

To remain effective, schools need to strive for every pupil to realise their full potential. It is important to recognise that there is no ceiling on achievement but that published targets can help to establish a culture of continuous improvement. In order to meet these targets there are a number of key factors that should be considered in Moira House Girls School. These are:

Pedagogy
Methodology
Expectation
Motivation
Self-discipline
Support
Progression
Accountability

The most significant factor in improving levels of attainment for pupils depends on the quality of work undertaken in the classroom. Improvement strategies stand the best chance of success with:

- authentic relationships between staff and pupils in the classroom and during extra-curricular activities
- high expectations set by the teacher for pupil performance and behaviour
- appropriate methodology where a range of teaching styles and models are used by teachers at different times and with different pupils depending on the nature of the outcomes desired and the curriculum content
- reflection on teaching and learning
- resources and preparation
- pedagogic partnerships (the ability of teachers to share ideas and observe each other to develop best practice).

In Moira House Girls School, it is important that we have a shared vision in terms of the goals being sought and that there is a high level of consistency of approach between Faculties and by individual teachers within Faculties and departments. It is important for teachers to be aware that pupils achieve more when:

- they see the relevance of the work
- they can take responsibility for their own learning
- they are able to make some choices about what they are learning
- they are able to learn in a variety of ways
- they can be active learners
- they are set realistic short and long term goals.

It is important that individual teachers should monitor whether the progress of pupils is commensurate with their projected levels of attainment. This necessitates that accurate records

are kept outlining prior and present levels of attainment, where appropriate, in addition to teachers establishing with pupils an absolute minimum expectation they have of them in conjunction with a climate of aiming higher. It is not unreasonable to encourage pupils to aim for two grades or levels higher than projected giving an automatic safety net of one grade. Procedures should be in place within Faculties to set individual targets and to regularly monitor pupil performance in relation to these targets. Pupils need to understand target setting and to be involved in a real discussion about where their learning has reached and where it needs to go.

Targeting should help pupils answer the following questions:

- ‘Where am I now?’
- ‘Where do I want to be?’
- ‘What can I do to improve?’
- ‘How can other people help me?’

For target setting to be successful, the pupils need to be willing and active in the process. They need to be involved in setting their own targets and to have some ownership of the process. Procedures should be in place:

- Procedures should allow pupils to assess their own progress
- Procedures should allow pupils to understand/analyse their progress in relation to group/school/national expectations
- Procedures should allow pupils to understand the assessment criteria that will be used to judge them
- Procedures should allow pupils to be encouraged to seek and to be given opportunities to improve
- Targets set should be Specific, Measurable, Achievable, Realistic and Time specific. (S M A R T)
- Students and teachers need to monitor progress towards targets collaboratively
- Targets should be manageable and cover a combination of realistic and challenging in addition to long and short term
- Targets should be realistic - some confidence that the pupils can gain success
- Targets should be challenging - only expected to achieve if all goes well
- Targets should be set for the long term - e.g. grade A at GCSE
- Targets should be set for the short term - e.g. revise class notes between lessons
- The ratio of realistic to challenging should be chosen to suit the confidence levels of the pupils at the time of setting. As confidence levels rise through success the focus can move to more and more challenging targets.

It is essential that pupils are familiar with their targets and how to achieve them. It is important that targets are referred to often to prevent target setting deteriorating into a ‘paper exercise’. Pupils will need help in identifying targets, particularly in the early stages of the process. To

facilitate this initially Faculties could consider providing suggested targets for different sections of the school that pupils could choose from and agree with their teacher.

Target group

Strategies should be in place that apply to all pupils that are deemed to be:

- underachieving/not progressing
- capable of improvement
- causing behavioural problems/affecting the learning of others

Timing

Targeting should begin as early as possible in each academic year and be seen as a continuous process. It should be ongoing in the classroom through careful methodology and supported by key indicator points in the school year such as baseline tests, internal and mock exams.

It is important to ensure progression from year to year in addition to within any school year. This therefore necessitates careful Faculty record keeping that can move up through the school with the pupils.

Support

Pupils should be directed towards additional support by the class teacher as appropriate. The recommended measures will be communicated to parents via the teacher or the Head of Faculty. Additional support is available through:

- Form tutors
- Head of Pastoral Care
- Head of Departments
- Lunchtime surgeries
- Supported learning
- Revision classes
- Enhancement activities / workshops

Motivation

A key factor in raising achievement is pupil motivation. Work on raising pupil motivation should be carried out in the classroom together with helping pupils to recognise that they themselves are responsible for their own learning. To support this time should be spent on developing good

study and library skills. There are a number of contributory factors to enhancing pupil motivation. One of these is encouraging an interest in and enthusiasm for the subject, another is a sense of enjoyment and a third is establishing a climate of success. To be truly motivated pupils need to feel they can succeed. Extra-curricular activities can play a key role here. Music, Drama and PE events, not only serve to further enhance pupils' overall education but also provide opportunities for more pupils to fulfil their potential in non-academic ways. This adds to the climate of success and can have knock on effects back in the classroom. Trips such as Art Galleries, Theatre, French Trip, Museums, all play a similar motivational role.

Praise is a significant factor in raising pupil motivation. Pupils should be constantly encouraged and praised. This can take a variety of forms and should be seen as absolutely essential. Verbal praise is highly effective and in many ways is the best sort of praise. Some pupils respond best to public praise whilst for others a quiet word can be much more effective. Staff should be sensitive to the needs of the individual to maximise the benefits to be gained. In addition to verbal praise pupils should be praised through supportive, positive comments on their work. Faculties should look to use as many other forms of praise as possible for all sections of the school including full use of the rewards system already in place. Faculties could consider making a formal link between achievement of targets and praise/rewards.

To further enhance pupil motivation departments should try to offer wider enhancement activities/opportunities themselves in addition to encouraging and supporting those extra-curricular initiatives provided by their colleagues.

Responsibilities

The pupil in collaboration with the class teacher in situ should take responsibility for and be central to the process of setting and monitoring targets. The teacher should report to the Head of Department who in turn should report to the School Management Team.

Individual teachers within Faculties have a responsibility to try to meet the school goals with regard to raising standards. To facilitate this, Faculties should have strategies in place that they are implementing. These strategies should be under continual review and development. There follows suggestions on strategies that Faculties/individual teachers may find useful to assist them in the development of raising achievement:

- encourage pupil ownership/self help
- have high levels of expectation of pupils in terms of behaviour, motivation and achievement, continually reinforce
- make expectations clear to pupils
- publish minimum aims
- focus attention on the quality of teaching and learning
- follow classroom management document
- make lessons more relevant/topical if possible; 'cash in' on pupil interests

- review schemes of work/regularly update with appropriately differentiated materials
- provide opportunities for pedagogic partnerships including watching colleagues teach
- provide pupils with access to as much information as possible/they can assimilate including course outline, syllabi, assessment criteria, grade descriptors, mark schemes, examiners reports, exam rubric etc.
- help pupils to interpret the above
- involve pupils in their own assessment and in the assessment of others -
- help pupils to identify their strengths and weaknesses provide opportunities for pupils to enhance subject specific study skills and practise exam technique
- provide assistance/advise on staging extended pieces of work, implement interim checks
- discuss revision techniques with pupils
- encourage use of supplementary revision materials including published materials and in house/monitor use/ensure revision is active
- insist pupils produce revision timetables/give guidance monitor revision
- start revision programmes earlier
- provide extra revision lessons
- use of supervised study/workshops
- use of Sixth form helpers for support
- use of Faculty certificates and Student of the Week certificates
- take time to identify the needs of pupils in terms of social skills, behaviour, ability, level of support required and confidence
- monitor pupil performance
- set targets for all pupils

Lesson time given to selection of goals. Goals should be identifiable and have short term deadlines. Faculties could produce subject specific 'menus'- see attached examples:

- provide support
- review targets
- reward progress not effort alone
- praise good work

- identify target groups that will become the focus of additional attention
- check homework is recorded correctly in diaries
- encourage reading around subject/self-generated homework
- only accept work that reflects the best effort of the individual concerned
- provide opportunities to complete additional/alternative pieces of coursework
- improve the quality of feedback to pupils
- regular communication with parents
- provide parents with information to help them support/monitor revision at home
- use of A-level contracts/booklets/study skills
- close contact with personal tutors and Heads of Pupil Progress
- implement strategies to raise pupil motivation by enrichment
- make full use of SEN information
- make raising standards an item on the agenda at Faculty meetings
- keep central Faculty records for diagnostic purposes
- collect and compare data at key indicator stages, develop value added analysis, set appropriate targets for improvement.
- develop the accountability of individual teachers
- provide training and support to develop the effectiveness of individual teachers
- praise good teaching
- retain model essays/pieces of work to reflect outstanding attainment and model for others

Related policies and documents

This policy should be read in conjunction with the following policies and documents:

Employee Handbook
Staff Handbook
Code of Conduct for Employees
Health Safety Handbook
Boarding Staff Handbook
National Minimum Standards for Boarding Schools
ISI Handbook for the Inspection of Schools, Regulatory Requirements
Teachers' Standards



ROEDEAN
MOIRA HOUSE

ROEDEAN MOIRA HOUSE RAISING STANDARDS POLICY 2018-2019

Departmental Handbook
Curriculum Policy
Learning and Teaching Policy
Classroom Practice Policy
Complaints Policy (Pupils)
Complaints Policy (Parents)

POLICY REVIEWED BY SCHOOL: June 2018

POLICY REVIEWED BY SCHOOL COUNCIL:

NEXT REVIEW: