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Staff will have greater opportunities to develop their skills and career opportunities through high quality CPD. Andrew	Autumn 1 - the PDSS training programme will be published and circulated to all staff supported by GS and NW. The various offers will be explained to staff in briefing to encourage them to apply. All staff should list their development needs in their first appraisal / performance management meeting and will be encouraged to research and apply for courses based on their needs. Autumn 1 - the new appraisal system will be launched for established TA2s. A self evaluation of current skills will be used, developed in conjunction with the therapy team to assess areas for career development. Appraisal targets set will be based on staff development needs. Autumn 1 - new TA2s will begin a 6 month induction programme, supported by the therapy team. Spring 2 - new TA2s will then be set development targets under the new appraisal system. Autumn 2018 - at least 1 TA to undertake intervenor training. Autumn 2018 - further TA2 posts to be advertised. Headteacher to lead training on stepping up to a TA2 to prepare TAs for applications. Autumn 2018 - at least 1 new teacher to join the academy Leaps programme with at least one more joining in spring 2019. Autumn 2018 - new middle leaders will be encouraged to enrol on the middle leadership training course. Throughout the year new leaders to undertake a leadership coaching *(see separate target)* Throughout the year aspiring teachers to undertake the Preparing to Teach course *(see separate target)* Summer 2019 - a further TLR3 post will be advertised based on the School's current development needs.	Staff will be aware of training opportunities through the PDSS programme. They will be clearer about their own developmental needs through the appraisal systems. TA2s will develop greater skills in their specialist area through the new appraisal system and training programme. More TAs will step up to TA2s through the provision of training to assist them in this. One student with Charge Syndrome will have better access to the curriculum through the support of a trained intervenor. New teachers will rapidly improve their classroom skills through the LEAP programme maintaining the high quality teaching and learning at Moorcroft. New middle leaders will rapidly gain skills and will have a clearer path for career development through the middle leadership and coaching programme. Aspiring teachers will be better prepared to teach through the Preparing to Teach Course. More teachers will feel supported in their career develop through opportunities for TLR3s. TAs will feel they contribute more to the success of the school through the collaborative groups.	Monitoring of applications for courses and training evaluations through the PDSS service. There will be regular observations of TA2s by teachers, the leadership team and therapists. Classroom observations and school data demonstrating high quality teaching, learning and achievement through the expertise of staff. Performance management data of middle leaders demonstrating development of skills and a clear career path. Observations of teachers and aspiring teachers in the classroom. Surveys of staff demonstrating satisfaction with training.	Cross Academy working					
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Middle leaders will take more responsibility for their career development through a "leadership through coaching project". Andrew and Olga	Autumn 2018 - members of the leadership team will meet with BTS coaching to plan a leadership programme that will help them develop their leadership skills and career development. Projects identified should be included as part of performance management targets. Throughout the year team members will have individual coaching sessions aimed at identifying areas where their leadership skills need to development. Spring 2019 - the leadership team will meet to established whether responsibilities need to be distributed due the identification of leadership skills. Summer 2019 leaders will review their skills, insights and career plans as part of their performance management.	Leaders will be better able to identify areas for personal development through the leadership coaching programme. Teams throughout the school will be led more effectively as leaders identify and develop their skills. Teaching, learning and achievement will continue to improve across the schools as leaders develop greater skills in holding staff to account. There will be a greater range of skills on the leadership team as members' expertise is utilised more efficiently.	Performance Management data demonstrating that leaders are meeting targets and identifying areas of development. Leadership survey on success of the projects. Minutes of SMT and departmental meetings. Headteacher's report to the LAB.	Research					

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Graduate teaching assistants who want to become teachers will develop their teaching skills so they are ready to be enrolled on a teacher training course. Kief and Maria	In September 2018, one teaching assistant will take up the position as Post Graduate Teacher Apprentice. She will share a class with a member of MLT who will also act as a mentor. Others TAs will continue delivering PPA cover for 1 or 2 sessions per week. They will also receive regular mentoring from members of the leadership team to improve their skills. This will be reviewed in December 2018 by which time further Apprentice Posts can be advertised. September 2018, graduate TAs will be encourage to enrol on the Preparing to Teach course delivered by the PDSS service. This programme will last for the whole year and will be compulsory for all Post Graduate Teacher Apprentices. Training should include understanding of EHCPs so that all prospective teacher understand the code of practice and are able to adapt teaching to pupil needs. Through out the year TAs preparing to teach will embark on lesson studies lead by the Assistant HT. She will draw up a timetable of observations, starting in Autumn 2018, in conjunction with the MLT team. From Autumn 1, KH and ML will produce guidance and case studies on recording effective progress on Behaviour Watch. This will include written annotations/summaries of pupil progress. They will also provide training on recording through Behaviour Watch. Throughout the year KH and ML will also collect examples of meaningful daily assessment found in pupil folders. They will also provide folders with examples of medium term plans highlighting the students' outcomes and age appropriate resources	Trainee teachers will becoming more confident in delivering good to outstanding lessons through high quality training and mentoring. Teaching Assistants delivering PPA cover will improve their teaching adequately to qualify them to apply for Post Graduate Apprentice Positions. All staff concerned will gain a greater knowledge of lesson delivery, planning and assessment. Greater consistency in the quality of teaching will mean pupils will be challenged more in lessons and will make outstanding progress. They will be able to progress in their learning aims and targets overtime. Observations and learning walks will demonstrate that students are highly engaged during lessons. Parents will be pleased with the progress their children make in lessons the PPA TAs' deliver. Students' progress will be effectively discussed during Annual Reviews and an outline of the curriculum topics will be sent home every term allowing the whole school community to be aware of the curriculum coverage.	Students' progress can be measured by Kief, Maria & SLT through learning walks, observations, book scrutiny (Blue folders and Behaviour watch) or other moderations. This can take place every half term. Discussions and feedback after lesson studies session will demonstrate that prospective teachers are developing a greater understanding of what an outstanding lesson looks like. Pupil data and termly reports on teaching and learning. Parents will feedback at parents evening or other methods such as phoning, emailing or having meetings with staff. This will take place at least annually. Evaluations of courses delivered by the PDSS service. Evidence of more TAs taking on apprentice positions.	Cross Academy working					

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Develop the hidden curriculum particularly PSHEC and social and emotional development Olga	A New PSHE Curriculum (with topic guidance) will be published before the end of Autumn 1. RSE needs will also be specially incorporated into Health and Fitness lessons throughout the school curriculum. A PSHE curriculum presentation will be delivered in in the November training day at the start of Autumn 2, so that staff have a greater understanding of this area. The new key rings - with emotions and body parts will be introduced and used consistently across the school. Fortnightly in staff briefing, staff will practise key signs which will be linked to topic/every day vocab. Signed story packs and resource packs will be created by cross school teams to support literacy. Display boards will also display key signs. Some key stage 3/4 classes will use AAC approach to target topic vocabulary in a fun and dynamic way, e.g. for science lesson, a prepared AAC activity to label words e.g. bang, pop, look. A folder of ideas that links with the curriculum will be available for teachers to look at in the staff room. Spring 1 - the AHT will introduce a tracking system in conjunction with teachers to ensure PSHEC is fully incorporated across the whole curriculum. Each term, assembly topics will incorporate the hidden curriculum. Head of Key Stage and Cross School Team leaders will also ensure that PSHE is incorporated into special events. Spring 2019, Moorcroft school will share the Curriculum with the Grangewood ensuring the that progress is plotted throughout pupils' learning journey so that their development will be extended as well as consolidated.	Teachers will find it easier to plan PSHEC through the introduction of new Curriculum topics and better availability of resources. Training delivered in November will ensure all staff are committed to delivering effective PSHEC across the school. Students will be better able to identify their emotions and needs through the introduction of a core vocabulary that all staff will also be familiar with. Students will be also able to identify what is public and what is private, depending on their level of development. Pupils will be able to better contribute to their Annual Reviews through a greater emphasis on pupil voice. Staff at feeder schools will be able to better prepare pupils for joining secondary school as a result of joint working.	Lesson observations and learning walks will take place, focused on PSHEC teaching throughout the day Teachers' medium term planning will demonstrate a clear reference to students' PSHEC outcomes. Students will continue to make progress in their social and emotional learning aims. Review of performance management targets. Assembly and special events records. Reports to the LAB.	Cross Academy working					

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Introduce and develop accreditation for the higher achievers in the Sixth Form. Terri and Olga	A more advanced AQA will be implemented for the high achievers. It will be trialled in Sixth Form in Autumn 1 and then rolled out for the remainder of the academic year. Autumn 2018, a new Entry Level group will be set up in the sixth form where students will follow a more academic pathway that incorporates English, Maths and Science. In September to 2018 these students will be able to choose their entry level qualifications. The sixth form timetable for 2018-19 will be revised to incorporate this development. Throughout the year key teachers and TAs will attend appropriate training to improve their skills in developing an academic pathway. Summer 2019, year 14 students on the academic pathway will leave with an appropriate entry level qualifications. Summer 2 - year 11 students who will be joining the sixth form in 2019 will have access to information of appropriate qualifications for them to take when they join the Sixth Form in September.	Progress for entry level students will improve through access to both academic and life skills programmes. This will give them the chance to gain skills valuable for their future employability. They will also be better prepared for joining colleges. Staff will have greater confidence in delivering entry level programmes through access to training. Parents will be better informed about opportunities for their pupils once they join the sixth form.	Feedback from students and teachers will be given after the first half term of trial. The progress will be monitored through the exam accreditation process. Observations and learning walks will demonstrate high quality teaching and learning for those on the academic pathway. Minutes and reports from Annual Review meetings.	Life after school					

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Sixth formers will be better prepared for transition to college and supported living Terri, Lisa, Maria	Autumn 2018, the Head of Sixth form will continue to visit local colleges and supported living placements to gain a better idea of preparations necessary for students to transition to Post 19 placements. Spring 2019, Head of Sixth form to work in conjunction with the AHT to incorporated revisions into the sixth curriculum and accreditation offers to better prepare students to begin post 19 placements. Autumn term 2018 a new protocol will be introduced to ensure that transition passports contain all the information that colleges / supported living placements will need to meet the needs of the students once they leave Moorcroft. In the Autumn term a booklet containing information about college provision and supported leaving will be developed for students and their families to be reviewed annually. To further support transition, the SALT team will offer a weekly slot for AAC sessions with students and their families to ensure that use of AAC devices and be easily transferred into home / college and other sessions. From Autumn 2018, onwards the family services team will maintain contact with families to review progress with AAC devices and to check if families need any support in securing appropriate Post 19 placements. Spring 2018 the SALT team will arrange for AAC users in the community to visit school as role models. Specific students will also be invited to speak to different people from the Academy and the community about AAC. AAC devices will be regularly updated with the curriculum specific vocabulary of each key stage to ensure that students will be confident users of their ACC devices before leaving Moorcroft school. Summer 2019, members of the therapy team will accompany students to transition days at their new placements to ensure that communication, OT and physiotherapy programmes are transferred efficiently.	Students will be better prepared for transition to future placements through closer alignment of the Sixth Form Curriculum to Post 19 offers. Students will be better prepared for their transition post Moorcroft, through more efficient transfer of documentation and therapy programmes. Parents will feel supported by the school during and after their childs' graduation. Students will be able to better transfer their communication skills to new placements through greater training in the use of AAC devices for families, colleges and supported living placements.	Revised Sixth Form Handbooks and transition documents. Mid Year and End of Year progress reports will incorporate details of Post 19 placements and accreditation gained. Records of meetings between staff, families and staff at future placements. SLT minutes. Reports to LAB.	Life after school					

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Students will have access to high quality careers education and opportunities for work training. Maria	Throughout the year the Head of Key Stage 4 will establish more opportunities for work training in school. In Key Stage 4 pupils will have opportunities to work in the library beauty salon and tuck Shop. An apprentice programme will be established from Autumn 2018 onwards to support year 11 students to better transition to Sixth Form and getting. From Autumn 2018 onwards Enterprise lessons will be run as businesses. A bank account will be opened to support the Enterprise in both Key Stage 4 and Sixth Form. To support staff a cross school team will produce a work experience folder with links, experiences, and information about work placements, particularly for the high achievers. From Spring 2019, links will be created with other schools and charitable organisations to provide students with work experiences outside of Moorcroft School. Summer 2019, special events hosting Moorcroft students will also take place in other schools from Eden Academy.	Students will have more opportunities to experience the World of Work and access the community through a more robust work training programme. By accessing the community and work training students will better develop their communication, literacy and numeracy skills. Staff will gain greater confidence in delivering work training through clearer guidance. Parents will develop greater confidence and ambition about their child's' future as a result of students accessing these new programmes.	School data from assessment of Employability/Making Contribution learning aims will demonstrate outstanding progress. Observation and learning walks of special school events and the work training programme. Talent pathway student assessments on Behaviour Watch.	Life after school					
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Introduce bench marks for English, Maths and Science to replace P Levels. Kief / Olga	During the year that there will be a transition away from assessing core subjects through P levels in KS3 and 4. From September - January 2018/19 P Level strands will be maintained for English, Maths and Science for those students who are P5 and above. However, assessment will be based on students' needs and abilities rather than relying on progression data. In September teachers will set targets for students from each strand based on present knowledge of the students ensuring that they develop the skills most relevant to their needs. To ensure target setting is rigorous SLT will carry out evidence based moderation to ensure the judgements are secure. External moderators will ensure target setting is robust. In February 2018, a new assessment system will be introduced based on current research incorporating pre-key stage thresholds and other evidence based systems. To prepare for the launch, training will take place in Autumn 2 to support the implementation of the revised assessments. Teachers will set targets in January based on these new assessments. Progress will be recorded on Behaviour Watch with data being captured in July 2019. Rigorous internal and external moderation will ensure that end of year judgements are secure. July 2019 teachers will set targets for the new academic year. Short and long term targets will be set based on clear evidence gathered about students.	Target setting will be more accurate as it will be based on evidence of prior attainment and of students' needs. Programmes of study for English, Maths and Science will be more relevant to student needs as these will be assessed through a more reliable and evidence based system. Students will continue to make outstanding progress in English, Maths and Science through an meaningful assessment system that will assess their needs while still maintaining challenge. Teachers will be able to set more accurate targets for students and will be able to plan progression through a more meaningful assessment system. Data provided to parents will enable them to monitor their children's progress in a way that it is easy to understand as it reflects on their strengths, abilities and achievements.	Data, photographic, video evidence and annotations saved on Behaviour Watch will demonstrate outstanding progress. Summaries and annotations in assessment folders will also support the effectiveness of the assessment. Targets to be RAG rated half termly. Moderation case studies produced half yearly. Evidence of self assessment and teachers' assessments will be collected during lesson observations and learning walks to ensure effectiveness. Initial feedback from the teacher trialling the new assessment method and the students will help to built up the new assessment system securely and effectively. Feedback from parents on school reports. Mid year and end of year progress reports.	Research					

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Students will make a greater contribution to their Annual Reviews annual reviews Olga	From Autumn 2018 a simple template to accompany the Annual Reviews for year 9 students onwards will be designed to allow effective recording of the students aspiration and future pathways. This will be sent to parents before the review and will also be discussed with the class teacher. Following the Annual Review the life goal of students will be updated on Behaviour Watch so that teachers have sufficient information for planning the learning journeys of each student. In preparation for Annual Reviews Talking mats will be used to prepare students for expressing their views in the review. This will include a set of questions will be designed by the AHT and the Speech and Language Therapist to support students in making life choices. From Autumn 2018, onwards pupils will be supported by the SALT to contribute to Annual Review discussion by employing the most appropriate means of communications. For each review TA2s will support students in preparing a short presentation to demonstrate their achievements when attending the reviews.	Moorcroft students will have a voice to express their views about their education by being enable to contribute to their Annual Reviews. This will in turn enable them to choose and be better supported for life in the read world. Their communication methods will be extended. Teachers will be able to better plan learning journeys through information gathered at the reviews. Parents and carers will gain a better understanding of their children's achievements through the presentation at the reviews.	Updated life goals on Behaviour Watch. Minutes of Annual Review meetings documenting student contributions. SLT will monitor Annual Review presentations. Feedback forms from parents / carers. Samples of template planning student pathways.						

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Narrow the gap between English and Maths, particularly for ASD and pupil premium students. Olga and Agnes	Autumn 1, the TLR3 will continue to analyse data carry out observations and submit an action plan to SLT for narrowing the gap between English and Maths. From Autumn 2, SLT will ensure that the recommendations of the action plan are carried out. Initiatives and resources can be partly funded through pupil premium and Literacy and Numeracy catch up fund. The success of the action plan will the be reviewed in Spring 2 as the TLR3 comes to the end of her contract. In September 2018, SLT will carry out joint moderation of communication targets to ensure they are both robust, but also meet pupil needs. An adapted booster reading and writing programme will be in place in Autumn 2 in Moorcroft School. Students will have their own writing folders where the progress in writing will be recorded weekly through teachers marking comments at students' work. Special resources to boost reading and writing will be ordered for PP and year 7 students using the respective grants. For students will sensory needs students OT motor skills programme will designed and trialled in classes in Autumn 2. From Autumn 2, to encourage reading, Moorcroft Library will be equipped with the right age appropriate level books at the appropriate developmental level. From Autumn Term onwards information about the Reading and Writing ability to SALT and OT therapy profiles. In February 2019, the launch of the new assessment system for benchmarking English will ensure that teaching of communication reading and writing is more functional and targeted towards student needs.	SLT will be able to implement an effective action plan to raise standards in English, through the careful research of the TLR3. Mid and end of year data will demonstrate that the gap between English and Maths particularly for ASD and Pupil premium students will be narrowed. Students make outstanding progress in literacy and will feel proud of their reading, writing and communication skills.	Progress in English and Maths will be monitored clearly through the new assessment system recorded on Behaviour Watch. Writing display boards allocated in particular classes will display writing progress will be visible at a glance. Action plan produced by the TLR3. Mid and end of year data. Termly reports to the LAB.	Research					