

RAISING ACADEMIC
STANDARDS
at Taverham Hall School



Aim of this presentation:

to highlight the academic initiatives put in place since September 2008 and the future plans for continuing to improve the quality of Teaching and Learning at THS

Teaching and Learning =
at the heart of Taverham Hall
School's development plan

A strong and proactive team
dedicated to helping each pupil to
fulfil their academic potential

RAISING STANDARDS

- ◆ Schemes of Work and Departmental policies reviewed
- ◆ Academic policies updated
- ◆ Curriculum and departmental pages on website
- ◆ Monitoring of Teaching and Learning through regular book scrutiny and lesson observations
- ◆ Academic Committee – forum for discussion + Academic Development Plan

PERSONALISING THE LEARNING

- ◆ Tutor system re-organised horizontally
- ◆ Half-termly target setting Y3 and above
- ◆ Recognition of pupil learning styles Y4 and above
- ◆ Push on differentiation to cater for range of abilities
- ◆ Strong Learning Support department
- ◆ Introduction of Interactive Whiteboards
- ◆ Involving children in their own learning (Assessment for Learning)

PROMOTING INDEPENDENT LEARNING

- ◆ New dimension to prep – investigative work
- ◆ Outside the classroom opportunities for independent learning (European Day of Languages quizzes and competitions, HM's photo competition, SATIPS General Knowledge Challenge, Junior Language Challenge, Junior Maths Challenge, Ciné-Club, etc...)

CELEBRATING ACADEMIC SUCCESS

- ◆ Final assembly every term (effort, attainment, progress prizes)
- ◆ Headmaster's commendations and subject commendations
- ◆ Overhaul of the reward/sanction system (reds/demerits) – giving pupils more responsibility
- ◆ New “Excellent Work Board”
- ◆ Academic colours?

NEW ASSESSMENT AND REPORTING PROCEDURES

- ◆ New marking policy “2 stars and a wish” based on Assessment for Learning principles
- ◆ Overhaul of the reporting system (targets embedded in reports + comprehensive Effort and Attainment grade system)
- ◆ Introduction of NFER standardised tests (including non-verbal reasoning)
- ◆ Departments moving towards modular core assessments

PUPIL VOICE

- ◆ Academic survey January 2009
- ◆ Tutor period – forum for discussion
- ◆ Questionnaire to review the effectiveness of new initiatives from the children's point of view (coming up February 2010)

IMPROVING COMMUNICATION

SCHOOL-HOME

- ◆ Introduction of prep diaries
- ◆ Books home every half-term
- ◆ Weekly drop-in clinics by form tutors
- ◆ “Academic news” in weekly newsletter
- ◆ Learning Support information evening + 2 consultation evenings per year
- ◆ Parents’ information evenings (Y6 and beyond, Raising academic standards)
- ◆ MAC’s forum for parents / parental questionnaire
- ◆ Password-protected parental area on website

ACCOUNTABILITY, RESPONSIBILITY **AND OWNERSHIP**

- ◆ Heads of Department – roles redefined:
more ownership, more accountability
- ◆ Staff appraisal
- ◆ Ensuring we comply with inspection
regulations from an academic angle

PROFESSIONAL DEVELOPMENT FOR STAFF

- ◆ Staff visits to other schools
- ◆ Staff peer observations to share good practice
- ◆ Regular themed INSET with academic focus
- ◆ Academic meeting once a term (sharing of good practice)
- ◆ Interactive whiteboard in-house training by staff

FOREST SCHOOL

- ◆ Forest School status achieved summer 2009
- ◆ Timetabled sessions in Nursery/pre-Prep/Y3/4 + DT/Forest school lessons Y5 and above
- ◆ Effort from other Departments to embed Forest School into the delivery of their subject

LINKS WITH EXTERNAL AGENCIES

(from an academic angle)

- ◆ UEA Student Associates Scheme (Teacher Training link; mentoring opportunities; awareness of higher education issues PSHE)
- ◆ John Innes Centre – continue to raise the profile of Science at THS
- ◆ Links to help with delivery of PSHE framework (eg. PC Tomlinson, Dragons in Europe, Red Cross, Red Balloon and all other guest speakers in assembly)

FUTURE DEVELOPMENTS

- ◆ Develop the Gifted and Talented provision
- ◆ Develop Learning Support provision
- ◆ Introduce academic colours
- ◆ Develop PSHE programme further
- ◆ Develop independent learning opportunities and resurrect the house system
- ◆ Increase academic links with pre-Prep
- ◆ Develop Forest School links to the curriculum
- ◆ Develop tracking of pupil progress based on analysis of NFER results