

Sexey's Response to the OFSTED (Academic) Inspection Report, February 2017**Contents**

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Introduction

In response to the OFSTED inspection report published in February 2017 that judges our whole school provision as 'Requires Improvement', we have prepared this document to summarize our action plan for parents, which is also replicated in full. Two inspectors initially visited the school on the 19th January 2017, observing a number of lessons and meeting with Senior Leaders and students. Prior to the visit the lead inspector had reviewed the un-validated data from the Summer exam series and previous reports, plus a number of materials made available from the school website.

At the beginning of the first day the lead inspector made clear that he had highlighted three lines of enquiry that the team would be focusing on:

1. Overall levels of attendance
2. Performance of specified departments
3. A perceived lack of progress in the group of students defined as 'disadvantaged'

At the end of the day the lead inspector felt there was insufficient evidence to form a full judgement and brought in an additional two inspectors to carry out further interviews and observations on the 20th January 2017 (essentially converting from a Section 8 to a Section 5 inspection). In addition, the inspectors reviewed on the evening of the 19th a wide selection of student work.

The inspectors identified reasons for the judgement given (Requires Improvement) which are highlighted and addressed in the subsequent action plan. The school is also working with Challenge Partners in inviting in an OFSTED inspector to carry out a 2 day review as a 'critical friend'.

In line with the Common Inspection Framework inspectors make key judgements on the following areas:

- Overall effectiveness
- Effectiveness of leadership and management
- Quality of teaching, learning and assessment
- Personal development, behaviour and welfare
- Outcomes for pupils

Inspectors also make an additional judgement on the 16-19 study programme as we have a school based Sixth Form.

Judgements are given on a four point scale:

1. Grade 1: Outstanding
2. Grade 2: Good
3. Grade 3: Requires improvement
4. Grade 4: Inadequate

Overall balance of the inspection

The school takes the findings of the inspection seriously and is working diligently to address them. The areas to address exist within the context of a school that we know to be attaining at a very high level. On the day of the inspection the DfE's own analysis of progress data was released and showed that Sexey's was the **second highest attaining** school in the country in comparison with 'similar schools' (<https://www.compare-school-performance.service.gov.uk/school/similar/137313?phase=ks4>)

Consequently, there are many positive findings to be identified within the report and from the inspector's feedback:

- Safeguarding policies are in place and up to date
- Individual safeguarding records are kept suitably and accurately
- 97% of students and parents who responded to the OFSTED survey said students felt safe at the school
- The attendance process is accurate and in place
- Many lessons showed students operating at high levels
- Most subjects showed students producing high quality work and good attainment
- Behaviour around school is exemplary and on the whole very good in lessons
- The school has a thorough mechanism of performance management and continuing professional development in place
- The curriculum offered is entirely appropriate for a school of its size and nature
- The curriculum is planned effectively and well in advance
- There is positive impact on CEIAG (careers advice) through the input of external agencies into the Lower School and Sixth Form
- The school tracks the destinations of its students well and provides good CEIAG support
- Spiritual, moral, social and cultural development is a strength of the school
- The effectiveness of the 16-19 study programme (i.e. Sixth Form) is judged as 'Good'

OFSTED will carry out an initial monitoring visit within four to twelve weeks of the publication of the inspection of the report, to be carried out by an HMI. The HMI will recommend whether or not further monitoring and other activity should occur to encourage the school's improvement so that the school is judged good or outstanding at its next section 5 inspection. The school will be re-inspected no later than 24 months after the publication of the report of the inspection.

What does the school need to do to improve?

From the Full Report (page 2)

- *Tighten up the arrangements for safeguarding by rapidly implementing all the relevant points in the action plan following the inspection of boarding provision in October 2016 and ensuring that they are effective.*
- *Improve the procedures for identifying and recording incidents of bullying.*
- *Improve teaching, learning and assessment in mathematics, science and a small number of other subjects by ensuring that:*
 - *teaching builds on what pupils already know, understand and can do*
 - *the most able pupils are challenged to deepen and extend their learning*
 - *pupils are given feedback that helps them to know how well they are doing and how to improve their work*
 - *teachers make accurate assessments of the quality of pupils' work and the progress they are making.*
- *Ensure that disadvantaged pupils make the progress they are capable of.*

An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.

Frequently Asked Questions

Why did Ofsted visit?

Ofsted is responsible for inspecting a range of educational institutions, including state schools, and does so on a cycle that isn't publicly timetabled, but should take place at relatively regular intervals. It was time for us to be re-inspected. As is standard with Ofsted inspections, we were notified the day before the visit.

What were they reviewing?

This inspection focused on all aspects of the school less the boarding provision.

What were the findings of the report?

The full report can be read online via the school website, but the four inspectors that visited on this occasion decided to rate our academic provision as 'Requires improvement'. The reasons for this are very specific and focused and do not detract from a significant amount of high quality teaching and learning that exists in the school, alongside the self-evidently impressive levels of attainment from our students.

What is Sexey's doing to improve the rating?

We have created a focused action plan that has been reviewed and approved by the school governors and the school's Self Improvement Partner. Staff will be working closely together to take on board lessons learnt and a half-termly meeting slot will be allocated to addressing action points or evaluating our progress towards meeting the action points identified.

How will we know that you are improving?

We will be providing regular progress updates for parents via email and the Heads weekly bulletin throughout the year.

Who is being held accountable for the inspectors' findings?

Everyone involved is accountable. We work as a team and are all responsible for implementing the action plan, which is already underway.

When will Sexey's be re-inspected?

A HMI will visit in 4 – 12 weeks to carry out a monitoring inspection. OFSTED will make an unscheduled visit within 24 months to re-inspect.

A Summary of the OFSTED (Academic) Action Plan

The full version of our Action Plan is included below.

Sexey's Academic Action Plan**In response to OFSTED (Academic) Inspection (19th & 20th January 2017)**

Area of Framework	Action Point Number	Matter identified in inspection	Action	Lead	Monitored by	Timescale	Progress to completion
Effectiveness of leadership and management	1	Visitor booklet needs updating with correctly named Designated Person for Child Protection.	Amend existing copies and file. Review contents at SLT meeting. Schedule annual review of visitor booklet and procedure.	SS	DJB	Update of book completed. SLT to review contents on 23 rd February 2017. Annual Review scheduled for 22 nd June	Staff made aware <input checked="" type="checkbox"/> Action agreed <input checked="" type="checkbox"/> Action in progress <input checked="" type="checkbox"/> Action completed <input checked="" type="checkbox"/>
	2	Governors not fully aware of the currency of staff training in respect to safeguarding.	Details of staff training status to be provided as a component of the standing 'Safeguarding' agenda point at meetings of the Pastoral and Recreation Sub-committee and subsequently distributed to all governors as minutes. Focus on Prevent training identified	PC	RC	Initiated 7 th February 2017. Reviewed with Governor (SB) on the 15 th March 2017	Staff made aware <input checked="" type="checkbox"/> Action agreed <input checked="" type="checkbox"/> Action in progress <input checked="" type="checkbox"/> Process embedded <input checked="" type="checkbox"/>
	3	Logs of bullying incidents not always clearly identified within other behaviour logs	Key Stage 3 and Key Stage 4 coordinators to monitor records and advise staff where changes are required.	TO/DC	PC	Training for staff scheduled for (now carried out on) the 20 th March 2017 and a second session planned for the 8 th May.	Staff made aware <input checked="" type="checkbox"/> Action agreed <input checked="" type="checkbox"/> Action in progress <input checked="" type="checkbox"/> Process embedded <input type="checkbox"/>
	4	Individualised Risk Assessments needed for vulnerable students as appropriate	Determine criteria for those students in need of individual RAs. PC to prioritise and produce and then identify appropriate method to disseminate information to staff	PC	IHL	Any outstanding individual RAs to be completed by Easter. Confirmation of completion to FGB on 10 th May 2017.	Staff made aware <input checked="" type="checkbox"/> Action agreed <input checked="" type="checkbox"/> Action in progress <input checked="" type="checkbox"/> Action completed <input type="checkbox"/>
	5	A single risk assessment of the school site preferable to the individual RAs that exist for specific elements	Undertake survey of whole site with County Health & Safety advisor. RA to be presented to SLT staff and governors	NB	HMR	Adviser from SCC CSU visited 7 th March 2017. HMR to bring list of actions to Leadership on 18 th May.	Staff made aware <input checked="" type="checkbox"/> Action agreed <input checked="" type="checkbox"/> Action in progress <input checked="" type="checkbox"/> Action completed <input type="checkbox"/>
	6	Recognise areas of the Boarding Inspection report that overlap with whole school provision,	Whole staff training required on safeguarding this academic year. Sharing sensitive information (SEND and CP) on pupils with boarding and academic	PRT/PC	IHL	Initiated 23 rd January 2017 and will be monitored alongside the Academic Action Plan. Whole school training scheduled for 23 June 2017.	Staff made aware <input checked="" type="checkbox"/> Action agreed <input checked="" type="checkbox"/> Action in progress <input type="checkbox"/> Action completed <input type="checkbox"/>

			colleagues. Health Centre monitoring and support.				
	7	School leaders... (have an) ...over-generous view of progress in some subjects	Review of evidence base used for determining teacher assessment grades for data drops to be focus of Faculty Meeting. Fortnightly work scrutiny to be used by SMT to identify disparity between departments.	HoFs	DJB	Faculty Meeting 24 th April 2017	Staff made aware <input checked="" type="checkbox"/> Action agreed <input checked="" type="checkbox"/> Action in progress <input checked="" type="checkbox"/> Process embedded <input type="checkbox"/>
	8	Governors do not challenge senior leaders robustly enough about pupils' achievement and attendance	Governance action to be undertaken by Academic committee (achievement) and P&R committee (attendance). Chair to write to all Governors to emphasise the need for robust challenge, and to Clerk to emphasise need for auditability.	Chair of ACD Chair of P&R Clerk to Govs	Chair of Governors		Staff made aware <input checked="" type="checkbox"/> Action agreed <input checked="" type="checkbox"/> Action in progress <input checked="" type="checkbox"/> Action completed <input checked="" type="checkbox"/>
	9	Governors need to be involved in the evaluation of PP strategies	PP Governor (currently a staff member) to ensure involvement, keeping Safeguarding Governor (not a staff member) and Chair of Governors informed.	PP Governor	Chair of Governors via Safeguarding Governor		Staff made aware <input checked="" type="checkbox"/> Action agreed <input checked="" type="checkbox"/> Action in progress <input checked="" type="checkbox"/> Action embedded <input type="checkbox"/>
	10	It is currently difficult for senior leaders to analyse records of behaviour.	Behaviour Analysis to be a sub-component of the 'Self-evaluation' agenda item at SLT meetings. Systems of record keeping to be reviewed	PC	IHL	<ul style="list-style-type: none"> LM to email staff with guidance on correct categorisation of entries 2nd March 2017 SS to amend Self-evaluation agenda point starting 9th March 2017 	Staff made aware <input checked="" type="checkbox"/> Action agreed <input checked="" type="checkbox"/> Action in progress <input checked="" type="checkbox"/> Process embedded <input type="checkbox"/>
	11	Schools use of the pupil premium to be reviewed, as well as the broader role of the PP coordinator.	<ul style="list-style-type: none"> Review government guidance issued on 25th March 2015 (updated 14th January 2015). Initiate an external review as advised. Meet with SENDCo and PP coordinator prior to external review to review areas of responsibility and opportunities for SMT support. 	DJB	CSN	Commission external review within two weeks of publication of report. External review to be completed within 8 weeks of commissioning. Review has now been commissioned for WC 22nd May 2017.	Staff made aware <input checked="" type="checkbox"/> Action agreed <input checked="" type="checkbox"/> Action in progress <input checked="" type="checkbox"/> Action completed <input type="checkbox"/>

Quality of teaching, learning and assessment	12	Students unclear on how to make progress in some lessons	<ul style="list-style-type: none"> The sharing of outstanding practice from those subjects identified as effective practitioners Teaching staff to regularly review feedback from other subjects as part of fortnightly work scrutiny Learning walks carried out by SLT to focus on regularity of feedback and student response HoFs/HoDs to ensure that all student exercise books and folders make student targets clear Heads of Faculty to identify high quality feedback within the Faculty and highlight at Faculty meetings Chair of Academic Committee to meet with G&T/MA coordinator (LH) to review current approach. 	HoFs	DJB	<p>Fortnightly work scrutiny to begin 16th March 2017.</p> <p>Learning walks to be reviewed in weekly SLT meetings.</p> <p>SB met with LH on the 29th March 2017</p>	<p>Staff made aware <input checked="" type="checkbox"/></p> <p>Action agreed <input checked="" type="checkbox"/></p> <p>Action in progress <input checked="" type="checkbox"/></p> <p>Process embedded <input checked="" type="checkbox"/></p>
	13	Feedback provided in some subjects not frequent enough and not developmental. Assessment Protocols to be incorporated directly into Teaching & Learning Policy.					
	14	In some subject's higher attaining students not stretched sufficiently. Suggestion that some do more rather than harder/more creative tasks	<p>Fortnightly work scrutiny to include higher attaining students as one of the two sub-group foci. HoF: Maths and Science to produce subject specific Action Plans to address individualised matters.</p> <p>Outcomes of work scrutiny along with review of learning walks to be reviewed as standing agenda item at weekly SLT meeting. Expanded focus on this in the first SLT meeting of half term in order to review in the context of the previous half terms Effort and Attainment Grades.</p>	PHu/EM	DJB/LN	See Appendix 1 and 2	<p>Staff made aware <input checked="" type="checkbox"/></p> <p>Action agreed <input checked="" type="checkbox"/></p> <p>Action in progress <input checked="" type="checkbox"/></p> <p>Process embedded <input checked="" type="checkbox"/></p>

	15	Greater analysis is needed of the impact of intervention for specific groups, such as PP, SEND	<ul style="list-style-type: none"> • SENDCo and PP coordinator to receive training on latest module of SISRA to enable filtering of appropriated data. • SENDCo to review nature of impact analysis from other providers and feedback to LSAs and SLT. • Impact analysis to be reviewed termly in SLT meetings and feedback to governors at Academic sub-committee meeting by SEND Governor 	PHo/DD	IHL/JW	Training for SENDCo, PP Coordinator and LSAs carried out on 17 th March	Staff made aware <input checked="" type="checkbox"/> Action agreed <input checked="" type="checkbox"/> Action in progress <input checked="" type="checkbox"/> Process embedded <input checked="" type="checkbox"/>
	16	Progress of some groups of students not tracked as a cohort	SENDCo and PP coordinator to receive training on latest module of SISRA to enable filtering of appropriate data and access to National measures. Pupil tracking to be done in reference to P8/A8 measures only. Summary tracking grids of EAG to be produced after every data drop showing attainment of key groups at subject level to date. Grids to be reviewed with SEND Co-ordinator and PP co-ordinator to identify key individuals for focus and liaise with HoKS where issues are trackable across a number of subjects. HoKS to track interventions and report to DH and SENDCo. Grids to be shared with HOFs in advance of Line Management Meetings with subsequent interventions and actions to be focus of Line Management Meetings.	PH/DD	DJB/JW	Training for SENDCo, PP Coordinator and LSAs carried out on 17 th March	Staff made aware <input checked="" type="checkbox"/> Action agreed <input checked="" type="checkbox"/> Action in progress <input checked="" type="checkbox"/> Process embedded <input checked="" type="checkbox"/>
	17	Tracking of groups of students needs to be done using Performance 8 measures					
	18	In some subjects teachers did not always identify the highest	Staff to receive training on accessing student data at sub-group level to	HoFs/HoDs	DJB	Training for staff on accessing sub-group data through SISRA calendared for 20 th March 2017	Staff made aware <input checked="" type="checkbox"/> Action agreed <input checked="" type="checkbox"/> Action in progress <input checked="" type="checkbox"/> Process embedded <input checked="" type="checkbox"/>

		attainers and specifically address their needs	access pertinent information on their teaching groups. HoDs to separately track progress for disadvantaged and higher attaining groups and feedback to HoFs for Review at Line Management meetings. Ensure teachers make distinction between Challenge and Extension work.				
Personal Development, Behaviour and welfare	19	Attendance is below the National Average	<ul style="list-style-type: none"> Review lines of responsibility for investigating absence when key staff are absent Review procedure for identifying and recording daily absence to ensure intervention occurs promptly. Establish analysis of absence records as a standing order point in Pastoral and SLT Meetings. 	PC/SL	IHL	Underway. To be recorded as complete at FGB 3 rd May 2017	Staff made aware <input checked="" type="checkbox"/> Action agreed <input checked="" type="checkbox"/> Action in progress <input checked="" type="checkbox"/> Action completed <input type="checkbox"/>
	20	Absence in some groups of students is especially high	Establish clear intervention plans for members of high risk groups and individual students whose attendance is causing concern	PC	IHL	Underway. To be recorded as complete at FGB 3 rd May 2017	Staff made aware <input checked="" type="checkbox"/> Action agreed <input checked="" type="checkbox"/> Action in progress <input checked="" type="checkbox"/> Action completed <input type="checkbox"/>
	21	There is insufficient analysis of records at group level as opposed to as individuals	Put in place interim measures to identify and analyse groups prior to breaching the absence intervention threshold.	PC	IHL	Underway. To be recorded as complete at FGB 3 rd May 2017	Staff made aware <input checked="" type="checkbox"/> Action agreed <input checked="" type="checkbox"/> Action in progress <input checked="" type="checkbox"/> Action completed <input type="checkbox"/>
	22	Trends in attendance require year on year analysis	Establish clear systems for the analysis of trends of absence (broken down by appropriate sub-groups) for year on year comparison.	PC	IHL	First Attendance Team Meeting 2 nd February 2017. SIMS report to be finalised and made available 16 th March 2017. Used as basis for Self-Evaluation	Staff made aware <input checked="" type="checkbox"/> Action agreed <input checked="" type="checkbox"/> Action in progress <input checked="" type="checkbox"/> Action completed <input checked="" type="checkbox"/>
	23	Some incidents of bullying incorrectly recorded	Whole staff training to be provided to demonstrate the appropriate mode of recording behaviour issues.	PC	IHL	20 th March 2017	Staff made aware <input checked="" type="checkbox"/> Action agreed <input checked="" type="checkbox"/> Action in progress <input checked="" type="checkbox"/> Action completed <input checked="" type="checkbox"/>

Outcomes for Students	24	Students not making consistently strong progress in Maths	<ul style="list-style-type: none"> Maths Department to produce subject specific Action Plan for review and agreement by SLT and governors. Action plan to be added as Annex to whole school Action Plan Maths Department lessons to be a focus of the SLT learning walks and feedback from SLT to be provided to HoD for HoD response 	EM	LN	<p>First Draft of Maths Action plan due 20th February 2017</p> <p>Learning walks to visit Maths department at least 3 times a week</p>	<p>Staff made aware <input checked="" type="checkbox"/></p> <p>Action agreed <input checked="" type="checkbox"/></p> <p>Action in progress <input checked="" type="checkbox"/></p> <p>Process embedded <input checked="" type="checkbox"/></p>
	25	Students not making consistently strong progress in Science	<ul style="list-style-type: none"> Science Department to produce subject specific Action Plan for review and agreement by SLT and governors. Action plan to be added as Annex to whole school Action Plan Science Department lessons to be a focus of the SLT learning walks and feedback from SLT to be provided to HoD for response 	PH	DJB	<p>First Draft of Science Action plan due 20th February 2017</p> <p>Learning walks to visit Science department at least 3 times a week</p>	<p>Staff made aware <input checked="" type="checkbox"/></p> <p>Action agreed <input checked="" type="checkbox"/></p> <p>Action in progress <input checked="" type="checkbox"/></p> <p>Process embedded <input checked="" type="checkbox"/></p>
	26	More able students not sufficiently challenged in Maths and Science	SLT to identify challenge specifically during departmental learning walks. LW templates and lesson obs forms to be amended to highlight this area	LN/DJB	SLT	Adapt mechanism for learning walks to be agreed in SLT meeting 2 nd March 2017	<p>Staff made aware <input checked="" type="checkbox"/></p> <p>Action agreed <input checked="" type="checkbox"/></p> <p>Action in progress <input checked="" type="checkbox"/></p> <p>Process embedded <input type="checkbox"/></p>
	27	Quality of some students work below that expected given target grades and teachers/school leaders' assessment	Fortnightly review of student work to be implemented in order that teaching staff can identify differences in the quality of student work. Outcomes of review to be discussed at SLT meeting with targeted actions to be minuted and reviewed at the following SLT Meeting	DJB	IHL	Continuing action to begin 15 th March 2017	<p>Staff made aware <input checked="" type="checkbox"/></p> <p>Action agreed <input checked="" type="checkbox"/></p> <p>Action in progress <input checked="" type="checkbox"/></p> <p>Process embedded <input type="checkbox"/></p>
	28	Progress of disadvantaged/SEND students not evaluated as a group	Progress of disadvantaged students as a group to be cascaded downwards to PP co-ordinator. Timetabled meeting post data drop to be implemented to discuss strategies.	PHo	DJB	First draft of procedure for analysis of EAG pushed out to SEND/Pastoral staff 6 th March 2017. Procedure to be in place for next set of EAG (28 th March 2017).	<p>Staff made aware <input checked="" type="checkbox"/></p> <p>Action agreed <input checked="" type="checkbox"/></p> <p>Action in progress <input checked="" type="checkbox"/></p> <p>Process embedded <input checked="" type="checkbox"/></p>

Appendix I: Mathematics Action Plan

Feedback:	<u>Actions</u>	<u>Who</u>	<u>Monitoring</u>	<u>Review</u>
Students unclear how to make progress and not all student books have feedback	<p>Calendar to be shared in Maths Office of all KS3 and KS4 assessment dates and deadline for feedback.</p> <p>Purchase assessment folders</p> <p>KS5:</p> <ul style="list-style-type: none"> • All work with feedback to be kept in assessment folder (kept by class teacher until closer to exams). Students should receive formal written feedback including action for improvement (see below) • All assessments to have cover sheet. Areas of strength, areas for development, action for improvement. Again, these assessments are to be stored in assessment folder. • Action for improvement can be textbook references, ground sheet references (Moodle) or redoing work following a worked/modelled solution. Students are to record their actions on the feedback sheet once completed. • Students to write responses to feedback – this can either be in class time or for homework depending on the actions required by student. • Assessments to include those at the end of each subtopic, mock exams and past exam papers <p>KS4:</p> <ul style="list-style-type: none"> • Year 10 All end of topic assessments to be kept in students' assessment folder. Cover sheet for every assessment to include WWW; AFL and a Hegarty maths reference 	<p><u>EM</u></p> <p><u>EM</u></p> <p><u>ALL</u></p> <p><u>LF</u> to share proforma and save on one drive</p> <p><u>ALL</u></p> <p><u>ALL</u></p> <p><u>ALL</u></p> <p><u>EM</u> to share proforma and save on one-drive</p> <p><u>ALL</u> to use</p>	<p>Checking assessments and cover sheets to be in folders completed. This is to take place couple of days max after any deadline</p> <p>IJ to monitor year 7, ES to monitor year 8 LF to monitor year 9 EM to monitor year 10 and 11</p> <p>KS5 feedback to be monitored by EM</p> <p>There will be a scrutiny of staff feedback in the first department meeting per half-term and a review of students responses and quality of work in the second.</p>	<p>Folders ordered (Feb 2017) not just arrived.</p> <p>Folders now in use. Feedback sheets give clear areas of strength and development and actions for students.</p> <p><u>Next Steps May 2017:</u> Ensure quality responses from students and embed students taking responsibility for their own actions.</p>

	<p>where necessary (with score box). Students to write Hegartymaths score when completed. Assessment folders to be kept by class teacher.</p> <ul style="list-style-type: none"> • Year 11. At the start of the academic year students to continue as per year 10. Once SOW has been completed and students are revising question -analysis sheets to be used. <p>KS3:</p> <ul style="list-style-type: none"> • All students to keep end of topic tests in assessment folders. • Front cover sheets to be completed. Cover sheet for every assessment to include WWW; AFL and a Hegartymaths reference where necessary (with score box). Students to write Hegartymaths score when completed. <p>KS3 and 4. One written homework per fortnight to have written feedback. Other work is to be self or peer assessed in class. If Hegartymaths is used as the homework, student to use feedback and record.</p>	<p><u>PC</u> to share and show LF and IF how to use for maximum impact on learning.</p> <p><u>EM</u> to share proforma and save on one-drive</p> <p><u>ALL</u></p> <p><u>ALL</u></p>		
Not all books have student responses to feedback	All teachers to provide time for children to respond to their feedback comments at least once a week. For assessments this is to be the period after the assessment, for homeworks this can be the starter activity for the next lesson.	<u>ALL</u>		<p>Green feedback sheets now in use for yrs 7 – 10, for feedback on classwork Assessment feedback sheets in use for all years. Feedback from students has improved</p> <p><u>Next Steps May 2017:</u> Ensure quality responses from</p>

				students and embed students taking responsibility for their own actions. Ensure that students are taking responsibility for their learning.
Not all feedback developmental (In order to achieve a higher grade you must...)	Next step comments to focus on addressing misconceptions or moving to the next level. Clear action for students to complete in order to improve (watch and complete Hegarty task; complete fluency, problem solving tasks, redo work). Use of accessmaths.com feedback sheets in the first instance, use of departmental time to collate and develop appropriate comments in order to move this area forward. Feedback to support students to achieve or exceed their target grade/level.	ALL		Green sheets give feedback and actions for students to complete (fluency task, reasoning task or problem solving task). Assessment sheets give student independent learning to complete.

Additional notes :**Key Stage 4:****AO1:** Use and apply standard techniques

Students should be able to:

- accurately recall facts, terminology and definitions
- use and interpret notation correctly
- accurately carry out routine procedures or set tasks requiring multi-step solutions.

AO2: Reason, interpret and communicate mathematically

Students should be able to:

- make deductions, inferences and draw conclusions from mathematical information

- construct chains of reasoning to achieve a given result
- interpret and communicate information accurately
- present arguments and proofs
- assess the validity of an argument and critically evaluate a given way of presenting information.

AO3: Solve problems within mathematics and in other contexts

Students should be able to:

- translate problems in mathematical or non-mathematical contexts into a process or a series of mathematical processes
- make and use connections between different parts of mathematics
- interpret results in the context of the given problem
- evaluate methods used and results obtained
- evaluate solutions to identify how they may have been affected by assumptions made.

Key Stage 3:

Through the mathematics content, pupils should be taught to:

Develop fluency

- consolidate their numerical and mathematical capability from key stage 2 and extend their understanding of the number system and place value to include decimals, fractions, powers and roots
- select and use appropriate calculation strategies to solve increasingly complex problems
- use algebra to generalise the structure of arithmetic, including to formulate mathematical relationships
- substitute values in expressions, rearrange and simplify expressions, and solve equations
- move freely between different numerical, algebraic, graphical and diagrammatic representations [for example, equivalent fractions, fractions and decimals, and equations and graphs]
- develop algebraic and graphical fluency, including understanding linear and simple quadratic functions
- use language and properties precisely to analyse numbers, algebraic expressions, 2-D and 3-D shapes, probability and statistics.

Reason mathematically

- extend their understanding of the number system; make connections between number relationships, and their algebraic and graphical representations
- extend and formalise their knowledge of ratio and proportion in working with measures and geometry, and in formulating proportional relations algebraically
- identify variables and express relations between variables algebraically and graphically
- make and test conjectures about patterns and relationships; look for proofs or counter-examples
- begin to reason deductively in geometry, number and algebra, including using geometrical constructions
- interpret when the structure of a numerical problem requires additive, multiplicative or proportional reasoning

- explore what can and cannot be inferred in statistical and probabilistic settings, and begin to express their arguments formally.

Solve problems

- develop their mathematical knowledge, in part through solving problems and evaluating the outcomes, including multi-step problems
- develop their use of formal mathematical knowledge to interpret and solve problems, including in financial mathematics
- begin to model situations mathematically and express the results using a range of formal mathematical representations
- select appropriate concepts, methods and techniques to apply to unfamiliar and non-routine problems.

Appendix 2: Science Action Plan

Feedback:	<u>Actions</u>	<u>Who</u>	<u>Monitoring</u>	
Students unclear how to make progress and not all student books have feedback	<p>KS3 More regular use of topic assessment tasks along with book checks. Once per fortnight (5 – 6 hours of teaching). Staff to use a schedule to help plan setting and marking of tasks. Use of “deeper thinking” questions to help with challenging students.</p> <p>KS4 All books to be collected in and feedback provided every 5 – 6 hours of teaching (approx. fortnightly). Staff to use a schedule of their timetable to ensure that each class is spread out over the fortnight. When feedback is given staff are to introduce 1 “deeper thinking” question related to the current topic. Keep a bank of questions all can use.</p> <p>HOD to more regularly audit feedback.</p> <p>Assessment tasks for KS3 & 4 to be produced so that staff can have consistency across year groups.</p>	<p><u>ALL</u></p> <p><u>ALL</u></p> <p><u>PH</u></p> <p><u>RBG, EC, BO, PH, KJM</u></p>	<p>HoD to regularly check on amount of appropriate feedback. Each Monday. Book check while walk around.</p>	<p><u>List of possible questions for “deeper thinking” produced and continually updated by colleagues. Available on science server. 02/03/2017</u></p> <p><u>PH rearranged PPA so that at least 1 lesson every Monday will be able to walk and audit.</u></p> <p><u>Beginning to be embedded into the routines.</u></p> <p><u>Off timetable sessions have been used to produce/adapt tasks.</u></p>
Not all books have student responses to feedback	<p>All teachers to provide time for children to respond to their feedback comments at least once per fortnight (i.e. once per marking cycle)</p>	<p>All</p>	<p>All children will respond to marking appropriately.</p>	<p><u>Slowly being embedded into routine marking. After sharing of assessment practice we will be producing a separate A5 feedback</u></p>

				<u>(similar to Maths) that can be stapled to assessed work</u>
Students unaware of current level or target level.	<p>All exercise books to have assessment sheets stuck in the front that include details of target grade, assessment grades and comments on how to improve. Staff to ensure that these are updated as necessary.</p> <p>Tracking document to be produced for staff to enter topic test results. This will be saved on the science server. All staff will be able to follow the progress of any student.</p>	<u>All</u>	<p>Monitoring to be incorporated into regular book audit.</p> <p>Assessment sheets produced for each KS.</p>	<p><u>Laminated A3 poster of general level descriptors for KS3 in each room. 02/03/2017</u></p> <p><u>KS4 sheets produced and available for each teacher. 02/03/2017</u></p>