

Improving Whole School Outcomes 2011-2012

Developing ethos, incentives and organization

Involve successful year 12 students to encourage the performance of other younger students. **TLR PP**

Provide a series of motivational speakers who students can use as role models for their own academic success. This could include ex-students, local business people or parents. **TLR PP**

Develop a procedure to call every student who has not turned up 15 minutes before the examination start time. **TLRPP**

Send out congratulatory messages to students via school comms or praise cards who have achieved short term targets. **LT**

Develop a document which has all coursework deadlines and exam dates. This would help try to minimise the number of individual subject deadlines which clash. It may be useful to have an internal deadline that is several weeks before the exam board deadline as this will allow for further support for any student who is behind, whilst ensuring the majority deliver as early as possible. **SLT**

Leadership

Look at current year 6 -13 student lists and ensure no students slip through the net. Develop an action plan to engage with these students. **TLR PP and LT**

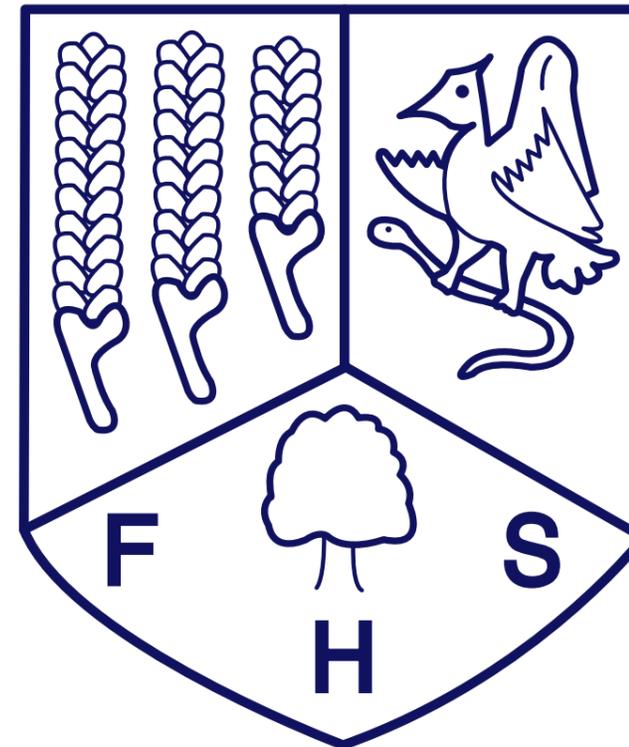
Deploy the most effective staff to pivot groups. **LT**

Admin support for TLRs and departments. **SLT**

Senior teachers to attend assemblies and praise different students on achievement and progress. **SLT**

Carry out learning walks to ensure students are on task and actively learning. Students will soon get used to responding to questions such as 'What is your target grade in this subject?' **SLT and Middle Leaders**

Provide opportunities for middle leaders to regularly meet with senior leaders to specifically discuss the progress of students and ensure that specific strategies are in place for individuals and groups of students. **SLT**



Improving parental engagement

Individual subject areas could offer subject specific revision advice to parents either through face to face sessions or website/paper based booklets. This could be personalized for key individual students. **LT**

Provide after school catch-up sessions for coursework and get parental agreement that students who have outstanding coursework are required to attend until their name is off the list. **LT**

Deliver 'achievement support' sessions to parents with their children. These can focus on what parents can do to help their child achieve and provide information such as key coursework deadlines and revision session dates. **TLR PP**

Develop information for parents via traditional booklets and/or the school website; 'how can you support your child with examinations?' Similar to the Top 10 tips document for Year 11 **TLR PP**

Use Curriculum / Parents' Evenings to inform and educate parents of teaching and learning strategies and revision techniques (Year 6 -13). **TLR PP**

Improving data engagement

Each year group to use data to identify academic mentor cohorts for underachieving students in Years 6-13 **TLRPP**

Place countdown message boards in the dining room and other social areas. How many days to the math's exam? How many days till the coursework deadline? **TLRPP**

Develop subject area 'information walls' which provide key information on the progress of each student and group. This wall could be the focus point of the subject area meetings. **LT**

Have a clear idea of which students are projected to gain a C grade or better in math's but not English or vice versa. Implement strategies that help these students to gain the other qualification. **LT**

To have use half termly pupil progress meetings to identify and then put in intervention plans for "red students" **LT**

Ensure that every teacher has relevant student performance data but is not 'flooded' with too much information that will not be used. **SLT**

Provide data training for every member of staff so that they fully understand how the school and individual students are performing. **SLT**

Improving subject level engagement

Provide a 'hand over' opportunity for every member of staff who is leaving to discuss exam group progress and coursework completion. This will mean that any staff picking up new groups in year 11 and year 13 will have the best information available and understand where the key areas for improvement are for every student in the group. **LT**

Produce a clear policy on the display of exemplar coursework and examination answering techniques in each subject area. This could include sign posted general comments on how the assigned grade was achieved and what would be needed to achieve the next level. **LT**

Conduct exit interviews for students in each subject area to find out the key areas of success and how delivery could be improved. **LT**

Work with subject areas to develop strategies to ensure that each student knows, in practical 'student speak' terms, what they have to do to achieve their target grade. What does an A grade student need to learn to become an A* grade student in each subject? Place these tips on posters around the school. **LT**

Provide students with pre-printed marking grids to assist in self-feedback on mock exam performance. This could include an exemplar answer along with space for students to analyse where they could improve. **LT**

Produce long term plans for each examination group which includes a plan for intervention strategies for those under-achieving. This will show where each student will need to be in terms of coursework completion/quality and overall assessment to achieve or surpass their target grade. **TLRPP**

Developing advice and guidance

Booster lessons throughout the examination period to ensure maximum impact from every student. **LT**

Provide drop in surgeries for students throughout the examination period. Allocate 'one to one' or small groups slots to those most in need and phone home the day before to remind them to attend. **LT**

Provide a drop in area with key supporting information on the day of each examination. Some schools provide 'brain food' during this session to ensure that every student has the best nutrition before the examination. **LT**

Provide regular mentoring opportunities for each key stage 3 - 5 student. **TLR PP**

Hold 'case conferences' whereby all the teachers of a particular subject meet to discuss successful engagement strategies and areas of concern with regards to an individual student's learning. The action plan produced as an outcome of the meeting can be used to provide a whole school achievement support system for this particular student. **TLR PP**

Ensure that the careers advice is effective in ensuring that every student has a future career ambition or goal linked to their academic achievement. **TLR PP**

Develop 'expert tutors' in year 11, 12 and 13 who offer specific sessions which are relevant to improving performance. **SLT**

Maximizing the impact of student revision

Enter students for their Mathematics in November and English GCSE in January of year 11 (or even the summer of year 10). If you request for the return of exam papers, these can be used to highlight areas of misunderstanding for individual students. **LT**

Provide personalized mock examination provision from Year 7 - 13 Some students may require additional mock exams at regular intervals in year 11, 12 and 13 to gauge their progress. **LT**

Provide all students with access to revision guides and a full set of past papers for each student. **LT**

Ensure all students have access to the latest on-line learning materials for revision. **LT**

Provide refreshments for those students who attend extra classes. **SLT**

Use senior members of staff to deliver or assist in key revision sessions. **SLT**

Provide regular opportunities for teaching staff to share best practice and quality assure revision lesson delivery -what revision lesson techniques engage students best? **SLT - TLR TD**

Ensure that teachers are provided with opportunities to share best practice on examination preparation. **SLT - TLR TD**

Develop FHS Skills to support student learning during PSHE and Pupil Induction Days **SLT - TLR CD**