



# Learning Focused School Improvement Plan.

A Framework to Raise the Standards of Children's  
Learning at Piasau School.

September 2007 – August 2008

“At Piasau School we believe that learning is a life long process which

- Furthers knowledge
- Develops skills and
- Deepens understanding

and is best promoted in a nurturing, supportive yet challenging international environment.”

“Piasau School's aim is to ensure that all children are given the opportunity to learn to their full potential. The school offers a broad based education within a friendly, international and caring community, striving to fulfil the academic, linguistic, physical and social potential of each child.”



## Learning Focussed School Improvement Plan.

This document is based on the conclusions of the school's learning focused self-review and should be viewed alongside that piece of work.

The improvement plan will allow the school to plan, organise, implement and assess the changes that are deemed to be necessary, in order to improve the quality of learning taking place at the school. It is also an opportunity to create time for research into areas of potential improvement of future learning.

The plan must be a flexible working document which can allow responses to changing priorities brought about by unforeseeable external, or internal, influences.

There are four main learning focused targets and each one will be driven by a team of volunteer staff. The team will use the proforma target sheet and operate to a flexible timetable. Each team will select a spokesperson who will keep the whole staff informed of their progress and build links between the teams where appropriate. The head teacher and the school improvement leader will be responsible for ensuring that the school development issues are addressed.

### **Ongoing Development**

The learning focussed self-review highlighted several areas which should be addressed to support improvement in children's learning. Although these are not the main issues for improving learning at Piasau School they are included here as a means to ensure that they are addressed as the year progresses.

These areas included the following:

The EAL and SEN leaders will restructure their roles in school with the intention of becoming leaders of learning rather than just teachers with the responsibility of teaching. This is a natural development from the work carried out this school year and should enable the leaders to positively impact on more children's learning than is presently possible. The number of pupils requiring support is growing.

The EAL leader will develop IPC/ EAL links with the intention of supporting EAL pupils' learning in IPC. To build on best practice where it has been seen that IPC language support for EAL pupils has aided their learning in IPC lessons.

The Team Leaders will monitor through observation;

- Consistency of marking.
- Presentation of children's work.
- The use of teacher and pupil assessment to further embed the present practice.



The Team Leaders will investigate the possibilities of further embedding leadership for learning through out the school. They will review the school’s aims and review ways of becoming more strategic in their work.

There will be a whole school review of the leaders for learning and curriculum responsibilities that all staff presently hold. The aim will be to investigate the possibilities of developing ‘leaders of learning teams’ rather than ‘subject’ leaders and to separate the non-learning related tasks.

The school will investigate whether there needs to be a new behaviour policy established.

The development of reading assessment will continue to be led by the literacy team.

Development of the school’s music programme will continue.

The assessment leaders will continue to drive the use of the portfolio books as a means of monitoring whole school learning.

The leaders of learning will review and produce a report on the school’s readiness for IPC accreditation.

In addition to the agenda established by the self-review there is an on-going policy review that continues throughout every year.

<b>Policy for Review</b>	<b>Date of Review</b>
Maths	September 2007
Educational Visits	September 2007
Curriculum Policy	October 2007
PE	November 2007
History	November 2007
Homework	December 2007
Teaching for Learning	January 2008
Society	January 2008
Parent Participation	March 2008
Personal Development	March 2008
Health and Safety	March 2008
Equal Opportunities	March 2008
Literacy	April 2008
Child Protection	April 2008
Sex Education	June 2008



## **The Four Areas for Learning Focused School Improvement:**

### **Assessment for Learning in the IPC.**

#### What's The Issue?

The self-review did not find any real evidence to show that the present IPC assessment for learning is acting as anything more than a tool to monitor progress and to store information. There is little evidence to demonstrate that the assessments are being used to further develop children's learning in terms of moving children from one level of the rubric to the next or in 'filling gaps' of children's learning.

#### The Target

To improve children's ability to advance through the levels of the IPC assessment rubrics.

#### Success Criteria and Staff Involved

The amount of IPC assessment recorded will have increased. (Assessment coordinators to monitor).

Teachers' planning will show evidence that prior assessments have been considered. (Team leaders to monitor).

Classroom observations will witness evidence that children's learning targets are regularly based on information gathered from prior IPC assessments. (Team leaders to monitor).

The assessment team will be able to observe and measure the movement of children's assessment records developing through the IPC rubrics at an increasing rate and that they recognise that children's learning has improved due to the teachers accurately identifying individual learning targets based on IPC assessments, leading to setting appropriate learning targets.

The target will be led by Sheila Alcock and Julie Herron. The target will be managed by Nic Roe. A team of teachers will tackle the target.

#### Activities

1. To increase the amount of assessments recorded by the class teachers; one key target, per subject (as appropriate), per unit to be recorded on the IPC Assessment for Learning program.
2. Teachers to show evidence in their planning that the prior assessment for learning that has been carried out is taken into consideration when the learning targets are being established.
3. The team leaders will, as part of the teaching and learning monitoring, seek evidence that the children's prior assessment based learning targets are being used as a basis to move children up through the rubrics and or to cover any learning gaps.

#### Time Frame

It is anticipated that this target will be in focus for the whole of the school year starting in September 2008.



## **Centralisation of Assessment Data To Identify Whole School Learning Issues.**

### What's The Issue?

The present assessment systems used in the school informs the teachers about learning needs of individual pupils, individual classes and individual year groups. However, there is no comprehensive system that brings together all the results in a way that can be used to identify any learning needs of the whole school.

### The Target

To improve learning across the school in areas where assessment results indicate whole school weaknesses.

### Success Criteria and Staff Involved

The assessment team and the whole school learning team identify any whole school weaknesses.

Appropriate staff in-service training is offered. (Team leaders).

Appropriate changes are introduced that address any issues raised above. (Team leaders and school board).

At the end of the school year the team leaders and assessment team can see that there have been improvements in the areas they defined as been weak. This may be through observation or assessment results – depending on the initial findings.

John Holmes and Julie Herron will lead the target. Nic Roe will manage the target. A team of teachers will tackle the target.

### Activities

1. Through the collation of SAT results, in-house assessment and moderation of children's learning (hard data) the assessment team identify patterns and trends in children's learning.
2. The target team identify strengths and weaknesses of the school's learning environment as indicated by the data.
3. The target team identify the needs of the staff in terms of appropriate training specifically aimed at meeting any needs identified by the collated information.
4. The management team will support the implementation of any changes identified that would support the improvement of children's learning and monitor the impact.

### Time Frame

This will be a long-term target and may run into the next SIP - initially improving the reading of assessment data and identifying any school issues and then using this knowledge to directly improve children's learning.

The target will start in September 2008



## **The Physical Education Curriculum; Development of Basic Skills**

### What's The Issue?

The present PE curriculum is a combination of IPC, QCA and personal preference. This has sometimes resulted in a lack of a continuous structure in the development of the children's learning. The evidence comes from research carried out for last year's improvement plan. Concerns were raised that children may not be developing their basic skills as effectively as could be possible.

### The Target

To increase the number of children who are mastering the basic PE skills.

### Success Criteria and Staff Involved

The number of children that have mastered the basic PE skills will increase.

The PE curriculum team will lead the target.

Nic Roe will manage the target.

A team of teachers will tackle the target.

### Activities

1. Children's learning of basic skills will be based on a scheme of work to be compiled that is focussed on the progressive development of these skills.
2. The team will use the IPC learning goals as the backbone of the scheme.
3. The team will introduce the scheme and offer appropriate training and classroom support to ensure that the children's levels of development are improving.
4. The team will assess a group of children's basic skill's levels at the start of the school year and assess them again at the end of the school year.

### Time Frame

It is anticipated that this target will be in focus for the whole of the school year.

The starting point will be measured in the first school term and re-measured in the third term.



## **Mathematics Assessment and Learning Target Setting Through Optional SATS**

### What's The Issue?

Presently optional SATS for mathematics are mainly used as a tool to monitor progress and to store information rather than a means of identifying individual pupils' learning needs or to establish future targets for the children. The present assessment structure at Piasau School does not help teachers to fully discover the individual learning needs of the children in their classes.

### The Target

To increase the percentage number of level 5 pupils in the end of key stage mathematics SATs.

### Success Criteria and Staff Involved

There will be a higher percentage of level fives obtained by the P7 class in 2008 than was achieved by the pupils of 2007.

Target led by the mathematics team leaders. Nic Roe will manage the target. A team of teachers will tackle the target.

### Activities

1. Target team to conduct in depth research into the children's mathematics assessment results using optional SAT's software in order to identify patterns and trends in individual/class groups.
2. Teachers to show evidence in their planning that the prior assessment for learning that has been carried out is taken into consideration when the learning targets are being established. (Team leaders).
3. The team leaders will, as part of the teaching and learning monitoring, seek evidence that the children's prior assessment based learning targets are being used as a tool to improve children's learning.

### Time Frame

The starting point will be the KS2 results for 2007. These will be measured against the results for 2008. A policy review is set for November 2007

This target will be in focus for the whole of the school year.