St Mary Federation
Brancaster, Docking, Sedgeford

St Mary Federation Post Audit Action Plan Autumn 2017

KEY ISSUE 1: Improve the quality of teaching and learning

Task	Success Criteria	Who	monitoring	Cost	Details
PRIORITY 1 **To ensure all teachers always demand enough of pupils and respond quickly when pupils have finished work or have grasped a new concept**	o All staff agreed new expectations –ensure these are high enough (behaviour *and* learning) o Marking policy reviewed o book sharing introduced at all staff meetings, examples of non-negotiables seen with immediate effect – and maintained; cross curricular work; more extended writing; fewer worksheets; improved presentation; all work marked and progress seen as a result o Daily, similar, maths skills sessions implemented in *all* classes and some improvement in speed and recall of facts seen o Child voice heard and actions agreed o Appraisal to include appropriate targets linked to this objective o Coaching, training and dedicated t/l staff meetings implemented for TAs ********** o learning walks, plans and book scrutiny show raised expectations and marking policy implemented o new spelling strategies explored and implemented o shared handwriting style agreed and being taught with a focus on Y1 in particular o Pupil progress meeting shows % of children are making at least good progress. Need figure for strong progress as ch need to catch up.	-SMT to lead, including subject leaders -All staff to be part of reviews and establishment of new procedures -DHs to work with pupils to get pupil voice -Teachers to share message wth TAs -SMT to hold TA meetings and and facilitate TA/staff meetings -EHT – appraisal,	-Staff team to carry out book scrutinies at staff meetings -subject leaders to carry out book scrutinies and monitor teaching and practices -SMT to monitor through pupil voice -Gov to carry out learning works and look at: -Environment -books -Implementation and impact of policies -pupil voice -Named Governors to meet with coordinators to monitor impact and progress, and value for money. Also staff voice EHT - regular monitoring of all areas. Reports of actions, impact and areas for future monitoring to be	-SMT have managed to organise most staff meetings, incl TA meetings for in school time with no release/cover costs As we have budget constraints, we have sourced many free resources – for example, through the handwriting website Staff are coaching TAs and we obtained a schools grant of £1650 which includes training in areas such as mark making, plus cover for TAs to attend, share and implement.	**Review non negotiables:** o professional discussion, come to new, updated Federation agreement with teaching ownership, reinforcing the need for all work to be marked & impact of feedback seen **Establish**: o Expected quantity of work incl extended writing – are we expecting enough? o What and how many worksheets are acceptable? o Shared Presentation expectations across Federation, empowering *all* staff to "reject" work as required, and inviting current children to make suggestions as to how we can improve, ensuring they take ownership o Shared expectations of differentiation, challenge, independence, ensuring rigour and high expectations o Final version of shared federation marking policy and expectations o New monitoring procedures to ensure regular checks and make reports more useful o What we believe constitutes good evidence as getting mixed messages **Review Practices:** o See English and maths plans o Ensure ALL doing daily maths skills; focus on quick recall, applying o Continue same day intervention – are TAs skilled enough? o Continue, and place even more of a focus on, plugging gaps as low down the school as possible. Continue to use QLA to plug gaps. o Review Federation spelling strategies. Which have most impact? Note can't get KS2 expected level if can't do KS1 spellings. o Discuss full focus on handwriting in Y1 so will then only need tweaking as they move up through the school o Relaunch the HT writing awards to inspire more o Get current child voice on what would work for them o Release time organised so coordinators have more time at other schools, without impacting on own classes

Task	Success Criteria	Who	monitoring	Cost	Details
	- children well prepared for SATs with sufficient evidence - basic maths skills further embedded as shown by assessment/monitoring - TA handbook in place ********** - subject co-ordinators having wider knowledge of, and impact on, non-home schools (see below) - this plan successfully implemented - standards rising - monitoring shows key changes embedded and momentum of change maintained - monitoring shows TAs contributing to good progress through good practice - progress -% of children to have made strong progress - the gap between Federation results and National is narrowed		delivered regularly to Governors, using new reporting format.	Appraisal is currently identifying training needs (linked to this plan) for all staff and cost implications will be clearer after this. Quality resources to be purchased – eg "special writing books" –ceiling of £300 set.	- Work with TAs to upskill them –and, with them, develop handbook of good practice, helpful hints. Introduce regular meetings. **Leaders to ensure that:** - Staff have opportunities to visit other schools, share ideas and "benchmark" practice - Moderation continues to be carried out within Federation and cluster but join with wider group of schools for bigger picture - Staff handbook is reviewed again with staff as a reminder of expectations of all staff, and protocols for different occasions. - The key changes made to classroom practice in particular, become embedded and so part of everyday school life - Induction of any new staff is successful – encompasses all new procedures, policies and practices – so that staff "hit the ground running" - Performance management system is used effectively to support these improvements - We maintain the momentum of change – HT monitoring, external visits
PRIORITY 2 **To ensure that the school's marking policy is followed by all staff and helps pupils to improve their work**	- New non negotiables established - marking policy reviewed and shared with *all* staff *all* work marked - progress seen as a result of feedback (self/peer/adult) - rigorous monitoring timetabled into calendar and reported to Governors in new format ********** - feedback consistent across *all* subjects - support staff trained to deliver quality feedback - monitoring shows greater impact of feedback - pupil voice shows feedback is useful in ensuring progress ********** - marking policy is fully implemented across Federation - progress	-SMT/SLs to lead -whole staff team involved -DHs to hear pupil voice and lead resulting actions -teaching staff to work with TAs re indiv class	Staff team to carry out book scrutinies at staff meetings -subject leaders to carry out book scrutinies and monitor teaching and practices -SMT to monitor through pupil voice -Gov to monitor books for implementation and impact of policy; hear staff/pupil voice -EHT regular monitoring of all areas. Reports to	-SMT have managed to organise most staff meetings, incl TA meetings for in school time with no release/cover costs Appraisal is currently identifying training needs (linked to this plan) for all staff and cost implications will be clearer	**Review:** - Marking policy with all staff to reflect current good practice and show shared practices/expectations **Establish:** - Shared/greater depth of understanding as to quantity and quality of marking/feedback (incl self/peer/adult)– support staff incl - How to provide opportunities for feedback to have maximum impact - How best to share next steps with pupils and expected response – share best practice, problems - Role of support staff to maximise impact and training needed to develop skills further - Monitoring procedures **Review Practice:** - Consider introducing weekly foci based on identified next steps eg use of adverbs – to go across all subject areas and at all times (eg lining up for dinner) - How next steps can best be shared with job-share teachers and support staff to have maximum impact **Leaders to ensure that:** - staff have a clear understanding of expectations - children understand their next steps and understand that these

	o more children achieving expected levels o the gap between Federation results and National is narrowed		be delivered to Gov as above	after this.	should be applied across all subjects o monitoring to be undertaken by HT/SMT on a regular basis, successes celebrated, good practice shared, next steps identified
Task	**Success Criteria**	**Who**	**Monitoring**	**Cost**	**Details**
PRIORITY 3 **Ensure teachers make better use of time within lessons and plan work that is not too hard or too easy for pupils**	o coaching/training for TAs in place o learning walks, lesson observations, book scrutinies etc show increased pace/challenge/ differentiation o progress clearly seen within lessons o child voice heard and acted upon o groupings revised; monitoring shows appropriateness o all staff aware of vulnerable and more able children and what provision individuals need o other schools visited and learning shared *********** o pupil voice shows increased engagement, challenge and pace in lessons o learning walks and lesson observations show practices embedding and consistent across Federation o Pupils developing ability to work at speed o Greater quantity of work seen in a lesson. o staff more able to focus reflection about own practice around current need o TAs upskilled as shown in lesson observations o All identified target groups and individuals making accelerated progress o more able children on track for targets ********** o appropriate clubs in place and impact seen o plan completed	-SMT/SLs to lead -whole staff team involved -DHs to hear pupil voice and lead resulting actions -teaching staff to work with TAs re indiv class	-subject leaders to monitor pace, differentiation, teacher/TA balance, pupil engagement and impact Book scrutinies show increased quantity/quality of work -SMT/Gov to monitor pupil voice esp re pace/level/ engagement/ clubs Also staff voice esp knowledge of target ch & role, confidence etc -Named Governors to meet with coordinators to monitor impact and progress EHT - regular monitoring of all areas. Reports of actions, impact and areas for future monitoring to be delivered regularly to Governors,	-SMT have managed to organise most staff meetings, incl TA meetings for in school time with no release/cover costs -SEN support and training will have costs but unknown as yet Staff are coaching TAs and we obtained a schools grant of £1650 which includes training in areas such as mark making, plus cover for TAs to attend, share and implement Clubs should be self-funding Activities may come at a cost to the school. As this is identified, the budget will be scrutinised to	**Establish:** o Who are our current vulnerable and focus children – do support staff know who/why/their role to support them? o A shared and deeper understanding of whether challenge is about reducing complexity and demands or finding alternative paths to the highest level possible – and how the latter can be done o What pupils feel about the pace of lessons and the level of work o How we can best provide suitable challenge? How can we ensure it is genuinely challenging (not just "more")- it is easy to be fooled into thinking something is of a higher level by content (knowledge) rather than the skill/understanding/application required **Review Practice:** o Do we have the best groupings? How can they be improved? o Are we always employing the TAs in the most effective way? How can this be improved? o Staff to share how they find a pace that pushes and creates an atmosphere of driving learning onwards yet allows thinking time – esp with support staff. o Ensure all staff, including support staff, understand that you should not move at the pace of the slowest o What is the best way to share time limits with pupils to encourage speed and resilience? o How can we make transition times even smoother and snappier? o How can we best make sure, where children have specific needs, that instructions are delivered in a manner such that they do not need to be repeated o Encourage staff, including support staff, to be more self-reflective and to specifically evaluate: how did I vary pace in my lesson? What was successful? Or did I have a lot of static, sit down activities that drained learners? How could I have broken them up with relevant activities with more pace changes and movement? Where could I have increased pace and energy and how could I do that in an appropriate way for learning in the future? o Work should be based on what pupils *actually* know, understand and can do – and what they *should* know/ understand/ do – in the small schools in particular, especially where there is a huge upper KS2 SEN bias, we may need to

			using new reporting format. Gov to attend data meetings to monitor progress and standards	see what we can afford. Other sources of funding will be sought eg local sponsorship.	look at the balance o Do all staff, incl support staff, have the confidence to show flexibility within lessons, adjusting as required, quickly changing pace, level, instruction etc in response to need? o Can we make closer links with other schools including Smithdon to support improvement?

	o practice appears to be embedded
	o the gap between Federation results and National is narrowed
	o progress/standards
					Leaders to ensure that
					o SEN advice is brought in as required
					o Staff esp TAs –are upskilled -external courses, regular slots with teachers, immediate feedback etc supporting them to promote independence, challenge, thinking skills etc
					o Staff have opportunities to visit other schools, share ideas and "benchmark" practice
					o Clubs and activities used to raise aspiration and standards
					o At pupil progress meetings we continue to:
					    ➢ Identify children who should be reaching greater depth and plan appropriate opportunities
					    ➢ Identify those whose progress has stalled and plan to overcome barriers
					    ➢ Prioritise support eg where an extra push could help move a child into the next level
					    ➢ Monitor levels of combined subjects and identify target children who are lagging in one area
					    ➢ Set challenging targets

KEY ISSUE 2: To strengthen leadership and management and increase the pace of change across the Federation

Task	Success Criteria	Who	Monitoring	Cost	Details
PRIORITY 1 **To ensure that high expectations are communicated consistently across the federation, are well understood by staff and reflected in day to day practice (learning *and* behaviour)**	• All staff agreed new expectations –ensure these are high enough (behaviour *and* learning) and are implementing • Audit, including expectations a regular agenda item and listed on monitoring forms. All actions from Key Issue 1 being implemented, monitored and impact seen • book sharing introduced at all staff meetings, progress clearly seen and successes shared • SMT meetings rotating round	-SMT to lead, including subject leaders -All staff to be part of reviews and establishment of new procedures -DHs to work with pupils to get pupil voice -Teachers to share message	-Staff team to carry out book scrutinies at staff meetings -subject leaders to carry out book scrutinies and monitor teaching and practices -Gov to carry out learning works and look at: -Environment -books	-SMT have managed to organise most staff meetings, incl TA meetings for in school time with no release/cover costs Appraisal is currently identifying training needs	**Establish:** ➢ Whole Federation staff meetings to address priorities listed in key issue one will enable staff to understand expectations, the reasons for setting these as high as possible and take "ownership" **Review Practices:** ➢ T/L staff meetings for TAs to be implemented to develop their understanding of expectations and their role in improvement ➢ Include expectations and audit plan on all agendas ➢ Ensure regular SMT meetings always have action plan on agenda and are held at different schools ➢ Revisit vision, staff handbook with all staff, including support staff, as a reminder of expectations of all staff, and protocols for different occasions and to help establish a cohesive team all focusing on the same vision ➢ Include this in all monitoring sessions ➢ Staff, including support staff, encouraged to be more

schools enabling wider impact	wth TAs	-Implementation and impact of policies	(linked to this plan) for all staff and cost implications will be clearer after this.

- other schools visited, learning shared and action taken as appropriate

****

- T/L TA staff meetings introduced and TAs begin to further develop knowledge and skills
- Vision and staff handbook revisted and reviewed
- Shared pupil progress meetings implemented, being used to promote high expectations
- Staff share good practice for promoting learning behaviours, share issues and consider solutions
- Subject leaders attending wider group meetings
- learning walks, plans and book scrutiny show raised expectations
- moderation shows we are on a par with other schools

- pupil voice shows increased engagement, challenge and pace in lessons
- All actions from Key Issue 1 being implemented, monitored and impact seen
- All identified target groups and individuals making accelerated progress
- more able children on track for targets

****

- TA handbook devloped and shared with all
- monitoring shows key changes embedded and momentum of change maintained
- Regular, formal procedures in place for year group meetings
- the gap between Federation results and National is narrowed

wth TAs
-SMT to hold TA meetings and and facilitate TA/staff meetings
-EHT – appraisal,

-Implementation and impact of policies
-pupil voice

-Named Governors to meet with coordinators to monitor impact and progress, and value for money. Also staff voice

EHT - regular monitoring of all areas. Reports of actions, impact and areas for future monitoring to be delivered regularly to Governors, using new reporting format.

specifically self-reflective around these areas
- Focus on what is going right and how we can do more of it
- Introduce book sharing at all staff meetings, not just as a check but to celebrate and share successes and good practice
- Always bring it back to "are we doing the best for our pupils" – how can we do even better? Engender an ethos where supportive constructive criticism is welcomed and given
- Move to shared pupil progress meetings, to promote consistency, benchmark, set challenging targets and monitor progress towards these etc
- Share successful strategies for prompting learning behaviours. Enable staff to research.

Leaders to ensure that
- They continue to model the behaviour expected of staff
- They work with TAs to upskill them –and, with them, develop a handbook of good practice/helpful hints.
- Appraisal targets show high expectations and tackle areas for development. Appraisal is used to identify training needs
- They enable professional conversations
- Staff have opportunities to visit other schools, share ideas and "benchmark" practice – particularly schools out of our cluster
- Subject leaders are able to attend cluster/local academy trust meetings and are given time to share information
- Year group teachers are enables to work together on a more formal basis
- Moderation happens more frequently
- At pupil progress meetings we continue to:
  - Identify children who should be reaching greater depth and plan appropriate opportunities
  - Identify those whose progress has stalled and plan to overcome barriers
  - Prioritise support eg where an extra push could help move a child into the next level
  - Monitor levels of combined subjects and identify target children who are lagging in one area
  - Set challenging targets

Task	Success Criteria	Who	Monitoring	Cost	Details
PRIORITY 2 **Tightening the quality and rigour of monitoring so that weaknesses are identified and tackled more quickly**	o Revised monitoring timetable in place and monitoring on agendas o All aware of expectations o Areas for development picked up quickly and rapid response in place as shown in plans and monitoring o Minutes show Governors holding SMT to account o SMT meeting at different schools, DHs widening knowledge of non-home schools and impact seen o Appraisal addressing individual issues o New monitoring report format agreed o All subscribing to the "no excuse" ethos. Need to be solution focussed. ************ o All monitoring has led to clear actions and impact can be seen. Next steps are clearly identified o Monitoring reports to Governors use new format; format evaluated and adapted as required. o Half termly moderation taking place and showing expectations equal to other schools o Pupil progress meetings involve all schools and coordinators; greater depth of questioning; focusing on solutions; considering combined subjects; prioritising; compared to national, progress towards challenging targets; all groups. Progress accelerating. Review impact of actions identified in November meetings and further actions identified. o Monitoring shows progress in all areas of plan. Improvement board meetings reflect improvements. ***************	SMT to lead, including subject leaders EHT to collate monitoring timetable and undertake apraisal Subject leaders to lead on moderation and pupil progress	-SMT holds staff to account -Governors hold SMT to account - board will also act as a monitoring capacity Gov to monitor through reports from EHT and SLs at meetings, challenging where progress is too slow Named Governors to attend moderation if possible or to meet with staff to draw up report Governors to attend data meetings to monitor increased progress and standards	No cost – staff can be released at no cost	**Establish** o New report template – to include all the information Governors need, in one simple form. Focus on the impact and next steps and ensure all leaders always refer back to ensure nothing is missed or slips **Review Practices:** o Update the monitoring timetable, incorporating subject leaders, Governors, SMT etc, ensuring it covers all aspects of this plan and share with all o Set and monitor clear short term targets for improvement that show what is expected to be improved o Ensure regular SMT meetings always have action plan on agenda, are held at different schools and include more time to focus on learning environment, books etc o Introduce shared pupil progress meetings – to ensure coordinators involved with all schools, information shared with support staff; targets challenging, no child slips through the net o Explore the use of staff peer assessment **Leaders to ensure that** o Everyone is aware of expectations – Governors included o Clear tracking enables data to be analysed swiftly and easily, actions taken, impact seen. o This continues to be a regular item on every Governor agenda and SMT meeting o Subject co-ordinators enabled to monitor more widely and therefore have greater impact o We continue to attend moderation within Federation and cluster but also moderate more widely on a regular basis o No excuses accepted o Appraisal is used to support improvement o Monitoring continues to include learning walks, book scrutinies, lesson observations, pupil voice, staff voice o A culture of professional enquiry and challenge is promoted

Task	Success Criteria	Who	Monitoring	Cost	Details
	o Subject coordinators working more widely at non-home schools and impact seen o Staff paired working/peer assessment/research taking place o Monitoring cycle can be tracked through evaluations, actions, impact				
PRIORITY 3 **To ensure that middle leaders play a bigger part in driving improvement especially in the quality of teaching including giving them more opportunity to monitor provision across the Federation.**	• SL's undertake lesson obs and involved in judging the quality of teaching and learning across the Federation • job descriptions reviewed and agreed; wishes and needs of SLs and staff established • data used to set targets • first milestones of action plans evaluated and action planned • monitoring timetable updated and circulated ************ • SLs to organise release time between them to enable time in other schools to monitor and follow up • Pupil progress meetings involve all schools and coordinators; greater depth of questioning; focusing on solutions; considering combined subjects; prioritising; comparing to national, progress towards challenging targets; all groups. Progress accelerating • Subject plans evaluated and actions planned ************ • Subject leadership is effective with SL's being active in raising standards in their subject across all three schools. • the gap between Federation results and National is narrowed	-SLs to lead -SMT to facilitate -collaborate on updating monitoring timetable -EHT to review job descriptions/ roles/wishes/ needs of SLs	-SLs to monitor as part of role. -Report back to SMT/Gov using new template -Gov to attend data meeting run by SLs to monitor progress and standards -named Governors to work with SLs to evaluate action plans and hear staff voice	No cost Release time to be covered in-house	**Establish** o what subject leaders would like to do and what support staff would like **Review Practices:** o Review roles and job descriptions o Update the monitoring timetable, incorporating subject leaders, Governors, SMT etc, ensuring it covers all aspects of this plan and share with all o Continue to evaluate and update current action plans in light of audit and ensuing monitoring o Move to shared pupil progress meetings, to promote consistency, benchmark, set challenging targets and monitor progress towards these etc – and to allow subject leaders greater knowledge of all schools **Leaders to ensure that** o We continue to give subject leaders staff meeting time to share information and best practice and to address issues o Provide extra release time for leaders to spend more time in the schools they are not based in: o to assess, o train, o share best practice o challenge o celebrate o promote shared understanding o hear pupil voice o monitor progress of vulnerable children/groups

St Mary Federation
Brancaster, Docking, Sedgeford

KEY ISSUE 3: Improve the curriculum

Task	Success Criteria	Who	Monitoring	Cost	Details
PRIORITY 1 **Ensure the curriculum includes enough opportunities for pupils to write at length in different subjects and includes sufficient coverage of the National Curriculum**	o RSE training delivered in two twilights o Training needs identified o All staff agreed expectations o book sharing introduced at staff meetings, examples of non-negotiables seen with immediate effect – and maintained; more extended writing; fewer worksheets; improved presentation; all work marked and progress seen as a result o Priorities identified o Books give a more balanced view of wider curriculum o Staff visited other schools, shared information and practice changed as a result o New science co-ordinator appointed and trained; updated science plan completed and shared with all; links made with other schools ************ o Writing evident in all subjects, of a similar quality to English lessons and showing development/consolidation/application of skills o Science staff meeting held to share information and update staff. Monitoring implemented and actions planned as a result. o Audit competed and existing programme evaluated	-SMT to lead -Josie to run RSE -All staff to agree expectations, share books etc -new science coordinator to complete plan and implement actions -curriculum leads to draw up new curriculum, audit resources etc EHT/SL to identify training needs and source training	-English SL to monitor writing within all subjects -staff team to monitor books in staff meetings -Named Governor to monitor RSE – new policy in place and implemented, staff, aren't and pupil voice -subject leaders/SMT to carry out book scrutinies and monitor teaching and practices -named Governor to work with science co-ordinator to monitor plan Named Governors to attend moderation or receive a report Named Governor to	-RSE training/parent meetings free as part of LELE project Appraisal is currently identifying training needs (linked to this plan) for all staff and cost implications will be clearer after this. Science training -free session available -The Smith Trust has offered £150 each for 4 topic boxes. This would be a good start for the first terms, but there will be costs to provide sufficient, good quality resources. Funds available to be reviewed at budget revision and planned into new budget, by	**Establish** o Expected quantity of work incl extended writing – are we expecting enough? o What and how many worksheets are acceptable? o Shared Presentation expectations across Federation, empowering *all* staff to "reject" work as required, and inviting current children to make suggestions as to how we can improve, ensuring they take ownership o Shared expectations of differentiation, challenge, independence, ensuring rigour and high expectations o New monitoring procedures to ensure regular checks and make reports more useful o What we believe constitutes good evidence as getting mixed messages **Review Practices:** o Staff to attend new cluster/academy curriculum moderation sessions, share ideas and best practise and benchmark ourselves against others, planning actions accordingly o Review curriculum and audit coverage. Plan new curriculum for next 4 years, map out units to ensure balanced coverage, plan discrete sessions as necessary and make explicit links with English and maths. Focus on both skills and knowledge. Identify educational visits which link to selected topics. Plan in curriculum enrichment opportunities eg clubs, external providers (music, drama, sports, charities etc). Include RSE within new curriculum in line with new guidance o Audit resources – identify priorities, where resources are most sparse, outdated or poor quality o Staff have opportunities to visit other schools, share ideas and "benchmark" practice o Share books at staff meetings to monitor, celebrate success and identify areas for further development o Continue to develop assessment of whole curriculum to make it work effectively for us o Ensure taught curriculum develops progression of skills and shows high expectations, as listed in plans

St Mary Federation
Brancaster, Docking, Sedgeford

			meet with curriculum leads to discuss curriculum	which time, needs and quoted should be available	**Leaders to ensure that we:**
	o Staff attended first cluster sessions and brought messages back, Action planned as a result. o RSE session for parents led by external advisor, who will also develop staff knowledge/skills in leading such meetings o Training sourced ************* o Science plan completed and impact clearly seen in books and results o New rolling programme finalised, retaining strengths and addressing issues. Topic units mapped out, coverage clearly identified, cross curricular links identified. Resources, providers, venues, trips, clubs etc identified in plan o Each school has curriculum that enables progression O Quality resources available for 2018/19 cycle o Staff confident with new curriculum for next year and planning accordingly o Staff and parents prepared for new RSE curriculum o Assessment/cluster moderation shows we are meeting appropriate standards				o Identify where staff need development (eg ICT) and source training o Explore grants/sources of funding o Form links with museum service to enhance resources open to us, including visits, visitors and topic boxes. o Appoint a new science coordinator who will only have one subject to manage and will: ➢ Undergo training ➢ Share training with other staff ➢ Audit current practice ➢ Review and edit science action plan ➢ Make further links with other schools including secondary school ➢ Undertake monitoring across all schools ➢ Agree expectations for recording