

The Middlesbrough Achievement Partnership Priority Action Plan: *Priority 2*

Strategic priority	To improve the quality of teaching, learning and assessment
Aim	<p>To ensure that teaching and learning is at least good in all schools in Middlesbrough.</p> <p>To ensure that good practice is systematically identified and shared across all phases.</p> <p>To ensure that assessment procedures are fit for purpose and are moderated across all schools.</p> <p>To ensure that OFSTED judgements are at least good for teaching and learning.</p>
Diagnosis and position statement	<p>87% of primary pupils are in a school which is good or better, this is a 6% increase this year. No primary schools are in a category with 5 currently satisfactory or in RI but with positive monitoring reports which point to the schools being judged good at the next section 5 inspections.</p> <p>73% of secondary pupils attend a school which is good or better, an increase from 54%. This will fluctuate when the next round of inspections commences.</p> <p>There is an excellent group of SLEs who support schools to support teaching and learning, this group is managed by MSTA/MCSP and support is brokered via the teaching school. There are a few secondary SLEs however the workforce is mostly primary. There are currently a group of consultants, funded by MAP who has been supporting teaching, learning and assessment in secondary schools since 2014. This funding ceases in July 2016, when schools will broker and pay for their own support other than through the MAP Delivery Groups and school to school support. An evaluation of the capacity to roll out good practice in the secondary sector will be undertaken.</p> <p>Assessment frameworks for KS1 and 2 are currently interim and will be reviewed in summer 2016. The focus in schools should be on formative assessment and teaching the broader curriculum not on frequent summative assessment. Work is proposed to develop an SLE piece of work to put together a generic assessment policy.</p>
Evaluation schedule focus	<ul style="list-style-type: none"> • Secure understanding of pupils and subject • Plan lessons very effectively • Checking pupils' understanding systematically

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	<ul style="list-style-type: none"> • Highly effective questioning • Embed the pupils' knowledge, understanding and skills securely • Provide pupils with incisive feedback • Set challenging homework • Embed reading, writing and communication and, where appropriate, mathematics • Determination that pupils achieve well • Pupils love the challenge of learning and are resilient to failure • Pupils know how to improve their learning • Parents know how well their child is progressing • Challenge stereotypes
Delivery Group	<ul style="list-style-type: none"> • Teaching, Learning & Assessment
Links to other MAP groups	<ul style="list-style-type: none"> • Transition • Leadership • Disadvantaged pupils • Reading town
Link to Middlesbrough POAP priorities	<ul style="list-style-type: none"> • Recruitment of quality teachers (1.16) • Sharing best practice (1.17) • Literacy (1.20) • Implement a Secondary Maths Strategy (1.3) • Track progress (1.19)
We will know this strand of the support plan has succeeded (success criteria) when:	<p>All schools inspected will be judged to be good or better for the quality of teaching, learning and assessment with a significant number judged to be outstanding.</p> <p>School self-evaluation judges teaching and learning to be good or better.</p> <p>Good practice is identified and shared across schools through training, coaching and support.</p> <p>Good engagement of teachers in MAP networks, MAP Delivery Groups and raising achievement conferences.</p>

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<p>Key Performance Indicators</p>	<p>KPI 2: Increased level of schools inspected by OFSTED will be judged good or outstanding for the quality of teaching, learning and assessment with a significant number judged to be outstanding</p>
<p>Resources</p>	<p>2.3 Moderation: MAP funding: Venue hire £2,100 Summer term x 4 Autumn Term x 6</p> <p>2.5 Teaching Strategies: Reciprocal Reading - £65 fee covered by schools (for bookings received through MAP) Proposal 2 - £450 for day's training for SLEs plus commissioning costs from MSTA: 10 days (20 schools) £3,500</p> <p>Shirley Clark invited to Middlesbrough MAP event Leadership Group Event – showcase school to school support case studies and action research linked to teaching strategies</p>
<p>Evaluation Methods:</p>	<p>Feedback from HT/Assessment leads/SLEs SEF and Ofsted judgements good or outstanding linked to T/L/A</p>

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Key Actions and Impact		Responsible	Timeline			RAG rated progress			Progress Comment
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2.1	<p>Professional learning – subject knowledge</p> <ul style="list-style-type: none"> In response to Curriculum reforms, MSTA/MCSP to plan and deliver 5 day subject specific professional learning courses in English, Maths, ICT and Science. Courses to be delivered by SLEs with possible external facilitation. Target audience Y5/6/7 and future subject leaders <p>Impact: As a result of continuing professional development, all schools engaging in the 5 day subject specific courses will secure increased understanding of subject knowledge and this will be disseminated in their schools.</p>	<p>Andy Mackle Jon Tait Janet Lucas Melissa Brant-Smith</p>		Courses prepared	<p>Autumn (2nd half) – 3 days delivered</p> <p>Spring 17 (1st half) – 2 days delivered</p>				<p>Summer-Meeting scheduled for 8.06.16 to plan programme.</p> <p>Autumn-need for 2 strands identified-subject knowledge enhancement and Middle/Senior Leadership (challenges of understanding and accountability) Intention to access LA and external expertise.</p> <p>English training to be delivered by KS2/3 specialists including Sarah Ledger and Anne Bird.</p>
2.2	<p>Formative assessment –Delivered by TSAs.</p> <ul style="list-style-type: none"> Identify assessment focus group and complete action plan Each member of MAP assessment group to lead and produce guidance on area of Formative Assessment SLE from special school to contribute SEN section to support mainstream schools Plan CPD activity designed to enable all Assessment leads across Middlesbrough to be involved and contribute to the process Assessment Lead CPD Thursday, 14th April Devise draft generic model assessment policy Complete generic assessment policy available for schools to adopt/amend 	<p>Julie Rodwell Mary Brown Emma Yule Pauline Laverick Victoria Patton Tricia McGill Dawn Camp</p>	<p>Survey to Assessment leads and request for support/ examples made</p> <p>Assessment policy samples collected</p>	<p>Outstanding Formative Assessment in Middlesbrough – A shared guide to effective practice completed</p> <p>Generic Assessment Policy completed</p> <p>Video training materials available</p>				<p>Summer-Assessment for Learning Working Party 14-4-16</p> <p>Draft Assessment Policy produced.</p> <p>SWOT analysis completed.</p> <p>Summative Assessment rating document produced.</p> <p>SLEs meeting to prepare Assessment package.</p> <p>Autumn- following meeting 14/10 the Assessment Policy and Summative Assessment Ratings Documents for published schemes will be available on Website.</p> <p>SLE research based Assessment Packages</p>	

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	<ul style="list-style-type: none"> Complete Middlesbrough guide to Outstanding Formative Assessment to include: <ul style="list-style-type: none"> ➤ Good practice guide – Learning objectives, Effective questioning, self and peer assessments, effective feedback ➤ Contributions from all Middlesbrough schools to evidence examples of recording formative assessment, marking examples, self-peer samples, methods of setting learning objectives and success criteria Produce Video and training materials to support Assessment leads to deliver CPD within own schools. Use of SLEs to model effective feedback and questioning. <p>Impact: As a result of access to the guide “ Outstanding Formative Assessment in Middlesbrough”, feedback from HTs/Assessment Leads will demonstrate improvement on all SEF judgements linked to teaching, learning and assessment.</p>								<p>complete and available for a series of staff meetings or PD Days. The four elements are Peer and Self-Assessment, Marking and Feedback, Effective questioning and Learning objectives and Success Criteria. The training will also be included in the ITT programme and NQT package. The Research documents produced by these Lead Practitioners will also be available on the Website. Will possibly include Pen portrait of Leads.</p>
2.3	<p>Moderation</p> <ul style="list-style-type: none"> Continue to provide opportunities for all schools across town to moderate in year groups termly Sessions to link formative and summative assessment by school to school sharing of summative data alongside cohort samples of work. 	<p>Sarah Lymer Mary Brown David Skaife Angela Downing Delyth Linacre Lynne Chalk Janet Lucas Jackie Walsh</p>		<p>Venue for moderation events for Y1, 3, 4,5/7 to include cohort summative data</p>	<p>Venue for moderation events for Y1- 6/7 to include ‘non levelled’ pieces for groups to moderate</p>				<p>Summer term Moderation for Y1, 3, 4 and 5 wk beg. 27th June with focus on books and other evidence for children at ARE in R, W and M. and summative cohort data. Events successful and very well received but not all schools represented.</p>

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	<ul style="list-style-type: none">• Consistent language to be used so schools using different systems can work together. ARE?• Moderation to have sharp focus (unlevelled work, 3 sample pieces) <p>Impact: As a result of increased moderation opportunities, assessment procedures are shared, fit for purpose and judgements verified.</p>							<p>Autumn term Moderation Y1-6 wk. beg. 7th and 14th Nov. focus on reading evidence and agreement trialling of unmarked pieces of writing using different assessment frameworks to promote consistency of language. Year 7 invited to Year 6 event. Group suggested that specific schools should be targeted following LA Moderation.</p>
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2.4	<p>Case studies – sharing outstanding practice</p> <ul style="list-style-type: none"> • Collate examples of how school to school support has contributed to improving teaching and learning (examples from TSAs, secondments, SLE work, shared governance, joint CPD,) Share at Leadership Group Event • MSTA/MCSP to Review impact/accuracy of Peer Review Model of S2S support with focus on those schools who have had peer review then subsequent inspection. Build impact into Peer Review training and evaluate common features of effective reviews. <p>Impact: Increased opportunities for school to school support and deployment of SLEs as a result of systematic identification and sharing of good practice at Leadership Event.</p> <p>As a result of review of Peer Review Model, common features of effective reviews are built into future training and impact seen in future peer reviews and subsequent inspections.</p>	<p>Sarah Lymer Darren Gamble Jon Tait Lynn Longstaff</p>		<p>Case studies identified by 28.04.15 following discussions at Cluster. Shared at Leadership Group Event</p> <p>Peer Review Policy reviewed by MSTA</p>					<p>Summer-Cluster leads emailed requesting contributions.</p> <p>Autumn-response poor. Decision made to include sharing of good practice as part of “Pedagogy into Practice” initiative.</p> <p>Summer-Consent being sought, ex HMI engagement to validate impact and accuracy, financial sustainability model to be evaluated.</p> <p>Autumn-Evaluated format and quality of written reports. Evaluated accuracy and impact of PRs following subsequent Ofsted Inspections. Met Tom Grieveson 27-9-16 to review the model. Met with group of HTs to discuss process and views on the impact of the current PR model. Meeting 11-10-16 to complete mock review using new format and to produce written guidelines. Findings, proposed revisions, changes and training implications to be presented to Andy Mackle 9-11-16</p>
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2.5	<p>Teaching strategies</p> <ul style="list-style-type: none"> • Visit schools where good / outstanding practice and proven teaching strategies have been identified; feed back • Collate most effective strategies (appropriate to school needs) to be identified for action research • Lead triads to undertake action research on one strategy (i.e. try out in own school) • Collect data and evaluate research • Feedback final findings to T, L & A group with recommendations for future action and share at Leadership Group Event 	<p>Ruth Hill Caroline Baker Jackie Walsh Sandy Thorpe Ruth Southwick Dave Elliott Julie Rodwell Roger Cannon Gerri Howard</p>	<p>Schools identified by MSTA/MCSP SLEs and LA by 24.2.16</p>	<p>Visits complete and strategies identified by 29.4.16 Action research to be completed by 30.6.16</p>	<p>Evaluations to be completed by 9.9.16 Final feedback by 30.9.16</p>				<p>Summer-Teaching and Learning Survey-Audit of teaching strategies, interventions and pedagogies emailed. 17 surveys returned 13P/3Sec/1Special. Schools hosting ½ day events “Pedagogy into practice”. Possibly commissioning CLPE, in conjunction with “Reading Town” group, to deliver Power of Reading training in Sept. Action Research schedule agreed with Christine Merrell from Durham University. 2 themes-Peer Tutoring, KS1 Behaviour Intervention. Initial meeting 22/9/16. Autumn-Power of Reading and Iris “Pedagogy into Practice” events held. Model to showcase successful pedagogy includes ½ hour discussion, tour of school, observation of lesson/practice, ½ hour question and answer feedback session. Future events: Assessment, Lesson studies, Digital teaching guide, CPD library of pedagogical approaches. Ruth attending “Innovate my School” presentation 21/10 Trinity Catholic College.</p>
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<p>Adopt Reciprocal Reading as a MAP priority and programme and establish a working relationship between MAP and FFT Literacy</p> <ul style="list-style-type: none"> • Update and extend practice in teaching RR for colleagues who have already attended training by providing RR2 training with a focus on challenge • Provide briefing to schools new to RR including research evidence of effectiveness • Provide initial training to schools new to RR • Provide RR follow up with 1 or 2 focused half day visits to schools delivered by SLEs following training from FFT. TSAs will facilitate the deployment of SLEs. <p>Impact: As a result of school based action research, all schools engaged with research work will maintain or improve on their previous Ofsted judgements for teaching, learning and assessment at their next Inspection. Case study evidence will show that research activities are impacting on pupil performance.</p>		<p>Advertise training through MAP</p>	<p>First half of term: 1 day's training (RR 2) 26-4-16</p> <p>Briefing 1-1½ hours introduction to RR</p> <p>1 day's Initial RR training 4-5-16</p> <p>Second half of term: Follow up</p>					<p>Summer-RR 23-5-16 11 attendees RR2 13-6-13 SLEs attending: Helen Ede Joe Stammers Suzanne Wallis Training complete- expertise available to support class room practice. Autumn-Attendance list received. Follow up by SLEs offered.</p>
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