Whickham School 2018-19 Improvement Plan

Aim: Whickham School; a school that ensures all pupils are the very best they can be.

Key 4: Everyone always ensures that all barriers to learning are addressed.

What	Leading	Monitoring	How	Evidence	Milestone - impact
Barriers to Learning are systematically identified and addressed.	SMA	FT	1. Rigorous analysis of academic, attendance and behaviour data each half term via progress meetings in each year group. Analysis to focus upon attendance, behaviour and emotional health. Every pupil hitting trigger points will have an action plan developed with an assigned member of staff to monitor (HoKS/HOY)	1. Progress meeting minutes, more pupils identified, individual action plans created, monitored and evaluated. Attendance and behaviour data.	
Pupils from all identified groups make good or better progress.	PEW	FT	1. AEN & Disadvantaged - Heads of Year prioritise first day response (attendance) - Attendance Officer completes "Return to School" interviews and monitors attendance - Individual support plans created and uploaded to class charts - Progress meetings fortnightly with key staff - Engagement in enrichment and out of hours learning monitored and encouraged by key staff worker. - Pastoral team monitor homework completion and quality fortnightly. - Identified pupils will have a meeting with a trained member of staff to assess what support may be necessary, with regard to their emotional health. Any further actions to be monitored by the key member of staff. 2. Other pupils (where concern is identified) - Key member of staff identified to support underachievement - Progress meetings fortnightly with key member of staff. - Opportunities to engage and challenge taken (in lessons and in homework)	1 & 2. Progress information	