There are a number of contemporary issues facing secondary education (11-18) at the current time. Demands from modern society and a number of external factors are forcing curricula and the emphasis of secondary education to reflect and adapt promptly (Donaldson 2015; McCune 1986), forcing significant change within the provision of secondary education in Wales. Donaldson (2015) notes the failings of the current reforms put forward by the Welsh Assembly Government. These failings are echoed by Estyn, the Program for International Student Assessments (PISA) and the 2014 report by the Organisation for Economic Cooperation and Development (OECD). Observations on the need for change by organisations such as these serve as the impetus for reform in the secondary curriculum provisions of Wales, and ultimately has led to Donaldson's review the development of Successful Futures (Donaldson 2015). Donaldson recognises that there is a new demand on young people's levels of literacy, numeracy, digital competency, critical thinking, problem solving and creativity (Donaldson 2015) and the importance of embedding such themes in secondary education.

The aim of this assignment is to look at these issues and engage with the strategies employed by schools to improve teaching and learning so they align with current national targets. The issues and strategies put forward in this assignment are based on those identified in the School Improvement Plan (SIP) (Appendix A), Departmental Improvement Plan (DIP) (Appendix B) and Estyn report of the school where I have completed my first placement. For the purpose of this assignment I shall refer to the school as "School X". All three of the above documents highlight literacy as an area of improvement within the school. I shall be investigating the reasons as to why literacy needs improvement, critically evaluate the available literature surrounding the topic as well as review the progress made by the department and school with regard to literacy. I shall also be commenting on the strategies employed by the school and potential strategies for future implementation.

For context School X is an 11 to 18 mixed gender, English medium comprehensive within the local authority of Bridgend. 24.3% of pupils receive free school meals (FSM) which is above the national average of 17.4% (Estyn 2015). The school is within the yellow support category (My Local School 2018). Many pupils arrive at School X with serious discrepancies in both literacy and numeracy, with reading ages/scores often well below where they should be. A number of assumptions can be made on a school and the issues faced based on the available data, for example the percentage of FSM pupils could suggest the school is within a deprived area. However, it is of vital importance that assumptions like these are not made on single pieces of data. A range of data and documentation including school and departmental improvement plans, Estyn reports and school data (e.g. key stage performance, literacy provision etc.) must be engaged with in order to understand why issues are present and the strategies in place to make progress.

In an educational context strategic planning (in this case through a SIP and DIP) can be used to great effect if employed correctly. Bryson defines strategic planning as

the *"disciplined effort to produce fundamental decisions and actions that shape and guide what an organisation is, what it does and why it does it*" (Bryson 2011). This definition aligns with that put forward by Kaufman and Grisé of "*telling us where to head, why to go, and what functions and resources it takes to get there*" (Kaufman and Grisé 1995, pg.2). By identifying areas of improvement, generating tangible objectives/strategies of improvement, constantly reflecting on their implementation and looking to the future (ECRA Group, 2015) schools should progress. The general view of simply using strategic planning as a method of monitoring a school's progress and implementation of certain actions was expanded on by Dempster and Anderson (1997) who put forward the notion that strategic planning allows for the gaining of control over a situation often seen as a "forced change" alongside the recognition that these acts create a continuous improvement (Dempster & Anderson 1997). However, it is important to remember that strategic planning can only work if it used correctly.

Schools must react to national policy changes; however, the implementation may not be carried out in the most effective way with schools and departments often focusing on smaller changes (Sancho Gil and Petry, 2016; Knight 1997). Knight labels this as "management of the immediate" (Knight, 1997; pg.7). There is a suggestion within these scholars that strategic planning should not solely focus on the contemporary issues and policies but look to the future by creating flexible plans implemented at a school and department level. Although the benefits of strategic planning are noted, some of the literature available criticises its use. Some argue that strategic planning is used for the wrong reasons and in fact is wrongly identified. Schools may in fact be using "review led planning" where they identify gaps in improvement, analysing initiatives already in use to evaluate their strengths and weaknesses rather than focus on their future (Hamel and Prahalad 1989). Hamel and Prahalad sum this up as *"strategic plans reveal more about today's problems than tomorrows opportunity"* (Hamel and Prahalad 1989, pg. 63). Although this point is valid in addressing the issue that there may be too much of a focus on contemporary issues faced by schools and not enough planning for the future, the right methods of evaluation, implementation and development need to be employed before any progress can be achieved at any level, be it departmental, school or national. If a school wishes to progress and focus on its future then the use of future led planning may be more beneficial as reflection will not be based on what has been done, focus will be given to what they wish to achieve (Dempster and Anderson 1997). Although more beneficial pathways to measure and achieve may be available, the importance of strategic planning should not be disregarded. There is an importance to is proper use in the planning and implementing of a school's vision (Mintzberg 1994).

Frost *et al.* (2000) argues that it is the production of strategic planning via School Improvement Plans (SIP) and Department Improvement Plans (DIP) at senior staff levels may have an impact on its effectiveness. Frost *et al.* (2000) put forward the argument that it is the classroom teachers themselves who should have a hand in the development of school improvement strategies as they are on the "front line" within the school environment, and can see where change is needed and often how to implement it; rather than simply following the strategies put forward by senior

leadership and externally driven factors e.g. policy/curriculum change (Frost *et al*. 2000). Within School X this argument has been recognised and used effectively. It is made explicitly clear to all departments and teachers that they have a responsibility and are accountable for the development of literacy at all levels and should work collaboratively across all subjects to identify best practice, monitor individuals and devise pupils' specific interventions if required. There is an acknowledgment that differentiation is key as all learners are different and teachers must work together to find the best solution in order to develop those individual's literacy. Although filtered through all departments, ultimately the responsibility still lays with the headteacher and senior leadership team who generate the SIP and consult and approve DIPs.

One of the main contemporary issues within secondary education is literacy. It is not only an issue highlighted at School X but an issue throughout Wales. All pupils regardless of ability need literacy support (May 2007). However, its development and strategic monitoring can be tricky due to the varying approaches employed by schools and the Welsh Assembly to drive improvement. May (2007) also suggests that the nature in which change must be implemented through the altering of teachers attitudes and thinking towards literacy and pedagogy as a whole, alongside the establishment and maintaining of strategies is time consuming, further impacting the improvements in literacy needed (May 2007).

One key tool and focus of change created to aid in literacy improvement is the Literacy and Numeracy Framework (LNF), introduced to help achieve the aim that "*all learners develop excellent literacy and numeracy skills during their time at school*" (Welsh Government 2016, pg. 6). The LNF became a statutory requirement within the curriculum in September 2013, with formative assessment against the LNF becoming a statutory requirement in 2014 allowing schools to embed the LNF into their curriculum, teaching and learning. An extension of the LNF occurred in September 2015 covering three to four years, as well as 14-16-year olds (Welsh Government 2016, pg. 6). The use of the LNF to support teachers allows for the inclusion of all, from those identified of needing more support and stretching those deemed "more able and talented (MAT)" pupils. The LNF itself encompasses 3 strands: oracy, reading and writing; which are to be imbedded across the curriculum in order for pupils to be competent (Welsh Assembly Government 2013). Geography as a subject can be an incredibly useful tool in the development of literacy as it naturally incorporates all three of the above-mentioned strands into the curriculum (Welsh Assembly Government 2016). It should be noted that geography can be employed in the same way to included numeracy and the digital competency framework (DCF). Vygotsky (1978) believes that literacy should have purpose and a skill to be imbedded across the curriculum and not as a "*stand alone entity*" (Vygotsky, 1978 pg. 118). This idea puts the focus of effective literacy once again on teachers as it is their transference of skill that ultimately will impact the pupils.

The onus for literacy development should not solely be the responsibility of teachers. The pupils themselves hold some accountability for their own literacy development. Attitude to learning has a large impact on pupils' willingness to engage and progress with the steps put in place through the use of the SIP and DIP. Some of the

literature suggests that a pupil use and enjoyment of reading outside of the classroom will impact their literacy skills and their transference, the argument simply being that those individuals who are disinterested with literacy, specifically reading, do not engage and limit their progress (Guthrie and Wigfield, 2000; Oldfather and Dahl, 1994; Turner, 1995). Cipielewski and Stanovich (1992) support this idea, suggesting that a pupil's comprehension of text is greatly improved if they actively read (Cipielewski and Stanovich, 1992).

However, this being said there is still some argument that teachers are the ones in which to create an environment that enriches and encourages pupil's development. Kirsty Williams, the education secretary commented that "*we all share a responsibility to inspire and challenge the next generation"* (Williams 2017). This responsibility is echoed by Bruning and Horn (2010) who comment on the influence a teacher attitude towards literacy and their learning environment can have on literacy level (Bruning and Horn, 2010). If teachers put forth a positive attitude recognising and praising pupils, creating a positive learning environment then pupils will likely become more motivated to engage with literacy (Skinner and Belmont, 1993; Wentzel, 1997). Donaldson (2015) believes that the key to literacy development comes from the understanding of the key components (oracy, reading and writing) by "*developmentally appropriate teaching and learning and rich contexts within which they can be reinforced, extended and applied*" (Donaldson 2015, pg. 40). This view relates back to Vygotsky (1978) and given pupils purpose to explore their literacy skills, rather and simply instructing them on what to do.

Some suggest that literacy level may be influenced by an individual's background and family income (Guthrie and Wigfield, 2000). As mentioned previously it is dangerous to make such assumptions as all pupils are individuals with different needs, regardless of their background or financial standing.

The areas of improvement identified in both the School Improvement Plan (SIP) and Geography Departmental Improvement Plan (DIP) for School X all stem from issues identified by Estyn during their latest inspection. In the last inspection report, Estyn (2015) made 6 recommendations:

R1 Raise standards, particularly in key stage 4 and improve pupils' literacy and numeracy skills

R2 Ensure that curriculum arrangements meet the needs of all pupils

R3 Improve the quality of teaching and the effectiveness of assessment

R4 Strengthen arrangements for the care, support and guidance of pupils and meet the statutory requirement to provide a daily act of collective worship

R5 Improve the effectiveness of leadership at all levels to ensure clear direction, high expectations and accountability in all areas of the school's work

R6 Strengthen self-evaluation and improvement planning arrangements

(Estyn, 2015)

A follow up report of School X notes that sufficient progress had been made and the school was removed from special measures (Estyn 2017). This is also noted in the SIP (Appendix A).

Both the SIP (Appendix A) and DIP (Appendix B) are divided into 5 “strategic intents”: Standards; Wellbeing/Attitudes to Learning; Teaching/Learning Experiences; Care, Support and Guidance; Leadership and Management. Literacy has been identified as a priority for improvement within the scope of both standards and teaching/learning experience, at both a school and departmental level. This indicates a clear relationship between School X as a whole and the Geography department as the mirroring allows for a fluidity from whole school to more specific departmental interventions.

The SIP for School X is designed to cover 3 years starting in 2018. Some may deem this timescale unachievable as debate surrounds the timescale effective strategic planning requires. Collins (2012) for example suggests a timeframe of seven years before any significant progress can be made. With the current rapid changes within secondary education in Wales, the SIP has been designed to be a flexible document allowing for the monitoring, reflection and review of previsions, incorporating review led and future led planning. The flexibility also allows for the extension of implementation deadlines meaning appropriate further intervention can be employed. Through the implementation of past strategic planning, significant progress has been made. The current SIP recognises this but also the need to maintain standards and continue progress across all areas. Collaboration and evaluation are key to School X and includes not only the teaching staff and senior leadership team (SLT) but all those involved in school life, particularly pupils, parents and governors. For improvements and interventions to be successful, all involved must understand and accept change (Fullan, 1982)

The DIP for the Geography department at School X like the SIP is a living document subject to constant review and reflection through discussion with the literacy and numeracy co-ordinators, regular meetings and training, as well as cross departmental meetings in order to share best practice. With regards to “standards” a rise in literacy standards has been identified as priority 1d. Within this an emphasis is placed on improving the standard and provision for oracy within Key Stage 3 (KS3), the embedding of literacy habits, the use and improvement of think on tasks; and the encouraged use of subject and academic vocabulary. “Teaching/Learning experiences” again focuses on oracy provision and the improvement of literacy embedding in the geography curriculum through the use of think on/write on tasks and review of their impact.

Often the interventions used to tackle issues with literacy are school wide, with each department catering their Policies of Learning (PoL) to best employ the subject specific curriculum.

Within School X each department has an LNF representative who is responsible for co-ordinating with the literacy (and numeracy) coordinators and ensure the implementation of strategies concerned with literacy and numeracy. Each department is also given an aspect of the LNF to introduce, develop and assess.

As mentioned above literacy within School X was highlighted for serious improvement by Estyn. Since the 2015 report and 2017 follow up improvement has been made in both literacy and numeracy. However, through national testing the literacy scores of School X are still poor in comparison to the all Wales average. It should be noted the 2018 saw improvements across all year groups for the first time.

As a way of combating underperformance in literacy the Geography department at School X use a range of interventions imbedded into the DIP, mirroring the SIP and LNF. The majority of interventions are based on school wide policies adapted to best suit the Geography department. It is the schools prerogative that all staff are responsible for the development of literacy through best practice and encouragement.

Within the classroom literacy is an integral part of the lesson planning procedure. One of the main strategies used is the use of literacy and/or numeracy-based starters at the beginning of every lesson which are available to all staff either as physical copies or through the Google drive. It is stated in the SIP that all literacy tasks must be clearly highlighted in lesson plans and department POLs. Through lesson observations I have seen this in practice and have observed that teachers make pupils explicitly aware that their starter is literacy (or numeracy) based. Teaching activates are literacy rich, incorporating the LNF framework where possible by encompassing a range of resources to promote comprehension, inference and discussion.

A great deal of effort is placed on extended writing assessments known as “Write On” tasks, a cross curricular approach which helps pupils apply their transferrable written skills. The tasks are a consistent cross curriculum approach in developing written skills. Within these “write on” tasks are a strategy known as “Habits” which is broken down into the three strands of the LNF (oracy, reading and writing). These habits allow pupils to read and analyse text in a multitude of ways ensuring they understand it whilst improving their comprehension and critical thinking. The think on tasks also for the basis of “feed forward” lessons which are used after the completion of any extended writing task. For every written piece of work all pupils are given a level, what went well (WWW) and even better if (EBI) for their use of geographical skills and literacy. The literacy is also graded as “needs work”, “ok” and “excellent”. Based on their feedback pupils redraft a paragraph of their work in order to recognise any spelling, punctuation and grammar (SPaG) errors, alongside incorporating the constructive feedback given to improve the literacy of their work be that writing style, vocabulary or ‘general’ literacy. The use of write on tasks has led to improved standards of writing across the school. Within these feedback sessions, as well as normal classroom practice, an emphasis is placed on praising pupils for their improvements and literacy work. This sort of praise aligns with Wentzel (1997) who believes that pupils will be more engaged with literacy if they feel a teacher cares about their progress (Wentzel, 1997)

As set out in the SIP each department must appoint a literacy representative to ensure all literacy policies are implemented and monitored at a departmental level. It is also the responsibility of the literacy representative to collaborate with the overall

LNF coordinators to ensure constant reflection, evaluation and monitoring of literacy development. Overall it is the LNF and senior leadership teams who are responsible for the monitoring of departmental literacy, often through book monitoring and regular progress reviews to ensure standards are maintained and strategic planning implemented.

The Welsh Assembly Government have made it a statutory requirement that all KS3 pupils receive a “narrative” report regarding literacy during every academic year. In line with this and the SIP a data drop of pupil data is carried out every term to monitor and assess pupil progress, generating the narrative report.

A range of specially developed interventions are available to pupils in order to improve their literacy skills. Each pupil presents with different needs and it is the differentiation within and outside the classroom that is key to their success. Those with very low reading ages attend “Fresh Start” participating in a scheme known as “Read, Write, Inc.”. The purpose of this programme is to teach pupils to decode words using phonics to improve their ability to read. This intervention will be in place until a pupil made sufficient progress. All Key Stage 3 pupils partake in “Accelerated Reader” where they are tested 3 times a year and generate their reading age. Part of Accelerated Reader is regular quizzing of the book being read during English lessons. The use of a quiz allows for the development of comprehension. The downside to such interventions is that pupils are taken out of class. However, as a way of combating this, pupils are withdrawn at different times to minimise the number of pupils potentially missing, the volume of lessons and work missed. The programs mentioned above focus on KS3 learners. Targeted intervention is provided by the English department for Key Stage 4 (KS4) pupils and a separate intervention known as IDL is available for Dyslexic learners.

Teachers are provided with various training on all aspects of the LNF. One key element of this training is the use of “Socratic Smackdown” to facilitate and incorporate group discussion as oracy is a key aspect of the Geography DIP. Although highlighted as an area of improvement I have seen little implementation with regard to oracy within the Geography Department, beyond what can be seen as normal classroom discussion and questioning. This may simply be because, as mentioned previously, it is not the LNF strand the department has been asked to focus on, or it is simply not implemented.

Within the greater humanities department (notably Geography and History) I have often observed cross department meetings aimed at identifying points of intervention, discussing strategies to improve literacy as well as the monitoring and sharing of progress, discussing what is working well and what is not.

The current interventions and strategic planning with the SIP and DIP appear to be moving School X forward in its development of literacy. However, after consulting the available literature and data there is still room for improvement, something that School X itself is conscious of. The author believes that more emphasis needs to be placed on the specific development of oracy in the LNF. Although identified in both the SIP and DIP, little observation has been made by the author with regard to its development. Estyn (2015) identified that pupils liked to work in pairs or small

groups, this can be used to the advantage of teachers. By incorporating task involving calibration alongside the correct scaffolding, more presentation-based tasks could be incorporated into the policies of learning allowing for the more obvious development of oracy skills. I think a big push is needed with regard to oracy as often it is over looked, even though it can have a large influence on an individual's ability to write. Allowing pupils to articulate and share their ideas allows not only for greater confidence in their ability to communicate orally but it transfers into their written work and reading as they can visualise what it is they wish to communicate. Another recommendation is the combining of the LNF with the digital competency framework (DCF). By doing these pupils will be able to engage with text in a different way, adapting layouts and the text itself to best suit the learners.

The main recommendation from the author would be to continue what School X is doing. By implementing consistent strategies, involving all staff and holding departments accountable for literacy development has shown to work, and continues to work. The only criticism of this is to ensure that the department is focusing on their assigned LNF strand as often it has been observed that departments, in my instance the Geography department, try to encompass all three LNF strands.

In conclusion the contemporary issue of literacy is multifaceted, affecting not only individual schools such as School X, but Welsh education as a whole with no one clear strategy for its improvement. Through the use of effective strategic planning and policy change, literacy development has become imbedded across the curriculum and key stages through the implementation of the Literacy & Numeracy Framework and Successful Futures (Donaldson 2015). The collaborative approach shared by the SIP and DIP of School X allows for a fluid development of both documents, as well as the flexibility to reflect and adapt interventions when appropriate. The improvement of literacy at School X is a substantial priority with high levels of support being directed to its attainment. From engaging with the relevant literature, it can be seen that there is no easy fix when it comes to improving literacy within secondary education. Although progress has been made with regard to literacy skills there is still room for development, in particular with the oracy strand of the LNF. Differentiation and collaboration are, the author believes, the key to success.

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Appendices

Appendix A: School Improvement Plan (SIP) of School X

Standards	Wellbeing/Attitudes to Learning	Teaching/Learning Experiences	Care, Support and Guidance	Leadership and Management
Priority 1.1 Raise standards across KS3-5, in particular: • A*-C English & Maths • A*-A • Welsh GCSE • ICT KS5 • Welsh Bacc • Awareness of new performance measures Priority 1.2 Standards and Progress of specific groups • Improve the performance of FSM learners in key stage 3 and key stage 4 • Further develop our provision for MAT students • Reduce the gender gap Priority 1.2 Standards and Progress of specific groups • Improve the performance of FSM learners in key stage 3 and key stage 4 • Further develop our provision for MAT students • Reduce the gender gap Priority 1.3 Progress in Skills • Continue to raise standards in literacy and numeracy	Priority 2.1 Wellbeing • Improve attendance, punctuality and reduce persistent absenteeism • Improve learner attitudes to learning, behaviour and reduce fixed term exclusions • Look at ways to support and develop staff wellbeing • Develop the use of the learner wellbeing survey. • Further develop learner voice and embed it into whole school planning. • Increase opportunities for learners to undertake physical activity and emotional wellbeing sessions. Priority 2.2 Attitudes to learning • Further develop and improve confidence in learning • Further improve learner voice so that their views are reflected in whole school plans including departmental and college plans. • Improve learner expectations and ownership of learning	Priority 3.1 Quality of teaching • Develop lesson aims and success criteria into the BIG ideas questioning approach • Research and implementation of effective approaches to lesson observation • Align reflective practice journals with PM and develop bespoke CPD based on staff needs Priority 3.2 Breadth, balance and appropriateness of the curriculum • Familiarise with the new curriculum for Wales and develop the 12 pedagogical principles through action research with cluster colleagues • 6 AOL'es working together collaboratively familiarising with the new curriculum 'What matters statements • Further development of year 7 curriculum into year 8 with AOLE's trialling themed mini projects Priority 3.3 Provision for skills • Development of the wider skills including the further development of the challenge curriculum/AOLE's • Develop and implement the digital competency framework • Complete a full evaluation of current literacy practices to further develop and refine procedures	Priority 4.1 Tracking, monitoring and the provision of learning support • To improve and refine the use of data at departmental and college levels • Modify and strengthen the data/tracking and mentoring of students in KS 4 and KS 5 • Improve the quality of reports to ensure whole school consistency • To ensure that literacy and numeracy developments/ targets are included in all KS3 reports. Priority 4.2 Personal development • Improve learner culture/attitudes for them to take ownership of their learning • Continue to build resilience and improve attitudes to learning Priority 4.3 Safeguarding • To review and refine current safeguarding procedures. • To improve the tracking and intervention of students who are on care and support plans including CAL/CP learners	Priority 5.1 Quality and effectiveness of leaders and managers • Refine and develop the quality assurance cycle Priority 5.2 Self-evaluation processes and improvement planning • Reformat all improvement and evaluation procedures in line with t Estyn's self-evaluation framework. • Review and update all school policies Priority 5.3 Professional learning • Introduce and implement the new teaching standards to all teaching staff • Introduce and begin to implement the new ALN code • To introduce and devise a Performance Management structure for all staff • To evaluate and review our CPD programme and policy. Priority 5.4 Use of resources • To manage the budget effectively to further reduce the deficit • Explore ways to format and revise the TLR structure in line with national and school priorities

Appendix B: Geography Department Improvement Plan (DIP) School X

Standards	Wellbeing/Attitudes to Learning	Teaching/Learning Experiences	Care, Support and Guidance	Leadership and Management
Priority 1a Raise standards across KS3-5, in particular: L6+ Boys and FSM A*-A KS4 KS5	Priority 2a Develop behaviour and attendance policies and practice	Priority 3a Further develop teaching and learning, with a particular focus on engagement and pace		
Priority 1b Improve the performance of FSM students in key stage 3 and key stage 4	Priority 2b Improve confidence in learning	Priority 3b Refine and develop the learning experience	Priority 4b Develop and refine learning support for targeted individuals	
Priority 1c Develop provision for MAT students		Priority 3c Further develop provision for literacy, numeracy		Priority 5c Further develop self-evaluation and improvement planning processes
Priority 1d Raise standards in literacy and numeracy		Priority3d Developing digital competency framework		Develop partnership working with geography department

Strategic Intent: Standards

Theme(s):

Standards and progress overall

Standards and progress of specific groups

Standards and progress in skills

PRIORITY	STRATEGY	TIMESCALES	LEAD STAFF	RESOURCES	SUCCESS CRITERIA	MONITORING/ EVIDENCE	CPD IMPLICATIONS	COMMENTARY
Priority 1a **Raise standards across KS3-5, in particular** KS3 L6+ Boys and FSM KS4 A*-A KS5	KS3 Review Challenge curriculum for Y7. Revise Year 8 and 9 Think On PoLs to include Oracy. Moderate common assessments to ensure consistency across department. Review assessment data from 2016-17 to identify skills where gender gap most apparent. Adapt PoLs accordingly. Design and use tracking tool to monitor current performance and evaluate impact of interventions	Sept -Dec 17 Sept 17-Mar 18 Sept 17-July 18 Sept 17-Jan 18	VP VP dept VP	Y7 SLT link Pupil voice Assessment data 2016-17 Opportunities to observe and share best practice (Socratic smackdown) Time with Literacy coordinator Department meetings	Improved quality in books and lessons observed. Standards in KS3 levels improve, particularly those at L6+ L6+ and L7+ remain in BMQ 1 Gender differential reduction. 2017 -5.0 KS3 tracking tool being used to good effect.	SLT link meetings Work scrutiny demonstrates lit/num tasks, consistency in assessments. Standards reviews Lesson observations Department meetings feature discussion of data, strategies to raise achievement and basic skills,	Sharing of best practice Training for Oracy	

		Oct 17 – Apr18	VP/MH	Time to develop dept tracking tool with MH		moderation of assessments.		
	<u>KS4</u> Data scrutiny following each data drop. Support and challenge class teachers in raising standards in their classes across the department. Conduct regular scrutiny of pupils' work across the department with a particular focus on A*-A Prepare tools to support extended writing strategies for high order thinking exam answers. Review and refine the use mathematics and statistics in geography	Nov 17-May 18 Nov 17-May 18 Nov 17-May 18 Nov 17 – Jan 18	Dept VP VP VP	Tracking data Department meetings MAT coordinator WJEC CPD resources WJEC Facebook Group support WJEC OER tool	Improving assessment marks throughout two-year course shown by flight path trend. Working towards improved outcomes at the end of Year 11 (2018) A*-A grades (2016 0.0 2018 0.5 residual) A*-C grades (2016 -0.9 2018 0.0 residual) A*-C EFSM nFSM (2016 22.6% 2018 remain positive) Residuals EFSM nFSM (2016 -0.77 -1.0 2018 0.0 both) Gender gap (2016 22.7% 2018 remain positive) ALN residuals	SLT link meetings Department meetings Work scrutiny and lesson observation Examination results Pupil voice	Sharing of best practice. MAT meetings WJEC GCSE training Use of WJEC OER tool.	HM attended WJEC training in October 2017. Resources available via website from November 2017.

	Prepare Unit 3 (fieldwork) revision materials and example questions. Adapt revision packs for new specification. Deliver additional sessions to engage and challenge A*-A learners.	Nov – Dec 17 Sept – Dec 17 Jan 18-April 18 Jan 18 – May 18	VP/HM VP VP Dept		(2016 0.0 2018 0.5 residual) PoL and resources that develop higher order thinking and maths and stats. Improving standards in pupils' work.			
	<u>KS5</u> Review and refine Y12 PoL. Particular focus on Unit 1. Write PoL for Y13. Create starter activities that demonstrate (and allow evaluation of) a wide range of data presentation techniques	Sept – Dec 17 Sept 17 – June 18 Oct 17-June 18	VP VP/HM Dept	WJEC CPD resources WJEC OER tool Recalled Unit 1 papers	Improving standards in pupils' work. Improving assessment marks. Examination results. All pupils to meet targets. Improving ALPs score	SLT link meetings Department meetings Work scrutiny Examination results	Sharing of best practice. WJEC GCE training Use of WJEC OER tool.	VP attended WJEC training in Sept 17, has fed back to dept. Resources available via WEC website.

	Plan and deliver two days fieldwork for Y12 and Y13. Mentoring schedule for NEA completion (Unit 5). Improve quality of extended writing in examinations.	Oct – Dec 17 Nov 17 Nov 17-June 18	VP VP Dept	WJEC Facebook Group support Time to develop PoL Staff and Calendar for fieldwork Opportunity to moderate NEA		Pupil voice		
Priority 1b **Improve the performance of FSM students in KS3 and KS4**	*Improve performance of disadvantaged learners at KS3:* Focus on group overviews for Autumn Term. Use in lesson planning, tracking and evaluating impact of interventions. Track progress of disadvantaged learners following data drop and discuss interventions in dept. meetings and SLT line manager meetings Use growth mind set and encourage resilience in lessons.	Sept-Nov 17 Sept 17-June 18	Dept Dept/VP	Meeting time with leaners Department meetings Growth Mindset tools	Clearly identified strategies are evident, which impact positively on outcomes for FSM students in all indicators Records of meetings include detail on impact of strategies and improved standards are evident Improved outcomes for FSM students in key stage 3/4 Reduced FSM differential L5+(2016 -16% 2018 – 5%) L6+(2016 -24% 2018 – 10%) L7+(2016 -23% 2018 – 10%)	Quality of group overviews/learner support plans Evaluation from students Assessment data & examination results Meeting records	Sharing of best practice across departments	

	Ensure appropriately differentiated assessments are completed by these pupil *In addition to improve performance of disadvantaged learners at KS4:* Adapt revision resources to support FSM learners for new specification. Mentoring and individual action plan put in place.	Sept 17 – June 18 Sept 17 – June 18 Sept 17 – March 18 Sept 17 – Nov 17	Dept Dept/VP VP VP					
<u>Priority 1c</u> **<u>Develop provision for MAT students</u>**	Develop clear criteria for the identification of MAT pupils in consultation with MAT coordinator Suggest higher order questioning in all POL.	Autumn 17 Sept 17-June 18	VP/NR VP	Meeting time with MAT coordinator Department meetings Meeting time with learners	Clear criteria to identify MAT pupils MAT pupil voice implemented, and pupil feedback used to impact standards	Line Management meetings. Pupil voice responses.	Sharing of best practice across departments. Dissemination of VP examiner experience (higher tier)	

	Develop use of habits to support extended writing and numerical reasoning across KS4-5 Pupil voice and implement findings. Plan MAT extracurricular provision – at least three sessions during school year Develop extension work designed to stimulate and challenge pupils Track progress of MAT learners following data drop, discuss underperformance with NR Mentoring and individual action plan put in place.	Sept 17 – June 18 Sept 17-Jan 18 Autumn 17 Sept 16 – June 18 Nov 17 – June 18 Nov-Dec 17	Dept VP VP VP VP/NR VP	GA resources e.g. World Wise quiz	MAT monitored more closely and improved outcomes for A*-A and L7+ GCSE A*-A 2018 38% KS3 L6+ (2017 77% 2018 80%) L7+ (2017 23% 2018 26%) Three extracurricular master classes completed with positive feedback.	Assessment data and examination results Meeting records Learner support plans PoLs Work scrutiny		
Priority 1d	Formalise oracy opportunities within KS3 PoLs; initially in Think On	Sept 17-Dec 17	VP	Work sampling time	Evidence from lessons and books shows a greater proportion of pupils writing at length using technical accuracy (SPAG),	Work Scrutiny records	Support for department to be provided by Literacy and	

Raise standards in literacy and numeracy	Review and evaluate impact of Think On Write On tasks, adjust accordingly. Continue to embed and refine literacy and numeracy habits. Continue to develop and encourage use of subject and academic vocabulary. Audit and map numeracy skills in KS3-5. Revise PoLs accordingly. *In particular at KS3* *Calculations and use of graphs, specifically using multiplication and division correctly.* *Collecting and recording data, presenting data and analysing results.* *Using measuring skills effectively.* *Numerical reasoning.* *At KS4-5 using specification requirements for mathematics and statistics in geography.*	Sept 17 – Mar 18 Sept 17 – June 18 Sept 17 – June 18 Jan 18 – June 18	VP Dept Dept HM	Department time	paragraphing, good sentence construction, writing for purpose/audience, constructing well-formed arguments and using subject specific vocabulary appropriately. Evidence from lessons and books shows improved numerical reasoning skills and a greater proportion of pupils using calculations and graphs accurately, using data more effectively and employing measuring skills correctly.	Work Scrutiny records	Numeracy co-ordinators Oracy training (Socratic Smackdown) received in Sept 17 Sharing of best practice, whole school and within humanities through discussion and book scrutiny.	

		Sept 17-March 18	HM/VP					

Strategic Intent: Wellbeing and attitudes to learning

Theme(s)

2.1 Wellbeing

2.2 Attitudes to learning

PRIORITY	STRATEGY	TIMESCALES	LEAD STAFF	RESOURCES	SUCCESS CRITERIA	MONITORING/ EVIDENCE	CPD IMPLICATIONS	COMMENTARY
Priority 2a **Develop behaviour and attendance policies and practice**	Refine Humanities faculty implementation of school behaviour policy to ensure further improvements to pupil behaviour in lessons	Sept to Jul	VP/RA/ AP	Meeting time	Improved behaviour in lessons Reduced behaviour referrals	School behaviour data Reduced behaviour referrals	Staff training – behaviour strategies	
Priority 2b	Further develop strategies to improve student attitudes via	Sept 17 – July 18	VP/AP/ HM	Posters of POWER and What makes an excellent learner at CCYD to	Evidence from lesson observations and student voice show higher levels of aspiration. More resilience is demonstrated	Student voice	AP to share findings with TLs on her action research on 'The	

Improve confidence in learning	Growth Mind-set and I can't do it yet! Further develop strategies to encourage independency POWER and What makes an excellent learner at CCYD? To be embedded in lessons and within PoLs			be displayed in all classrooms Department time to integrate into PoL Faculty time: independent learners	in lessons. Challenge and risk taking in learning are more evident. More students are offering extended responses in lessons.	Lesson observations Quality assurance documentation	impact of self-efficacy as a driving force for innovation in the RPE department' Twilight/Inset sessions for departments to embed strategies	

Strategic Intent: Teaching and learning experiences

Theme(s):

3.1 Quality of teaching

3.2 The breadth, balance and appropriateness of the curriculum

3.3 Provision of skills

PRIORITY	STRATEGY	TIMESCALES	LEAD STAFF	RESOURCES	SUCCESS CRITERIA	MONITORING/ EVIDENCE	CPD IMPLICATIONS	COMMENTARY
Priority 3a **Further develop teaching and learning, with a particular focus on engagement and pace**	Set and reflect on three teaching and learning objectives per year. Share practice. Teaching and learning Geography focus: 1) fostering independent learners Research and implement strategies to develop POWER and What makes an excellent learner at CCYD, including • SMART feedback with DIRT time provided. Ensure frequency of feedback is consistent across dept. • Open ended own work projects to support classwork • Provide big picture and learning journey for learners • Personal Learning Checklists • Learning mats that enable student to control learning in lesson • Lead learner roles 2) Engagement and pace	Sept 17-July 18 Sept 17-July 18	VP VP	Departmental planning and review time Reflective Practice journals provided by Teaching and Learning team. CPD sessions provided by Teaching and Learning team, enabling time to plan and reflect in triads and in depts. Faculty planning and review time	Geography teachers have clear plans to develop their own teaching and learning, can share their own experiences and reflect on their own learning experiences. Higher levels of student motivation, enthusiasm, and resilience are evident in lesson observations. Improved outcomes and attitudes to learning Work scrutiny documentation show improvement around pace and progress Improved outcomes are evident in all key stages. Lesson observations and work scrutiny demonstrate improvements in challenge, engagement and pace. [POWER]	DER and teaching and learning quality assurance (evidence compiled from lesson observation documentation, work scrutiny, pupil voice) POL Completed Reflective Practice journals SLT line management meetings	Effective use of the leadership forum Inset/twilight time to share good practice. CPD sessions for reflective practice.	

	Implement and monitor strategies to ensure engagement with learning and appropriate pace in lessons, including • Group overviews being used to plan appropriate learning experiences • A range of interesting activities and tasks with appropriate challenge • Opportunities for learners to be independent with teacher as facilitator	Sept 17-July 18	VP			Departmental minutes		
Priority 3b **Refine and develop the learning experience**	Continue to refine and evaluate POL against specific success criteria New POL to be written for all subjects in KS4 and KS5 in line with the new specifications. Clear focus on aims, learner outcomes, questioning, AfL and AOL.	Ongoing Sept 17- July 18	VP VP	SLT link meetings Quality assurance documentation POL template	Completed quality assured PoLs Improved quality in books and lesson observations A more consistent approach with the delivery of lessons within departments New POL lead to greater consistency in the delivery of lessons as evidenced through	Quality assurance documentation Improved quality in books and lesson observations Lesson observation documentation		

				Planning time, quality assurance documentation SLT link meetings Departmental meetings Review/evaluation time	student attitudes, outcomes, lesson observations and the quality of work in books	Lesson planning documentation POL Work scrutiny Quality assurance proformas Student voice Departmental reviews Alps data		
	KS3 Deliver and evaluate new challenge themed curriculum to year 7 Increased literacy and numeracy provision in year 7 KS4 First y11 cohort to undertake new geography specification Data tracking to identify issues and implement early intervention	Sept 17-July 18 Sept 17-July 18 Sept 17-July 18	VP VP VP	Resources / Stationary/ equipment through Challenge capitation Review time Survey monkey SLT Line manager	Improvement in developing pupils' skills in the 4 Donaldson purposes of learning, attitudes to learning and raise standards of literacy and numeracy Standards in KS4 in Summer 2018 Quality assurance and consistent approach to tracking, monitoring and support	Outcomes of pupils work in year 7 National literacy and numeracy test results Evidence of improved standards of literacy retained in folio Summer results 2018 Meeting minutes and	Support for staff delivering the challenges. Literacy and numeracy training for staff. Oracy training received in September 2017 WJEC training for new specifications HM attend GCSE in Oct 2017	

	KS5 First Y13 cohort to undertake new GCE specification Monitor and identify areas of concern through data tracking and ensure support strategies are in place KS3-5 fieldwork opportunities, following enquiry process in preparation for total independence at A2	Sept 17-July 19 Sept 17-July 19 Sept 17-July 18	VP VP VP/HM	Review time Survey monkey Planning time Supply cover Transport costs	Standards in KS5 in Summer 2018 Standards in KS4-5 Increasingly independent learners, able to follow an enquiry cycle.	documentation recording interventions	VP attend GCE in Sept 2017	
Priority 3c **Further develop provision for literacy and numeracy**	Ensure that literacy rubrics are embedded across the curriculum at KS 3 and are embedded in all POL and are utilised in all Think On! And Write On tasks Evaluate the quality of the Think On! /Write On tasks and their impact on standards	Ongoing Ongoing	VP Dept	Google drive – all staff have access to the rubrics SLT line management meetings	Rubrics/habits are embedded into all Write On/Think On tasks at KS 3 Quality assurance evaluations are completed via POL, work scrutiny and lesson observations Assessment data	Work scrutiny Quality assurance documentation Lesson observations	Continued support from the Literacy and Numeracy team to support departments Departmental time to evaluate	

	To improve standards of oracy using Socratic SmackDown and to incorporate these into the Think On! /Write On! Tasks. Use this process to develop group discussions. Ensure that mathematical and statistical opportunities are embedded across KS4-5 as per specification. Develop strategies that enable KS4-5 learners to become increasingly independent users and evaluators of mathematical and statistical techniques. Continue to develop numeracy reasoning tasks for use with KS3 PoLs.	Sept 17 – July 18 Sept 17-Dec 17 Sept 17-June 18 Sept 17-July 18	CW/VP HM/VP HM/VP HM/VP	Departmental quality assurance evaluations POL Training materials shared with all staff via PP Posters of symbols for assessment to be designed and displayed in all classrooms GCSE and GCE maths and stats audit tool Department meeting time Department planning time	Work scrutiny and lesson observations show implementation of literacy and numeracy strands and that a greater proportion of students are writing at length using technical accuracy and are using subject specific vocabulary effectively Write On! Tasks ensure that there is a consistent approach to extended writing are these are embedded into all POL Evidence from lesson observations show improved confidence levels in oracy via group discussions, effective presentations and questioning. There is a consistent approach to oracy across geography and this is embedded into all POL Maths and stats are embedded into KS4-5 PoLs.	SLT line management meetings Dept meetings Departmental quality assurance measures PoLs Completed audit and action plan	the impact of the tasks Inset training 4th Sept CSC – CBR Raising standards in oracy Departmental time to embed strategies Sharing of good practice at individual, departmental and whole school levels CSC support Sharing of good practice with Bryntirion	

					Work scrutiny and lesson observations show implementation of maths and stats requirements. Assessment data KS3 PoLs demonstrate a wide range of numerical reasoning tasks.			
Priority3d **developing digital competency framework**	Develop opportunities for pupils to use and evaluate GIS (Geographical Information Systems) at all key stages	Ongoing	VP	IT facilities Planning time	KS3-5 PoLs indicate tasks that use GIS (Geographical information systems) and provide opportunities to critically evaluate its use. Work scrutiny	Work scrutiny Learner voice		

Strategic Intent: Care, Support and Guidance

Theme(s):

4.1 Tracking, monitoring and the provision of learning support

4.2 Personal development

4.3 Safeguarding

PRIORITY	STRATEGY	TIMESCALES	LEAD STAFF	RESOURCES	SUCCESS CRITERIA	MONITORING/ EVIDENCE	CPD IMPLICATIONS	COMMENTARY
Priority 4b **Develop and refine learning support for targeted individuals**	Tracking and monitoring of individual students using data to compile group overviews, discuss progress in dept and line management meetings. Interventions recorded and evaluated. Provide revision sessions and afterschool support for KS4 and 5 students. Differentiated support available via google drive such as additional reading, writing frames, revision guides. Make available revision materials for all KS4 and KS5 students.	Sept 17-June 18 Sept 17-June 18 Sept 17-June 18 Sept 17-June 18	VP VP VP VP	Tracking data Pupil data (SIMs, ALN, MAT) Dept meeting time Line management meeting time Google drive folder Development time to adapt existing revision resources for new	Clearly identified interventions are evident, which impact positively on outcomes for individual students. Records of meetings include detail on impact of interventions and improved standards are evident Improved outcomes for students in key stage 3/4/5	Quality of group overviews/learner support plans Evaluation from students Assessment data & examination results Meeting records	Sharing of best practice across departments	

		Sept 17-June 18	VP	GCSE and GCE specifications. After school sessions with pupils.				

Strategic Intent: Leadership and management

Theme(s):

5.1 Quality and effectiveness of leaders and managers

5.2 Self-evaluation processes and improvement planning

5.3 Professional learning

5.4 Use of resources

TASK	STRATEGY	TIMESCALES	LEAD STAFF	RESOURCES	SUCCESS CRITERIA	MONITORING/ EVIDENCE	CPD IMPLICATIONS	COMMENTARY
Priority 5c **Further develop self-evaluation and improvement planning processes**	Set clear individual responsibilities for those in department. Allocate areas of DIP according to PM targets Ownership of areas of responsibility through effective dissemination Regular line management and TL Humanities meetings to plan for and share progress on whole school developments such LNF, T&L, assessment	Sept 17 – Dec 17 Sept 17 – Dec 17	Dept Dept	DER Line management meetings Planning time. Quality assurance docs	Dept/faculty/line management meeting minutes Improving pupil standards as identified within Key Question 1 Greater consistency within the subject.	Departmental Review Data tracking Department/faculty meetings	Support and training for middle leaders Opportunities to observe and share best practice	

	Effective monitoring of department improvement plans. Regular data analysis for all KS to identify underperformance and monitor impact of interventions. Monitor progress towards performance management targets using revised PM cycle so that clear targets are set, and training needs are met. Regular working sessions within Humanities Faculty to share best practice. Support whole school QA cycle through timely completion of work sampling, lesson observations, department documentation, progress reports and meetings. Monitoring and update of DIP Complete regular work sampling as per whole school policy. Ensure that all department staff have regular opportunities to review and feedback on their own performance and that of others in the department.	Sept 17 ongoing Sept 17 ongoing Nov 17 ongoing Oct 17 – April 18 Sept 17 ongoing Sept 17 ongoing	VP VP/JW Dept Dept VP VP		Progress made in identified areas for improvement. Clear lines of accountability. Improvements made in the quality of T&L. Best practice shown across the subject. Work sampling identifies progress over time in books.	Line Management meetings Work scrutiny		

		Oct 17 ongoing Oct 17 ongoing	VP/JW VP					
To develop partnership working within the Geography department	Continue working closely within Humanities team to encourage a collaborative working relationship. Links with Field Studies Council to develop fieldwork for new GCSE and GCE specifications Member of the RGS school programme following sponsorship by ex-pupil. Utilise ambassador project to promote subject at GCSE and GCE. Investigate opportunities to engage with broader community such as businesses, external agencies and the voluntary sector to benefit our	Ongoing Nov-April 18 Oct 17- Jan 17	VP VP/HM VP	RGS membership funded by ex-pupil GA membership – VP Curriculum time for visit/visitors Faculty meeting time	Visits arranged and completed. Visit by RGS ambassador Fieldwork completed with support of FSC expertise. Humanities collaboration evident through meeting minutes and shared resources.	Line management meetings Department meetings Pupil voice		

	pupils and provide career aspiration	Ongoing	CE?					