HWCS

Harrow Way
Community School
Specialist School in Maths & Computing

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School Improvement Plan 2016/17

Priority 1 – Effectiveness of Leadership and Management

All leaders will be highly ambitious for the school and demonstrate an uncompromising and relentless drive for excellence and continual improvement in achievement

" Never doubt that a small group of thoughtful, committed people can change the world. Indeed, it is the only thing that ever has. " – Margaret Mead.

- Are all Year 10 and Year 11 on track to make 3 levels (More able 4 levels) of Progress in your department? What interventions have been put in place to support underachievement? **'No GAPs, No Dips, No Excuses.'**

- I fully understand the position Harrow Way has taken with **'Assessment without Levels?**

- I understand the new curriculum and accountability changes and have a good understanding of Progress 8?

- As a Middle Leader I am following the Monitoring and Evaluation activities as per the **Monitoring, Evaluation and Review (MER)** calendar for 2016/2017

- I need to ensure my **self-evaluation** is up to date and ensure all members of the department are clear on areas for development.

- I will monitor closely the quality and frequency of **homework** set, particularly in the light of the reduced **Controlled Assessment requirements at KS4.**

- I **need to ensure that the KS3 curriculum** is modified in my subject in order to deliver the new, higher level of challenge needed to meet the required outcomes at Key Stage 4, including appropriate subject knowledge and exam preparation.

- On the surface, how does my department appear? Is it time to update **classroom/corridor displays**?

- Am I using department meetings to discuss **teaching & learning and progress**?

- **My Department SEF** is in place and my **Department SIP** is in line with the school priorities.

- I will be using my Curriculum Leader/Year Leader termly reports to evaluate the Department/Year Team.

- In my subject area, how am I preparing students for life in modern Britain and British values of democracy, rule of law, individual liberty and mutual respect?

Priority 2 – Teaching, Learning and Assessment

To develop outstanding teaching and learning in our school

" All teachers need to improve their practice—not because they are not good enough, but because they can be even better. " – Dylan Wiliam.

- How can I use a variety of **questioning** strategies in my lessons to engage, challenge and deepen understanding? We need to maintain our focus on improving questioning using the techniques presented in our CPD sessions.

- In light of the various research evidence (EEF and Hattie) and the workload agenda, we will introduce the new modified feedback policy and monitor its impact on the progress of our students. How effective is my **assessment** and **feedback** to students I teach?

- How can I use this year's professional development (INSET, working in Triads) to help improve my teaching? **We will** focus our CPD on improving the quality of teaching and learning and outcomes for **Disadvantaged** and **SEND** students.

- What is my department's contribution to the development of students' literacy skills? We will continue our work on embedding the **literacy** initiative **'iCommunicate' 'iWrite** and **'iRead'** into our daily practice.

- What does my self-evaluation against the Teacher Standards reveal as a **CPD priority**?

- What does **'excellence'** look like in my subject? Have I got examples to show other students?

- How am I going to prepare my students for the **new GCSEs** (longer 'essay' answers, terminal exams, etc)?

- I will look to improve the quality and the impact of the **homework** set through SMHW. Projects in Year 7 and 8 will be set and marked in line with the published calendar

- Am I making the best use of teaching assistants as per EEF guidance?

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SUCCESS FOR ALL

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Priority 3 – Personal Development, Behaviour & Welfare
Develop and create an environment with outstanding behaviour and safety for all

> At all times – **Calm : Clear : Confident : Consistent: Compassion:** – The Harrow Way

- Do I drill students in classroom routines – **before, during** and at the **end** of the lesson using the new Harrow Way Checklist?
- Do I have the **Core Values**, **Consequences**, **Rewards and Attendance** posters displayed in my classroom?
- I am aware of the HWCS Code of Conduct for all Staff.
- I am aware of HWCS 'Simple' Rules **Be Ready: Be Respectful : Be your Best**
- Am I using the **HWCS Behaviour Policy and Anti Bullying Charter** in my classroom?
- Am I using rewards to motivate students in my classroom?
- I am aware of the **8-page Safeguarding** document issued by the DfE and our Prevent duty.
- As a tutor do I have a clear routine for tutor activities each week? Do I follow up behaviour, punctuality, attendance and progress issues with my tutees?

Priority 4 – Outcomes for Students
Develop outstanding achievement and attainment for the students of our school

> **No GAPs, No Dips, No Excuses.**

- Am I striving for at least 3 levels of progress for every student that I teach to ensure a **positive Progress 8 score**?
- I need to be particularly mindful of students who are **disadvantaged and SEND**. How am I going to use the **Harrow Way Breaking Barriers** to learning document to support me?
- I must become highly competent in using **SISRA/SIMS/MintClass** to monitor progress for my own classes/department.
- I am aware of the **2016/17 WIGs (Wildly Important Goals)** for the school and my department?
- Year 7, 8 ,9 and 10 students are going to be sitting **reformed GCSE's** – Year 11 students in Eng/ Maths. We need to get them ready – longer 'essay' answers, terminal exams, etc.
- How am I developing **Literacy**, **Numeracy and problem-solving** in my subject?
- I am aware of how targets are set for individual students.
- I am clear of the HWCS definition of a **predicted grade**.