



School A: Littletown Primary – a two-form entry primary with nursery - Case study for performance management

School priority: To raise standards and progress in writing especially the numbers of level 3 (KS1) and level 5 (KS2) writers.

Context: The school has already put into place approaches and strategies to develop writing skills. These include use of Ros Wilson VCOP, big writing and resources. Last year the literacy team designed a Littletown writing process which was the focus of a whole school CPD session at the start of the year. All teachers and TAs are familiar with the writing process.

Performance management objectives based on the school’s priority to raise standards in writing

Whole school target: all pupils make at least expected progress towards their targets in writing by July (usually 2 sub-levels)

Member of staff	Objective focused on writing	Performance criteria	Evidence	CPD and support
<p>Deputy head</p>	<p>To review and improve the pupil progress tracking system ensuring it provides useful information and records for all staff about pupils’ targets and progress in writing.</p>	<p>All teaching staff make effective use of info from the revised tracker to plan teaching, use of resources and deployment of TAs.</p>	<p>Revised tracker populated with accurate and current progress data for all pupils Notes from progress meetings show use Use of tracker info to set groups and plan learning Staff evaluation feedback shows</p>	<p>Meeting time with SL Literacy for planning Staff meeting time with all staff Visit to network school to discuss their tracker system Coaching support from HT Attendance at network</p>

Member of staff	Objective focused on writing	Performance criteria	Evidence	CPD and support
Subject Leader Literacy (TLR)	To monitor, moderate and improve standards in writing and to engage and support all staff in professional learning activities to improve the development of pupils' writing skills.	Accurate evaluation of standards in writing throughout the school used as a starting point for a clear development plan to improve the development writing skills and attainment.	confidence and competent in use of tracker Monitoring file Notes from moderation activities Teachers' planning extracts Agendas from professional learning sessions Evaluation and feedback from professional learning sessions SEF information Subject development plan Review of progress towards implementation of SDP	collaborative working sessions on use of data Time to monitor pupils' work, teachers' planning and observe in lessons Opportunities to act as coach to other staff Opportunities to lead joint planning and whole staff professional learning sessions Attendance at 4 day Middle Leader/ TLR Postholder leadership skills development programme Attendance (and support with preparation for) at SLT and Governing Body meetings to present Literacy progress report
Teacher Yr 2/6 (UPS 2)	To lead literacy planning sessions for KS and provide feedback on trialling of new	Literacy planning for all staff in KS promotes new and consistent approaches to the	Teachers' literacy planning Notes from trialling of new strategies	Coaching opportunities with SL Literacy Engagement with whole staff sessions on new

	strategies to develop writing skills.	development of writing skills.	Pupils' views and perceptions Photographic records of activities Display Pupils' work Staff feedback WWW/EBI collected at end of planning sessions	ways to develop writing skills
Teacher (MPG)	To provide rich and varied opportunities across the curriculum for pupils to use the school writing process to develop their writing skills.	Displays of writing across the curriculum demonstrate appropriate and high level age-related writing skills Display in classroom supports pupils in the use of VCOP and the writing process TAs are deployed effectively to intervene and promote the development of writing skills Planning shows differentiated support and opportunities to develop writing skills Scrutiny of pupils 'work shows completed, high quality, 'real audience' writing products	Display Photographs Writing products Pupil's work Teachers' planning Resources (eg story sacks) Notes or DVD of pupils' perceptions of their writing skills and experiences Parental feedback	Whole staff professional learning sessions on new approaches to the development of writing skills Joint planning sessions with experienced teachers/ SL Literacy Engagement with moderation activities Involvement with professional learning on using the pupil progress tracker to gain information about targets and progress Feedback and coaching from classroom observations by SL Literacy
	To provide rich and	Classroom environment	Display	Whole staff professional

<p>EY teacher (MPG)</p>	<p>varied opportunities for emergent and early writing activities.</p>	<p>provides varied role play and engaging activities and experiences to promote positive attitudes to writing All pupils engage with daily phonics session</p>	<p>Photographs Writing products Pupil's work Teachers' planning Resources (eg story sacks) Notes or DVD of pupils' perceptions of their writing skills and experiences Parental feedback</p>	<p>learning sessions on new approaches to the development of writing skills Joint planning sessions with experienced teachers/ SL Literacy Engagement with moderation activities Involvement with professional learning on using the pupil progress tracker to gain information about targets and progress Feedback and coaching from classroom observations by SL Literacy</p>
<p>Higher Level Teaching Assistant (KS1)</p>	<p>To plan, prepare and deliver activities to develop and extend the writing skills of identified groups of pupils.</p>	<p>Planning shows differentiated support and opportunities to develop writing skills Scrutiny of pupils 'work shows completed, high quality, 'real audience' writing products Identified groups make good progress and gains</p>	<p>Display Photographs Writing products Pupil's work HLTA's planning Resources (eg story sacks) Notes or DVD of pupils' perceptions of their writing skills and</p>	<p>Whole staff professional learning sessions on new approaches to the development of writing skills Joint planning sessions with experienced teachers/ SL Literacy Engagement with moderation activities</p>

		in learning.	experiences Parental feedback	Involvement with professional learning on using the pupil progress tracker to gain information about targets and progress Feedback and coaching from classroom observations by SL Literacy
Teaching Assistant	To support the development of writing skills for identified groups and individuals, in line with teachers planning through specific interventions.	Evaluations of group activities and interventions. Feedback provided to teacher on achievement and progress of individuals and groups. Preparation and application of appropriate resources. Evidence on pupils' work and outcomes of differentiated support.	Additional notes added to teacher's planning. Feedback and assessment – post-its. Classroom observation. Pupils' views. Notes in home-school log book support learning and progress of individual pupils.	Whole staff professional learning sessions on new approaches to the development of writing skills Joint planning sessions with experienced teachers/ SL Literacy/ HLTA Engagement with moderation activities Involvement with professional learning on using the pupil progress tracker to gain information about targets and progress Feedback and coaching from classroom observations by SL

				Literacy/ HLTA
Learning Mentor	To identify strategies for individual pupils to increase their engagement with literacy class work and homework.	Identified pupils have clear action plans to improve their engagement with learning activities for writing in and beyond the classroom.	Individual plans Feedback from teachers Feedback from pupils Feedback from parents Support timetable Notes from support activities	LA Learning Mentor SWIS modules Coaching from KS co-ordinators
Administrator	To complete data entry to support the electronic recording and reporting of pupil progress in writing skills.	Tracking records are accurate, complete and up to date. Reports are generated accurately and on time.	Tracking records Reports Teacher feedback Parent responses and feedback	MIS training from previously trained administrators.
Kitchen manager	To ensure weekly/daily information about school meals is displayed for all pupils.	Information is relevant, current and age appropriate. Displays are attractive and interactive.	Photographs of previous displays Details of pupils' responses	Joint planning with KS co-ordinators termly to identify ideas and support for display – text and visual material