

<p>Priority 1: (Standards) To improve reasoning and problem-solving skills in order to raise standards (ARE) in Maths in Yr2-6.</p> <p style="text-align: right;">Lead: Gillian Duthie (Maths Lead)</p>	<p>Cross Reference: School Priorities: 2,3 &6 SEF: Quality of Teaching, Learning & Assessment Effectiveness of Leadership & Management</p>
<p>Impact: This objective will have been achieved when children are able to reason more confidently in mathematics and apply their reasoning skills to problem-solving situations.</p> <p>Achievement is judged as <u>good</u> because: All children are making expected or better progress in mathematics. Children demonstrate an improved ability to reason and problem solve, both in their daily maths lessons and in assessment situations. Results in the KS1 and KS2 SATs reasoning papers show improvement.</p> <p>The Quality of teaching is judged as <u>good</u> because:</p> <ul style="list-style-type: none"> . Teachers plan and deliver engaging maths lessons, using a variety of approaches and resources. . Reasoning/problem solving elements are included on a daily basis. . Children are engaged in maths lessons and demonstrate a positive mindset. 	
<p>Key Milestones:</p> <p>Achievement: Half- termly data for mathematics shows improving achievement in all year groups. Results in KS1 and KS2 reasoning papers show improvement. COLKIRK by end of 2017: EYFS =100% Y1 = 100%, Yr2 =71%, Yr3 = 71%, Yr4 = 80% Yr5 =50% and Yr6 = 67% SCULTHORPE by end of 2017: EYFS =75% Y1 = 185%, Yr2 =75%, Yr3 = 67%, Yr4 = 60% Yr5 =75% and Yr6 = 58% W RAYNHAM by end of 2017: EYFS =71% Y1 = 75%, Yr2 =67%, Yr3 = 79%, Yr4 = 67% Yr5 =67% and Yr6 = 67%</p> <p>Teaching: December 2016: Teaching 85% good or better; 15% outstanding; no Inadequate [planned observations]. April 2017: Teaching 85% good or better; 20% outstanding; no Inadequate [planned observations]. July 2017: Teaching 85% good or better; 25% outstanding; no Inadequate [planned observations].</p>	
<p>Evaluation:</p> <p style="text-align: center;">Termly Evaluation by Head Teacher and SIP</p>	
<p>Links to DNEAT Business Plan 2015-18 / Implementation Plan 2015-16</p> <p>2: Accountability a & b 3: Governance b 7: Improvement Strategy a,b,c,d,e & f</p>	

Objectives/ Tasks [What we need to do to achieve the priority]	Personnel Who is responsible?		Resources	Completion date	Monitoring Process How? By Whom? When? How Often?	Current Status [RAG]
	Staff	Gov.				
Objective 1.1 <ul style="list-style-type: none"> To encourage the children to adopt a 'growth mindset' particularly in relation to their maths learning. Children need to develop the attitude that everyone can do maths and that if something is difficult, they don't give up but instead try a bit harder. 	Lead: GD	MC	Online 'Growth mindset' resources, Jo Boaler YouCubed videos for KS2.	July 2017	<ul style="list-style-type: none"> Questionnaire developed by GD and administered to all y2-6 children during first half of Autumn term and again in summer 2017. Children's attitudes monitored through conversations/ questioning during lesson observations. 	
Objective 1.2 <ul style="list-style-type: none"> To ensure that a problem solving approach is evident in every lesson. This may take the form of higher-order questioning, for example asking 'What do you notice?', 'How do you know...?' 'Convince me...' This may also take the form of short starter or plenary activities, for example 'The answer is.....What is the question?' 	GD	MC	1 x staff meeting Starter activities from Collins Connect	October 2016	<ul style="list-style-type: none"> Lesson observations by maths lead to ensure evidence of reasoning / problem solving approach in all maths lessons. 	
Objective 1.3 <ul style="list-style-type: none"> A specific problem solving/ reasoning lesson to take place at least once a week. These lessons should cover a range of problem solving and investigative activities, including word problems. 	GD	MC	Activities from nrich, NCETM, BEAM, You Cubed, Rising Stars 'Problem solving and reasoning' books as well as activities from Collins Connect and 'Fancy something different?' sections of Plan Bee. CPD for other staff members	October 2016	<ul style="list-style-type: none"> Lesson observations of lessons with a specific problem-solving focus Termly work scrutinies to provide evidence of reasoning and problem solving activities. Planning shows evidence of problem solving activities 	
Objective 1.4 <ul style="list-style-type: none"> Use of the CPA approach at all levels. Resources should be freely available for children to use all the way through school. Encourage children to draw out/ represent ideas pictorially or in concrete form before doing calculations. 	GD	MC	Availability of resources (particularly at KS2) needs to be addressed. GD to attend Bar Model training??	April 2017	<ul style="list-style-type: none"> Lesson observations demonstrate free availability of resources for children of all ages. Lesson observations and work scrutinies give evidence of children using different approaches and representing their ideas in different ways. 	

Priority 2: (Standards) To identify and enable greater Writing and Maths opportunities across the wider curriculum to ensure children can transfer basic skills and demonstrate these competently at mastery level in a range of cross curricular contexts.

Lead: Emma Yerby Smith / Lesley David

Cross Reference:

School Priorities: 1,2,3,4,5 & 6

SEF:

Quality of Teaching, Learning & Assessment
Effectiveness of Leadership & Management

Impact: this objective will have been achieved when teaching and learning can be monitored and evidence shows that teachers are planning for opportunities across the wider curriculum to transfer basic skills and there will be evidence of mastery in both Writing and Maths.

Achievement is judged as good because: all pupils are making good/ better than expected progress. Book scrutinise will show that the children are engaged in their challenges and that clear links are being made across the curriculum ensuring learning is meaningful.

The Quality of teaching is judged as good because:

1. All children are inspired by and motivated by the challenge curriculum.
2. Children are making 'good' choices when choosing their challenges.
3. Teachers are differentiating learning to ensure all the children's needs are met.
4. Achievement is good or better.
5. Children display good/or better learning behaviours.

Key Milestones:

Achievement:

COLKIRK RWM Combined by end of 2017: EYFS =100% Y1 = 100%, Yr2 =71%, Yr3 = 71%, Yr4 = 80% Yr5 =50% and Yr6 = 67%

SCULTHORPE RWM Combined by end of 2017: EYFS =75% Y1 = 85%, Yr2 =75%, Yr3 = 67%, Yr4 = 60% Yr5 =75% and Yr6 = 58% (67%)

W RAYNHAM RWM Combined by end of 2017: EYFS =71% Y1 = 75%, Yr2 =67%, Yr3 = 79%, Yr4 = 56% (67%) Yr5 =56% (67%) and Yr6 = 56% (67%)

Teaching:

1. Half termly data analyses (English/Maths) shows good or better progress.
2. Lesson observations show at least 85% of lessons are good or better throughout the year, Autumn 10% outstanding, Spring 15% and Summer 20%.
3. Planning of learning identifies maths and writing opportunities to build a wider range of experiences and opportunities to practice, demonstrate and apply maths and writing skills in different contexts.

Evaluation:

1. Termly Evaluation by Head Teacher and SIP
2. Reporting half termly to full governing body meetings.
3. AGEP visits to schools.
4. Academy review meetings.
5. Regional standards meetings.

Links to DNEAT Business Plan 2015-18 / Implementation Plan 2015-16

2: Accountability a & b

3: Governance b

7: Improvement Strategy a,b,c,d,e & f

Objectives/ Tasks [What we need to do to achieve the priority]	Personnel Who is responsible?		Resources	Completion date	Monitoring Process How? By Whom? When? How Often?	Current Status [RAG]
	Staff	Gov.				
Objective 2.1 <ul style="list-style-type: none"> Update all medium term plans in preparation for introducing the 'Challenge Curriculum' formally across the wider curriculum. 	All teachers.	MC SK	Teachers to familiarise and adapt Plan Bee teaching resources.	September 2016.	<ul style="list-style-type: none"> Planning to be monitored and evaluated by SLT team. Termly. 	
Objective 2.2 <ul style="list-style-type: none"> All teaching staff to familiarise and embed the new high quality teaching resources from Plan Bee and utilise opportunities for cross curricular links 	All teachers.	MC SK	Teachers to familiarise and adapt Plan Bee teaching resources.	September 2016.	<ul style="list-style-type: none"> Planning to be monitored and evaluated by SLT team. (Termly) Standards committee to meet teaching staff and review the resources. 	
Objective 2.3 <ul style="list-style-type: none"> Introduce, monitor and review marking codes (Key Stage specific) across the four schools. 	CA to introduce new code in detail. All teachers.	MC SK	Teachers to familiarise themselves and use new marking code.	September 2016.	<ul style="list-style-type: none"> CA to introduce new marking scheme. (September 2016) Book scrutinises by English and Maths leads. (termly) 	
Objective 2.4 <ul style="list-style-type: none"> Identify training needs for teaching staff to ensure a consistent approach to cross curricular learning across the 4 schools. 	SLT team to investigate and communicate training needs to CA	MC SK	Training?	October 2016.	<ul style="list-style-type: none"> CA to feed back to curriculum committee. Termly. 	
Objective 2.5 <ul style="list-style-type: none"> Ensure that genres are covered in English for writing by making explicit links to other subjects. 	SN monitor planning termly	MC SK	1 x day to monitor planning and scrutinise work for evidence.	Nov 16 Feb 17 June 17	<ul style="list-style-type: none"> Co-ord to feedback to SLT and to Standards Committee. AGEP (DNEAT) monitoring. 	
Objective 2.6 <ul style="list-style-type: none"> Ensure key maths skills are applied in other subject areas of learning by identifying explicit links to other subjects and cycles of learning planned. 	GD monitor planning termly	MC SK	1 x day to monitor planning and scrutinise work for evidence.	Nov 16 Feb 17 June 17	<ul style="list-style-type: none"> Co-ord to feedback to SLT and to Standards Committee. AGEP (DNEAT) monitoring. 	

<p>Priority 3: (Curriculum) To roll out the challenge curriculum to all areas of the National Curriculum from September 2016.</p> <p style="text-align: right;">Lead: C Allen (Exec Head)</p>	<p><u>Cross Reference:</u> School Priorities: 1,2,4 & 5 SEF: Quality of Teaching, Learning & Assessment Effectiveness of Leadership & Management</p>
<p>Impact: this objective will have been achieved when children are able to select the correct challenge and master the complexity it demands with their learning. Children will be able to talk about their learning, make connections and make sense of it.</p> <p>Achievement is judged as <u>good</u> because: All pupils are making expected or better progress. All pupils work demonstrates they are engaged in the challenges they are presented in their learning. Marking is reflective of the challenge curriculum and consistently follow the marking code of Yellow, Pink, and Purple.</p> <p>The Quality of teaching is judged as <u>good</u> because</p> <ul style="list-style-type: none"> • All children are engaging with choice and challenge curriculum • Children are making the right choice of challenge and are showing improvement in the complexity of work tackled • Teachers are planning and delivering effective choice and challenge learning sequences • Children are showing greater achievement than expected • Learning behaviours are increased and talk for learning is seen as a priority 	
<p>Key Milestones: Achievement: half termly data for English and Maths shows improving achievement for all year groups. COLKIRK PROGRESS (expected) by end of 2017: EYFS =100% Y1 = 100%, Yr2 =100%, Yr3 = 67%, Yr4 = 80% Yr5 =50% and Yr6 = 78% SCULTHORPE PROGRESS (expected) by end of 2017: EYFS =87% Y1 = 85%, Yr2 =83%, Yr3 = 88%, Yr4 = 70% Yr5 =75% and Yr6 = 75% W RAYNHAM PROGRESS (expected) by end of 2017: EYFS =71% Y1 = 75%, Yr2 =88%, Yr3 = 78%, Yr4 = 78% Yr5 =78% and Yr6 = 78%</p> <p>Teaching: December 2016: Teaching 85% good or better; 15% outstanding; no Inadequate [planned observations]. April 2017: Teaching 85% good or better; 20% outstanding; no Inadequate [planned observations]. July 2017: Teaching 85% good or better; 25% outstanding; no Inadequate [planned observations].</p>	
<p>Evaluation:</p> <ul style="list-style-type: none"> • Termly Evaluation by Head Teacher, Governors and AGEP through: • Reporting half termly to full local governing body meetings • AGEP visits • Academy Review Meetings • Regional Standards Meetings 	

Links to DNEAT Business Plan 2015-18 / Implementation Plan 2015-16						
2: Accountability a, b, c, d & e						
Objectives/ Tasks [What we need to do to achieve the priority]	Personnel Who is responsible?		Resources	Completion date	Monitoring Process How? By Whom? When? How Often?	Current Status [RAG]
	Staff	Gov.				
Objective 3.1 <ul style="list-style-type: none"> Consolidate the challenge curriculum to match the colour bands used to track pupil achievement (Yellow working towards ARE, Green Working at ARE and Blue Working at Greater Depth). Develop the A Peacock principle of three challenges developing in complexity in all areas of the curriculum. Choice and Challenge approach. 	Lead: CA CA	GH GH	1 x staff meeting	October Half Term 2016	<ul style="list-style-type: none"> Planning to be monitored to evaluate use of Choice and Challenge curriculum by SLT Team. Lessons observed use Choice and Challenge principles. 	
Objective 3.2 <ul style="list-style-type: none"> Staff to use high quality resources (e.g. Plan Bee) to support the planning and development of a Choice and Challenge Curriculum. Review resourcing and develop a more detailed mapping of term themes for Science, History and Geography. 	CA CA	GH GH	1 x staff meeting	November 2016	<ul style="list-style-type: none"> Standards Committee to meet with teaching staff to review resourcing arrangements. Governor monitoring day to look at use of Plan Bee resources. 	
Objective 3.3 <ul style="list-style-type: none"> Staff to use DNA ticks on Pupil Asset to record pupil coverage of the curriculum and inform next steps. 	CA	GH	Directed time / PPA time on a fortnightly basis.	October 2016 December 2016 February 2017 March 2017	<ul style="list-style-type: none"> CA to monitor (through reporting system on Pupil Asset) the coverage of each child for DNA ticks. 	
Objective 3.4 <ul style="list-style-type: none"> Review DNA marking to become Yell for Yellow (what has been done well), Pink for Think (next steps) Purple for Perfection – (corrections). Introduce new marking code. Monitor marking code through work scrutiny, lesson observation and pupil perception 	CA / SLT	GH	1 x staff meeting 1 x day Writing Scrutiny 1 x day Maths	September 2016 By end of Autumn Term	<ul style="list-style-type: none"> CA to introduce new marking policy updated DNA approach. Eng / Maths Co-ord to scrutinise work to check marking code in use and evaluate effectiveness and impact on pupil learning outcomes. 	

interviews.			Scrutiny	2016		
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<p>Priority 4: (Curriculum) To consolidate work on VGPS as this has been achieved in 2015-16 to ensure writing ITAFs (Interim Teaching Assessment Framework) are met consistently at the end of KS1 and KS2.</p> <p style="text-align: right;">Lead: S Northen</p>	<p>Cross Reference: School Priorities: 1,2 &6 SEF: Quality of Teaching, Learning & Assessment</p>
<p>Impact: this objective will have been achieved when most children have the knowledge and skills in relation to vocabulary, grammar, punctuation, spelling and (VGPS) to meet the ‘expected standard’ ITAF targets for writing at the end of KS1 and KS2.</p> <p>Achievement is judged as <u>good</u> because: all pupils are making expected or better progress towards achieving the ITAF targets for writing at the end of KS1 and KS2.</p> <p>The quality of teaching is judged as <u>good</u> because:</p> <ul style="list-style-type: none"> • Teachers, through their use of the challenge curriculum and marking strategies, enable pupils to make expected or above expected progress in VGPS. • Teachers plan appropriate writing tasks to allow pupils to demonstrate their VGPS skills. • Teachers map pupils’ VGPS achievements in writing against ITAF targets, ensuring that children are given opportunity to plug gaps. • Teachers facilitate pupils’ discussion of their and others’ writing in terms of VGPS. • Pupils are aware of the VGPS knowledge and skills they need to acquire. 	
<p>Key Milestones:</p> <p>Achievement: Half-termly monitoring of VGPS in writing against ITAF targets (not same as national curriculum targets on Pupil Asset tracker) shows most pupils making expected or above expected progress. For Years 2 and 6, half-termly monitoring shows most pupils on course to meeting ITAF ‘working at expected standard’ by May 2017. Colkirk Yr2 71% Yr6 67% Sculthorpe Yr2 75% Yr6 75% W Raynham Yr2 67% Yr6 78%</p> <p>Teaching: December 2016: Teaching 85% good or better; 15% outstanding; no inadequate [planned observations]. April 2017: Teaching 85% good or better; 20% outstanding; no inadequate [planned observations]. July 2017: Teaching 85% good or better; 25% outstanding; no inadequate [planned observations].</p>	
<p>Evaluation:</p> <p>Termly Evaluation by Head Teacher and SIP</p>	

Links to DNEAT Business Plan 2015-18 / Implementation Plan 2015-16						
2: Accountability a, b, c, d & e						
Objectives/ Tasks [What we need to do to achieve the priority]	Personnel Who is responsible?		Resources	Completion date	Monitoring Process How? By Whom? When? How Often?	Current Status [RAG]
	Staff	Gov.				
Objective 4.1 <ul style="list-style-type: none"> To use games, activities and high-quality resources (eg Pie Corbett Jumpstart Grammar, Letts GPS workbooks, Pobble 365) to ensure teaching of VGPS is engaging and effective. 	Lead: SN	CW	Create list of high quality VGPS resources	Oct 2016	<ul style="list-style-type: none"> CA - termly lesson observations. 	
Objective 4.2 <ul style="list-style-type: none"> To incorporate VGPS targets into lesson plans for all independent writing. Targets to be drawn from KS1 & KS2 ITAFs for writing. To track progress by ticking off individual targets achieved using Norfolk ITAF grids. For Yrs 2&6, adjust individual targets as year progresses to ensure 4-5 pieces of writing taken together demonstrate 'secure fit' to appropriate target. Use intervention time to plug gaps if necessary. 	SN	CW	Norfolk ITAF grids Intervention time	Oct 2016 May 2017	<ul style="list-style-type: none"> English co-ordinator to monitor target setting through termly book scrutiny. Teachers to monitor progress towards ITAF targets through tracking on ITAF grids, completed after each piece of independent writing. 	
Objective 4.3 <ul style="list-style-type: none"> To use Purple Pen (YPP marking code) to correct VGPS errors in independent writing. Introduce use of initial letters in margin (G for Grammar errors, P for punctuation, Sp for spelling, V for vocabulary). Use with upper KS1 if appropriate. To share child-friendly versions of the ITAF writing targets with the children. Use the targets in self and peer assessment of independent writing – eg marking ladders. 	SN	CW	SN to provide child-friendly ITAF targets	Oct 2016	<ul style="list-style-type: none"> English co-ordinator to monitor use of VGPS marking code through termly book scrutiny. 	
Objective 4.4 <ul style="list-style-type: none"> To ensure appropriate VGPS classroom displays and word-mats are available to prompt and encourage children in their independent writing. 	SN	CW	Many available online – eg from twinkl and TES.	Oct 2016	<ul style="list-style-type: none"> Teachers to monitor and change classroom displays and word-mats when moving on to new writing task – if necessary. 	

<p>Priority 5: (Training) SIAMS – To embed RE teaching and learning to be in the majority outstanding but no less than good</p> <p style="text-align: right;">Lead: S Potter</p>	<p>Cross Reference: School Priorities: 6 SEF: Quality of Teaching, Learning & Assessment Effectiveness of Leadership & Management</p>
<p>Impact: This objective will have been achieved when staff are confident in delivering creative lessons that allow pupils to be inspired and achieve greater depth in their knowledge of Christianity and other world religions (build on work done with Kathryn Wright 2015-2016).</p> <p>Achievement is judged as <u>outstanding</u> because: Pupils progress in RE is rapid and standards are in line with National with a significant number higher.</p> <p>The Quality of teaching is judged as <u>outstanding</u> because: pupils are inspired and learn exceptionally well by having:</p> <ul style="list-style-type: none"> • A rich and varied curriculum that allows them to develop and apply what they have learnt • Creative and original lessons (teaching and learning) that allow children to apply their knowledge • Greater depth of knowledge and understanding of world faiths and compare them to Christianity • Lessons that provide moral and Christian guidance to pupils on how to conduct their daily life 	
<p>Key Milestones:</p> <p>Achievement: End of term evaluation/reflection of observations, portfolios and books to see if achievement is at least in line with National; lessons are creative and majority of observations are outstanding and never less than good. COLKIRK by end of 2017: Y1 = 100%, Yr2 =71%, Yr3 = 71%, Yr4 = 89% Yr5 =85% and Yr6 = 78% SCULTHORPE by end of 2017: Y1 = 78%, Yr2 =83%, Yr3 = 89%, Yr4 = 80% Yr5 =83% and Yr6 = 75% W RAYNHAM by end of 2017: Y1 = 75%, Yr2 =75%, Yr3 = 78%, Yr4 = 75% Yr5 =88% and Yr6 = 88%</p> <p>Teaching: Planning demonstrates good understanding of use of creative strategies that allow for rapid progress.</p>	
<p>Evaluation: Termly Evaluation by subject leader and RE Gov then reported to HT.</p>	
<p>Links to DNEAT Business Plan 2015-18 / Implementation Plan 2015-16</p>	

2: Accountability a & b 3: Governance b 7: Improvement Strategy a,b,c,d,e & f						
Objectives/ Tasks [What we need to do to achieve the priority]	Personnel Who is responsible?		Resources	Completion date	Monitoring Process How? By Whom? When? How Often?	Current Status [RAG]
	Staff	Gov.				
Objective 5.1 <ul style="list-style-type: none"> To consolidate and embed learning undertaken with Kathryn Wright 2015-2016 	Lead: SP	GY/C W	1 x staff meeting - reminding	September 2016	<ul style="list-style-type: none"> undertaken during termly observations by subject lead – how creative? Inspiring? Planning monitored – use of google drive? 	
Objective 5.2 <ul style="list-style-type: none"> To familiarise staff with Understanding Christianity scheme and how it can be linked to our rolling programme For staff to implement units where appropriate 	SP	GY/C W	1x staff meeting after conference (5 th October)	Autumn Term 2016	<ul style="list-style-type: none"> undertaken through portfolio scrutiny and lesson observations on a termly basis by subject lead - Greater depth, knowledge and understanding? 	
Objective 5.3 <ul style="list-style-type: none"> To undertake regular observations and inform staff how they can improve To undertake portfolio scrutiny 	SP	GY/C W	Dates to be booked in for each term with each teacher	Autumn Term 2016 Spring Term 2017 Summer Term 2017	<ul style="list-style-type: none"> Undertaken termly with a governor Reported to HT 	
Objective 5.4 <ul style="list-style-type: none"> To undertake pupil interviews to monitor progress, knowledge and understanding (Autumn Term and Summer Term) 	SP	GY/C W	Dates to be booked in with JY for each school.	Autumn Term 2016 Summer Term 2017	<ul style="list-style-type: none"> Undertaken termly by subject lead and a governor Reported to HT 	

<p>Priority 6: (Training) Continue to build on Teacher Assessment through moderation, standardisation and exemplification in Reading, Writing and Maths.</p> <p style="text-align: right;">Lead: C Allen (Exec Head)</p>	<p>Cross Reference: School Priorities: 1,2,3 SEF: Quality of Teaching, Learning & Assessment Effectiveness of Leadership & Management</p>
<p>Impact: this objective will have been achieved when staff are confident in benchmarking against the ITAFS and can identify clearly and evidence appropriately (building on 2015-16 work and experience) whether children are working towards, at or at greater depth.</p> <p>Achievement is judged as <u>good</u> because: pupils identified to be working at the expected standard or at greater depth have a solid evidence base with examples from a braod range of curriculum experiences.</p> <p>The Quality of teaching is judged as <u>good</u> because:</p> <ul style="list-style-type: none"> • Teachers can articulate pupil’s outcomes with clear reference to the ITAFs for 2017. • Pupil work is clearly cross referenced to ITAFS. • Greater percentage of pupils have work in the working at greater depth than 2016 (aim is 25%). • Marking at per AIDP Priority 3 supports improvement and aids work that evidences meeting the required standard or better. 	
<p>Key Milestones:</p> <p>Achievement: The end of term analysis to include a statement of confidence around evidence to support the ITAFS 2017. Expectation is children in Yr2 / 6 will have highest possible % achieving expected or better in TA matched in test outcomes (reducing gap of discrepancy).</p> <p>Teaching: Planning identifies clearly when ITAFS opportunities are being met and assessed.</p>	
<p>Evaluation:</p> <p>Termly Evaluation by Head Teacher and SIP</p>	
<p>Links to DNEAT Business Plan 2015-18 / Implementation Plan 2015-16</p>	

2: Accountability a, b, c, d & e						
Objectives/ Tasks [What we need to do to achieve the priority]	Personnel Who is responsible?		Resources	Completion date	Monitoring Process How? By Whom? When? How Often?	Current Status [RAG]
	Staff	Gov.				
Objective 6.1 <ul style="list-style-type: none"> To familiarise staff with the ITAF for 2017 in KS1 and KS2 for English and Maths. 	Lead: CA	RN / SK	1 x staff meeting	September 2016	<ul style="list-style-type: none"> Governors to attend meeting and engage with staff in the impact of using the ITAFS for moderation. SLT to formulate an agreed process for moderation, exemplification and standardisation based around the 2017 ITAFs. 	
Objective 6.2 <ul style="list-style-type: none"> To undertake regular moderation, standardisation and exemplification activities within own staff for English and Maths. 	CA	RN / SK	Identified staff meetings in each term to allow staff time to moderate across year groups, agree on standardisation and use exemplification materials.	Autumn Term 2016 Spring Term 2017 Early Summer Term 2017	<ul style="list-style-type: none"> Moderated work recorded and collated into a portfolio. ITAFS used as reference documents. Exemplification examples identified in federation. Governors to report back to full LGB on a termly basis. 	
Objective 6.3 <ul style="list-style-type: none"> To undertake cross federation(s) / academy moderation at Ks1 and Ks2 in English and Maths. 	CA	RN / SK	Identified staff meetings in each term to allow staff time to moderate	Autumn Term 2016 Spring Term 2017	<ul style="list-style-type: none"> Moderated work recorded and collated with agreed outcomes. ITAFS used as reference documents. Exemplification examples identified in federation. 	

			across federation / academy / region.	Early Summer Term 2017		
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