quality text to support next unit of learning. Support to plan and develop skills across week, including opportunities for independent writing linked to the main text * **Meeting with Maths Lead to** prepare for moderation meeting. Aims and objectives | | * Indicators of good practice in writing shared with whole school. Judgements agreed in teams * Year 4 planning support to raise expectations through quality first teaching * Liaison with Math Lead re-moderation |
| 26-11-18 |  | * **Support at Maths Moderation meeting,** write up and sharing of outcomes with SLT | | * Indicators of good practice shared with whole school. Judgements agreed |

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| **HEADLINES AUTUMN TERM 2018**   * NQT Induction Programme implemented for all three NQT staff, in line with statutory requirements and in the spirit of what College Town Primary School can offer * School Direct ITT Student from Reading University successfully mentored through her first placement. She is meeting the teacher standards at a secure level and has made good progress in areas * Building of professional skills established by observing more experienced teaching, paired in-class support and CPD opportunities * Lesson observations have taken place each half term to establish a baseline and to set new targets for progress against teacher standards * Regular meetings established to review progress and support NQT staff in making progress and developing a personalised programme of CPD * At review point 1 (end of first term) all NQT staff judged to be making good progress against meeting teacher standards | | | | | |
| 3-09-18 | **Take responsibility for NQT’s and ITT students development within the school**  Provide in-class professional development | * LP in-class CPD x2 NQTs (Yr.1 and Yr. 2) met with FS NQT to establish links/get to know children in each class * Met with School Direct ITT student to establish training needs (starting points) and set up classroom for teaching * **Attended mentor training with ITT** student at University of Reading. Outline of first months training agreed for ITT student | | * Monitoring of teaching and learning established. LP to teach alongside each NQT in week 2 to evaluate practice * ITT student to observe x2 experienced teachers each week * AD to observe ITT student | |
| 10-09-18 |  | * **Paired teaching session** completed for each NQT teacher. Feedback given * NQT staff sent key information and documentation- Primary Excel Assessment Form for LEA, CPD and Lesson Observation record, Self Evaluation form * First NQT Lesson Observations to take place wk beginning   24-09-18, first mentor meetings and observation of ITT student | | * Bracknell Forest NQT Handbook to NQT staff & induction explained * NQT staff sent appropriate forms that contribute to formal assessment * ITT student began school based tasks for PLP, first lesson observation | |
| 17-09-18 |  | * **In class paired teaching with each NQT.** * Use of 10% NQT time organised for next x4 weeks, NQT assessment files set up and first lesson observation agreed | | * NQT assessment files set up. Use of additional 10% agreed, to be monitored for impact * LP has taught alongside NQTs at least once and given verbal feedback | |
| 24-09-18 |  | * **First lesson observation for all NQT staff** to set baseline targets against the teacher standards. Verbal and written feedback given and actions agreed with LP | | * NQT Induction implemented for first half term. First stage of assessment process set up, and formal lesson observations completed to support target setting. LP providing weekly in class feedback | |
| 1-10-18 |  | * **NQT staff book look**- maths and English books- written and verbal feedback given * **All NQT staff have observed more experienced colleagues** in KS 1 or FS * ITT student (AM) meeting to discuss observations and needs. To plan English and maths lesson with student | | * Written feedback to improve quality of learning in books * ITT student completing twice weekly observations and carrying out school based tasks. LP and ITT meeting weekly | |
| 8-10-18 |  | * Yr 2 NQT visited another setting to observe maths teaching * ITT student taught planning process with LP. Moved to new Year 2 class to improve training experience, RPT file inspected | | * All NQTs updated relevant documents in terms of monitoring and assessment required by LEA * ITT student taught planning process using school policy and frameworks | |
| 15-10-18 |  | * All NQT staff attended extended safe guarding training at Bracknell Forest Education Centre * LP worked alongside each NQT to gather evidence for Assessment * ITT student (AM) planning meeting with LP to plan first PE and English lesson. LP shared school tracking system with ITT student | | * NQTs released to attend Safeguarding training * LP worked in each class to gather evidence for NQT assessment file * RTP received training on SPTO, teaching observed weekly | |
| 29-10-18 |  | * **NQT staff: Focus for next half 10% time agreed.** CPD file updated and evidence comments added to NQT Assessment form * LP and ITT student meeting. RTP file updated and teaching observations completed. Supported student in planning sequence of lessons * Tutor from Reading University to visit next week (6-11-18). LP will complete joint observation with tutor | | * NQT Assessment forms for LEA shared/updated * RTP received training on how to plan core subjects. Percentage of teaching time increased to 40% | |
| 5-11-18 |  | * LP paired teaching with Year 1 NQT - weekly basis to support progress and assessment in writing * FS NQT shared school planning process for writing across KS 1/2 * **ITT Student Joint observation** with Reading University Tutor. LP attended Reading University Mentor training | | * NQTs have new CPD programme * In class CPD with Yr. 1 NQT weekly * Reading University Tutor visit completed- Margaret Perkins | |
| 12-11-18 |  | * LP met with or worked alongside each NQT to develop practice against targets * ITT Student - School Direct. Teaching commitment at 40%, Eng, Maths, Phonics, Geography, over x2 days and PPA cover in Yr. 2 one afternoon. | | * All NQT staff making good progress against standards * RPT Teaching 40% of the curriculum. Lessons well prepared, effectively organised. Formal observation twice weekly | |
| 19-11-18 |  | * LP met or worked alongside each NQT to develop practice against targets * ITT Student Final Assessments agree for Reading University | | * ITT Assessment Report shared with RPT to be with university by 7-12-18. Action Plan for Second Placement put in place | |
| 26-11-18 |  | * **NQT Lesson Observations** and target setting for next term * All assessments for Bracknell Forest to be sent by 7-12-18 | | * NQT Excel Assessments updated with new targets against standards | |
| 3-12-18 |  | * NQT first Assessment reports sent to Bracknell Forest for accreditation * School Direct Student Assessment sent to Reading University- exit interview completed with student | | * School Direct Student documentation sent to Reading University. Handover with second placement | |

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| **HEADLINES AUTUMN TERM 2018**   * Inadequate teaching and learning in Year 2 class was identified and supported by Lead Practitioner over the course of the first half term * A support programme was put in place by Lead Practitioner with in-class support given, together with written and verbal feedback. SLT regularly updated * Previous data indicated Year 4 pupil progress and attainment as a cause for concern. Lead Practitioner has made this year group a focus for professional support in terms of raising expectations. Further support will be offered in Spring Term to improve and develop differentiation in planning in response to pupil needs | | | | |
| 3-09-18 | **Leading, developing and enhancing the teaching practice of others** | * Support for new Yr. 2 teacher in setting up class and supporting ITT student. AD to monitor learning each week to ensure effective placement for School Direct Student | | * Prepared to support ITT student in first placement in Yr 2 |
| 10-09-18 |  | * EY given specific direction about improving multiple areas of practice: classroom organisation, use of appropriate teaching methods * LP made several drop in visits to class to support behaviour across the wk | | * Teaching in need of support in Yr 2 S * Phase Leader and SLT have been made aware- monitoring/support in place |
| 17-09-18 |  | * EY (Yr. 2) maths lesson- LP supported lesson delivery (17-09-18) * EY Drop in-feedback about how to set standards (18-09-18) * EY planning support for next day’s maths and literacy lesson. Feedback given about use of concrete and visual models to support understanding.(20-09-18) | | * EY- Feedback given to support good teaching * EY has list of tasks to implement to improve teaching and learning and classroom environment |
| 24-09-18 |  | * EY given verbal and written feedback to support improving the quality of work in books * In class professional development has taken place to support improved classroom organisation * EY has asked for time to observe experienced staff in school | | * Some improvements evident in classroom practice * To monitor improvements made by half term and share with SLT |
| 1-10-18 |  | * EY feedback given to improve the quality of marking and feedback, support with developing learning environment * Shared teaching with EY in maths and English lesson, discussion about pitch of lesson to support quality first teaching | | * Some improvements in classroom practice. To monitor improvements made by half term. LP has identified standards to be met in order to deliver good lessons |
| 8-10-18 |  | * Shared teaching in Yr. 4 to support raising of expectations for learning. Feedback given re: literacy lessons, setting appropriate tasks (paragraphs not sentences), teaching children key vocabulary, using visual images * Remodelled Year 6 work-bay area to endure more effective delivery of support teaching by TAs, better access to whiteboards, chairs facing the board * Behaviour support - Yr. 5 (EL) working with class teacher to modify the behaviour of named pupils through positive choices | | * Yr 4 to evaluate approaches so as to raise expectations for learning * Yr. 6 - improvement of learning areas for children and support staff * Modelling and supporting behaviour strategies for Year 5 (EL) |
| 15-10-18 |  | * AD displayed a range of Year 4 writing in shared area and has agree to support in Year 4 after half term in order to raise the quality of writing across the Year group. Discussions with AH (FM) as to ways forward. * Behaviour support- Yr. 5 (EL) working with class teacher to modify the behaviour of named pupils through positive choices | | * LP to teach alongside Year 4 teachers one morning per week next half term * Modelling and supporting behaviour strategies for Year 5 (EL) |
| 29-10-18 |  | * LP worked alongside teacher in Yr 4 in English lesson to support raising the quality of writing and expectations for learning in the lesson * LP worked alongside NM in Year 1 to assess the needs of the children and to assess how closely is teaching matched to needs of the children | | * LP support Year 4 * LP taught alongside alongside Year 1 teacher NM to support teaching- to discuss with EB (Phase Leader) |
| 5-11-18 |  | * Reading workshops with Year 6 pupils continue x3 times per week * Year 2 support teaching- released teacher to attend meeting then supported EY in maths lesson- intervened to ensure clarity in teaching | | * Feedback to named staff to help address misconceptions and move pupil learning on |
| 12-11-18 |  | * Year 4 support, paired teaching. Raising expectations/ improving teacher modelling. Some significant improvements made both in teaching and in pupil writing * Year 4- AI- discussed concerns around pupil progress. AD to spend time with class next week to support moving pupil learning on * Year 4- SP- discussed using peer and self reflection grids, to teach children proof reading and editing | | * Regular support being offered to Year 4 to raise the quality of teaching and learning in writing |
| 19-11-18 |  | * Year 4 support. LP taught alongside AI in English lesson to support accelerating progress for more able pupils in lower set * Year 2 support, Squirrels class: LP taught alongside EY to raise the quality of writing with a focus on more able pupils in lower set * Reading workshops with Year 6 pupils continue x2 times per week for 30 minutes. To review progress of individuals at end of term | | * Regular support being offered to Year 4 and Year 2 in streamed classes (lower ability) to support raising progress and attainment * Year 6 reading support continues |
| 26-11-18 |  | * Year 4 planning discussion for Spring term with AH and class teachers | | * LP to plan with team next term |

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| **HEADLINES AUTUMN TERM 2018**   * Support and feedback for middle leaders in monitoring developments in English and maths * Support and preparation for whole school moderation, review of outcomes and feedback to SLT * Support for NQT staff and School Direct student in selecting and refining teaching * Support for colleagues in Year 4 and in Year 2, in selecting appropriate methods to raise attainment and progress | | | | |
| 17-09-18 | **Focusing on Teaching and Learning**  Evaluate the teaching and learning in school through a range of monitoring activities.  **Support colleagues** to select the most appropriate teaching and learning methods and resources to meet the needs of pupils. | * Monitoring of learning environment and displays completed in NQT classes. Feedback given to develop areas over time * EY (Yr. 2) environment monitored by LP and Assistant Head to quality assure judgements | | * Written guidance given to support developments in classroom environments for NQT staff and Yr 2 teacher |
| 24-09-18 |  | * Monitoring of Lower Key stage 2 English planning completed * EY (YR. 2) environment also monitored by LP and AH to quality assure judgements | | * Monitoring shared with Head Teacher and English Lead. LP to be involved in support * LP To support and monitor improvements in class organisation and quality of learning |
| 1-10-18 |  | * Book look- monitoring of quality marking in NQT books and in   Yr. 2 teacher books EY   * Evaluation of Teaching and Learning strategies in Year 4 linked to monitoring of planning last week. Assessment of need and pitch of lessons to support good progress. Feedback- specific issues to be addressed- spelling, presentation, handwriting, opportunities to write at length * Year 6 reading improvement identified as a school target * AD and SENCo (JF) to run booster classes for PP and underachieving pupils in Yr. 6. Meeting took place to plan intervention | | * Monitoring of work in books – all NQT teachers and guidance given about how to improve * Year 4 to receive additional support from LP to support in raising expectations and attainment * Plan in place to deliver booster classes for Year 6 readers- PP, underachievers |
| 8-10-18 |  | * Year 6 Reading project- to evaluate reading strengths and needs * Liaison with Year 1 teacher (NM) & AH (EB) re- concerns around planning * Year 2 (EY) some improvements in lesson organisation & work in books | | * Reading project letter to parents by 15Th October * Support for Year 1 teacher reviewed with SLT * Yr. 2 (EY) to continue to monitor |
| 15-10-18 |  | * Liaison meeting with Math Leads to share inconsistencies in using White Rose and discuss how to develop, also shared with SLT who took effective action to address issues raised | | * Steps in place driven by HT to clarify planning process in maths using White Rose |
| 19-11-18 |  | * Whole School Writing Moderation 1 (3:30 -5:00 pm)   LP set up and facilitated meeting after liaison with English Lead. Collated outcomes and shared with SLT. Discussed next steps and further training needs   * Worked with Maths Lead to develop proforma for Maths Moderation on 26-11-18 and to discuss meeting structure | | * First whole school writing moderation completed and reviewed * LP supported Maths Lead to ensure school standards and expectations for moderation meeting |
| 26-11-18 |  | * Whole School Maths Moderation 1 (3:30 -5:00 pm)   LP facilitated meeting after liaison with Maths Lead. Collated outcomes and shared with SLT. Discussed next steps and further training need | | * Whole School Maths Moderation results shared with SLT |