

Ecton Village Primary Academy Background Priorities 2017-18

What the priority involves in a nutshell	Success Criteria
<p>To Improve Attendance</p> <ol style="list-style-type: none"> 1. To improve the whole school attendance figure from 92% to 96% to be in line with national. With GRT removed from the figures, our overall attendance is 95%. GRT attendance is 74.6% and this will be improved to 88% and thus in line with National GRT attendance. 2. There will be month by month analysis of groups and whole school and this will be compared to the same month last year. 3. To target the key group(s) and families which negatively affect attendance with support and guidance to encourage improved attendance. 4. To make all parents aware that term time holidays are unacceptable and refer all term time holidays to NCC. 5. To positively promote good attendance through rewards in assembly. 	<ol style="list-style-type: none"> 1. Key groups identified and analysed and report reflecting this written. KC to complete by the end of September 17. 2. KC and JB to produce comparative monthly attendance reports. 3. DK (family support worker) directed to work with key families. Postcards designed by JJ and printed professionally will be sent to children who are absent for than two consecutive days; letters will be sent to families who have attendance below 94% and those who drop below 92% will be on a Parenting Contract for Attendance. Families who fail to engage with the process will be referred to EITPT and fined. KC to monitor. 4. Families aware that term time holidays are unacceptable and the new term time leave request used and analysed. JB and JJ to ensure that the Proforma is shared and returned. JB / JJ to refer as necessary. KC to monitor. 5. Friday awards assembly to share the attendance data in a child friendly, age appropriate way. KC to lead assembly. Improve 100% attendance in term 1 from 24 children in 2016 to 35 children in 2017; in term 2 from 13 children in 2017 to 25 children in 2018 and in term 3 from one child in 2017 to five children in 2018.

Evaluations

January 2018:

April 2018:

July 2018:

<p>To Improve Behaviour Across the School</p> <ol style="list-style-type: none"> 1. To track the number of incidents and target individuals who need support to improve their behaviour and thus see a decrease in poor behaviour. Behaviour will be monitored weekly by KC and SM. The first data capture of incidents will be October 2017 and half termly thereafter. This will allow us to monitor patterns of behaviour and assess the impact of interventions. 2. To decrease the number of FTEs from 6 pupils last year to no more than 2 pupils this year. The number of days will be reduced from 21 days to fewer than 7 days. 3. To ensure that rewards are used consistently across the school by monitoring class teacher use of Class Dojo. The aim is to create a culture of positivity in all classrooms and during unstructured times. Lunch time staff will also have the ability to award Class Dojos for positive behaviours at lunch time. The first data capture of rewards will be Oct 17 and half termly thereafter. This will allow us to monitor teacher usage of rewards and ensure consistency across the school. 	<ol style="list-style-type: none"> 1. KC and SM monitor the number of 3s, or other behaviours. Reduce the total number threes in terms 1 and 2 from 346 in 2016 to less than 275 in 2017; in terms three and four from 323 in 2017 to less than 275 in 2018 and in terms 5 and 6 from 231 in 2017 to less than 175 in 2018. Reward systems will be in place for all children, but those who are flagged as having an increasing amount of 3s, or a higher than average number of 3s, will have, in the first instance, a reward chart and be closely monitored by KC, SM and the class teacher. Lunch time reflection registers will also be closely monitored in an attempt to measure the impact of the sanction. Those children who do not respond positively to the reward charts and reflections will be put on a Behaviour Support Plan. These will be reviewed and updated every six weeks, or when there is a notable change in behaviour. 2. FTEs will be reduced. Individuals will be monitored and those identified as in danger of receiving a FTE for repeated breach of the school behaviour policy will be supported by KC and SM. Parents will be involved as soon as any child is put on a behaviour support plan. 3. KC and SM will monitor the number of Class Dojos being awarded. Children will receive Bronze, Gold and Silver awards in the Friday celebration assembly. Lunch staff will note Class Dojos awarded and JJ will add these in the afternoon. These will be identified on the tracking as 'Lunch Award'.
<p>Evaluations January 2018: April 2018: July 2018:</p>	
<p>To Develop Independent and Effective Learners</p> <ol style="list-style-type: none"> 1. In 100% of lessons children will, where appropriate, be using TASC wheels to support independent learning skills. Provide pupils with the tools to think meaningfully in class – this will be in the form of structured and supported questions that enable the children to think deeply about their learning. These concepts will be supported by classroom displays. 2. Train teachers on the concept and implementation of task wheels by the end of term 2 and ensure that this is followed through in classroom practice. 	<ol style="list-style-type: none"> 1. Children are able to talk about what makes successful learners. Pupils to have a series of strategies supported by a series of questions that take them through the preparation, action and review stages of learning. Questions include: <i>What do I already know about this? How many ideas can I think of? How can we share this with someone? What have I learned?</i> These questions will be displayed in all classrooms by February half term. 2. Challenge based learning, where the role of the teacher shifts from 'dispensing information' to 'guiding the construction of knowledge' will, by the end of the summer term, become an

	<p>3. Monitor and review the impact of TASC wheels through pupil conferencing (Feb and July).</p>	<p>embedded part of the learning culture in the school.</p> <p>3. Half termly teacher meetings will launch, monitor and review the programme of implementation. Launch in November 17 and review in Jan, March and June 18. Pupil conferences in Feb and July will review the effectiveness and impact of TASC wheels. Monitoring through book scrutiny, learning walks and lesson observations.</p>
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<p>Evaluations January 2018: April 2018: July 2018:</p>
