PDM1: Introducing the ISP in school

and setting curricular targets for the first half-term
The purpose of the Intensifying Support Programme (ISP) booklets

These booklets are designed to support schools in setting up a school improvement programme that draws together the strands of raising standards and improving teaching and learning.

Context
These materials have been produced as part of the ISP pilot. This programme aims to work in partnership with schools and LEAs and to coordinate support.

The four key themes running through the ISP and providing the focus for the work are:

- raising standards and accelerating progress;
- improving the quality of teaching and learning;
- improving the conditions for learning;
- developing the school as a professional learning community.

These booklets have been produced separately for all schools so that they can be part of their school improvement materials. They provide suggestions for a sequence of Professional Development Meetings (PDMs).

All the materials included and referred to are available on the CD-ROM that accompanies the video pack (DfES 0040-2004) and in the ISP section on the Primary Strategy website (www.standards.dfes.gov.uk/primary).
The seven booklets cover the key areas of the programme and are designed for use by schools to support the school improvement cycle of audit, plan action and review.

**The PDMs**

The PDMs are timetabled half-termly staff meetings that introduce the focus for the half-term and review previous work.

In the pilot the PDMs were an effective mechanism for improving teaching and raising standards because:

- their regularity kept the programme as high profile and attendance was expected from all staff;
- the priority for each meeting was linked to the half-termly priorities on the RAP, which also identified the linked monitoring and support;
- they followed the same agenda each time:
  - introducing the half-term literacy and mathematics curricular targets;
  - introducing the teaching and learning focuses for the meeting and linking them to the key themes;
- the emphasis on professional discussion and the use of individual development plans (IDPs) supported staff to reflect on progress since the last meeting and current practice, to set individual short-term targets and to extend opportunities for professional dialogue among all staff.

**Notes to the presenter**

- The prompts on this booklet are intended as possible examples of topics for the PDM. You will want to make decisions about the focus and content of the session and adapt it according to the development of individual schools.
- The booklet is written to be used with a school staff but the PDM should be led either by a consultant or by a member of the SMT.
- As you present the session, keep the key messages in mind so that participants leave the training with a clear understanding of where they need to focus their development over the coming half-term.
- Record relevant contributions on a flipchart as you work through the session so that participants can use these prompts when they complete their IDP towards the end of the meeting. You may wish to divide the flipchart into three sections to cover Teaching strategies, Conditions for learning, the Professional learning community.
- The PDMs are written so that they include input, activities and discussion. It is worth including practical examples or video sequences in the training.
- As you take participants through this session, note staff who are confident in this area and could share their expertise by, for example, supporting colleagues in school. Also note staff who are less confident and who may need more focused support over the half-term.
- Curricular targets – for each PDM prepare layered target sheets for literacy and for mathematics with one target for each year group. Decide if you or the staff will add a ‘child-friendly’ version of targets to the sheets. See Resources list in the booklet for details of the PNS literacy and mathematics targets.
- Teaching strategies – you will need to prepare activities and identify video extracts for this section.
Before the first PDM it is important that some initial work has been done in school to set up the programme (see booklet introducing the Intensifying Support Programme).

### Agenda for PDM 1: Introducing the programme and setting curricular targets for the first half-term

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
<th>Time</th>
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<tbody>
<tr>
<td>1</td>
<td>Introduction by the headteacher – key messages: the aims, rationale and principles underpinning the ISP and intended outcomes and key themes.</td>
<td>10 mins</td>
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<tr>
<td>2</td>
<td>Focus on key theme: raising standards and accelerating progress – introduction to setting half-termly curricular targets in each class.</td>
<td>30 mins</td>
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<tr>
<td>3</td>
<td>Identify priorities for school action for the first half-term for each of the four themes.</td>
<td>10 mins</td>
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<tr>
<td>4</td>
<td>Identify targets and complete IDP, noting actions for the next meeting. Clarification of the pattern of meetings and timetable for the planned programme over the term.</td>
<td>10 mins</td>
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Note: The materials are written for one staff meeting lasting one hour. Timings are very tight. Many schools in the pilot covered the materials in two meetings, the first focusing on the curricular target setting and achievement and the second on the teaching and learning issues.
1 Introduction by the headteacher

Notes
These notes are for guidance only and it is expected that schools will choose from what is suggested and adapt materials to meet their own needs. These notes are written to be appropriate for the whole school, although for the Foundation Stage it is important to think of activities rather than lessons.

By the end of the meeting all staff should:
- feel that their professionalism is valued, their expertise and knowledge of the school’s context is recognised, and that this is a programme that is about working together;
- understand the outline of the ISP school improvement programme and see the four key themes as fundamental to its rationale;
- be clear about their agreed action points from this PDM and be confident about what they have to accomplish before the next PDM.

Headteacher reminds staff that this is the key school improvement programme for the term/year and clarifies that the aim is to raise standards and improve teaching and learning within a culture of professional dialogue.

The programme is part of the Primary National Strategy, ‘Excellence and Enjoyment’, and builds on the work of the NLS and NNS and established school improvement practice.

The programme gives staff the opportunity to share what they know about effective practice, to try things out and reflect on what they have achieved and where they need to go next. It contributes to whole-school self-evaluation.

The four key themes, which run through the programme are:
- raising standards and accelerating progress;
- improving the quality of teaching and learning;
- improving the conditions for learning;
- developing the school as a professional learning community.

These key themes are based on school improvement practice in successful schools.

The programme design involves the school in establishing priorities from an initial audit from the RAP for the term/half-term.

Each half-term there are one (or two) PDMs where staff:
- agree and set curricular targets for their class for the half-term;
- consider an aspect of teaching, and how to use it most effectively in teaching literacy and mathematics;
- review the children’s progress against targets set for the previous half-term;
- identify their own actions for the next half-term using an IDP. See Section 4 for further information about the IDP.

The school’s plans for support and monitoring will be linked to the ISP priorities.
# Raising standards and accelerating progress

<table>
<thead>
<tr>
<th>Introducing the key theme: Raising standards and accelerating progress</th>
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<tbody>
<tr>
<td><strong>The curricular target-setting process</strong></td>
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<tr>
<td>The key aim of the programme is to raise attainment and in order to do this the school will need to make sure that the children make accelerated progress through the school.</td>
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<td>The programme aims to achieve this through setting curricular targets, assessing progress and targeting support on underachieving groups.</td>
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<td>Note: If the school is not familiar with curricular target setting it would be worth allocating a whole meeting to this topic. There is some further information in the booklet Introducing the Intensifying Support Programme, and on the CD-ROM in the Section 2 Case Study on raising standards and accelerating progress.</td>
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<tr>
<td>Curricular targets: key points</td>
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<tr>
<td>• From auditing attainment, the school has identified key areas to improve in literacy and mathematics – these will be the whole-school curricular targets.</td>
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<td>• These targets will be broken down into small-layered targets for each half-term for each class.</td>
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<td>• Each teacher identifies in his or her planning where his or her teaching addresses the target and assesses class progress towards the target.</td>
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<td>• A programme of support is planned from the literacy and mathematics coordinators, and/or from the LEA literacy consultant and numeracy consultant.</td>
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<td>• Monitoring will be linked to following up class targets through work sampling, and teachers’ and children’s self-evaluation of progress.</td>
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<td><em>Activity:</em> Ask participants, in pairs, to refer to a class list with assessment data and to identify their target group. One approach is to divide their class into four ability groups: above average, average, below average, children with identified SEN. The target group will probably be the below average group.</td>
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<tr>
<td>Encourage teachers to try to think of this group, not in terms of National Curriculum levels, but as those children who are not accessing the NLS/NNS objectives for their year group.</td>
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<td>Suggest that each half-term each teacher will want to aim for all the children (apart from those with specified SEN that might preclude them from achieving national expectations) to be working towards achieving the target and working at age-related expectations. This will ensure that all children are making good progress through the school.</td>
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<td>Remind staff that they will need to identify their target group in the next week and to be monitoring this group’s progress towards the targets.</td>
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<tr>
<td>Introduce the school literacy and mathematics targets for this half-term layered down for each class from the NLS and NNS target statements (not more than one reading, one writing and one mathematics target). See Resources list near the end of this booklet.</td>
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<tr>
<td>Give participants a few moments to discuss, in year groups, what children can achieve in this area currently and what they will need to know to achieve the target. Lead discussion, with literacy and mathematics coordinators, around key subject knowledge for teaching the targets.</td>
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<tr>
<td>Suggest that participants begin to identify what it will be most important to teach to help the target group achieve the target and when, linked to their planning, they will teach this over the next half-term. Suggest they follow this up on joint planning meetings.</td>
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<tr>
<td>It is important here to identify any staff who feel less secure teaching this aspect, how they will be supported (through the staff meeting, coordinator, consultant) and how progress towards the target will be monitored.</td>
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Identify the school’s priorities for each of the key themes

This section of the meeting will introduce staff to the other key themes and to priorities for action this half-term. For further details of the key themes see booklet Introducing the Intensifying Support Programme.

There may only be time in the meeting to introduce the theme of improving the quality of teaching and learning, in which case you may want just to indicate what is covered by the key themes on improving the conditions for learning and developing the school as a learning community as these themes will be referred to in later PDMs.

Improving the quality of teaching and learning

NLS, NNS and the Primary Strategy are all predicated on linking improving teaching to raising standards. The ISP builds on this to give teaching and learning focus a high profile throughout.

Each half-term, when literacy and mathematics targets are identified, a teaching strategy will be identified for teachers to focus on. The half-terminly PDMs will focus on this teaching strategy (which will be differentiated according to need and experience) and teachers will have the chance to try out and refine their use of the strategy during the following half-term, particularly linking it to literacy and mathematics targets.

Evidence from improving teaching programmes emphasises that teachers benefit from having opportunities to discuss their teaching, receive feedback, try out new strategies and reflect on how effective those strategies were. This programme builds in opportunities for teachers to plan together and observe each other teaching. Monitoring and support for the programme will come from observations from and co-teaching with primary consultants and coordinators, and from teaching observation focusing on an identified teaching strategy and teachers’ self-evaluation.

Teaching and learning strategies identified for focus are:

- sharing objectives;
- questioning;
- modelling and demonstrating;
- problem solving and investigating.

Activity: Ask participants to discuss briefly, in pairs, their most secure teaching and learning strategies.

Improving the conditions for learning

For teaching to be as effective as possible it is important that it is well supported by:

- a secure and rich learning environment;
- good use of teaching resources;
- effective ways of working with additional adults in the classroom;
- established and secure systems for managing children’s behaviour.

As part of the programme, there will be opportunities to discuss and agree specific aspects of the conditions for learning and to ensure that whole-school policy and practice is developed in order to provide progression, consistency and cohesion in teaching and learning across the school.

Activity: Ask participants to think about and discuss the conditions for learning in the school and their class and identify some points for development. Note these as areas to develop over the programme.

Identify quickly one or two areas for immediate action and note these on the action plan or a flipchart as possible points of development over the next half-term.
Introducing the key theme: Developing the school as a professional learning community

Developing the school as a professional learning community

Key feature of effective schools are that:
• expectations are high and children are confident that they can achieve;
• key features of learning and what children can achieve are shared with the children, their parents and carers;
• the school sees itself as a learning institution with opportunities for the whole community to continue to learn.

The aim of the programme is to work with the school to develop the school’s agenda to ensure that it focuses on learning. The programme includes children, staff and carers.

Activity: Ask participants to think about and discuss the school and their class as a learning community and identify some points for development. Note these as possible areas to develop over the programme.

Identify quickly one or two areas for immediate action and add these to the action plan or a flipchart as possible points of development over the next half-term.

Action planning

At the end of each meeting allow time for staff to reflect on their implementation of the curricular targets for the half-term and their teaching strategies and record these on their IDP.

• The IDP (or another similar form) is the mechanism used for staff to record their planned curricular and teaching targets for the half-term. This needs to be a simple record that staff can use to remind themselves of their planned actions.

• The IDP needs to have headings that cover the four key themes – and staff need to indicate actions against the curricular targets and teaching and learning. The other two themes are optional, although in the pilot ISP schools, teachers found considering the conditions for learning, and particularly displaying the class targets, very successful areas. (See PDMs for examples of the IDPs.)

• Teachers use their completed IDP at the next PDM as the basis for discussion about what they have achieved. It also contributes to the school monitoring of the RAP actions.

• Schools will want to add their own priorities to the various themes as the programme develops.

• At the end of each meeting it is important that staff are clear about:
  - their literacy and mathematics curricular targets;
  - their teaching focus for the next half-term, including related issues around the conditions for learning;
  - any support they will receive from the consultants, or coordinators;
  - how/who to ask for specific support if needed;
  - monitoring procedures and evaluation criteria and timescale;
  - the date and focus for the next meeting.

Resources

Pupil-tracking information
NLS target statements and NNS key objectives
(see the website www.standards.dfes.gov.uk/primary and CD-ROM ISP Appendices 2 and 3)
Curriculum Guidance for the Foundation Stage
Examples of positive behaviour prompts – ‘You are entering a positive language zone’
Independent process prompts – ‘We can find help by …’, ‘When I’m stuck I can …’
Teaching and learning prompts – vocabulary table mats, story openings mats; mathematics problem-solving scaffolding sheets; spelling families
NB: NLS and NNS resources are available on the DfES literacy and numeracy websites (standards.dfes.gov.uk)
4 Identify targets and complete the IDP

Each teacher is to agree an outcome for the four key themes for this half-term and set them as targets on his or her IDP. These IDP targets need to relate to the curricular targets and teaching strategies that are being explored.

Possible format for the IDP

<p>| Focus of PDM: Introducing ISP in school | Date of meeting: | Class: |</p>
<table>
<thead>
<tr>
<th>Targets</th>
<th>Literacy</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>School target(s):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class target(s):</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Focus</th>
<th>Outcome(s)</th>
<th>Action(s) and comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Raising standards and accelerating progress Curricular targets introduced</td>
<td>Class target group and teaching focus identified Children work towards targets</td>
<td></td>
</tr>
<tr>
<td>Improving the quality of teaching and learning: introducing ISP in school</td>
<td>Teachers identify teaching strategies they feel more or less secure with</td>
<td></td>
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<tr>
<td>Improving the conditions for learning Resources Learning environment</td>
<td>Resources organised for teaching Classroom display supports teaching and learning focus</td>
<td></td>
</tr>
<tr>
<td>Developing the learning community Parents and children informed about programme</td>
<td>Children know the class target, what they have achieved and how well they are doing</td>
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</table>