

EOS - Teaching and Learning

Teaching pedagogy and delivery of high quality teaching which results in high attainment throughout the curriculum.

End of 2017:

- EOS review June 2016
- Elements of EOS pedagogy embedded - use of critique has had impact of quality of writing
- Each project is project tuned and uplevelled
- Subject leaders check each project for coverage and feedback to each phase - suggestions made and plans uplevelled
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Success criteria

- High levels of engagement across the school
- Attainment has a direct link to motivational projects and real life learning
- Teaching is outstanding in all phases following the EOS principles
- Each project creates beautiful outcomes
- Projects provide links to the community and wider world visions

Action:	Led and supported by:	Impact:	Monitoring the impact?	Start/finish date	CPD?	Impact Autumn Term	Impact Spring Term	Impact Summer Term
Committed to another year as part of EOS. Triggers another review to look at our progress and whether we can operate as a hub.	AC. TP. ST - whole staff	Pedagogy of REAL projects can be further embedded and focus areas supported. Teachers can celebrate current success and continue using the same ethos with the support of EOS. Some training on offer as part of the package.	Learning walks and pupil conferences to monitor the delivery of key principles and pupil engagement, Data to show progress and attainment linked to planning engaging lessons and projects. Challenge for more able.	July 17 - July 18	Potentially from EOS - part of package £4000	Discussions still happening over our involvement. Their support has been much more effective this term.		
TPAT - Academy	TP and ST	To have further scope to share EOS practise through new academy and our group of four schools. Opportunity for EOS SLE's to work with teachers and promote Pensans current practise and achievements.	ST and TP to lead the SLE work and organise open days.	Sept 17 - 18		AC has had a meeting with Jenny Blunden with options for future support - yet to happen		

INSET to target a refresh of the main elements of EOS pedagogy linked to staff needs.	TP	Meeting with all staff and working lunches led to areas being highlighted that need a refresh. All staff to be aware of the key elements and including these specifically in all projects.	Project Plans to be monitored by subject leaders and head of curriculum to ensure these continue to be main focus areas: critique/drafting, challenge, outcomes, assessment	Sept 17/ July 18	In house support	All carried out and rubrics created to focus on during the year.		
Still focusing on immersive learning environments across the school to ensure consistently.	All staff	All learning areas for the children are motivational and include all the elements needed for independent learning. Resources and manipulatives are available to all, key word and vocabulary used to support spelling whole school spelling focus. Classrooms have sensory elements to support topics	Teachers to critique each others rooms and support each other with ideas and creating the immersive environments.	Beginning of each term		Teachers critiqued each others rooms as part of INSET process.		
To formalise role of subject leaders and impact on attainment	TP	To continue checking project plans and giving precise feedback to move subject forward. Time to plan and deliver workshops/skills sessions on identified areas to share skills. Subject leaders to have time to observe subject throughout the school and monitor delivery.	TP to be the point of contact to sort any issues and ensure all date expectations are met. TP to be sent observations monitor impact of subject leaders.	Sept 17 - July 18		Subject feedback was completed and acted on across all phases.		
Project tuning to include whole school - subject focus	TP	As part of ensuring high quality curriculum coverage next project tuning to include all staff. Each subject leader to critique with their area in mind and give specific feedback to lead their subject forward.	Subject leaders to monitor their subject using the project plans and give specific ideas for improvement in their feedback.	Sept 17 - July 18		Effective small step project tuning being planned for across the year.		
Introduce learning journals	TP/ phase leaders	Children can talk about their learning confidently and identify key areas for their own progress and development. Learning Journals give a complete view of the child and allows teachers to know their passions and any barriers to be more effective with lesson planning and project delivery.	Phase leaders to ensure this is carried out consistently across the phase and ST, TP, AC to look at on learning walks and during pupil conferencing.	ongoing		Learning journals in place across the school. Working on timings confidence of children to 'talk they learning'		

Ensure challenge based learning is refreshed and included in all project planning	TP and ST	Challenge based learning to be used weekly to incorporate topics into opportunities to use reasoning skills. Children to have rich learning opportunities which incorporate cross curricular planning and challenge highlighted on plans.	TP to look at these when project plans completed - separate section for challenges to be added to planning pro forma.			This is a thread to be developed 2018/19		
Subject leaders and phase leaders to carry out learning walks across the school to see areas of expertise and monitor delivery, engagement and achievement.	All staff	Subject leaders have a good knowledge of how their subject is being planned for and delivered, using the EOS principles, across the school. Work to be recorded in the subject celebration books, with planning, subject feedback and conferencing opportunities. Projects to reflect a good level of subject knowledge, supported by subject leaders. Phase leaders to have an understanding of children in their phase and target more able/ less able through targeted projects.	Phase leaders to carry out 6 weekly checkpoint checks and monitor intervention groups every 2/3 weeks to ensure correct children are receiving support. Subject leaders to monitor own subject.			Session have been planned for subject leaders. Subject feedback has been carried out in the planning stages and big book evidence across all subjects.		
Develop oracy through the school with focus on POL and leading parent meetings.	All staff	All projects to have specifically planned opportunities for children to develop skills needed to present ideas and thinking. Specific teaching to provide opportunities throughout project delivery.				This is a long term aim across 2018/19		