



Oakfield Lodge Teaching and Learning Action Plan 2024-25

Summary of observations during the SIP visit 19th March 2024:

Strengths:

- Lessons were well managed and purposeful.
- Students were confident and fully engaged in lesson activities.
- There was a huge range of lesson and learning activities on offer. These were appropriately challenging.
- Books are well presented and demonstrate that the Students have appropriate opportunities to practice and extend writing skills.
- Similarly Students are encouraged and provided with good opportunities to read and follow written instructions during lessons
- Relationships are very strong resulting in good behaviour and effective climate for learning.
- The quality of teaching was at least good in all lessons.
- Lesson activities observed during the "learning walk" make a positive contribution to Students Personal Development.

Recommendations:

- Continue to give a high priority to communication; extended writing; reading; speaking and listening, across all areas of the curriculum.
- Continue to support and work with the English Lead. Ensure time and opportunity to respond to the issues raised during the visit. Ensure support to follow the marking and recording policy that you have agreed as a school.
- Work with SLT to plan a programme of focussed lesson observations in English to support the quality of teaching.
- Review procedures to scrutinise/monitor books to ensure the samples being reviewed are sufficiently large to ensure all issues are raised.

Desired Outcome	Success Criteria	Monitoring	Resources required	Responsibility	Date	RA G
Robust Quality of Education - Teaching, Learning	An up to date policy that will support pupil outcomes academically/emotionally/socially to prepare them for their next steps.	Policy to be reviewed annually or as new changes are	Oracy Skills Framework (Oracy Cambridge/Voice 21) https://oracycambridge.org/wp-content/uploads/2020/06/The-Oracy-Skills-Framework-and-Glossary.pdf The Reading Framework (https://assets.publishing.service.gov.uk/media/664f600c05e5fe28788fc437/The_reading_framework_.pdf)	ELT to review the policy annually and send to Governors for approval. ELT to renew the bespoke books to	September 2024 to be ready for Governors to approve	

<p>Policy 2024-25 to include the Oracy and Reading Framework.</p>	<p>School leaders, teachers and pupils understand the physical, linguistic, cognitive and social/emotional skills that will enable successful discussion, inspiring speech and effective communication.</p> <p>Increased proficiency in reading, writing and spoken language to increase pupils' success.</p> <p>An up to date policy that offers a broad and balanced curriculum providing opportunities for pupils to learn.</p>	<p>necessary .</p> <p>Focussed Learning walks, Evidence in Lesson observations, Book scrutinies , Intervention data on improvements.</p> <p>Oracy champion stickers to be issued during lessons. Once a pupil has 20 oracy stickers, they can exchange them for a cinema ticket.</p>	<p>CPD September inset-Oracy framework shared</p> <p>'I read today' stamps to evidence reading taking place in each subject area.</p> <p>Bespoke books to now include 'Oracy Champions' image on the front cover. Oracy stickers for each area of the framework ordered to enable staff to evidence when students have met areas within lessons.</p> <p>Reading and Literacy Policies action plans to be shared with staff at inset and CPD sessions.</p>	<p>include the image on the front.</p> <p>'I read today' stamps ordered</p> <p>GB order stickers to evident the 4 Oracy areas identified by the framework, to support NC.</p> <p>NC</p>	<p>June 2024</p> <p>July 2024</p> <p>July 2024</p> <p>September 2024 onwards</p>	
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Review of the impact of the curriculum developments	To ensure staff are bringing about the required improvements in planning and lesson delivery.	Reviewed through the QA cycle	Lesson observation outcomes, Pupil voice, Book Scrutiny outcomes	PI as Effective teacher lead with ELT Quality of education- Teaching and Learning Lead.	September 2024 onwards through QA cycle.	
Review the identification of the important knowledge that pupils are expected to know in all subjects and decide the order in which it should be taught	Completed learning pathways and curriculum overviews in each student book and on the school website	QA during Summer term to ensure updates to subject areas are accurate Book sampling cycle	Year 11 gain time (July 24) and inset training time. Subject staff accessing Subject specifications and adapting their learning pathways accordingly.	AS and ELT review of all subject learning pathways All teaching staff	July-September 2024	
To develop the practice of learning conversations in	All pupils will be confident in their learning conversations and know their next steps.	Learning walks, pupil voice, lesson observation	Learning pathways in books. Pupil voice questionnaires.	All teaching staff/HLTA's support	September 2024	

lessons to support pupils to be articulate in their learning pathways.		conversations.				
There remains a clear schedule of key teaching and learning events/CPD shared and accessed by all staff.	Whole school calendar includes; Book sampling, Progress data, Lesson observations, Learning walks. CPD termly cycle.	On-going, as per scheduled dates set by ELT Sept 2024 for the QA cycle.	Staff access to Outlook calendar CPD PowerPoint	SLT Operational Teams: AS to lead Behaviour, Attendance and New Mentors ELT to lead Teaching and Learning/Data/Interventions (ST Lead interventions) SLT- GB, ELT, AS	Sept 2024	
Lesson observations and Learning walk outcomes are accurate and	Lesson observation proforma that includes Teacher standard references and Ofsted criterion Joint lesson observations with ELT	As per the calendar for scheduled Lesson Observations.	Time in CPD with operational Teaching and Learning Team Lesson observation proforma. Cover for lessons of ELT/PI/AS	ELT/PI//AS	Lesson observation dates on outlook calendar.	.

evidence based. Continue with the Peer-to-Peer observations.						
There is a shared understanding of what a 'Good' and an 'Outstanding' lesson looks like.	SIP report and Ofsted to mirror the outcomes of the QA of teaching and learning. Peer to Peer to continue.	The ongoing evaluation of the quality assurance of The Quality of Education.	Cover for staff to observe the lead teacher colleagues in other educational settings.	SLT- ELT for Cover arrangements, GB for authorisation.	Sessions split across the academic year.	
Review of the Marking Policy (included in the T&L policy) to be in line with the book sampling pro-forma	Staff undertake pupil focused book sampling and look to identify differentiation/adaptive teaching and compliance with marking elements of the T&L policy.	Sample of a range of books from PP, SEND and A,G&T	Book sampling pro-forma. Teaching and Learning Policy 2024-25	ELT/AS/NC/TC(SE ND)	Book sampling dates published on outlook calendar.	

Marking remains good in all subject areas.						
All staff are confident in their assessments and use of assessment data to inform planning.	Peer to peer support Standardisation and Moderation meetings with other local school/Trust schools. To ensure the pupils predicted outcomes are accurate to minimise residual data discrepancies.	Lesson observations and data scrutiny in operational team CPD. CAT4 scores/FFT	Copy of most recent subject area baseline data/Exam result data. CAT4 tests purchased from GL assessment. Results to be uploaded to FFT aspire to generate an FFT target. FFT 10% to then be used a starting point, with professional judgement, to set an end of KS4 target.	SLT-ELT and staff to target set, baseline test and Exam results 2024 PI target setting guidance using flight path and CAT4/FFT aspire data. Staff are aware of their current data set and the examination results. This has been discussed during INSET Sept 2024.	Operational Teams Data analysis	
Continued enhanced support in place to support English Lead to improve outcomes for students	Continued opportunities for the English Lead to have peer to peer support from mainstream English Departments to support the development of the curriculum.	All QA data from observations, data drops, learning walks and book scrutinies	Cover support to facilitate mainstream visits. Subject networking via MAHT subject hubs set up for 2024-25	ELT to support with cover support	September 2024 onwards	

All curriculum areas to include reading as a priority for their subject area	Students have regular opportunities to read and develop literacy skills	RA to be in books at the start of Sept 2024 Book scrutiny	'I read today' stamp REN learn subscription Intervention support Adaptive teaching/resources to support Age appropriate resources. CPD for reading/Literacy focus Word of the week Key Word walls	ELT to plan CPD Staff training where required. NC to ensure REN learn subscription up to date and up date staff on new reading ages	July-September 2024 onwards	
Identification of students requiring early subject interventions.	Students who were below their target at the end of the last academic year (2023-24) will be identified and be given the support they need within the curriculum area identified by staff.	Half termly data scrutiny in teams to evaluate impact on interventions and data validity.	ELT Task: Staff input during first data input and outcome of baseline tests. A timetabled schedule for interventions to take place with HLTAs. Impact data to be reported on at the end of each half term.	ELT and subject staff/ AS and the Behaviour and Attendance Team ST and the intervention team.	September 2024	
To improve staff awareness of students with special educational needs, adaptive teaching	SEND students make more progress Teachers are confident in adapting the curriculum delivery to meet needs of SEND students Staff know the needs of SEND students well and are able to	TC to complete a student pursuit to look at the learning offer of SEND students during a day	Progress of SEND students is monitored by SENDCO at data collection - interventions for individuals are identified at this point for the following term	TC to email staff to set a date for the pupil pursuit	September 2024 onwards	

to meet need and evidencing the adjustments that are made for students with SEND	demonstrate what they have done to meet these needs in their curriculum areas					
Identification of students that require 'Stretch and Challenge' . (The More Able Register)	To have a register of the 'More Able' students, that need the stretch and challenge within curriculum areas.	To be reviewed Half termly by operational teams.	Subject leads to inform SLT of any change in students' academic and gifted areas.	SLT- ELT/AS/PI plus subject Leads	After 1 st data input/baseline data	
Identification of PP students	To have a register of the students who are PP to enable staff to bridge the gap between these and Non-PP within curriculum areas.	To be reviewed Half termly by operational teams.	PP data from LA.	SLT-ELT/PI	September 2024 New data provided.	
Pupil Premium Review	Ensure that all staff are supporting the	Any outcomes reported	Report on the PP audit.	ELT to source an external PP review	September 2024	

	needs of our PP students.	on to be reviewed Half termly		Liz Wetton contacted. Awaiting on response.		
Parental engagement in student learning parents evenings	To ensure we have a minimum of 2 face to face parental meetings to discuss student progress	Dates to be reviewed annually	Letters to go out to parents with appointment times.	All teaching staff	September 2024	Dates published on the outlook calendar