Our aim is to improve student engagement using a SOLO Taxonomy lens focusing on pedagogy to improve task design, provide greater differentiation and improved feedback.

<table>
<thead>
<tr>
<th>Themes</th>
<th>Targeted Groups</th>
<th>How we are going to achieve our targets</th>
<th>Targets we plan to achieve by the end of the year</th>
</tr>
</thead>
</table>
| Focus on Pedagogy | Kersbrook Teaching staff with a view to improve pedagogy, by clearly identifying the student outcomes we wish to enhance, improving task design to allow for a greater range of abilities, more engagement, greater use of ICT and improved differentiation to cater for the multiple year levels in our classrooms. | SOLO Taxonomy texts purchased for all staff  
Agreements made about the publicity and education of students and parents about SOLO in classrooms. Posters, signage, Governing Council and Newsletter.  
Agreements made about the use of symbols and language for student and parent consumption.  
Baseline data collected using the 5 Lyn Sharratt questions using written responses and digital video.  
Pursue Professional development of SOLO Taxonomy to boast teacher interest and spark creativity (make some connections to make a start)  
Develop teacher knowledge of task design using the SOLO lens.  
Teachers make an agreement about what characterises a SOLO inspired task etc.  
Teachers present SOLO inspired unit / work / activity twice in each term to showcase SOLO characteristics.  
Teachers to provide feedback to each other under the headings of the agreed SOLO characteristics.  
Whole school agreements made and documented about the use of SOLO Taxonomy at Kersbrook Primary School | Results from baseline data show a greater use of SOLO Taxonomy language and or reference to SOLO symbols.  
Students show a greater complexity in their knowledge of what learning is from the baseline data.  
Students have a greater range of answers when answering questions about how they know they are learning.  
Students can answer with more confidence and with greater complexity questions about effectiveness of their progress in learning.  
Students will be able to articulate a greater range of strategies for making progress with their work when they are stuck.  
Solo Taxonomy will be featured in the school newsletter each term. |
| Differentiation of learning program for all students. | **Kersbrook students** to make learning visible so they adopt a growth mindset and make well-reasoned decisions about what they are doing, how well it is going and their next steps. They will be able to clearly understand that their learning outcome is the result of effort and strategies rather than luck or fixed ability. |  |  |
| Whole school agreement. | **Kersbrook Parents** with the aim to ensure parents are aware of the Solo Taxonomy approach, engage more with their children’s learning and have a greater awareness of student progress. |  |  |