**SUPPORT FOR IMPROVEMENT PLAN**

Stage: Informal (TLA)

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| **SKILLS/BEHAVIOURS TO IMPROVE**  *List the skills, behaviours, duties or actions that need to improve. Be specific.* | **ACTION TO BE TAKEN**  *What steps or actions need to be taken to ensure improvement?* | **HOW THESE ACTIONS WILL BE IMPLEMENTED**  *What will be done to ensure these actions are successfully implemented?* | **DEVELOPMENT OPPORTUNITIES/**  **RESOURCES**  *What training, resources or support are needed to improve?* | **DATE TO BE COMPLETED** | **SUCCESS MEASURE**  *What does improvement look like?* |
| **Resources – too much time spent copying from the board and not actively learning.** | 1. Copying material from the board isn’t a learning opportunity. Make sure starter and main resources are printed and available to students. 2. Make sure you are familiar with the resources and be able to explain clearly to students the expectation. | * Identify one lesson and re-write the resources taking onboard the developments needed – review this with learning coach and HoD * Deliver lesson * Use a lesson/resources refection template to reflect on the impact of changes | * Sign up to the Teacher Toolkit for resources ideas [The Most Influential Education Blog in the UK | TeacherToolkit](https://www.teachertoolkit.co.uk/) * Adapt resources using guidance from [The 10 Best Maths Teaching Resource Websites – Great Maths Teaching Ideas](http://www.greatmathsteachingideas.com/2011/01/16/the-10-best-maths-teaching-resource-websites/) |  |  |
| **Questioning – Questioning was limited and open** | 1. Ensure questions are targeted and avoid “who would like to answer” 2. Use the strategy Pose, pause, pounce and bounce to involve all learners | * Plan questions and students to ask ahead of lesson * Embed the PPPB strategy * Work with the Director of maths on questioning | * Read the attached information from Dylan Williams [7.-Pose-Pause-Pounce-Bounce.pdf (chartered.college)](https://my.chartered.college/wp-content/uploads/2018/10/7.-Pose-Pause-Pounce-Bounce.pdf) * Work with the Directory of Maths |  |  |