

<b>TARGETS</b> What is the target and when in the school year will the target be worked on?	<b>INTENDED OUTCOMES</b> What will we see? What's going to be different? What will be in place that wasn't before?	<b>INTENDED IMPACT</b> What will be the desired effect on students, staff, or parents? How will the outcomes change the way children, staff or parents think or behave?	<b>REVIEW AND EVALUATION</b> Monitoring the progress Who will monitor? How often will they monitor? When will it take place?	<b>DIRECTOR PRIORITIES</b>
<p>Communication will be fully embedded across the curriculum and staff will be equipped with an acute understanding of students' communication needs.</p>	<p>Autumn 2016 - The SALT team will assess students and place them in communication bands according to their communication needs. This will enable teachers and support staff to employ the most appropriate communication approaches throughout the school day.</p> <p>Autumn 2016 - The SALT team will conduct training with teachers to equip them to employ the best approaches for students in each band.</p> <p>Autumn 1 - TA2 posts will be advertised internally and externally to recruit Teaching Assistants who will be responsible for the delivery of communication programmes within their classes.</p> <p>Throughout the year members of SLT will carry out joint communication learning walks with members of the SALT team and then feedback to classes to support them to improve.</p> <p>Autumn 1 - a Signalong trainer will be appointed from existing staff by the Head of School and Service Manager for SALT. The new trainer will undertake training as a Signalong tutor.</p> <p>Autumn 2 - Head of School and SALT team to draw up a training schedule to equip staff in Signalong. This will roll out starting Spring 2017.</p> <p>Spring and Summer 2017 - training days to focus on communication.</p>	<p>Teachers will be more confident in using the most appropriate forms of communication in lessons.</p> <p>July 2017 - student achievement in communication will be outstanding.</p> <p>Staff will become more skilled at delivering communication programmes through the support of the new TA2 staff.</p> <p>Learning walks will demonstrate outstanding employment of communication programmes in lessons.</p> <p>Signing will be used consistently throughout the school as a result of Signalong training.</p>	<p><i>Monitored by: Andrew Sanders</i></p> <p>End of year data demonstrating outstanding progress in communication programmes.</p> <p>Observations and learning walk data demonstrating outstanding practice.</p> <p>Feedback from training workshops.</p>	<p>Succession Planning</p>
				<p>Our Workforce</p>

<b>TARGETS</b> What is the target and when in the school year will the target be worked on?	<b>INTENDED OUTCOMES</b> What will we see? What's going to be different? What will be in place that wasn't before?	<b>INTENDED IMPACT</b> What will be the desired effect on students, staff, or parents? How will the outcomes change the way children, staff or parents think or behave?	<b>REVIEW AND EVALUATION</b> Monitoring the progress Who will monitor? How often will they monitor? When will it take place?	<b>DIRECTOR PRIORITIES</b>
Teachers will have a better understanding pedagogies for ASD students and will become experts at meeting their needs.	<p>Autumn 2016 - the number of ASD classes will be increased to 2 in Lower School and 2 in Sixth Form. This will enable teachers to employ the most appropriate pedagogies to provide for their varying needs.</p> <p>Throughout the year workshops will be delivered throughout the school to enable teachers and support staff to employ the most relevant pedagogies for supporting ASD students.</p> <p>Autumn 2016 - the appointment of TA2 positions will ensure that ASD classes have a key person to support with the embedding of sensory and communication programmes for ASD learners.</p> <p>Autumn 2016 - teachers of ASD classes will visit ASD schools, and ASD classes within the academy and share their findings with their teams.</p> <p>By July 2017 at least one teachers and one teaching assistant will have undertaken autism accredited training to enable them to their skills with those working with ASD students.</p> <p>September 2016 - The new scheme of work for the "World Around Us" will make the curriculum more meaningful for concrete learners.</p>	<p>Teaching will be relevant to the level of understanding of students with ASD so they continue to make better progress. Teaching in ASD classes will be outstanding.</p> <p>Student communication will improve due to the implementation of communication programmes and they will be able to access learning better through the embedding of sensory integration programmes.</p> <p>Staff will develop expertise in supporting students with ASD this will in turn will lead to better job satisfaction.</p> <p>Teaching and learning will be outstanding across the school as a result of distinct pedagogies linked to student needs.</p>	<p><i>Monitored by: Andrew Sanders</i></p> <p>Monitoring of teacher planning by SLT will ensure the most relevant pedagogies are being employed for ASD students.</p> <p>End of year assessment data demonstrating outstanding progress.</p> <p>Observations and Learning walks demonstrating outstanding teaching and learning in ASD classes.</p> <p>Feedback from staff training.</p>	Our Workforce
				External Focus Succession Planning

<b>TARGETS</b> What is the target and when in the school year will the target be worked on?	<b>INTENDED OUTCOMES</b> What will we see? What's going to be different? What will be in place that wasn't before?	<b>INTENDED IMPACT</b> What will be the desired effect on students, staff, or parents? How will the outcomes change the way children, staff or parents think or behave?	<b>REVIEW AND EVALUATION</b> Monitoring the progress Who will monitor? How often will they monitor? When will it take place?	<b>DIRECTOR PRIORITIES</b>
Students at National Curriculum level will make outstanding progress due to the employment of relevant and challenging pedagogies	<p>Autumn 2016 - a new class will be established for the most able students in the school.</p> <p>Autumn 2016 - onwards there will be a full review of curriculum provision for students working on National Curriculum including a revision of schemes of work for Maths, Science, World Around Us and Digital Literacy.</p> <p>There will be a full review of accreditation for students working on NC levels with new courses in place by the end of the academic year.</p> <p>Autumn 2016 - a review of Key Stage thresholds ensure they are more challenging for those working on NC levels.</p> <p>By Spring 2017 - a revised assessment system will be in place for students working on National Curriculum levels.</p> <p>Autumn 2016 - Visits to MLD schools and research into Raising Stars or equivalent assessment systems without levels for students on NC will enable teachers to deliver more targeted assessments.</p> <p>Autumn 2016 - There will be full review Assessment for Learning for NC students</p> <p>Autumn 2016 Subject books and marking system will be introduced for NC students</p> <p>A reading scheme will be introduced by the end of the Autumn term.</p> <p>By January 2017 students working towards NC in Sixth Form will have access to meaningful work experience with external providers.</p>	<p>Students working towards and above NC will be sufficiently challenged and they will develop breadth of knowledge about The World around them. They will be fully prepared for the adulthood. Lessons in these classes will be outstanding.</p> <p>Teachers will be skilled at setting challenging and relevant targets for NC students through a review of the assessment system.</p> <p>End of year data will demonstrate outstanding progress over all for NC students.</p> <p>Staff will develop expertise at meeting the needs of NC 1 students which in turn will lead to better job satisfaction. Staff at all levels will be able to take on new responsibilities due to this expertise.</p> <p>Teaching and learning will be outstanding across the school as a result of distinct pedagogies linked to student needs.</p> <p>NC students will be better prepared for their post 19 destination through access to meaningful work experience opportunities.</p>	<p>Monitored by: Andrew Sanders and Bozena Sarosiek</p> <p>Monitoring of teacher planning by SLT ensure the most relevant pedagogies are being employed for NC students.</p> <p>End of year assessment data demonstrating outstanding progress.</p> <p>Observations and Learning walks demonstrating outstanding teaching and learning for the most able class.</p> <p>Feedback from staff training.</p>	<p>Our Workforce</p>
				<p>External Focus Succession Planning</p>

<b>TARGETS</b> What is the target and when in the school year will the target be worked on?	<b>INTENDED OUTCOMES</b> What will we see? What's going to be different? What will be in place that wasn't before?	<b>INTENDED IMPACT</b> What will be the desired effect on students, staff, or parents? How will the outcomes change the way children, staff or parents think or behave?	<b>REVIEW AND EVALUATION</b> Monitoring the progress Who will monitor? How often will they monitor? When will it take place?	<b>DIRECTOR PRIORITIES</b>
Students with complex needs will make outstanding progress due to the employment of relevant and challenging pedagogies	<p>Staff will be better equipped to support exploratory learners through training throughout the year and visits to other schools. They will then report their findings to their teams.</p> <p>Autumn 2016 - the appointment of TA2 positions will ensure that the PMLD classes have a key person to support students' physical and sensory needs to enable them to continually access the curriculum.</p> <p>September 2016 - relevant elements of Sixth Form curriculum will be incorporated in PMLD lessons by</p> <ul style="list-style-type: none"> <li>- structured community programme with main Sixth Form</li> <li>- relevant and age-appropriate curriculum</li> <li>- Making Contribution and Hobby courses for 6 Sixth Form PMLD students.</li> </ul> <ul style="list-style-type: none"> <li>- Links with other students across the school in assemblies (student guest) and at lunchtimes</li> <li>- Visiting tuck shop weekly to interact with other students</li> </ul>	<p>Teaching and learning will fully meet the needs of students with complex needs. Teaching, learning and achievement will be outstanding for these students.</p> <p>Staff will develop expertise at meeting needs of students with complex needs which in turn will lead to better job satisfaction. Staff at all levels will be able to take on new responsibilities due to this expertise.</p> <p>Sixth form students with complex needs will be fully prepared for the adulthood through a relevant and interactive curriculum. They will generalise their communication skills across different settings.</p> <p>Staff will develop expertise at meeting needs of students with complex needs which in turn will lead to greater job satisfaction.</p>	<p><i>Monitored by: Bozena Sarosiek</i></p> <p>Monitoring of teacher planning by SLT will ensure the most relevant pedagogies are being employed for students with complex needs.</p> <p>End of year assessment data demonstrating outstanding progress.</p> <p>Observations and Learning walks demonstrating outstanding teaching and learning in PMLD classes.</p> <p>Feedback from staff training.</p>	Our Workforce
				External Focus Succession Planning

<b>TARGETS</b> <b>What is the target and when in the school year will the target be worked on?</b>	<b>INTENDED OUTCOMES</b> <b>What will we see?</b> <b>What's going to be different?</b> <b>What will be in place that wasn't before?</b>	<b>INTENDED IMPACT</b> <b>What will be the desired effect on students, staff, or parents? How will the outcomes change the way children, staff or parents think or behave?</b>	<b>REVIEW AND EVALUATION</b> <b>Monitoring the progress</b> <b>Who will monitor? How often will they monitor? When will it take place?</b>	<b>DIRECTOR PRIORITIES</b>
<p>New teachers will rapidly improve their skills in the classroom through the new academy training programme for new teachers</p>	<p>Autumn 2016 - teachers who have joined the school over the last year will improve their skills in the classroom by joining the new Special Schools Skills Development Programme.</p> <p>Spring / Summer 2017 - teachers who have joined the school in September 2016 will improve their skills in the classroom by joining the Special Schools Skills Development Programme.</p> <p>Throughout the year recently appointed teachers will receive regular mentoring from GS and HM to support them in adapting to an SLD environment.</p> <p>Throughout the year teachers will improve their practice by completing core assessments related to their work in the classroom.</p> <p>Marketing and recruitment materials will promote the course to attract new teachers and Teaching Assistants interested in becoming teachers or improving their own skills.</p>	<p>Lessons delivered by newly appointed teachers will be good to outstanding.</p> <p>Students will make outstanding progress due to the increasing skills of teachers in delivering lessons relevant to their needs.</p> <p>Teachers joining the school will become skilled practitioners and will be enabled to take on extra responsibilities to develop teaching and learning throughout the school.</p> <p>Teachers will report greater confidence in meeting the varying student needs in their classes.</p> <p>Teachers will be attracted to join the academy through the offer of Skills Development Programme. Newly appointed teachers will be attracted to stay within the academy.</p>	<p><i>Monitored by: Andrew Sanders</i></p> <p>Observation and learning walks demonstrating the skills of new teachers.</p> <p>End of Year data demonstrating outstanding student progress.</p> <p>Assessments completed by course participants.</p> <p>Training feedback.</p> <p>Reports to governors.</p>	<p>Succession Planning</p>
				<p>Our Workforce</p>

<b>TARGETS</b> <b>What is the target and when in the school year will the target be worked on?</b>	<b>INTENDED OUTCOMES</b> <b>What will we see?</b> <b>What's going to be different?</b> <b>What will be in place that wasn't before?</b>	<b>INTENDED IMPACT</b> <b>What will be the desired effect on students, staff, or parents?</b> <b>How will the outcomes change the way children, staff or parents think or behave?</b>	<b>REVIEW AND EVALUATION</b> <b>Monitoring the progress</b> <b>Who will monitor? How often will they monitor? When will it take place?</b>	<b>DIRECTOR PRIORITIES</b>
<p>Maths will be fully embedded throughout the curriculum so it becomes more meaningful for all students and will better prepare them for adult life</p>	<p>By Spring 2 a whole-school strategy for teaching money skills will ensure progression across key stages.</p> <p>Autumn 2016 - The introduction of a Sixth Form Cafe for staff and students will create additional opportunity to practice Maths skills in a functional context.</p> <p>Autumn 2016 "Money Reference Cards" will be introduced across the school so that while at school or in the community students will know the cost of items and how much they can afford to buy.</p> <p>From Autumn 2016, a new teacher will take on the tuck shop as part of her professional development. This will be open to all students creating numerous opportunities to use Maths skills in a meaningful context. KS3 and KS4 students will be buying their snacks from the tuck shop weekly, which will be run daily by Sixth Form. Stock take will focus on best and least selling products, surveys will allow students to improve their ability to create and read charts (e.g. tally charts) and tables. There will be numerous opportunities for sorting by type and shape and categorising in tuck shop. There will be also weekly cafe run by Sixth Form for KS4 students and non-class based staff.</p> <p>Autumn 2016 - there will be a review of Enterprise to create additional opportunities to use Maths functionally. A catalogue of products will be created comparing prices to the market value. Spending and income will be monitored and profit will be recorded on the graph or a display board, etc. This task will be carried out by an MPS teacher to support her professional development.</p> <p>Throughout the years student will be going to pick Your Own Farm to reinforce their Maths skills in a real context.</p> <p>A review of the teaching of time in Spring 2017 will enable students to manage their own time more effectively (particularly those on work training). Accessible resources, i.e., timers and suitable clocks, will help students manage their time, especially those doing Work Training.</p> <p>Numicon training in Spring 2016 by an external provider will provide guidance for creative ideas of using Numicon to teach Maths in practical situations.</p> <p>Rewards for work training / work experience (i.e. points leading to the choice of a reward) will make lead to greater challenge and motivation for 14-19</p>	<p>Students will know how to functionally use money in real-life situations. End of year assessment data will demonstrate outstanding progress in maths across the school.</p> <p>School data will show outstanding progress in Maths across the school</p> <p>Students in Sixth Form will know how to manage their time independently with strategies in place</p> <p>Teachers will be confident at using Numicon with students who benefit from it. Teaching of maths across the school will be outstanding.</p>	<p><i>Monitored by: Bozena Sarosiek</i></p> <p>Teachers' performance management records demonstrating how they contributed to maths throughout the school.</p> <p>End of year data demonstrating outstanding achievement in maths.</p> <p>Observation and Learning walk records demonstrating outstanding teaching and learning in maths activities.</p> <p>Regular scrutiny of teacher planning.</p> <p>Evidence of students' work stored on classroom monitor.</p> <p>Feedback from training sessions.</p>	<p>Our Workforce</p>

<b>TARGETS</b> <b>What is the target and when in the school year will the target be worked on?</b>	<b>INTENDED OUTCOMES</b> <b>What will we see?</b> <b>What's going to be different?</b> <b>What will be in place that wasn't before?</b>	<b>INTENDED IMPACT</b> <b>What will be the desired effect on students, staff, or parents?</b> <b>How will the outcomes change the way children, staff or parents think or behave?</b>	<b>REVIEW AND EVALUATION</b> <b>Monitoring the progress</b> <b>Who will monitor? How often will they monitor?</b> <b>When will it take place?</b>	<b>DIRECTOR PRIORITIES</b>
<p>Each student will have a personalised plan to ensure that they follow a pathway that will ensure that they are fully prepared for their destination post-Moorcroft</p>	<p>The introduction of holistic Personalised Pathway Plans (PPS) in Autumn 2016 will ensure all students follow programmes of study that will enable them to make continuous progress. PPPs will incorporate student destination, interests and pedagogy that supports their learning</p> <p>Storage of PPPs on Classroom Monitor will enable all staff to easily access supporting documents to ensure student needs are being continuously met.</p> <p>Fully personalised planning on new half-termly planning sheet will reflect differences in the balance of timetabling between for with different needs or destinations.</p> <p>September 2016 students in the Sixth Form will be grouped to enable them to access courses according to their interests and destinations.</p> <p>Each half term senior staff will moderate PPPs to ensure they are continually adapted to students' needs.</p> <p>Throughout the year External work experience and Work Training programmes will be tailored to students' interests and destinations. The work training programme will provide guided access to the programmes that interest students the most.</p> <p>From September 2016 - the introduction of Talent Pathways Maps from KS3 onwards will enable student to establish their interests so they can make informed choices about courses they wish to follow as they progress throughout the school.</p> <p>Differentiated self assessments will enable students to better reflect on their own performance.</p> <p>September 2016 - the introduction of Long-term Communication Plan in conjunction with the SALT team will ensure communication needs are fully met as students progress through the school.</p> <p>Throughout the year Key Stage Thresholds will provide teachers with information about how well students are prepared for the next step of education / adult life. This will enable teachers to choose the most appropriate PLO headings and Becoming Independent Thresholds for each student at any point in a school year.</p>	<p>Students will be fully prepared for their post-19 destination thanks to balance of timetable adjusted to their needs.</p> <p>Observations and Learning walks will demonstrate that students show greater enthusiasm and confidence due to a fully personalised curriculum.</p> <p>Personalised learning will ensure that students continue to make rapid progress as they progress through the school. End of year data will show outstanding progress.</p> <p>Transition will be fully informed thanks to information from KS thresholds and talent maps. This will result in meaningful relevant targets for each student at any point in a school year.</p>	<p>Monitored by: Bozena Sarosiek</p> <p>Observation and Learning walk data.</p> <p>Samples of work stored on classroom monitor.</p> <p>Scrutiny of teacher planning.</p> <p>End of year assessment data.</p> <p>Case studies demonstrating student achievement.</p> <p>Reports to governors.</p>	<p>ICT</p>

TARGETS What is the target and when in the school year will the target be worked on?	INTENDED OUTCOMES What will we see? What's going to be different? What will be in place that wasn't before?	INTENDED IMPACT What will be the desired effect on students, staff, or parents? How will the outcomes change the way children, staff or parents think or behave?	REVIEW AND EVALUATION Monitoring the progress Who will monitor? How often will they monitor? When will it take place?	DIRECTOR PRIORITIES
<p>Precise and varied evidence of learning in all contexts, including the community will result in better informed target setting. This will lead to precise planning and teaching towards the next steps.</p>	<p><b>Moderation:</b></p> <ol style="list-style-type: none"> <li>Autumn 2016 - the recruitment of a second moderation partner that uses MAPP scales will enable the school to make robust judgements regarding students' personal targets.</li> <li>Autumn 2016 - by joining Challenge Partnership the school will ensure that student progress is scrutinised by external agents.</li> <li>Staff moderation will improve by introduction of official templates evidencing validation and development points. An officially established moderation cycle will incorporate a revised assessment system (see Summative Assessment). A new protocol for different levels of moderation (class level, teacher level, MLT level, SMT level, cross-Academy moderation, external moderation) will make assessment more rigorous.</li> <li>Assessment will be more evidence-based through the storage of evidence and on Classroom Monitor and in evaluation folders (These are to complement each other, not to replicate evidence).</li> </ol> <p><b>Summative Assessment tools - whole school</b></p> <ol style="list-style-type: none"> <li>New Becoming Independent Thresholds will replace staff judgements leading to quantifiable data to measure personal development. New data to be stored on classroom monitor.</li> <li>Summer 2017 - introduce a new assessment tool to measure Emotional Resilience will be launched following consultation with therapy heads.</li> <li>Summer 2017 - a new school assessment system will be launched following an Assessment Day with an external advisor (John Carter).</li> <li>The introduction of Key Stage thresholds will contribute to judgements about end of year achievement.</li> <li>Summer 2017 - a new assessment policy will fully reflect the assessment cycle at Moorcroft taking into account latest DfE guidance</li> </ol> <p><b>Summative Assessment - students working on National Curriculum level:</b></p> <ol style="list-style-type: none"> <li>Autumn 2016 - visits to other establishments will enable the school to be better informed about target setting for NC students. Spring 2017 - a new system of target setting and assessment for students on NC level will fully support and capture different rates of progress.</li> </ol> <p><b>Formative assessment:</b></p> <ol style="list-style-type: none"> <li>Autumn 1 - Training will enable staff to actively use Classroom Monitor (class iPads) to electronically collect evidence of progress linked to assessment systems at Moorcroft, both at school and in the community</li> <li>Revised evaluation sheets will incorporate RAG, Actions to be noted in 'next steps' column to influence planning.</li> <li>Spring 2017 - a new assessment system will allow us to show student progress at any point in time, not only during assessment period</li> <li>Spring 2017 - teachers' planning will precisely reflect adaptations made on the basis of information from formative assessment including RAG ratings.</li> <li>Autumn 2016 - An adapted system PLO heading will allow flexibility to choose the right headings to match student needs. This will be done on the basis of KS threshold analysis with the AHOs.</li> <li>By summer 2017 Every student will have varied evidence of progress available at any point in time: pictures, videos, written evaluations, samples of work, self-assessment, etc.</li> <li>Assessment for Learning will be used in the classroom, fortnightly AFL assemblies and in Enterprise lessons to enable students to participate in the evaluation of their learning and to share in the planning of their next steps.</li> <li>Revised AFL terminology by the AHOs will reflect what students should be able to know about quality of their achievements.</li> </ol> <p><b>Teacher accountability:</b></p> <ol style="list-style-type: none"> <li>Autumn 2016 - Accountability for the quality of assessment and active use of assessment to plan and teach towards the next step in learning will be clearly linked to Performance Management for teachers.</li> </ol>	<p>Precise targets will allow teachers to continually move students towards their next step of development.</p> <p>Reliable assessment data will allow staff including SLT to better detect students who need additional support to make progress</p> <p>Reduction of teacher workload (i.e. more time available) will result in improved quality of assessment and teaching</p> <p>Evidence of learning will be collected both at school and in the community which will result in a holistic picture of student progress, especially generalisation of skills.</p> <p>By holding teachers to account they will improve the quality of their formative and summative assessment and will promptly adjust teaching to the needs of every student.</p>	<p>Monitored by: Bozenna Sarosiak</p> <p>Scrutiny of teacher planning evidencing high quality target setting.</p> <p>End of year assessment data with evidence of robust moderation.</p> <p>Student work recorded on classroom monitor.</p> <p>Records of 1:1 meetings with teachers.</p> <p>Reports to governors.</p>	<p>External Focus</p>
				ICT



<b>TARGETS</b> <b>What is the target and when in the school year will the target be worked on?</b>	<b>INTENDED OUTCOMES</b> <b>What will we see?</b> <b>What's going to be different?</b> <b>What will be in place that wasn't before?</b>	<b>INTENDED IMPACT</b> <b>What will be the desired effect on students, staff, or parents?</b> <b>How will the outcomes change the way children, staff or parents think or behave?</b>	<b>REVIEW AND EVALUATION</b> <b>Monitoring the progress</b> <b>Who will monitor? How often will they monitor?</b> <b>When will it take place?</b>	<b>DIRECTOR PRIORITIES</b>
<p>High quality VI provision will enable students with visual impairment to access learning across the curriculum</p>	<p>Autumn 2016 - staff expertise in providing for visual impairment will improve through training from the Academy Multisensory team.</p> <p>A VI representatives in the PMLD class will overlook VI provision for students with complex needs. The VI rep will have completed (or will complete) Partners in Learning course and be trained on the use of Eye Gaze.</p> <p>By January 2017 - Students with visual impairment will have a VI report and VI passport. Throughout the year a VI target will be incorporated into the curriculum for students in the PLMD department.</p> <p>September 2016 - New resources will support the learning of students with VI</p> <p>Throughout the year the admin team will keep the audit of students with VI up to date on SIMS</p> <p>Autumn 2016 - An environmental audit will evaluate the needs of students with VI.</p> <p>Autumn 2016 - a closer liaison with See Ability will ensure their input becomes embedded into the everyday life of the school.</p> <p>Representation by SLT on the cross-academy multidisciplinary team will raise the profile of VI provision at Moorcroft, particularly for Post 14 students.</p> <p>Autumn 2016 - PMLD teacher will visit potential KS4 cohort in Sunshine House to plan an effective transition.</p>	<p>Students with visual impairment to continue to make outstanding progress</p> <p>Students with VI will be able to fully access the curriculum</p> <p>Staff confidence in meeting the needs of students with VI will be much improved.</p> <p>Parents of students at Sunshine House will become confident that Moorcroft is the best post 14 placement for their students.</p> <p>Students from Sunshine House will be better prepared for joining Moorcroft.</p>	<p><i>Monitored by: Bozena Sarosiek and vision representative</i></p> <p>Records of Training and teacher observations.</p> <p>End of year data demonstrating outstanding progress for VI students.</p> <p>Sims data auditing student needs.</p> <p>Records of meetings with Seeability.</p> <p>Minutes of MSI meetings.</p>	<p>Our Workforce</p>
				<p>Parental Engagement</p> <p>ICT</p>

<b>TARGETS</b> <b>What is the target and when in the school year will the target be worked on?</b>	<b>INTENDED OUTCOMES</b> <b>What will we see?</b> <b>What's going to be different?</b> <b>What will be in place that wasn't before?</b>	<b>INTENDED IMPACT</b> <b>What will be the desired effect on students, staff, or parents?</b> <b>How will the outcomes change the way children, staff or parents think or behave?</b>	<b>REVIEW AND EVALUATION</b> <b>Monitoring the progress</b> <b>Who will monitor? How often will they monitor? When will it take place?</b>	<b>DIRECTOR PRIORITIES</b>
<p>There will be greater opportunities across the curriculum for students to develop their independence</p>	<p>September 2016 - The new "Becoming Independent" curriculum and assessment system will be launched. This will be based on thresholds for different areas of independence for each key stage and will ensure progression throughout the school.</p> <p>September 2016 - the baselining of all students through the new Becoming Independent Assessment system will ensure that challenging targets are set to ensure students make outstanding progress with their independence skills.</p> <p>By January 2017 a quantitative system of data analysis from Becoming Independent will be launched. This will contribute to overall judgement about progress of each student.</p> <p>The introduction of Personalised student Pathways in September 2016 will enable teachers to choose which strands of independence for students to focus on</p> <p>A new homework system launched in Autumn 2 (see discrete target) will ensure that priorities are shared with parents to ensure consistency of approaches.</p> <p>Autumn 1 - new resources will enable students to practice new skills. For example, personal care bags, crockery for Sixth Form, utility and laundry room equipment, food caddies, trolley bags for girls, etc.</p> <p>Autumn 2016 - new visual resources around the school will encourage independence of students linked to each area addressed in Becoming Independent, such as hand washing schedules, washing-up schedules, cold / hot taps, etc.</p> <p>Spring 2017 - a review of the SRE aspects of personal care and managing adolescence will ensure that there is a whole school approach to this aspect of the curriculum.</p> <p>July 2017 Becoming Independent data for Year 5 and Year 6 students will enable teachers to plan progression for the next academic year.</p> <p>Throughout the year all students in Sixth Form to use public transport in addition to the school minibus to encourage independent travel.</p> <p>From September 2016 - All students in Sixth Form will use timetables to manage their daily schedules to enable greater independence.</p> <p>September 2016 a new School Council will enable students to have a more independent voice about the life of the school.</p>	<p>Independence will be taught systematically which will result in students being prepared for their next step of education / adult life.</p> <p>School and parents will be sharing the same strategies to ensure that students make progress in their independence</p> <p>Increased self-esteem and confidence of students as a result of increased independence.</p> <p>Students will be able to carry out day to day tasks both at home and at school.</p>	<p>Monitored by: Rozeta Sarosiak</p> <p>Documentation outlining the new Becoming Independent programme.</p> <p>Observations and Learning walks focusing on how students are progressing with their independence skills.</p> <p>End of year data tracking and demonstrating outstanding progress with students' independence skills.</p> <p>Case studies of students' demonstrating the impact of the new programme.</p> <p>New SRE policy to be published Summer 2017.</p> <p>Feedback from parents in improvement in independence skills at home.</p>	<p>Parental Engagement</p>

<b>TARGETS</b> What is the target and when in the school year will the target be worked on?	<b>INTENDED OUTCOMES</b> What will we see? What's going to be different? What will be in place that wasn't before?	<b>INTENDED IMPACT</b> What will be the desired effect on students, staff, or parents? How will the outcomes change the way children, staff or parents think or behave?	<b>REVIEW AND EVALUATION</b> Monitoring the progress Who will monitor? How often will they monitor? When will it take place?	<b>DIRECTOR PRIORITIES</b>
<p>Students in the Sixth Form will be fully prepared for adult life with Sixth Form provision will fully corresponding to real life and the local offer.</p>	<p>From September 2016 two senior Teaching Assistants with allocated time specifically for work experience projects will ensure more focused support for internal and external placements.</p> <p>Throughout the year off site work experience placements will be tailored to student ability and aspirations. This programme will only be given to the students that are on the employability pathway.</p> <p>Autumn 2016 onwards the tuck shop will be open every day for all of the school. Students in sixth form will work in pairs to serve other students. This will replicate a number of different roles and responsibilities of the world of work.</p> <p>A new transition programme to prepare student moving on to Orchard Hill will be in place by Summer 2017. Moorcroft will continue to maintain good links and relationship with other providers.</p> <p>A weekly café run by students for the whole school will enable them to learn and develop existing life skills so they can live as independently as possible.</p>	<p>Students will have experience in a work place where they could possible be placed when they leave Moorcroft.</p> <p>Students will have accreditation towards this area which will show future employees or colleges what strength they have in the World of Work.</p> <p>The Tuck Shop will give all students in sixth form the work experience.</p> <p>A long and meaningful transition programme will prepare the students to settle and understand where they will attend after Moorcroft.</p> <p>Students will develop better home management and employability skills whilst working in the café.</p> <p>Students will be skilled to become more independent in the community regardless of the pathway they choose.</p>	<p><i>Monitored by: Terri Harper</i></p> <p>Observations of students on work placements.</p> <p>Monitoring work placement logs by the Head of Sixth Form.</p> <p>Continuous monitoring and recording of where school leavers are placed.</p> <p>End of year date demonstrating outstanding progress in work experience and work training.</p>	<p>External Focus</p>

<b>TARGETS</b> <b>What is the target and when in the school year will the target be worked on?</b>	<b>INTENDED OUTCOMES</b> <b>What will we see?</b> <b>What's going to be different?</b> <b>What will be in place that wasn't before?</b>	<b>INTENDED IMPACT</b> <b>What will be the desired effect on students, staff, or parents? How will the outcomes change the way children, staff or parents think or behave?</b>	<b>REVIEW AND EVALUATION</b> <b>Monitoring the progress</b> <b>Who will monitor? How often will they monitor?</b> <b>When will it take place?</b>	<b>DIRECTOR PRIORITIES</b>
<p>Implement a high quality Health and Fitness programme across the school to enable students to live active and healthy lives.</p>	<p>From September 2016, members of SLT will run workshops for teachers to support them in the implementation of meaningful programmes of study through physical development lessons, skills for learning and life and community programme. This will particularly focus on improving fitness to ensure students remain active and maintain a healthy lifestyle. Workshops for the sixth form will focus on the promotion of healthy lifestyles through activities such as visits to health and fitness clubs, participation in healthy hobbies, making healthy choices when buying food and cooking, and including walking as a means of travel while on community programme.</p> <p>Members of SLT will regularly monitor physical development and skills for learning and life lessons.</p> <p>Autumn 2016 - AHOS and PMLD teacher will meet with Service Manager for Physical Needs to ensure that students' physiotherapy needs are fully embedded into the PMLD curriculum.</p> <p>Autumn 2016 - A TA2 post will be created for the PMLD department to support the embedding of physiotherapy programmes into the curriculum.</p> <p>By July 2017 a Health and Fitness handbook will be published incorporating programmes throughout each key stage and ensuring that students' skills continue to progress throughout their school career. The handbook will also ensure breadth to enable students to develop skills in a variety of areas. A cross school team will support with the publication of this programme.</p> <p>Throughout the year teachers will run sports clubs at lunchtime to encourage students to work with others and build relationships.</p> <p>Special events throughout the year will incorporate sporting activities and celebration of healthy lifestyles.</p>	<p>Students will be more motivated to participate in health and fitness lessons through a broad and challenging curriculum. Students will make outstanding progress in their physical development PLOs.</p> <p>PMLD students will make outstanding progress in their physical development targets through greater embedding of physio into the school day.</p> <p>Staff will be more skilled at promoting healthy lifestyles through focused training throughout the year.</p> <p>Student assessments will demonstrate a greater ability to make healthy choices.</p> <p>By participating in team sports at lunchtimes and during special event students will make outstanding progress in their personal development targets.</p>	<p><i>Monitored by: Terri Harper</i></p> <p>Feedback from training workshops.</p> <p>End of Year Assessment Data.</p> <p>Head of School reports to governors on special events.</p> <p>Observation and learning walks of PD and SLL lessons.</p> <p>New handbook published at end of the academic year.</p>	<p>Our Workforce</p>

<b>TARGETS</b> What is the target and when in the school year will the target be worked on?	<b>INTENDED OUTCOMES</b> What will we see? What's going to be different? What will be in place that wasn't before?	<b>INTENDED IMPACT</b> What will be the desired effect on students, staff, or parents? How will the outcomes change the way children, staff or parents think or behave?	<b>REVIEW AND EVALUATION</b> Monitoring the progress Who will monitor? How often will they monitor? When will it take place?	<b>DIRECTOR PRIORITIES</b>
<p>Teaching Assistants will have access to increasing opportunities for staff development including the creation of advanced posts which will enable them to better support the diverse needs of students within the classroom.</p>	<p>September 2016 – Head of School to meet with teaching assistants to consult on the advertisement of new TA2 (and higher) post. These will be advertised internally, with some also advertised externally. HoS will also consult on professional development opportunities.</p> <p>Class teachers will be supported by a leading TA who will support the delivery and embedding of the relevant therapy programmes into their classes.</p> <p>Some class teachers will also be supported by senior TAs to deliver PPA cover. We will particularly encourage applications for those TAs wishing to become teachers.</p> <p>TAs will be encouraged to apply to become Signalong trainers to assist with the implementation of Signalong throughout the school.</p> <p>TAs who wish to develop professional will be encouraged to enrol on the Special Schools Skills Development Programme. These opportunity will be advertised to all TAs.</p> <p>TAs will be supported to apply to enrol on an ASD course. This opportunity will be advertised to all TAs.</p> <p>TA representatives will have the opportunity to meet with the Academy Directors to ensure they have greater involvement in the work of the Academy.</p>	<p>Teaching Assistants will feel they have a greater value through a consultation to discuss their professional development.</p> <p>Observations and Learning walks will demonstrate the embedding of Therapy Programmes in to the school day through the work of TA2s.</p> <p>Students' differing needs (e.g. communication, sensory integration and ASD) will be better provided for through the growing expertise of teaching assistants.</p> <p>Staff will become more skilled in specialist areas such as signing through the work of TAs who have attended specific training courses.</p> <p>More quality TAs will be recruited into the school through the advertisement of senior posts.</p> <p>TAs will report a greater involvement in the work of the Academy through regular meetings with directors.</p>	<p><i>Monitored by: Andrew Sanders</i></p> <p>Evidence of TAs applying for new posts.</p> <p>Observations and Learning Walks demonstrating impact of TA2s.</p> <p>Course evaluations.</p> <p>TA appraisals.</p> <p>Reports to governors.</p> <p>Minutes of meetings with directors.</p>	<p>Our Workforce</p>
				<p>Director Engagement</p>
				<p>Succession Planning</p>

<b>TARGETS</b> What is the target and when in the school year will the target be worked on?	<b>INTENDED OUTCOMES</b> What will we see? What's going to be different? What will be in place that wasn't before?	<b>INTENDED IMPACT</b> What will be the desired effect on students, staff, or parents? How will the outcomes change the way children, staff or parents think or behave?	<b>REVIEW AND EVALUATION</b> Monitoring the progress Who will monitor? How often will they monitor? When will it take place?	<b>DIRECTOR PRIORITIES</b>
Students will have access to purposeful homework set to consolidate learning	<p>Autumn 1 - AI will lead workshops in teachers' meetings to explore best practices in setting tasks for students to complete at home that are relevant and meaningful. By the end of Autumn 1 guidance will be incorporated into curriculum handbooks to support teachers in setting homework.</p> <p>Autumn 2016 - AI to visit other Academy Schools and external providers to explore best practices in setting meaningful homework for SLD, PMLD and ASD students.</p> <p>October 2016 - teachers will discuss the launch of the homework initiative with parents. At this meeting parents will be invited to share their views about how they can best engage with the school to support students with their education at home.</p> <p>Throughout the year homework will be a standing item at Annual Reviews to enable school staff to engage parents with learning at home.</p> <p>Throughout the year key staff will lead workshops with the aim of engaging parents in implementing education programmes, positive behaviour plans, communication plans and sensory integration plans. Parents will also be invited to meet individually with key staff to discuss the implementation of these plans at home.</p> <p>Summer 2017 - a new online system delivered through the ICT strategy will enable parents to view and share their child's achievements.</p>	<p>Teachers will be more confident and skilled at setting relevant homework tasks through training at teachers' meetings and through information gained from other providers.</p> <p>Parents will report greater engagement with their child's learning through the new homework initiatives.</p> <p>Parents will report on improvements in learning, communication and behaviour through the sharing of programmes between home and school.</p> <p>Case studies will demonstrate that students are making better progress through the new homework initiative.</p> <p>Parents will gain a greater insight into their child's achievement through the new online reporting system.</p>	<p><i>Monitored by: Andrew Irving</i></p> <p>Records of teachers' meetings</p> <p>Monitoring and scrutiny of homework tasks by SLT.</p> <p>Case studies produced by teachers to evaluate the success of the new homework initiative.</p> <p>Minutes of Annual Review meeting.</p> <p>Records of parental workshops.</p> <p>End of year data demonstrating the impact of homework on selected case studies.</p>	Parental Engagement
				ICT

<b>TARGETS</b> <b>What is the target and when in the school year will the target be worked on?</b>	<b>INTENDED OUTCOMES</b> <b>What will we see?</b> <b>What's going to be different?</b> <b>What will be in place that wasn't before?</b>	<b>INTENDED IMPACT</b> <b>What will be the desired effect on students, staff, or parents? How will the outcomes change the way children, staff or parents think or behave?</b>	<b>REVIEW AND EVALUATION</b> <b>Monitoring the progress</b> <b>Who will monitor? How often will they monitor?</b> <b>When will it take place?</b>	<b>DIRECTOR PRIORITIES</b>
<p>More rigorous tracking of behaviour trends will lead to the implementation and adaptation of action plans to ensure that standards of behaviour continue to rise.</p>	<p>Throughout the year members of SLT will scrutinise incident reports to ensure that staff are receiving adequate support in implementing behaviour plans. Teachers will be asked to report on how the changes they plan to implement following each incident.</p> <p>Autumn 2016 - whole staff training on incident reporting will equip staff to record information that will enable them to employ positive strategies to minimise incidents and to help students cope better in class. Heads of Department will support staff in implementing these plans and will arrange multiprofessional intervention where necessary.</p> <p>Autumn 2016 - SLT will explore and demonstrate online methods of tracking behaviour and incidents.</p> <p>By Spring 2 - all accidents and incidents will be recorded on the new online system. All interventions to support students with challenging behaviour will be recorded on the new tracking system. This will enable the school to track the impact of these intervention to ensure they are effective. Where interventions are not having an impact, multiprofessional advice will be sought as to what the best interventions might be.</p> <p>Members of SLT will observe students in class who have received intervention to evaluate the success of behaviour plans and to measure impact that these plans are having in the classroom.</p> <p>Summer 2 - the new tracking system will be used in conjunction with classroom monitor to report on the success of behaviour interventions on student progress.</p>	<p>Staff will be able to respond more efficiently and positively through rigorous tracking of by SLT of behaviour incidents.</p> <p>Staff will have greater confidence in recording and responding to incidents through effective training and support.</p> <p>The new online tracking system will enable staff to respond effectively to incidents and to evaluate the success of interventions.</p> <p>The new tracking system will demonstrate a decline in incidents over the summer term.</p> <p>By Summer 2017 behaviour across the school will be outstanding and students with challenging behaviour will make outstanding progress. End of year data will demonstrate that students with challenging behaviour are making outstanding progress.</p>	<p><i>Monitored by: Andrew Irving.</i></p> <p>Tracking of incidents by SLT.</p> <p>Observations and learning walks focusing on challenging behaviour.</p> <p>Minutes of class and multiprofessional meetings.</p> <p>Scrutiny of behaviour plans by SLT.</p> <p>Tracking of data from the new online system and end of year achievement data.</p>	<p>ICT</p>