

Flagship Criteria

Criteria	Descriptor	Actions to be taken	When will the action be taken?	Who will deliver and monitor this?	Evidence to share with adviser
FS1	Demonstrable plans to sustain and develop inclusive internal practice	<ul style="list-style-type: none"> Time given to Inclusion activity, meetings, information collation and dissemination. Separate Inclusion policy to be written and adopted. 	Regular slot at staff meetings. Sept 13 - policy in place by this date.	MG, DB	<p>A portfolio of evidence might include the following evidence:-</p> <ul style="list-style-type: none"> Detailed plans Meeting notes Flyers and posters Photographs Press releases and magazine articles. Newsletters and other letters Website updates Research documents/reports
FS2	Mechanisms to disseminate and share good practice across the school.	<ul style="list-style-type: none"> Team teaching to take place Observations of lessons. Staff meetings to share good practise - staff to bring examples of good practise they have used. Staff meeting opportunity to follow up CPD - designated time slot in each meeting. 	Sept 13 onwards	MG, JW, DB & all staff	<p>Evaluation outcomes</p>
FS3	Classroom activities that explores inclusive practice.	<ul style="list-style-type: none"> Team teaching to take place Observations of lessons -review proforma to include strengths of teacher. IEP's to include strengths of the child. Staff meetings to share good practise Pupil discussions FSM, SEN, Gifted children Self evaluation from pupils in relation to interventions. Pupil discussion with regards to EAL to minimise any misunderstandings. Exploration of updated Feedback policy and make sure this is embedded. 	Sept 13 onwards	MG, DB	
FS4	Evaluative activities to determine impact of initiatives.	<ul style="list-style-type: none"> Book monitoring - feedback policy implemented Pupil discussions 	Sept 13 onwards	MG, JW, DB	

Flagship Criteria

		<ul style="list-style-type: none"> Classroom observations - AFL Evaluation of interventions in school and their impact with the different groups. 			
FS5*	Writing up findings, publication opportunities, pieces for the IQM website to share with other schools sharing.	<ul style="list-style-type: none"> Feedback and input from staff. Reports written connected to target areas; FSM, SEN, Gifted children Share good practise - Nurture group report, interventions that have been effective in the school. 	Termly reports	MG, DB JW & Key stage Co-ordinators	
FS6	To track the impact that pupil premium has on supporting pupils.	<ul style="list-style-type: none"> Evaluation of interventions in school and their impact with the Ever 6 children. Pupil discussions about the interventions they are involved in. Written reports from staff involved in supporting pupils and Key Stage Managers. 	Termly reports	MG, DB JW & Key stage Co-ordinators	
FS7	To measure the Gifted interventions offered and the impact it is having on those pupils' performances.	<ul style="list-style-type: none"> Evaluation of interventions in school and their impact with the Gifted children. Pupil discussions about the interventions they are involved in. Written reports from staff involved in supporting pupils and Key Stage Managers. 	Termly reports	MG, DB JW & Key stage Co-ordinators	
FS8	To focus on the SEN pupils and evaluate the impact of their interventions.	<ul style="list-style-type: none"> Evaluation of interventions in school and their impact with the SEN children. Evaluation of the impact of SEN children in specific target groups e.g. ASD, Speech and Lang, HI, VI, PD, BSED etc. Pupil discussions about the interventions they are involved in. Written reports from staff involved in supporting pupils and Key Stage Managers. 	Termly reports	MG, DB, JW & Key stage Co-ordinators	

Guidance on criteria

FS1/FS2 Targets to develop inclusive internal practice to be included with plans on how this is to be achieved (approximate length 1 A4 sheet).

FS3/FS4 A brief layout of the activities to be carried out and any changes made to this as the work progresses including an evaluation to determine the impact of initiatives (max 1 A4 sheet for each).

FS5 This section need not be onerous. Schools are required to produce a written report (max 1 A4 sheet) detailing the outcomes of their activities against the targets they set at the outset.