



**School B:** Bigtown Secondary – a large 8 form entry secondary school with 6<sup>th</sup> form – Case study for performance management

**School priority:** To embed assessment for learning and learn to learn skills across the curriculum for all year groups

**Context:** The school achieves good results at KS3, GCSE and with A Levels, IB and vocational programmes. The focus on learn to learn skills and formative assessment is to provide a opportunities to develop a clear skill progression from Yr 7 to Yr 13. Considerable input has already been completed on assessment and the focus now is on changing the classroom practice to embed effective learning skills.

**Performance management objectives based on the school’s priority for A4L and L2L skills**

**Whole school target:** all pupils (100%) make at least expected progress using FFT D targets and can provide a portfolio of evidence to demonstrate progression in key skills acquisition.

Member of staff	Objective focused on A4L/ L2L	Performance criteria	Evidence	CPD and support
<b>Deputy Headteacher</b>	Design, develop and implement a skill tracking system throughout the school.	Effective and efficient skill tracking system designed and developed.	Skill tracker continually used to provide up to date student records. Notes from Subject and	Visits to other schools Attendance at learning network meetings focussed on skill

		All subject teams using the skills assessment confident and competent to update tracking information. All subject teams using information to plan student learning.	Year meetings show leaders have monitored usage. Half-termly student skills progress reports.	development and progression Subscription to professional magazine and online resources Coaching support from Headteacher Coach to Assistant Headteacher
<b>Assistant Headteacher</b>	Work with Subject Leaders (Sc and Ma) and Year Leaders (8 and 9) to support and challenge them as they develop and embed skills assessment and tracking	All staff in subject and year team are confident and competent in skill assessment and tracking. All lessons provide opportunities to develop and assess skills for learning	Notes from subject and year team meetings SoW and short-term planning Completed skills tracker Feedback from staff Feedback from students Photographic evidence of skills development activities Notes from classroom observations provide description and evaluation of skills development activities	Management time to complete classroom visits Attendance at learning network group looking at student voice Participation in NCSL Leadership Pathways Programme Coaching support from Deputy Headteacher Coach to SL Science

<p><b>Subject Leader Science</b></p>	<p>Ensure all members of the science team provide high quality opportunities for students to develop A4L and L2 skills in their lesson</p>	<p>All members of the team are competent and confident to update the skills tracker and to use the information to plan challenging and exciting learning activities to develop A4L and L2L skills All lessons provide opportunities to develop and assess skills for learning</p>	<p>Notes from team meetings showing trialling and feedback of skills development activities Lesson planning Student work Student feedback Notes from classroom observations Display Video</p>	<p>Time for science team meetings Management time to observe lessons and give feedback to staff Management time to complete student interviews and give feedback in team meetings Participation in Middle Leader 4 Day programme offered by LA Coaching support from Assistant Headteacher (line manager) Attendance at LA science network Coach to members of science team</p>
<p><b>TLR 1 Science</b></p>	<p>Design and provide resources for subject team to assess and develop L2L and A4L skills in science.</p>	<p>All classroom practitioners use age and subject appropriate learning resources to develop and assess A4L and L2L skills in science</p>	<p>Learning resources Lesson plans Notes from classroom observations Scrutiny of student work Display Student feedback Photographic evidence Completed skills tracker</p>	<p>Attendance at LA science network Subscription to ASE website and magazine International study visit (funded by British Council) to Sweden to look at learning skills</p>

<p><b>TLR 2 Science</b></p>	<p>Work with whole school collaborative group to design, plan and manage the provision of a skills development day for each year group 7 - 11</p>	<p>Each whole school skills day includes science activities to challenge and excite students and contribute to the development of A4L and L2L skills fro all students.</p>	<p>Planning and programme for each year group's skills day Photographic and video evidence Student and staff feedback Assessment and tracking information</p>	<p>Attendance at whole school collaborative group meetings to plan skills days Coaching and support from TLR 1 Time with AST from specialist science college in LA Acting as coach to Science Technician</p>
<p><b>MS Teacher</b></p>	<p>Ensure that all students are provided with opportunities to develop A4L and L2L skills in my lessons</p>	<p>All lessons include opportunities and activities to develop and assess L2L skills. Skills tracker records and targets students' skills Information from the tracker is used to plan learning for all teaching groups</p>	<p>Lesson planning Notes from classroom observations Student feedback Scrutiny of student work Display Photographic evidence</p>	<p>Science team meetings with opportunities to trial and feedback on the use of science learning resources to develop A4L and L2L skills Feedback from SL/ TLR on classroom performance</p>
<p><b>Teaching Assistant (Scale 4)</b></p>	<p>Collaborate with teachers to ensure that all students are given opportunities in groups to assess and develop</p>	<p>All group activities and learning interventions planned and delivered include opportunities and activities to develop</p>	<p>Lesson planning Notes from classroom observations Student feedback Scrutiny of student work</p>	<p>Attendance and participation in science team meetings Coaching support from MS teacher</p>

	their A4L and L2L skills.	and assess learning skills. Observation and assessment information is included in the student tracking system.	Display Photographic evidence	Coaching support from TA team leader
<b>Science Technician</b>	Collaborate with teachers and TAs to provide resources and equipment to promote the development of practical skills for learning in science	Equipment and resources are punctually and well prepared to support the provision of practical learning activities Teachers and TAs planning is shared with the Technician well in advance	Notes from classroom observations Photographs Display Feedback from students Feedback from staff	Half-termly meeting with SL science to share planning. Attendance at science team meetings Coaching support from TLR 2