



Key Issue 3		To improve the attainment of pupils through improving the quality of provision being provided by TA's						
OVERARCHING SUCCESS CRITERIA	Targets for 2016/2017							
	Key Stage		% of pupils to achieve expected outcomes in Reading, Writing and Maths			% of pupils to achieve above expected outcomes		
	Foundation		75%			25%		
	Key Stage 1		80%			30%		
	Key Stage 2		85%			35%		
OBJECTIVE	ACTIVITIES/MILESTONES	TIMESCALES		LED BY AND MONITORED FOR COMPLIANCE BY	SUCCESS CRITERIA (Impact on Learning Outcomes)	RESOURCE & COST IMPLICATION	MONITORING DETAILS WHO WILL MONITOR FOR IMPACT?	EVALUATION Questions that could be asked by Governors
		FROM	TO					
To ensure the accountability of all staff which is linked to the progress and attainment of all pupils	The introduction of performance management targets for all TA's	Targets to be given in Sept Mid- term review Feb	Complete cycle in July 17	SLT	The quality of teaching and learning provided by the TA's ensures accelerated progress for the pupils that they are supporting	None	SP and Governors through formal lesson observations and lesson drop in's	How are the targets that have been set for the TA's impacting on the progress being made by pupils? How are TA individual targets impacting on the progress being made by pupils?

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To ensure the effective use of TA's to maximise the progress of all pupils during all stages of a lesson	Training to be implemented for all teaching staff on the effective use of TA's during all stages of a lesson	Training to be given through PDM's in Autumn 2 <sup>nd</sup>		SLT	Accelerated progress of pupils due to the support they are receiving from TA's	None	Governors and JH (SIP) through SDP, lesson observations, book scrutinies and data	Has the quality of teaching and learning improved since the delivery of the CPD? Has the CPD impacted on the progress being made by pupils?
To improve the subject knowledge of TA's focusing on areas identified on the school development plan as areas for development	TA's to receive training in the areas of Maths and SPAG to improve own subject knowledge in these areas	Staff to receive training in Oct /Nov 16		LS and KW	That progress of pupils accelerates to ensure attainment levels are at least equivalent to those outlined above.	Training to be delivered by LS and KW	SP and Governors through SDP, lesson observations, book scrutinies and data	How effective do the TA's feel the CPD was improving how they support pupils during lessons or when delivering interventions?

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To improve TA's knowledge of quality teaching and learning particularly in SPAG and Maths to ensure the effective delivery of interventions	TA's to receive training on the effective teaching and learning in maths and SPAG to improve knowledge of how to deliver effective interventions in these subjects. Focus on effective questioning, and the effective addressing of misconceptions.	TA's to receive training during Autumn term		SP	That the progress of pupils is accelerated following the delivery of interventions. All pupils who have received interventions are on track to achieve age expected outcomes	2x training sessions from KB and JH (Lit and Numeracy consultants)	SP and Governors	Can you provide data to confirm that interventions are being delivered effectively and impacting positively on progress?

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To ensure the effective delivery of interventions to maximise the progress of pupils	TA's to be given appropriate support to deliver effective interventions in SPAG and Maths. This includes adequate time to prepare for the delivery of interventions and being provided with clear and precise planning. Teachers and SLT to regularly carry out observations as outlined in performance management.	Sept 2016	July 2017	SLT	Increased progress for pupils involved in interventions All pupils involved in interventions to be on track to achieve expected outcomes in Maths and SPAG	None	SP through meeting with TA's linked to	What % of interventions being delivered are good or outstanding? How are you intending to improve these percentages? Are TA's being effectively supported to achieve their developmental targets?

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To improve the quality of teaching and learning being provided by the TA's during lessons and intervention groups.	TA's to be given opportunity to observe each other to improve the practice of themselves and that of their peers	March-April 2017	March-April 2017	LS	The quality of teaching and learning in SPAG is never rated less than good and increasingly outstanding Progress in SPAG for all pupils accelerates and thus attainment improves as identified above.	None	SLT, SP and Governors through Lesson observations, drop in's book scrutinies and data analysis	Can you prove the impact of TA observations on the quality of teaching and learning? Are the developmental points offered by the TA's impacting effectively on the improving the quality of teaching and learning?
To improve the quality of teaching and learning provided by the TA's.	Regular timetabled meetings between the TA's and Teachers to discuss pupils progress and action plan to ensure the effectiveness of the planned interventions	PDM in October Monitored for compliance throughout the year	July 2017	LS	That children make increased progress during interventions as outlined above	None	SP and Governors through lesson observations and Governor discussions with TA's and Pupils.	Since the commencement of regular meetings are TA's reporting a greater level of job satisfaction?