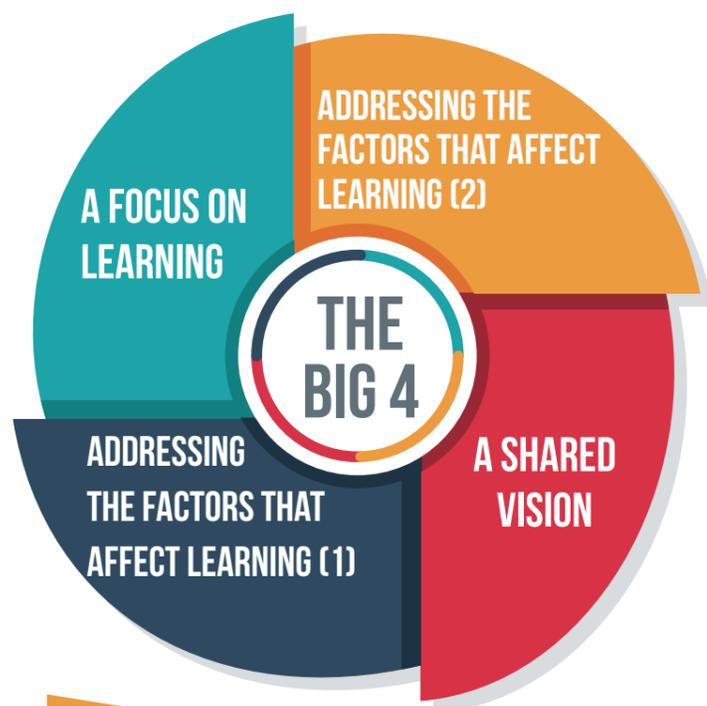


School Improvement Priorities 2018 – 2019



At SEG, high quality learning & teaching ensures that students are engaged in stimulating, challenging and relevant lessons where learning is the focus, planned and delivered by passionate and enthusiastic teachers, committed to seeing their students getting better and progressing.

A FOCUS ON LEARNING

What?

- Lessons are considered to be learning-focused.

Why?

- Changing the focus from the teacher as the star. The students' brains need to be working harder than the teachers'.

How?

- Frequent and focused Learning Walks with clear success criteria.
- Consistent application of the Performance Appraisal criteria with specific targets that aim to develop a more student-centred approach to learning.
- Professional Development sessions to address and support the key areas.

The Intended Impact

- Lessons that are engaging where students are challenged to be successful and learning is measurable.
- Students are set appropriate tasks that cause them to engage in good struggling.
- Raised standards in all aspects of the planned curriculum and the way lessons are taught.

A SHARED VISION

What?

- All SEG colleagues demonstrate a commitment to the new definition of high quality learning and teaching.

Why?

- To ensure a consistent approach towards all aspects of campus life, in particular the taught curriculum.

How?

- A revised Learning and Teaching Policy that ensures everyone is in agreement about what high quality learning and teaching is.
- A consistent application of all policies and initiatives, such as the Learner Profile and the definition of high quality learning and teaching *

The Intended Impact

- All teachers incorporate the same language in their planning leading to a common understanding of our goals and a shared responsibility.
- All stakeholders talk in similar ways about the kinds of students the school is helping to develop through a much more consistent promotion of the Learner Profile attributes and Core Values.

ADDRESSING THE FACTORS THAT AFFECT LEARNING (1)

What?

- Assessment data is used to influence planning and target setting, and track and support students getting better.

Why?

- To ensure consistent assessment and an agreement on the kind of data that we wish or need to collect.

How?

- Consistent target setting practice including students setting and reviewing their own targets.
- Begin to introduce assessment rubrics in all sections of the school.

The Intended Impact

- Students are aware of what they need to do in order to get better.
- Assessment that is clear and robust.
- Student attainment increases due to a clear and tailored approach to lessons.

ADDRESSING THE FACTORS THAT AFFECT LEARNING (2)

What?

- All teachers are planning and delivering lessons that are accessible for **all** students.

Why?

- To ensure that teachers are confident with identifying and supporting students with additional needs, so that everyone is able to realise their full potential.

How?

- A consistent application of the revised Special Educational Needs and Disability (SEND) policy.
- To provide training in relation to supporting children with additional needs and tailoring lessons to meet the needs of all learners.
- Individual Learning Plans (ILP) for students receiving Learning Support.

The Intended Impact

- Teachers are implementing a variety of teaching strategies to cater for the students' learning needs.
- An increased number of students are able to access the curriculum and succeed.
- Improved attainment and narrowing of the gap between SEND students and their peers.