­**Tiverton High School DA Action Plan 2018/19**

**Key Issue: DA students do not make enough progress in lessons to close the gap on non DA students**

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|  **Actions:** | **How:** | **Resources:** | **Success criteria/outcome:** | **Evidence to QA success criteria/outcome:** | **Milestones** | **Led by:** |
| **Ensure classroom teaching supports and promotes DA students making accelerated levels of progress within their normal lessons.** | **Ensure lessons include some or all of the characteristics of a ‘great lesson’****SIP 2:2** | Cross phase federation training and sharing of expertise regarding DATwilight and curriculum team meeting time | Greater levels of personalisation for DA students.All DA students seated in appropriate places for learning.75% of DA students make better than expected progress and aim to achieve FFT5.Negative behaviours for DA students decline from last year – 2017 fixed term exclusion to 1.5% from 2.3% (parking data)Student voice shows 75% DA students state ‘they generally know how to make progress in their learning’ Interventions within the classroom are appropriate and relevant to the child’s needs/interestsThe quality of homework is high and impacts on student progress.It is set regularly and there is a sustainable system to acknowledge and provide feedback from teachers which is manageable. 70% of homework set. | Learning walksWork scrutinyStudent VoiceSCIP notesAppraisal target1Mid cycle review |  | **JAM****SL** |
| **Consider seating plans to increase the learning of DA students SIP 2:1** | Go for schools | Go seating plansLearning walks |  | **JAM** |
| **Prioritise DA students in feedback SIP 2:1** |  | EQ of spotlight cohortsWork scrutinyStudent voice  |  | **JAM** |
| **Ensure all DA students have clear action points to make progress that are clearly evidenced SIP 2:1** |  | EQ – LW, SV, WS |  | **JAM** |
| **Target DA students for support through planning and delivery of lessons. SIP 2:1** |  | EQ – LW, SV, WS |  | **JAM** |
| **Remove barriers to learning of DA students SIP 2:1** |  | Learning walksHOH data dashboard |  | **JAM** |
| **Plan behaviour management strategies for DA students** |  | Behaviour dashboard  |  | **RAO/JB** |
| **Plan for developing metacognition of DA students SIP 2:1** |  | EQ – LW, SV, WS |  | **RAO** |
| **Set well planned and meaningful homework for DA students SIP 2:4** | Working group time | Work scrutinyGo HW analysis |  | **TXW** |
|  **Actions:** | **How:** | **Resources:** | **Success criteria/outcome:** | **Evidence to QA success criteria/outcome:** | **Milestones** | **Led by:** |
| **Ensure DA students receive targeted and effective levels of support outside of their lessons to allow them to develop socially, emotionally and culturally.** | **Target specific DA students for enrichment and extra curricula activities**  | Admin to upload extra curricula lists to Go | 25% of all enrichment activities are DA students | Go attendance report for extra curricula  |  | **TXW** |
| **DA students will be mentored at least twice per half term** |  | 100% of DA students have two mentoring conversations logged per half termNegative behaviours for DA students decline from last year – 2017 fixed term exclusion to 1.5% from 2.3% (parking data) | Go mentoring log |  | **MJB/TXW****HOH** |
| **Make more regular contact with home SIP 3:3** |  | DA parents feel valued and have a voice | Go behaviour log |  | **MJB/CMD** |
| **Target late students, or less resilient students who are PA, with ‘wake up calls’ SIP 1:1** | SSW capacity | Attendance of DA students improves from last year 89% |  |  | **MJB** |
| **Ensure that 25% of all subject awards, school teams and student leadership groups are DA students SIP 1:3** |  |  | Enrichment attendance data GoAwards data |  | **JAM** |
| **Target DA parents as a priority for attendance to parental events SIP 3:3** |  | 10% increase of attendance at parents' evenings for DA parentsIncreased in parental engagement through staff voice.  | Attendance registers Staff voice  |  | **CW/AJF** |
| **Target DA parents to be part of the parent programmes SIP 3:3** |  | Improved relationships with DA parentsDA parents actively involved, and understand what is happening at THS | Attendance registers Staff voice  |  | **CW** |
| **Ensure all DA parents have access to Go for Schools SIP 1:2** | Go training for parentsApp | Improved relationships with DA parentsDA parents actively involved in their childs progess  | Go usage analysis  |  | **SFT/RAO** |
| **Ensure all DA students have a TIG** | Admin time | Interventions within the classroom are appropriate and relevant to the child’s needs/interests | Provision mapper |  | **MJB/TMM** |
| **DA students to have regular contact with SLT** | Time | DA students feel valued and have a voice | SV minute  |  | **TXW** |