

# SCHOOL IMPROVEMENT PLAN

## Academic Team

### 2019 – 2020

### **Key Objectives**

- To embed and advance curriculum and assessment changes, ensuring all students enjoy consistently good progress and outcomes across the curriculum.
- To empower and inspire the Academic Team to provide the best possible outcomes for each individual student as they continue to reflect, develop and expand their own professional practice.
- To improve and widen the student experience, ensuring a culture of knowledge-led learning based on aspiration and celebration of excellence.

# SIP Overview

## **Embed and advance progressive curriculum and assessment changes**

- Continued curriculum development will be felt and embedded within each area of SIP
- Continue to develop, monitor and evaluate assessment framework, ensuring standardisation and moderation evidence best practice.
- Increased focus on consistently regular target setting, tracking and interventions and have this monitored by middle managers.

## **Empower and inspire the Academic Team**

- Introduce a Coaching 'Triads' Model and develop T&L Coach.
- Teachers to reflect and continue to develop their practice through coaching and develop a project for feedback

## **Improve the student experience**

- Continue to develop cognitive load theory in lessons - introduce metacognition as vehicles for more effective and sustainable classroom teaching.
- Ensure practice of AfL/Responsive teaching is used effectively and consistently across all departments.
- Develop new department feedback policies and consistently use these alongside DIRT time to allow students to respond to the feedback.
- Develop and support the use of T&L Champions to work with teachers in developing lessons ideas, strategies and engagement.
- Create and develop a Transition Group experience for future Y7 students (current Y8) and develop a Tutor base for current (and future) Y7s. Support new Primary hub by developing practice of Autism-need focus, enabling a more consistent approach to curriculum access.

# Embed and advance curriculum and assessment changes

Actions	Leaders	Success criteria	Resources	Cost	Time line		Monitoring	Reporting To	Progress as of Jan 2020	Impact
					Start	End				
<p>Continued curriculum development will be felt and embedded within each area of SIP</p> <ul style="list-style-type: none"> <li>➤ Continued review of CLT, AfL, CC etc each term with emphasis term 3</li> <li>➤ Cross curricular support and development – ie: Holocaust teaching and other key ‘themes’</li> </ul>	AL MM JS	Termly reviews of curriculum and SoW – evidencing progression, depth and wider experiences or all students.	Time for teams to work together to assess and re/develop SoW as necessary.	Nil	Autumn 2019	Summer 2020	AL JS	SLT Governors		Enhanced student engagement with curriculum and SoW – improved results Staff and students will be more aware of need and student access to curriculum.
<p>Continue to develop, monitor and evaluate assessment framework, ensuring standardisation and moderation evidence best practice.</p> <ul style="list-style-type: none"> <li>➤ MMs to work in close collaboration and challenge/QA assessments</li> </ul> <p>Build further relationships for Std and Mod.</p> <ul style="list-style-type: none"> <li>➤ Build other connections beyond WHS and Lighthouse</li> <li>➤ Continue with exchange visits</li> </ul>	AL MM JS	Students and teaches will be clearly focussed on how individual students make and are able to make progress  Student/teacher dialogue will be more coherent and effective	Time/CPD	Potential cover costs	Autumn 2019	Summer 2020	AL JS	SLT Governors		Standardisation and moderation – cross phase and subject area to ensure progression – continued with other providers to enhance and improve practice by shared experience and widen resource base
<p>Increased focus on consistently regular target setting, tracking and interventions and have this monitored by middle managers.</p>	AL MM JS	MMs will be able to more accurately predict and monitor	Time/CPD	Nil	Autumn 2019	Summer 2020	AL JS	SLR Governors		MMs and teachers will be more aware of the focussed needs and interventions of individual students.

<ul style="list-style-type: none"> <li>➤ Calendared activities to ensure student/teacher discussions and T/S is individualised, coherent and consistently applied</li> <li>➤ MMs to check and feedback on success and challenges</li> </ul>		<p>effective and reliable student outcomes.</p> <p>Student/teacher dialogue will be improved.</p> <p>Students will be aware of their targets and how they can improve</p>								<p>MMs will be more effective at monitoring outcomes across their subject areas.</p>
---	--	---	--	--	--	--	--	--	--	--

## Empower and inspire the Academic Team

Actions	Leaders	Success criteria	Resources	Cost	Time line		Monitoring	Reporting To	Achieved / Comment	Impact
					Start	End				
<p>Introduce a Coaching 'Triads' Model and develop T&amp;L Coaches.</p> <ul style="list-style-type: none"> <li>➤ Teachers assigned 'pairs' will develop lessons in each other's subject areas creating a culture of understanding and support as well as being able to identify areas of cross curricular work</li> <li>➤ Students will have greater understanding of interlinked areas of learning and will be afforded the opportunity to work on lesson planning with teachers</li> </ul>	AL CG	All teaching staff will learn the basics of coaching and be able to support and advise colleagues	Time	Cover	Autumn 2019	Summer 2020	AL JA	SLT Governors		<p>Teachers will be clear about improving their practice – they will be less passive and reengage with continuous CPD – extending subject expertise.</p> <p>Students will benefit from seeing cross curricular work</p>
<p>Teachers to reflect and continue to develop their practice through coaching and project feedback</p> <ul style="list-style-type: none"> <li>➤ Coaching journals adapted to fit new processes</li> <li>➤ Teachers to reflect and critically assess themselves and paired partner – underpinned by teaching standards</li> </ul>	AL CG	Teachers to develop their practice and work outside comfort zones – in pairs they will deliver a session to colleagues on their experience	CPD as required/ necessary	Poss CPD	Autumn 2019	Summer 2020	AL CG JS	SLT Governors		Development of own practice and support of colleagues – shared experience will result in greater team ethos and thereby support of all students

To improve the student experience to ensure a culture of aspiration and excellence

Actions	Leaders	Success criteria	Resources	Cost	Time line		Monitoring	Reporting To	Achieved / Comment	Impact
					Start	End				
<p>Continue to develop cognitive load and introduce metacognition as vehicle for more effective and sustainable classroom teaching.</p> <ul style="list-style-type: none"> <li>➤ Concepts outlined in SoW</li> <li>➤ Teachers will develop ideas and strategies to better develop ideas utilising T&amp;L and curriculum time</li> </ul> <p>Ensure practice of AfL/Responsive teaching is used effectively and consistently across all departments.</p> <ul style="list-style-type: none"> <li>➤ Ideas shared and observable in workbooks and by observation</li> <li>➤ Develop and support the use of T&amp;L Champions to work with teachers in developing lessons ideas, strategies and engagement.</li> </ul>	AL MMs RN	<p>Teachers and students will have a greater sense of how memory works and learning takes place.</p> <p>Schemes of work will be developed to a greater level of awareness</p>	Stationery	CPD/AL	Autumn 2019	<p>Summer 2020</p> <p>And on-going</p>	AL JS	SLT Governors		<p>Students and teachers will see better results as students will be able to improve strategies for learning and memory</p> <p>Both will evidence less anxiety around the learning process.</p> <p>Improved engagement, confidence and results.</p>
<p>Develop new department feedback policies to provide better structure and guidance for marking.</p> <ul style="list-style-type: none"> <li>➤ Policies written in department time on the 9<sup>th</sup> September.</li> <li>➤ Departments able to create a bespoke policy that fits their subject and their assessments.</li> </ul> <p>Ensure these policies are used consistently alongside DIRT time to allow students to respond to the feedback.</p> <ul style="list-style-type: none"> <li>➤ Monitoring activities will allow for sharing of best practice amongst department members and across whole school.</li> <li>➤ Students will become familiar with the DIRT time and respond to feedback accordingly.</li> </ul>	JS AL	<p>Departments will have greater autonomy over when and how they feedback to students.</p> <p>Dirt time will be planned into the schemes of work with time dedicated to allowing students to respond.</p>	n/a	CPD/JS	September 2019	Summer 2020	<p>Learning Walk December 2019</p> <p>Work scrutiny May 2020</p> <p>JS AL</p>	SLT Governors		<p>Students and staff will see the importance of feedback and be able to respond to it to enhance learning.</p> <p>Improved outcomes in writing and exam technique</p>

<p>Create and develop a Transition Group experience for future Y7 students (current Y8) and develop a Tutor base for current (and future) Y7s. Support new Primary hub by developing practice of Autism-need focus, enabling a more consistent approach to curriculum access.</p> <ul style="list-style-type: none"> <li>➤ TG will be current Y8 [2019 academic year] – based in old primary classroom – adapted time table</li> <li>➤ Tutor base for new Y7 group with dedicated TA to support and record progress ensuring early intervention as needed</li> <li>➤ New Primary hub to be supported in adapted day as per TG. Dedicated TA support</li> <li>➤ All new groupings adapted day includes lunch and periods of reflection</li> </ul>	AL JS KT CV	Students who have struggled to access full academic curriculum will be given support and will be calmer and feel a greater sense of awareness	Poss training	CPD	Autumn 2019	Summer 2020	AL JS	SLT Governors		Students will be more fully prepared to access KS3 curriculum
--	----------------------	---	---------------	-----	-------------	-------------	----------	------------------	--	---