St Edward's Investors in Pupils Action Plan 2015/2016

Targets	Evidence	What this means in practice (plan, do, review)	Outcomes and Impact
Vision statements To create class/group statements which are developed by its members and define its aims.	• Pupils and adults have agreed a joint vision for what they would like their class/group to be like. • Pupils can describe how the class vision is supported by class/group targets and personal targets.	• All members contribute and commit to the vision statement. All class members sign a statement. • Vision statements may be in the form of a declaration, promise, contract or charter for all members to see. • Vision statements should be displayed and reviewed regularly	**Effectiveness of leadership and management** - leaders and governors have created a culture of high expectations, aspirations and scholastic excellence in which the highest achievement in academic and vocational work is recognised as vitally important. **Personal development, behaviour and welfare - Pupil Voice –** pupils feel empowered and take ownership over their targets.

Class/group targets			
Class/group targets Pupils create targets which are developed by the members of each class/ group.	• A process for developing class/group targets is agreed with pupils. • Class/group targets address one of the five areas of Investors in Pupils, where appropriate. • Members have agreed how class/group targets will be recorded, displayed or shared. • Class/group targets are reviewed and changed regularly. • Achievement of class/group targets is recognised/rewarded. • Pupils can describe examples of successful and unsuccessful class/ group targets and the reasons for this. class/group targets. • Pupils can explain how they contribute to targets.	• Pupils are supported to ensure class/group targets are clear, specific, measurable, achievable, relevant and time-based (SMART). • Pupils decide as a group which of the 5 areas they want to focus on. • Pupils can choose themes for target boards and decide how boards can demonstrate progress. Pupils may want to take a team photograph and display pictures of the reward to motivate members. Class/group targets are reviewed and members agree how frequently targets achieved throughout the year. • Staff keep a record/log of class targets	**Quality of teaching, learning and assessment** - pupils' views of the work they have undertaken, what they have learned from it and their experience of teaching and learning over time. **Personal development, behaviour and welfare** - views different groups of pupils express, their experience of others' behaviour and attitudes towards them and their understanding of the importance of such attributes in school and adult life.

Individual targets			
Individual targets All pupils have identified and agreed a **personal target** with a staff member.	• A process for developing personal targets is agreed with pupils. • Personal targets may be noncurricular based. • Members have agreed how personal targets will be recorded, displayed or shared. • Personal targets are reviewed regularly. • Achievement of personal targets is recognised and rewarded. • Pupils can describe examples of successful and unsuccessful personal targets and the reasons for this.	• Pupils are supported to ensure personal targets are clear, specific, measurable, achievable, relevant and time-based (SMART). • Pupils are offered support to help them prioritise which area of Investors in Pupils they want/need to focus on. • Pupils can choose themes for target boards and decide how boards can demonstrate progress. Pupils agree whether they want to be identified by name/ photograph or remain anonymous. Pupils may prefer to record targets in planners and discuss progress with staff/circle time. • Members agree how frequently class/group targets are reviewed e.g. every half term. • Adults may also decide to set themselves a personal target as well. • Staff keep a log or record of pupils personal targets achieved throughout the year.	**Quality of teaching, learning and assessment** - pupils' views of the work they have undertaken, what they have learned from it and their experience of teaching and learning over time. **Personal development, behaviour and welfare - Pupil Voice** Pupils feel empowered and take ownership over their targets.

| Rewards | Pupils to negotiate **rewards** and ways to **recognise success**. | • Pupils voice has influenced the existing reward system in school.
• Pupils have reviewed what works and what does not work. Pupils have identified which approaches motivate members to achieve and suggested new or alternative ways to recognise and reward achievement of Investors in Pupils targets.
• Pupils can give examples of how their class/group/personal target has been rewarded or recognised for targets. achieving class/group and personal | • Raise motivation to achieve class/group targets by creating competitions between classes or tutor groups and rewarding the winning class/ group and/or most improved class/group.
• For personal targets, pupils need to negotiate
• Pupils need to decide what happens when members of the class/group do not meet their personal targets.
• Staff need to support pupils to review on a regular basis whether the rewards and incentives they have used are working.
• Suggest ways in which rewards can be motivating including looking at other classes or schools. | **Quality of teaching, learning and assessment** - pupils' views of the work they have undertaken, what they have learned from it and their experience of teaching and learning over time
Personal development, behaviour and welfare - views different groups of pupils express, their experience of others' behaviour and attitudes towards them, and their understanding of the importance of such attributes in school and adult life |

| **Induction**

All new pupils, staff and visitors have an effective **induction** to classes | • The school has an induction policy for all new pupils and members of staff.
• Each class/group has developed induction materials to welcome new members (pupils/staff/visitors).
• New staff members/pupils can describe a positive 'induction' to the class.
• New class members can describe the class/ group vision and process for setting targets. | • One of the first class/group targets is to create an effective induction booklet/pack/ DVD or presentation for new members.
• Group members agree on aims of an induction pack/booklet.
• Group members discuss and agree the most appropriate content, format and style of the induction materials with supporting adult /teacher.
• Group members decide and agree a list of tasks which pupils will do, what and by when.
• Induction materials are trialled on new members of staff, pupils and parents. Pupils review or amendments are necessary. | **Effectiveness of leadership and management**
Leaders and governors have created a culture of high expectations, aspirations and scholastic excellence in which the highest achievement in academic and vocational work is recognised as vitally important.

Personal development, behaviour and welfare
New members of staff, visitors and new pupils are welcomed into the school and are confident with the rules and routines. Pupils feel they have a voice that is listened to. |

Staff Development			Effectiveness of leadership and management
Pupils can describe how the **development of supporting adults** has a positive impact on pupils, staff and the school community.	• Pupils can describe how supporting adults continually undergo training and how this benefits the class or group.	• Pupils understand the concept of lifelong learning. • Pupils have the opportunity to reflect and review whether new strategies or approaches, new policies or school council structure are working or if they could be improved. • Staff share with pupils what training they have – this could be done in class and assemblies. • Pupils and parents are able to approach relevant teachers, subject leaders and SLT members to seek advice.	Leaders and governors have created a culture of high expectations, aspirations and scholastic excellence in which the highest achievement in academic and vocational work is recognised as vitally important **Overall Effectiveness** How well leaders ensure that the school has motivated, respected and effective teaching staff to deliver high quality education for all pupils. Deliver challenging and exciting lessons, raise attainment and achieve accelerated progress.

Individual Needs	· Pupils understand how everyone learns differently. · Pupils can explain how and why there are different levels of support for learners. · Pupils can describe how supporting adults have helped them to reach their full potential.	· Staff plan lessons to respond to the needs of the class/group members. · Pupils are aware of each other's different needs and support each other with tasks and activities. · Staff review individual needs and support strategies with individual pupils. · Staff may use class/group discussions or circle time to explore these issues. · Pupils need the opportunity to regularly review whether their individual learning needs are being met.	**Quality of teaching, learning and assessment** Pupils' views of the work they have undertaken, what they have learned from it and their experience of teaching and learning over time is valued. **Pupil Outcomes -** all children receive the appropriate support, achieve and make progress. **Spiritual, moral, social and cultural development** Celebrate cultural diversity and develop SMSC throughout the school.
Class members understand that every pupil is unique and receives support to meet their **individual needs.**			

Staff Contribution			
Pupils understand the different **roles and responsibilities of supporting adults** and how they contribute to their learning and help them to achieve.	• Pupils understand and can describe the roles and responsibilities of different members of staff (teaching and support), Governors and parents. • Pupils understand and can describe how different adults and staff members support their individual, personal and social development. • Parents/carers understand their role in supporting their children to reach their targets.	• Staff share staffing structure with their class/group and agree with staff members what the group would like to and need to learn more about. • Pupils decide how they want to find out more e.g. write letter to invite in to class, interview, create job description or film a group discussion with staff members. • Pupils record findings and share with other classes e.g. assembly, display or include in induction booklet. • Staff jointly review this process on an annual basis with pupils to ensure pupils understand how different adults can support them with different aspects of school life. • The school informs parents about Investors in Pupils through newsletters, website, displays, etc. • Staff review Investors in Pupils targets at parents evenings and send home regularly.	**Effectiveness of leadership and management** Leaders and governors have created a culture of high expectations, aspirations and scholastic excellence in which the highest achievement in academic and vocational work is recognised as vitally important. Parents have an active role in assisting their child's learning and development through staff intervention. **Personal development, behaviour and welfare** The schools' engagement with parents, carers and employers helps them to understand how children and learners are doing in relation to the standards and behaviour expected and what they need to do to improve on.

Individual Roles			
Pupils understand their **individual roles and responsibilities** in the class/group and the contribution they make to the school community.	• Pupils are committed to the class/group vision. • Pupils are involved in reviewing school behaviour policy and class rules. • Pupils can describe their role in meeting class/group targets and how they support others to meet class/group targets. • Pupils can describe how they make a contribution to the school community.	• Classes/groups decide to produce job descriptions for all class members roles e.g. energy monitor. Class/group members understand the concept of being a positive role model and representing their school. Pupils can describe the characteristics of a model/ ideal pupil e.g. friendly, considerate, respectful, motivated etc. • Pupils may share examples of how they respect their school equipment and buildings, turn lights off, recycle materials and don't drop litter. • Pupils may share how they are kind and supportive to younger members of the school, reported bullying or volunteer to help on school open days.	**Effectiveness of leadership and management** Leaders and governors promote all forms of equality and foster greater understanding of and respect for people of all faiths (and those of no faith), races, genders, ages, disability and sexual orientations (and other groups with protected characteristics), through their words, actions and influence within the school and more widely in the community. **SMSC development of pupils at the school** Celebrate the cultural diversity of the school and British Values through a range of events. **Personal development, behaviour and welfare** Provide and encourage a pupil voice that is listened to and valued. Peer mediators in Upper KS2.

Pupil Opportunities	Pupils can describe how class/ year and school councillors are elected.	Pupils have been involved in deciding which additional roles and responsibilities pupils could take on.	Effectiveness of leadership and management - Leaders and governors have created a culture of high expectations, aspirations and scholastic excellence in which the highest achievement in academic and vocational work is recognised as vitally important.
All pupils have the opportunity to take on **additional roles and responsibilities** in the school.	Pupils report that elections are fair and can describe benefits of an effective school council Pupils can list other positions or roles with additional responsibilities in the classroom or school.	Pupils have roles in learning through evaluation and review of the school curriculum, learning practice, and/or teaching practice.	Student Council is further strengthened through formalised minutes of meetings and SLT agenda.
	Pupils can describe how they contribute to learning and teaching review and practice. The majority of pupils report having taken on an additional time at the school. responsibility/role during their	Class/group roles may include "Investors in Pupils Representatives" that support staff by having responsibility for displays, target boards, induction booklets and motivating class/group members.	**Personal development, behaviour and welfare** The schools' engagement with parents, carers and employers helps them to understand how children and learners are doing in relation to the standards expected and what they need to do to improve.
		Other class/group based roles may include energy monitors, register monitors, peer mentors, buddies, etc. Whole school based roles may include head boy/girl, ambassadors, green team, website group, etc.	
		School councillors, school tour guides, anti-bullying ambassadors and suggesting any new posts of responsibility. Staff should involve pupils in reviewing existing roles	**Pupil Voice** Pupils feel empowered and have opportunities to take on additional roles and responsibilities and have a voice.

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Pupil Voice			
Pupil Voice All pupils feel they have the **opportunity to express** their opinions **and have a say** in decisions that affect them.	• Pupils can describe a range of different ways the school seeks their opinions. • Pupils can describe a range of different issues/topics that they have been asked to give their opinion on. • Pupils can describe how they or other pupils have influenced decisions made by the school that affect them. • Pupils can explain how they have shaped their learning.	• Pupils have a regular opportunity to share their ideas, issues or problems with class/form council representatives. • Ideas/thoughts are shared through suggestion/comment/worry boxes or other forms of communication managed by the school council. • Pupils may have used surveys/feedback sheets to find out what pupils think on specific issues e.g. bullying, after school clubs, school meals etc. analysing resulting data to inform decision making. • Pupils may be involved in reviewing their class timetable, the curriculum or undertaking lesson observations. • Pupils may be responsible for writing a page of the school newsletter or a section of the school website.	**Personal development, behaviour and welfare -** the views of different groups of pupils express their experience of others' behaviour and attitudes towards them and their understanding of the importance of such attributes in school and adult life. **Pupil Voice –** children feel confident in voicing their opinions and they have a role in decision making that affects them. Continue to develop a Teaching and Learning Committee to drive the school forward and encourage pupil voice. **Outcome for pupils –** Consider recommendations following pupil survey.

Pupil Feedback			
All pupils feel listened to and effective **feedback strategies** are in place.	• Pupils report receiving feedback on school council minutes from staff or Governors. • Pupils believe class/form council representatives can effectively represent their views. • Pupils feel complaints/comments/suggestions written by pupils in suggestion boxes/complaints book are regularly reviewed and acted upon. • Pupils can describe positive changes that have resulted from taking part in school surveys.	• Schools schedule meetings so that updates and feedback from staff and Governors is quick and up to date. • Class representatives provide regular updates and opportunities for pupils to make suggestions and raise issues. Examples are likely to include suggestions that were taken forward and approved and those that were rejected. Pupils need to understand the decision making process and the reasons why some ideas are not possible. • School council minutes can be uploaded to the schools learning platform, enabling Governors, staff and pupils to access them easily. • Suggestions boxes are regularly checked and how staff/pupils respond to suggestions and feedback to pupils. • Pupils and staff may have developed surveys either paper based or online. Pupils receive feedback on findings and are informed of the changes that will/have taken place as a result of this information.	**Quality of teaching, learning and assessment** Pupils' views of the work they have undertaken, what they have learned from it and their experience of teaching and learning over time. **Pupil Voice and Outcomes** Children are aware of issues in the school and feel confident in expressing their point of view. Feedback is effective and pupils feel that they are listened to.

Budget & Finance	Early Years Foundation	Pupils	Effectiveness

| **Budget & Finance**

Pupils have a **financial understanding** of money, budgeting and resource costs within school. | • Early Years Foundation Stage should have some basic understanding of finance i.e. that resources cost money.
• Key Stage One pupils should know what the everyday items in the classroom cost e.g. pens, pencils, rubbers, rulers. They should also understand that staff get paid.
• Key Stage Two pupils should be able to describe what the annual budget is, main headings and what the majority of the budget is spent on, as well as an understanding of how schools are financed.
• At Secondary school pupils understand that the majority of the school budget is spent on staff salaries.
• Pupils know what the school budget is and how it is made up of various income streams.
• Pupils understand that funding is provided based on pupil numbers on roll, and that some students attract more funding.
• Pupils understand and have experienced | ☐ Pupils learn about the cost and range of resources available to them by pricing up equipment for the school.
☐ Pupils responsible for budgeting for, and choosing, new equipment/furniture etc., to promote greater ownership.
☐ Pupils interview a variety of staff to learn about ways to save money e.g. turning off lights, reusing scrap paper, composting, etc.
School council is assigned a budget,
☐ alternatively budgets can be allocated to classes.
Pupils may be involved in enterprise activities planning events or setting up a school business. that develop their financial understanding e.g. | **Effectiveness of leadership and management** Leaders and governors have created a culture of high expectations, aspirations and scholastic excellence in which the highest achievement in academic and vocational work is recognised as vitally important.

Teaching and Learning
Support in raising Maths attainment and developing lifelong skills for managing money and recording a budget. Preparation for adult life and the world of work.

Personal development, behaviour and welfare
Provide a pupil voice that is listened to and valued. |

	enterprise projects in school.		

Governance			

Governance
 	
Pupils understand the role of **governance.**
	• Pupils should be aware of the role of Governors.
	• Key Stage One pupils should know that Governors do not get paid and that they help the Head teacher make decisions.
	• Key Stage Two pupils need to be aware that there are different types of Governors in school. They also need to be aware of the roles that Governors fulfil such as:
	  ▢ set the overall school budget
	  ▢ help decide the priorities for the school's development plan
	  ▢ deal with complaints about the school
	• Pupils are aware of the different types of Governors.
	• Pupils are aware of the decisions that Governors have made, and why.
		▢ Pupils can prepare questions in advance and ask the Headteacher and Governors
		▢ questions Pupils can demonstrate their knowledge and understanding by creating a display.
		▢ School councils may have planned, and taken part in, fundraising activities for good causes or charities.
		▢ Pupils can meet with Governor/s to learn about their roles and responsibilities. Alternatively, Governors may attend assemblies or meet with back to pupils through class/ form councillors. the school council and school councillors to feed-
			Effectiveness of leadership and management whether leaders and governors have created a culture of high expectations, aspirations and scholastic excellence in which the highest achievement in academic and vocational work is recognised as vitally important.
			
			Outcomes for pupils
			Governors will continue to be effective in strategic decision making