# Self-Evaluation and Strategic Development Plan

## Background and Context

| School | Royal Wootton Bassett Academy |
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| Headteacher | Mrs Anita Ellis |
| Number on Roll | 1726 |
| Date | 18th March 2024 |

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| Summarise what defines your school | Royal Wootton Bassett Academy is an over-subscribed, 11-18 North Wiltshire school serving a large community that stretches well beyond the boundaries of Royal Wootton Bassett into West and North Swindon.  In 2013, OFSTED characterised Royal Wootton Bassett Academy as an outstanding school, thus maintaining the highest classification also achieved in 2010. |
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RWBA is the founding school of the Ascend Learning Trust (previously the Royal Wootton Bassett Academy Trust) comprising of Lawn Manor Academy (Swindon), Kingsbury Green Academy (Calne), Wellington Academy (Tidworth), Wellington Lions and Wellington Eagles Primaries (Tidworth) and Noremarsh Junior School (RWB).

**Our Trust's values of Excellence in Education -**

- Compassion, respect and ambition
- Valuing the whole person as much as academic achievement
- Placing every academy at the heart of their community

We are an outward facing school and are intrinsic in the progression of our Trust and ourselves.  Gaining Designated OLEVI Centre status is one way in which we support the development of fellow colleagues and Leaders.  We are a senior partner in Challenge Partners and as the lead school in a Challenge Partner Hub (38 schools including The Park Academies Trust and a sub-Hub from Magna Learning Trust), spanning Wiltshire, Swindon, Dorset and East Somerset, we always seek to learn and grow along with annual external verification of our standards and practices. We created the North Wiltshire SCITT in 2014 and in 2017 it was graded Outstanding in all areas by Ofsted, an achievement that demonstrated the excellent leadership of the SCITT and the effectiveness of working so closely with RWBA. The SCITT, in its final year, is led by the Trust but the close developmental ties remain and a significant number of SCITT candidates have been recruited into RWBA and local Primary Schools so 'growing your own' has most certainly worked for our recruitment and retention.

In September 2023, we joined PIXL and PIXL6 to support our continuous development and have received accolades around our work on 'boys' achievement'.

**Key features of RWBA and local context in 2022-23 were as follows:**

- There are 1726 students on roll at RWBA with 280 students in Sixth Form.
- The percentage of students currently eligible for free school meals is 11.01% which places us in the lowest quintile and below the national average of 22.5% (21-22).
- The percentage of students who are Service are 11.89%.

- The percentage of students whose first language is believed not to be English is 11.89% which places us in the middle quintile and below the national average of 17%. The largest EAL groups are Polish, Nepalese, Tamal and Turkish.
- 40 students have Education, Health & Care Plans (EHCPs) and this is well above local comparisons. 259 students have SEND (code K) across the whole school and this places us in the middle quintile.
- The percentage of students with SEND support is 17.5% and is above the national average of 12.6% (21-22).
- The school local deprivation indicator is currently quintile 4. However, the 2021 and 2022 cohorts demonstrate a significant increase in disadvantaged students and the local economic needs of the wider RWB and Swindon communities.
- YTD attendance is 92.9%. This is compared to 90.7% nationally.
- YTD, persistent absence figure is 19.6% and the threshold figure is 10% of attendance.

**Other key contextual information indicates that RWBA:**

- Is firmly established as a leading school in the LA for both attainment and progress, according to the Performance Tables over the last few years and the invalidated data from Summer 2023 indicates that we surpassed all national attainment benchmarks.
- Continues to be oversubscribed with over 510 applications for 2023-24. Our PAN increased in 2020-21 to 285 with the LA regularly admitting beyond PAN.
- Admits from 38 different Primary Schools.
- Remains a hub for training as the South West's only designated OLEVI Training Centre.
- Revalidated its UCL Holocaust Beacon School status.
- Revalidated School Games Gold Award.
- Became a Dyslexia Friendly School in 2023.

**Our vision is:**

"At RWBA we are determined to ensure that all students are provided with the learning experiences, learning opportunities and all-round support they need to be the very best versions of themselves that they can be".

The vision is also for all RWBA staff and our staff surveys demonstrate that RWBA is a valued place to work, which is a pleasing reflection of our significant investment into staff wellbeing and continual professional development. Internal promotion opportunities are highly contested and external recruitment at all levels of staff remains very successful overall. All KS4 and 5 teaching is carried out by subject specialists.

**Our values are:**

- **R**espect
- **W**ellbeing
- **B**alance
- **A**spiration

We all aim to live by these values and together with our vision, we want our students to achieve academically, and we want to provide the most effective education and exposure to life experiences so that we can truly say that the Bassett Way is an equitable way. High standards and expectations are matched by a care and commitment for every individual, resulting in excellent behaviour that is owned by the students and strong, positive links to the families who entrust us with their children.

The **Strategic Development Plan** details the strategic and operational processes by which we aim to deliver our vision and we aspire to reach its intentions.

RWBA's curriculum is organised around a fortnightly timetable of 5 x 1 hour lessons and a 30 minute iLearn session each day. In Years 7, 8 and 9 students follow 17 different subjects and are taught the National Curriculum. In Year 9, Curriculum Plus offers students the opportunities to 'taste' one further subject or expand upon the MFL offer. All subjects are taught in mixed ability groupings apart from Mathematics where there are mixed ability groupings within ability Bands. A range of data is used to determine abilities which includes SATs results, NGRT data, CATs data and our own internal baseline tests. The curriculum plans are logically sequenced into Learning Journeys and provide students with key underpinning knowledge and skills required to access a range of qualifications. Knowledge and Skill milestones are identified to ensure that students can confidently take their next steps into the respective Key Stage. All students complete 4 hours of PE per fortnight to develop an understanding of competition, a healthy body and a healthy mind and after school participation in clubs, particularly around sport or the performing arts is very strong.

In Years 10 and 11, the curriculum includes 3 core areas (GCSE qualifications in English (Language and Literature) Mathematics, singular Sciences (Biology, Physics and Chemistry), two EBACC elective offers and two Open Subject offers. All subjects are taught via a mixed ability approach. All offers are free choice except for singular Sciences, MFL and Computer Science where ability thresholds are in place to determine accessibility or assessment pathway, eg Higher or Foundation. All students complete 4 hours of PE per fortnight.

RWBA has 5 collapsed days called Skills for Life Days (Personal Development) where themes from RSHE, Healthy Lifestyles, Business and Enterprise, Citizenship, Internationalism, Student Voice Diversity Groups, Holocaust and Genocide, Risky Behaviours and Safeguarding are all explored.

In Years 12 and 13 subjects are taught in mixed ability settings. Over 40 accredited courses are offered and include both GCE A-Level and BTEC Level 3 courses. Tutorials, voluntary work & work experience are also built into post-16 study plans.

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| Governance Arrangements | Effective governance provides scrutiny and challenge to the leadership and operations of Royal Wootton Bassett Academy to ensure that we deliver an excellent standard of education, and all-round opportunities to develop as a person. Ascend Learning Trust is the legal entity for all our schools, and the Board of Trustees is ultimately responsible.  The Local Governing Body (LGB) attached to Royal Wootton Bassett Academy has responsibilities delegated by the Board.  The Scheme of Delegation is available on the school's website.  Our LGB is accountable to the Board and is its local presence. The LGB meets with the Headteacher and members of the Leadership Team six times a year and also participates in a whole day Governors' Day at school.  The LGB and the Board are regularly informed of the progress of the school via Headteacher Reports and strategy documents. |
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## Area for improvement from the previous inspection or from the IDSR

| Issue | Actions taken | Impact |
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| • Questioning was designed to engage all students consistently and deepen the thinking processes of students, and more frequently tailored to the needs of disadvantaged students and those with SEND. | • Focus on QFT.<br>• Student Conversations.<br>• Student Follows.<br>• TA CPD.<br>• Questioning being one of the T&L strategies that all Faculties and Department focused on. | • ECHO developed with strategies for SEND and DA/PP/FSM students to better inform all staff of needs and learning approaches.<br>• Toolkits created with strategies and discussed at Faculty/Department CPD.<br>• TAs more empowered to lead and direct. |
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| • More opportunities for students to be active in lessons so that they don't feel that they are passive learners. | • Increased QA to identify strengths and mediocrity in lessons.<br>• Student Conversations.<br>• Feedback to individual Teachers, Faculties and Departments via our coaching methods.<br>• Revamping the Bassett Lesson.<br>• Cover QA. | • Students reveal that peer work can be motivational or can hold back some progression – linked with MA teaching and dynamics with some teachers. Led to greater scrutiny of teaching in these areas.<br>• An example in History where grades have increased at KS4 and 5 because of intensive support for the Department.<br>• Reflecting DSF guidance, staff have been quick to praise the clearer versions of expectations. |

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| | | • Cover QA feedback has been informative to HOFs and HODs and has directed coaching conversations to improve quality and outcomes. |
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| • The evaluation of initiatives to support attainment, behaviour and attendance by all student groups, especially the disadvantaged, led to clear narratives about what has been achieved and how. | • R&Rs for all Year Groups after PRs.<br>• Changing ATL and PR reporting to be clearer for all stakeholders. | • Immediate actions on underachieving students led to improved performance in Year 11. |

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| Area and Impact Evaluation | Impact Evidence |
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| **STABILISE**    **REPAIR**    **IMPROVE**    **SUSTAIN**    **LEAD** | |

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| **Quality of Education** | Our Quality of Education is exceptional and our Curriculum Intent is well embedded.  It is ambitious and it is continuously revised with colleagues.

Our focus is ensuring that implementation is consistent across the school and that we are clear in our expectations. We have ensured this with a revamped, dyslexic-friendly Bassett Lesson that has been well received by Staff and Students.  The connectedness of the curriculum between, books, students' understanding, teachers' knowledge and understanding of their own curricula sequencing is benefiting from new processes that have been tightened up. The necessary work to evolve this journey is continuous (TD days that focus on evaluating and revising Curriculum Intent and updating Learning Journeys; June 2023 CPD on T&L Areas of Focus, interweaving assessments into LJs, QA processes and Classroom Climate Walks) and is planned and appropriately timed to manage staff workload to ensure high quality outcomes in all areas.  The impacts of the curricula as they stand are strong with performance above the national average in KS4.

All aspects of this element are at good to outstanding levels and our evaluations through the year so far (QA process that include Climate Walks, Student Learning Conversations, Teacher Rounds, Lesson Observations, Work Sampling,, Coaching, Trust Reviews and Challenge Partner QA Review) demonstrate that |

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we are moving from strength to strength in our evolution of the Bassett Lesson, breadth of the curriculum and enrichment being fully embedded across all KSs. Alongside this, the principles of assessment, reporting, marking and feedback are clearly defined, used and understood by all stakeholders within RWBA, though we have moved to new processes in marking, feedback and homework setting.

Year 11 Data for 2023 indicates a very positive picture.  Our P8 (0.34) has increased and we surpassed national attainment benchmarks for English and Maths thus demonstrating that our students achieve well here.  LPA (0.38), MPA (0.41) and HPA (0.12). The gap still exists for our disadvantaged learners (P8 -0.25) but since 2018's DA results (-0.49) we have experienced a closing of the DA from 2019 when it was 0.19.  We were closing the gap pre-COVID and we are aiming to do this again post COVID. For SEND, our P8 was the best it has been since before 2018 at 0.01.  Internal data also demonstrated improvements from Term 2 and 4 mock exams and whilst we were happier with our P8, Boys and MPA, LPA data, our Girls, HPA and DA require additional focus.  Our SDP prioritises Leading of Learning, Challenge within the classroom and Closing Gaps as we identify them.  Improving Disciplinary Literacy and Oracy standards are fundamental to this, and it is hoped with greater focus on QA, we will continue to improve on these areas.

The RWBA curricula is wide in breadth as we improve our pathways.  In Year 8, students now choose a Curriculum Plus subject for Year 9 to give them the opportunity of experiencing a subject that they wouldn't otherwise be able to experience in KS3, for example Business, Sociology, Photography, PE Theory, or they can choose a subject they currently enjoy and want to develop further, for example a second MFL. In Year 9, we brought our KS4 Options into Term 6 and this has allowed students to use their KS3 knowledge and skill in a more developed way with the Teachers who would be timetabled for them in Year 10.

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| | This has improved their familiarity with subject matter, expectations and basic knowledge.<br><br>Despite having one of the highest numbers of entry in Wiltshire for EBACC subjects, our pathways are varied and adaptive. We have mainstream, Alt Bacc and AP routes with strong links to local Colleges and other providers. We recognise the needs of our students when facing the local employment market as it requires Engineers. We have exceptional provision within our curriculum offer in STEM subjects and Work Experience that provides students with real employment pathways in the local area. We focus on ensuring that our students leave RWBA with skills and knowledge that lead to further personal development or employability. |
| **Behaviour and attitudes to learning** | The Bassett Way was first embedded in 2018-2019 with a set of values (Respect, WellBeing, Balance and Aspiration) and expectations at its heart that applies to everyone at the Academy. As part of this ethos, we follow a Behaviour Policy that enables us to standardise the whole school approach to behaviour management and rewards. All procedures are published and explained to Students, Parents and Colleagues and the expectations of all is made clear at the start of every new academic year. Subsequent teacher surveys have shown the response evidences that teachers feel empowered to deal with low level and mid level behaviours and understanding the strategies used by everyone to de-escalate behaviours and situations. They feel that they can 'teach' without distraction and that confrontation is minimalised. Sanctions are immediate as is communication to Parents and this improved the support garnered from home. Students' reflection of each incident was a part of the process and we have seen a significant improvement in students' respect for themselves, their environment, the adults who support and teach them and their peers. Restorative conversations have shown students how to own their behaviours and avoid sanctions or further negative behaviours. These take place in the Removal Room after each incident and has a same day restorative meeting that |

empowers all parties. QA data, Behaviour data tracking and CPD 'Golden Nuggets' consistently show that persistent disruptive behaviour is minimalised to a small number of students, the environment is calm for learning and behaviour and attitudes are very positive.

As we adapt our Policies each year, we observe trends (reported via our ECHO, SIMs and CPOMs systems) and report on these to HOYs and HOFs/HODs every two weeks.  Trends are spotted very quickly and actions are disseminated through the Monday Morning Bulletin, tutor weekly bulletin and line management meetings with LT.  We learned throughout 22-23 that greater links were needed between Subject areas and the Pastoral system and there is now an adapted Reporting System that includes both spheres, spreading the workload and communication home. We also have a subject distinct email address for subject specific queries.

We moved to a singular breaktime last year to support staff wellbeing, avoid work overload for break duties and to increase interactions between Year Groups.  This has been a very positive move and with additional monitoring of the toilets, our students have reported improved feelings of safety around school via the Annual Safeguarding audit. Risky Behaviours and keeping oneself safe are a part of our Skills for Life (Personal Development) Days.  We have acquired new furniture for the AH as an additional wet weather eating space, we have also rota'd PE Teachers to oversee sports at break time.

We start the school day in Year Group Zones where the HOYs, SMs and a member of LT to begin the day in a positive and friendly manner.  This also routes out any potential issues (uniform/punctuality/identifying negative moods).  We wear fluorescent clothing to ensure that we are visible to students at all times but particularly at the start and end to the day, break and lunch time.  The HT is visible on the school gate at the end of each day. The Deputies and all HOYs are present every morning in the centre of the school.

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| | Along with our values, we have been a UNICEF Rights Respecting School for 5 years and we use the UNCRC across the curriculum to demonstrate and put into action, children's rights. These values and rights are used in weekly assemblies, iLearn sessions and through our Values posters. we celebrate UN recognised days and encourage the recognition of these days across curriculum areas where relevant or appropriate.<br><br>We are working towards the School of Sanctuary Award and the revalidation of the Healthy Schools Award.<br><br>Suspensions are only used when we have exhausted the Behaviour Policy and we are under the Wiltshire LA average. |
| **Attendance and punctuality** | Attendance at RWBA is very good. 2022-23 was 92.5% attendance across the whole school, including Sixth Form. This was well above national average.<br><br>We promote positive attendance to students and the home within our Parent Information Evenings. Our Attendance Officer and Student Managers are relentless on communications with the home where attendance below our expectations happens. Our AO is a part of Trust wide monitoring and initiatives and regularly receives positive praise for her actions and monitoring. The Year Group that we are heavily monitoring and acting upon is Year 11 whose attendance has been significantly less since COVID than other Year Groups.<br><br>Our PP Co-Ordinator specifically monitors PP/FSM/Service/FSM6 and targets Parents with regular communication.<br><br>Lates to school in 2022-23 were reported at 1.52% (up from 0.98% in 21-22) and students are sanctioned for them. More students are traveling by car (largely due to transport costs) and there has been lots of disruption to roads with road works, but they are monitored every day. |

| Bullying and harassment | We have taken a student led approach towards dealing with bullying and how it is reported with Anti-Bullying Ambassadors, a Charter created from student input and a variety of surveys from national organisations to support the work we are doing in this area with particular focus on Mental Health and Social Media usage.  We have also started in 2023-24, a QR code anonymised reporting system located in the toilets and around school for students to report behaviours that they are not happy with, or ones that make them feel unsafe.  We promote a STOP Bullying campaign and ensure all incidents heard or seen by staff are reported and dealt with at a HOY level and recorded to track patterns. |
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|  | We created CentrePoint in 2022-23 and this has been a fantastic space for all students to visit a trained Anti-Bullying Ambassador (Student and usually a Sixth Former) and talk things through if needed.  Many of our Student Surveys demonstrate that students are happy to engage with peers and other students regarding difficulties that they face.  It is perceived as a safe space for many of our neurodiverse students. |
|  | On CPOMs at the end of 2023, we had 49 recorded incidences of bullying against a protected characteristics. 1 Disablist bullying incident. 332 friendship issues, 186 name calling, language or comments of a sexual nature. 132 inappropriate physical behaviours, 4 inappropriate touching of a sexual nature. 74 physical assaults. 35 racist or religious bullying.  All of which are closed and appropriate actions taken. |
| Inclusion | Our Inclusion Zone (Big Pod and Little Pod) and Sensory Room are a great respite for students in need of a safer environment.  A variety of therapies are on offer and bespoke packages of support are created by the Associate Leader |

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| | (ALT) for Inclusion. The data again shows that this environment plays a significant role in supporting students with SEMH attributes.<br><br>ALT for Inclusion oversees AP, MH Support and our Inclusion Zones and works closely with AHT for SEND.  As with all members of the LT, they report back every term on their areas with points of action, success and next steps. |
| **Safeguarding** | RWBA has an extensive and solid Safeguarding team where the DSL (Deputy Headteacher for Behaviour, Safeguarding and Well-being) is supported by 18 other DDSLs spread across the Pastoral Teams and Support Staff.  We have 2 Counsellors and a Senior First Aider.  At the end of Term 3 (February 2024), we had 9 students on CP, 12 on CIN, 6 with FKW, 9 ESA and 13 on 8 REPs. We had 6 students referred to Motiv8 and 10 MASH referrals.<br><br>All Staff are trained on KCSiE (2023) and Trust wide Safeguarding Policies and there are clear mechanisms and procedures in place for all to follow on reporting of safeguarding incidences, allegations against adults/staff or self-referrals. All staff are Prevent trained. The Safeguarding team all have Level 3 qualifications.<br><br>We are annually assessed by the Trust Safeguarding Consultant, Sarah Turner and whilst there are always actions to carry out, develop or embed, the outcomes are always positive. We also complete the Wiltshire LA Audit every year and this, too, is always positive.<br><br>As a school, we use CPOMs to record incidences or concerns and the data for this shows and ever-growing, ever-increasing picture or school interventions and involvement at a micro level.<br><br>In August 2023, we ran our Pre-Loved Uniform giveaway where over 850 items were given out to over 500 families. We are very much aware of our |

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| | commitments to our community during these economically difficult times. We continue to provide Pre –Loved uniform to all students free of charge. |
| **Personal Development** | Our passion at RWBA is developing 'the whole person', enriching the lives of the students we care for and this is obvious through our values; Respect, Wellbeing, Balance and Aspiration.  Over many years, we have developed an extensive programme called Skills for Life that is taught and experienced in many different ways through over 6 collapsed days and supported by iLearn work, pre and post SfL days.  The programme includes themes such as Team Building, Positive Wellbeing, Careers, Enterprise, Mental Health Awareness, Healthy Lifestyles, Risky Behaviours, RSHE, International Links, Community Links, Diversity and Equality, e-Behaviours, Citizenship and Holocaust and Genocide Education.  The programme is informed by the students themselves so that we can facilitate safe spaces for them to discuss and understand themes such as prejudicial behaviours so they can make informed and healthy life choices in the future.<br><br>Since September 2021, we have also embraced the RSHE curriculum and it is now embedded into all curriculum areas as well as the SfL programme and the ilearn curriculum.<br><br>The school emphasises developing students' moral standards, respect and responsibilities towards other. We ensure that students are well equipped for the next stage of their education, employment or training.  In 2021 the Academy had their Careers Mark award re-validated and we wholeheartedly support opportunities with Careers Fairs for the whole school and Parents.  We also support Year 10 and Year 13 Work Experience with actual placements and we are now working with Education Business Partnership (EBP) for a more bespoke approach to WEX. Year 10 also experience 'mock interviews' and 'speed careers' for Year 7. |

We continue to have a strong focus on developing students' sense of responsibility for others and for the environment. Students comment that they "feel safe to be themselves". We have a very active Student Voice; this is represented through various groups including Student Parliament, Many Voices, One Bassett Diversity Group, and the School Health Promotion Council.

Our Personal Development programme has been recognised and is supported as an area of excellence by Challenge Partners. We have worked with a number of schools across the Trust, Teaching School Hub and Challenge Partners as a best practice model that has been recreated within other schools. A Trust wide development group has been established which meets termly to discuss best practice and establish value for money regarding resources and speakers. We are currently one of 25 schools in the country running a pilot scheme of new RSE resources which is being evaluated and providing the academy with data on specific RSE areas.

The ALT responsible for DIE has embedded these themes and opportunities for personal development further and he works very closely with our Head of Student Voice who has created a very successful and vocal Student Parliament where students have actually changed school policy, including an Anti-Bullying policy and a safe space called CentrePoint for students. There is also a SfL Team with responsibilities for Internationalism, Community Cohesion and Citizenship to ensure that each theme has been carefully planned and fully explained to 'non specialists' and after each delivery, there is full evaluation by staff and students.

| EYFS / POST 16 | **Year 13 Data for 2023** |
| | Average A Level Grade is B- and the grades A*-B, A*-C & A*-E percentages were very similar to national. |

No L3VA / Performance Tables VA in 2022 (or 2023) but using the Alps overall Quality Indicator (QI), A Level value-added was Grade 5 (ALPS Client Data) against the 2019 national benchmarks.

The BTEC QI was grade 6 when set against 2023 ALPS Client Data.

| A Level Results - England Only | | | | | | | | |
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| Year | Type | Entries | A* | A*-A | A*-B | A*-C | A*-D | A*-E |
| 2023 | Results | 797352 | 8.6% | 26.5% | 52.7% | 75.4% | 89.9% | 97.2% |
| 2022 | Exams | 776625 | 14.5% | 35.9% | 62.2% | 82.1% | 93.4% | 98.4% |
| 2021 | TAGs | 752554 | 19.1% | 44.3% | 69.8% | 88.2% | 96.2% | 99.5% |
| 2020 | CAGs | 718857 | 14.3% | 38.1% | 65.4% | 87.5% | 96.8% | 99.7% |
| 2019 | Exams | 736734 | 7.7% | 25.2% | 51.1% | 75.5% | 90.8% | 97.5% |
| | Gap 19-23 | | 0.9% | 1.3% | 1.6% | -0.1% | -0.9% | -0.3% |
| | Gap 22-23 | | -5.9% | -9.4% | -9.5% | -6.7% | -3.5% | -1.2% |
| | Gap 21-22 | | -10.5% | -17.8% | -17.1% | -12.8% | -6.3% | -2.3% |

The provision for all students within the Sixth Form enables a wide choice of challenge both academically and in the goal of leaving as a positive contributor to our society. The curriculum is wide and enables real student choice, builds for the future and keeps relevant to the changing needs of the local economy. Lessons are delivered by specialist staff who have a passion for the subjects they deliver, often leading to students wanting to study subjects at a higher level which is why consistently our numbers to higher education are the highest in the local area.

There is a strong focus on independent, academic learning and developing the skills required from each subject area.

Enrichment opportunities are wide ranging from charity work to in school mentoring/reading programmes, students can choose areas they feel will benefit them and this helps create a sixth form community feel. Our Sixth

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| | Formers are viewed as Ambassadors for our younger students and their leadership in the Student Parliament and via the Sixth Form Leadership Team is demonstrative and special.

In 2023-24, we have created and started a new Sports Scholarship course that is not assessed, but provides opportunities to develop through sport, training and nutrition.  The course replaced the MADDOG course that we co-ran for rugby and the hope is that we will attract more young people to seeing the benefits of being physically active.

Academic achievement and expectations are high.  This has consistently been the case with the curriculum providing challenge and skill sets which students can transfer to varied environments.  High standards of work and behaviour are expected at all times and should this not be the case, robust procedures underpin the Sixth Form which can support students to get back on track.

The inclusion of face to face or virtual work experience and Duke of Edinburgh programmes into the curriculum help to raise the importance of social interaction beyond the classroom. |
| **Leadership of all of the above** | Royal Wootton Bassett Academy has a very strong and dynamic LT who are progressive, whose belief is in our vision and whose thinking is rooted in research around education and social influences.  Familiarity with our communities is also very strong.  Except for the Headteacher, all have teaching loads and are teaching role models, following the Bassett Lesson.  All line manage and coach extensive areas, in subject and beyond subject areas and foster positive and effective working relationships with other colleagues. Over two thirds of the teaching staff have TLRs or paid responsibilities within and beyond the Academy and all engage in bespoke CPD packages specific for their need and time in career. |

We are a very cohesive and inclusive Academy where policies and strategies are made involving a wide range of colleagues and students.  From the off-site CPD events that we have in June of each year to the Bite Size CPD offered each Thursday (virtually to allow all staff to engage at a time suitable for them via our You Tube Channel), key TLR holders deliver and present on specific areas focused around Teaching and Learning, SEND, Safeguarding, Diversity and Equality, or any other new initiatives that colleagues would feel it impactful to share.

Performance Appraisals are carried out effectively and staff are encouraged to use the Perspective Drop time to review their development throughout the year.

We carry out Trust wide staff surveys on a frequent basis that are specific to well-being and as a Trust, and individual LTs, we respond to colleagues' needs, particularly around workload and well-being issues.  We have a working group who promote Balance for staff also.   Our Trust HR are very proactive in communicating and sending out support strategies.

# Strategic Development Plan - 2023/24

| Priority 1 | Problem (Why?) *fix?* | *What's the problem you are trying to* |
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| Quality First Teaching | Teachers | • Identified in Staff Surveys that they lacked the confidence to be able to identify what QFT was, even if they had been using a variety of strategies effectively.<br>• TELT Review identified that 'SEND' tables had formed. Unintentional but despite our mixed attainment approach in each classroom, ability tables existed in some subject areas.<br>• QFT identified as an 'SEND' strategy.<br>• Staff not recognising how QFT strategies link with The Bassett Lesson. |
| | TAs | • Use of TAs was not consistent in the classroom.<br>• TAs identified that they did not always have the confidence to evaluate or question techniques deployed in the classroom.<br>• Provision Map, Student Passports and effective strategies on ECHO not always used.<br>• EHCPs not understood in enough detail. |
| | Literacy and Disciplinary Literacy | • Are we clear about teaching the vocabulary? Do our students understand what it means to talk and think like a.......?<br>• Are we clear about Reading Ages and appropriate text for our students?<br>• We are beginning to use and deploy Literacy strategies in classrooms but this requires embedding further.<br>• Using Disciplinary literacy with confidence has raised the challenge of Oracy. There are not very many opportunities beyond MFL and English Year 10 Speak and Listening where Oracy takes place. |
| | Differentiating resources and strategies | • More face to face CPD opportunities to develop resources and strategies, more sharing of best practice.<br>• Golden Nuggets and threads are posted after Teacher Rounds, but it is not recorded where a differentiated strategy is used and the degree of impact.<br>• How far are we using the strengths of mixed attainment classes and teaching to enhance peer to peer support as a differentiation strategy?<br>• We assume too much that differentiation is focused towards our EHCP and SEND students. We are not stretching or providing enough opportunity for our HA students. |

| Intended Impact | *What will be different (for students) as a result?* |
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- All Staff understand QFT, its purpose and strategies and to improve ways of physically staring great or effective practice.
- Make The Bassett Lesson clearer so that consistency can be assured within subject areas and across subject areas.
- Training with Bath University on Disciplinary Literacy – co-ordinated by SGu.
- More whole staff meeting opportunities – co-ordinated by PDa so that face to face developmental opportunities can take place.
- Admin Support to populate Provision Map so that ALL students' needs can be understood, APs and REPs tracked, interventions known and tracked for impact.
- Reading Data and Strategies to be clearly presented and promulgated to ALL staff.

| Outcomes | | | | | |
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| Short term | | Medium term | | Long term | |
| By: December 2023 | | By: April 2024 | | By: July 2024 | |
| Milestone | Evidence source | Milestone | Evidence source | Milestone | Evidence source |

| Implementation Outcomes (How the plan has been implemented?) | See SDPs for all areas.<br><br>Learning Forums carried out and attended on QFT, Oracy and Challenge.<br><br><br>Two cycles of Climate Walks to all subject areas.<br><br>Whole School Training in November 2023 on Bassett Lesson and Bitesizes added.<br><br>Lead Teacher Network engaged in Shallow, Deep, Profound.<br><br>Bassett Lesson embedded in KS5.<br><br><br>All Student Passports are being completed. SEND provision is on each applicable student.<br><br>HPA identified and Horsforth Quadrant. | See below.<br><br>WhiteBoards, Golden Nuggets, QFT Toolkits. QA. Inclusion strategies for QFT, over 30 have picked up on SEND and PP strategies / PP Review<br><br>Faculty Reviews and QA feedback. Coaching Staging Spreadsheet.<br><br>QA, whole school analysis revealed Bassett Lesson – Review needs work.<br><br><br>Lead teachers conducting Level 1 coaching to identified staff.<br><br>Student Learning Conversations and Faculty Reviews.<br><br>Moving towards all students having Passports updated.<br><br><br>Lists communicated out to Subject Leads. | Ongoing Trust and Challenge Partner QA Reviews.<br><br><br>Book Looks and QA.<br><br><br>Whole School Training and CPD on QFT – Oracy.<br><br><br>Understanding the needs of our students more beyond Passports.<br><br><br><br><br><br>PIXL Conferences and Subject Conferences.<br><br><br>Updated Horsforth Quadrant. | Challenge Partner QA Review highlighted excellent use of DIsciplinary Literacy.<br><br>Examples of strong QFT throughout QA and CP Review.<br><br>Whole Staff Meetings on T&L Strategies and QA coming up for the Terms.<br><br>Provision Map work being done.<br><br>Reading Approaches having positive impact on abilities and student Confidences.<br><br>Using strategies towards Years 11 and 13 but developing to Years 12and 10.<br><br>Lists communicated out to Subject Leads. | | |
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| Intended Impact | | | | | | |
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| Priority 2 | Problem (Why?) | *What's the problem you are trying to fix?* | | |
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| Challenge within the classroom | Higher order questioning | Are we clear about the methods and techniques we are using to question in the classroom?<br>Are we using a variety of techniques across all subject areas to draw out the best responses/understanding from each student or are we moving on too quickly? | | |

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| | | We need to build in time to reflect on questions being posed and equipping students in how to verbalise their reasoning, in their written work and verbally.<br>We need to build in more metacognition – how do students know what they know? Where did they retrieve their response from?<br>We have a mixture of ways for a student to respond and for a teacher to ask?  Do we need to standardise our methods? Eg cold calling? Hands up? |
| | Engagement of students to avoid passivity | In Student Learning Conversations, students identified working in groups or pairs as a cause for passivity, eg working at different levels with less or more able students.<br>Students are working less effectively, weaker pace, less productive in some subject areas.<br>Students need more confidence to work independently.  This is linked to Teacher modelling, where done well (Art), this produces more independence and confidence.<br>Rewards systems need to be more explicit to act as a motivational tool to aspire to do better. |
| | Resource access such as Dyslexic Friendly School strategies | Our classrooms and teaching strategies are clear and accessible in some subject areas (Science) eg PowerPoints. But not in others? Consistency of approach.<br>Are the reading opportunities given to students accessible and take into consideration reading ages?<br>Is our communication out to Parents and our wider community clear and concise so that we can get the best support from home?<br>Is our multi-sensory approach developed enough? |
| | Adaptive teaching techniques | Assessment creation, we need to constantly review the quality of formative assessments and their impact on appropriate challenge.<br>Is formative assessment being used in a diagnostic capacity?<br>How are we addressing misconceptions?<br>Our feedback and marking policy is still not consistently followed.  IACTs, marking and feedback are carried out well in some subject areas, but not in all. |

| Intended Impact | *What will be different (for students) as a result?* |
|---|---|

- Improve the interactions that take place in the classroom, between teacher and student and student to student.
- To progress the students' ability to understand what they know and how they know it.
- To better understand retrieval practices.
- To increase Collaborative Learning.
- The development of Oracy.
- Reinforcing effort, providing recognition through more explicit Rewards Systems.
- QA marking and feedback better.
- More effective use of homework to enhance student progress in the classroom.

| Outcomes | | | | | |
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| | **Short term** | | **Medium term** | | **Long term** | |
| | By: December 2023 | | By: April 2024 | | By: July 2024 | |
| | **Milestone** | **Evidence source** | **Milestone** | **Evidence source** | **Milestone** | **Evidence source** |
| **Implementation Outcomes** *(How the plan has been implemented?)* | See SDPs for all areas.<br><br>Specific CPD through Bitesize, Inset in November and Learning Forums.<br><br>Focus on Shallow, Deep, Profound – Interdependence. | See Below.<br><br>Bitesize impact being assessed in Term 3 and 4.<br><br>Disciplinary toolkits established to support Bassett Lesson | Ongoing Trust and Challenge Partner QA Reviews. | Excellent feedback from Challenge Partners with the following EBIs - | ● | ● |

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| | Oracy Assemblies and Student Friendly Framework. | Oracy assemblies launched the w/b 22nd Jan to support teacher training. Student Friendly Framework published in the bulletin. | | | | |
| | Communication exists for Rewards to Parents. House Points totals are shared with students. | Ratio of Achievement Points vs Behaviour Points is still significant. | | | | |
| | Awarded and achievement recognition – DofE, Sports, Music. | Various community led events. | | | | |
| **Intended Impact** | | ● | ● | ● | ● | ● |

| Priority 3 | Problem (Why?) | *What's the problem you are trying to fix?* |
|---|---|---|
| Closing Gaps | PP Students' academic outcomes | • Academic outcome data was larger in 2021-22.<br>• PP absence and persistent absence still significant in 2022-23.<br>• We need more informed and regular evaluations of the PP Co-Ordinator role by LT.<br>• AHT for T&L to take a more effective role in interventions at KS3. |
| | Girls' academic outcomes | • In 2021 and 2022, academic outcomes showed less progress than boys.<br>• In RR meetings, it was identified that girls demonstrated less resilience and willingness to make mistakes/fail than boys.<br>• A rise in MH issues, resulting in higher levels of absence.<br>• In single sex Maths intervention classes, student feedback from girls was very favourable but we need to harness these successes in all classrooms. |
| | Boys' behaviour and attitude to learning | • Behaviour data in KS3, particularly Year 8 and 9 in 2022-23 demonstrates that more boys are awarded C2s and C3s than girls.<br>• Consistency in the classroom with regards to applying the Behaviour Policy has been questioned in the TELT Review and some Curriculum, Conversations with DCEO.<br>• We have significantly improved our approach to reading strategies and aim to become a 'Reading School' but we need to improve strategies around more accomplished reading skills. |
| | SEND academic outcomes | • Academic outcome data for EHCP has been favourable over the past few years, however there are identified non-EHCP students such as dyslexic, poor memory retention where their needs are not been fully catered for in the classroom.<br>• Non EHCP or LA students allowed to coast or have poor ambition/motivation.<br>• ALL Teachers still unaware of how to differentiate?<br>• Can ALL Needs be catered for?  Is ECHO being used effectively? |

| Intended Impact | *What will be different (for students) as a result?* |
|---|---|

- Teachers are confident on the strategies to be used with all students identified above.  These will be identified on ECHO and in regular TAS (Team around Student) or RR meetings.
- Improved actions on allocating interventions, HOY and HOF/HOD Reports to tackle persistent trends in ATL.
- More effective strategies to be used on tackling PP student absence and tracking with quick intervention in PP attendance.
- More effective strategies to be used to track progress of individual PP students and communicating this to all relevant staff.
- QA and Climate Walks directed towards a focus on the above groups will force discussion and strategy development on specific student/group needs.
- More practical examples are evident of adaptive teaching and differentiation.

| Outcomes | | | | | |
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| Short term | | Medium term | | Long term | |
| By: December 2023 | | By: April 2024 | | By: July 2024 | |
| Milestone | Evidence source | Milestone | Evidence source | Milestone | Evidence source |

| Implementation Outcomes *(How the plan has been implemented?)* | See SDPs for all areas. | | • | • | • | • |
|---|---|---|---|---|---|---|
| | QA, Learning Conversations focus on specific social groups and strategies. | Golden Nuggets. | | | | |
| | Approaches developed for subject specific areas. | Toolkits. | | | | |
| | Seating Plans and use of ECHO. | Updated. | | | | |
| | BRYIM Consultant in to whole school CPD on Girls Aspirations. | Strategies used. | | | | |
| | Horsforth Quadrant training and Assemblies. | All staff aware of lists of effort and progress. | | | | |
| | Young Carers. | All identified and met with ALT for Inclusion. Year 11s offered Academic Mentoring. | | | | |
| Intended Impact | • | • | • | • | • | • |

# Strategic Development Plan – Art & Design 2023/24

| Outcomes for Priority 1 | | | | | |
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| Short term | | Medium term | | Long term | |
| By: December 2023 | | By: April 2023 | | By: July 2023 | |
| Milestone | Evidence source | Milestone | Evidence source | Milestone | Evidence source |

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| **Implement ation Outcomes** *(How the plan has been implemente d?)* | • In the introductory lessons throughout key stages, all teachers will have clearly identified to the students what a Bassett Learner is: Explorer, aspirational, independent and resilient. <br><br> • Begin to introduce the Bassett lesson so it is consistent across the department: Activate, demonstrate, apply, review. This will then become embedded across all key stages and each lesson. | • Through use of wording or PowerPoints and teacher talk throughout the lesson, through visual aids on tables, through the exemplary work on display throughout the department. <br><br> • Visually evident on tables and in PowerPoints and is referred to throughout the lesson. Language is consistent. | • Assessments and reports will be structured to identify key learning goals and encourage a degree of peer and self-assessment and personal reflection on progress made. <br><br> • Ongoing review that all PowerPoints are dyslexia friendly, with key vocabulary to promote literacy within the arts. <br><br> • Ongoing review that there are areas for structured questioning that employs blooms taxonomy and ensures higher order questioning and deeper level of thinking. | • Progress reports and assessments, along with teacher and student feedback conversations. <br><br> • PowerPoints are centralised and available to all staff. KS3 PP complete | • Set ambitious goals where students can demonstrate proficiency in their subject and are happy to experiment, test and 'break rules' to create something new. Students make work with a visual commentary relating to their own ideas and experiences and topic or theme. (This allows for a more adventurous learner) | • Clearly consistent outcomes demonstrating an understanding of the topic and articulation of their own response to it. |
| **Intended Impact** | • Students will demonstrate resilience, determination and independence in their learning. <br><br> • The focus will be on how to encourage the passive learner, and ensure all students are challenged. | • All staff will have a centralised approach, and all PowerPoints will be consistent. This will be checked through environment walks and quality assurance. | • Students are more independent and take responsibility for their learning, becoming autonomous learners. <br><br> • SEND students can access learning from the PowerPoints. | • Students receive a consistent entitlement of support and a clarity of teaching across department which in turn will be evidence in the quality of the art produced. <br><br> • There will be a clear culture of Basset lesson throughout. <br><br> • Simplified Powerpointshave rationalised | • Pupils learn disciplinary knowledge to be able to engage in a dialogue and debate, acquire cultural capital and be affected by art. | • All will demonstrate the skills taught and students independent experimental responses to those skills. |

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| Outcomes for Priority 2 | | | | | | |
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| | **Short term** | | **Medium term** | | **Long term** | |
| | By: December 2023 | | By: April 2024 | | By: July 2024 | |
| | **Milestone** | **Evidence source** | **Milestone** | **Evidence source** | **Milestone** | **Evidence source** |
| **Implementation Outcomes** *(How the plan has been implemented?)* | • Within the schemes of work (PowerPoints) ensure there is structured questioning that employs blooms taxonomy and ensures higher order questioning and deeper level of | • Scheme of work, PowerPoints and climate walks. <br><br> • Postcards sent termly from the art department. | • Rigorous QA marking and feedback to students to ensure they know where improvements are needed. <br><br> • To continue to use the '3 challenge' | • Schemes of work, PowerPoints, quality assurance book reviews, written learning conversations and climate walks. <br><br> • Conversations with students to check | • Art show exemplifying best practice across all key stages at the end of the year, as a means of encouraging parental and student engagement and | • Exams (GCSE/A level) and Key stage 3 assessments measured against targets. |

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| | thinking<br>• -Introduce a more formalised digital postcards from the art department to both students and parents to reward and praise good practice with reference to 'The Bassett Learner'. | | model, where there are tiers according to ability, but encourage stretch and challenge rather than passivity. Teacher, knowing their student will ensure they pick the right challenge, and question them on this. | oracy and understanding (knowledge starters and plenaries and questioning etc) | rewarding outstanding endeavour. | |
| **Intended Impact** | • **Students learn, make, review and have the oracy skills to articulate the individual steps, why and how.** | • Rewarding and praising will encourage good practice, and a positive attitude to learning, and build confidence and self-esteem. | • Students know through visible written and oral learning conversations where they are in relation to the learning goals, and whether they are being stretched and challenged. | • Student willing to try out ideas methods and practices to find original solutions.<br>• Some work needed in refining sand supporting oracy. Students still reluctant to speak despite prompts | • The art curriculum is made visible across the school and to all years, but also showing good practice and showing that students foster a love for the subject and understanding its value. | • Students understand and have competent and technical knowledge and understand some if not all the theoretical components of the course.<br><br>• GCSE/A Level are able to go on to their future endeavours, or have a clear flight path towards post 16/18 education or careers. |

| Outcomes for Priority 3 | | | | | | |
|---|---|---|---|---|---|---|
| | Short term | | Medium term | | Long term | |
| | By: December 2023 | | By: April 2024 | | By: July 2024 | |
| | Milestone | Evidence source | Milestone | Evidence source | Milestone | Evidence source |
| **Implementation Outcomes** *(How the plan has been implemented?)* | • All staff to take a more active role in ensuring consistency with the behaviour system to support learning and safeguard students.<br><br>• All classrooms have a designated 'C2'seat so there is that visual restorative measure before a c3 is actioned.<br><br>• Teachers use their seating plans to ensure more focus is given to target groups such as PP and SEND. | • Clear use of C1,C2,C3 SYSTEM throughout lessons and staff complete restorative conversations in after school detentions.<br><br>• Echo seating plans available. | • Review home learning packs throughout the key stages to ensure structured learning is available to students at home that matches the learning in school. This is also a tool for parents to be able to see what the students are learning.<br><br>• After school Interventions, where appropriate can be targeted for 'vulnerable' students where they have additional 1:1 support. | • Home learning uploaded onto the website accessible to parents and students.<br><br>• After school interventions attended, and communication with parents evident. | • Continual review of programme of study to engage boys, including more 3D work. This tends to be a successful way to engage a more dynamic and practical learner. | • Scheme of work, PowerPoints and student outcomes.<br><br>• Behaviour logs to show a decline in dis-engaged disruptive learners. |

| Intended Impact | • Students are aware of the behaviour strategies, which are in line with the rest of the school. <br> • Behaviour improves and students from all backgrounds, and all needs adhere to the aspirations within the department for their learning. | • Teacher and student relationships are positive, and direct contact with parents supports their learning. | • Where there are gaps in learning, students can independently go to the resources available online to either revise prior learning or extend and challenge their learning. | • On the return, if students have significant absences, their progress won't be as hindered. | • Stronger engagement with boys within the art department, less behaviour issues recorded, possibly resulting in higher uptake at GCSE. | • Stronger engagement with boys within the art department, less behaviour issues recorded, possibly resulting in higher uptake at GCSE. |

# Strategic Development Plan- Behaviour, Safeguarding and Well Being 2023/24

| Outcomes for Priority 1 | | | | | |
|---|---|---|---|---|---|
| **Short term** | | **Medium term** | | **Long term** | |
| By: December 2023 | | By: April 2024 | | By: July 2024 | |
| **Milestone** | **Evidence source** | **Milestone** | **Evidence source** | **Milestone** | **Evidence source** |
| **Implementation Outcomes** *(How the plan has been implemented?)* | • Reward system review and evaluation by a working party and by student voice. What and how do the students wish to be rewarded? What do they think of the current systems?<br><br>• Do staff in the classroom have the ability to reward?<br><br>• Will the new R system work?<br><br>• Investigate more areas and approaches of support to improve attendance of persistent absence students. All student managers to have attendance as a priority and a PI target. | • Student parliament T&L focus group on rewards will be set up and feedback whole school opinions.<br><br>• The working party will represent a cross section of subjects and non teaching staff.<br><br>• Attendance data that tracks SAM meetings and % attendance will identify the ones to focus on for the Year. | • New whole school system that may incorporate elements of the old but reflect the needs identified in the short term targets. Promote the new initiatives.<br><br>• Ensure that the new initiatives allow for classroom, community and whole school celebrations. Including face to face parental engagement.<br><br>• Trials of the different approaches to compare impact. | • Student voice on the new systems.<br><br>• Posters displayed in Classrooms.<br><br>• Parents aware and communication is clear regarding new systems.<br><br>• Data from Academy 21, college, parents and student voice on what is needed to remove the barriers and if strategies of support have worked. | • Whole school celebrations in place that incorporate face to face events.<br><br>• Evaluate if the rewards working party has hit the brief.<br><br>• Consider curriculum pathways for long term attendance issues so that we are addressing need for those we can't get in. Link to Assessment Team. | • The events will establish parent and student voice to show how well the events have been supported and accepted.<br><br>• Identified students in each year that are persistently absent from school or lessons and evaluate the curriculum change on student outcomes and attendance. |
| **Intended Impact** | • All subjects areas will contribute to ideas on how to reward students at different levels and support QFT in the | • | • Students will feel included and involved in the development of whole school celebrations. They | • | • Ultimately the impact will be to have a positive, engaged student body that feels rewarded for | |

| | Short term | | Medium term | | Long term | |
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| | classroom. The focus will be on building positive relationships and building aspiration. | | will feel a development of stronger relationships in the classroom linked around being rewarded for effort. | | their efforts and has a sense of accomplishment and pride on their contribution to whole school. | |

| **Outcomes for Priority 2** | | | | | | |
|---|---|---|---|---|---|---|
| | **Short term** | | **Medium term** | | **Long term** | |
| | By: December 2023 | | By: April 2024 | | By: July 2024 | |
| | **Milestone** | **Evidence source** | **Milestone** | **Evidence source** | **Milestone** | **Evidence source** |
| Imple mentat ion Outco mes *(How the plan has been implem ented?)* | • The Behaviour policy and C system is monitored to ensure it is being implemented with equity across all subjects and levels of teacher experience.<br><br>• Subject areas will be trained on new aspects of subject reports, face to face conversations with parents and when to introduce a report.<br><br>• CPD takes place on new report system.<br><br>• Parents communicated with on the new report system.<br><br>• Students aware of the new report sytem.<br><br>• Subject reports to be fully incorporated into the behaviour data system, | • QA data and C system data.<br>• Detention data<br><br>• Tracking of reports cards across subject areas will show consistency of approach, will show that all aspects of engagement are being challenged or addressed for example passivity and bad behaviour that impacts learning. | • Areas identified as not being equal in their application will receive additional training and monitoring via the QA system. CPD provided.<br><br>• Incorporate points into the PR system, positive and negative. Plus, more emphasis on house competitions.<br><br>• Link to PI1 above – rewards.<br><br>• Consider rewards for positive response in the classroom. | • Revisit QA data, discussions with the HOD and individual teachers.<br>• Evaluation of CPD impact.<br><br>• SIMS data can be readily tracked for positive and negative outcomes for all students.<br><br>• All LT, HOD and class teachers are confident in face-to-face conversations with parents, on when to trigger a subject report and the escalation of a subject report. | • All subject areas are consistent in their usage of the behaviour system of the school.<br><br>• Review of the new subject reports system and how it has impacted behaviour whole school in comparison to the previous year where it was addressed pastorally. This will be via behaviour data, subject report data and staff voice. | • Student voice can identify parity across all subject areas.<br><br>• Staff voice, behaviour data, student voice on subject reports and parental evaluation linked to parent evenings. |

| | policies and plans. | | | | | |

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| **Intended Impact** | • Subject areas will address disruption to learning in the same manner and to the same level. Those who don't will be aware and will engage in addressing this with either their departments or individual staff. | • | • The school CPD system and QA system will help to address individual needs to ensure consistency of approach. | • | • Students will be able to acknowledge that there is consistency across the school in how the c system is used which includes when a subject report is being triggered. | • |

| **Outcomes for Priority 3** | | | | | | |
|---|---|---|---|---|---|---|
| | **Short term** | | **Medium term** | | **Long term** | |
| | By: December 2023 | | By: April 2024 | | By: July 2024 | |
| | **Milestone** | **Evidence source** | **Milestone** | **Evidence source** | **Milestone** | **Evidence source** |
| **Implementation Outcomes** *(How the plan has been implemented?)* | • The pastoral teams will focus on girl / PP / mental health . Persistent absence when tracking attainment and engagement. This will be linked to the above PI1 and 2 - rewards and subject reports.<br><br>• Share names of students with staff that have a characteristic that may impact upon their learning and engagement in the classroom. For example mental health, social | • This will be via behaviour data, ATL data and PR data.<br><br>• This will be via HOY and excel spreadsheets. As trialled in Term 6 for Year 8. Staff will feedback the impact of knowing this data.<br><br>• 4 Matrix will track the students under social care or those who have been in IER.<br><br>• Termly data and evaluation reports on the progress of the strategic plan. | • For those students identified as 'of concern' mentoring will be put in place to provide an extra focus on boost on what they need to addres, change or work on. This will be crosss referenced with the intervention groups to ensure we have outcomes from this group.<br><br>• Mid year review of the PP strategic plan and amendments in place if not working | • PP tracking for each year group based on ATL and PRs.<br>• English / Maths matching from KS3 and 4.<br>• RR reports to be shared with LT.<br>• POD reports on usage.<br><br>• As above.<br><br>• Student Voice data. Counselling referrals. | • For those most at risk of underachieving by the end of the year, the opportunity of online mentoring or after school intervention will be in place. The plan will be bespoke to the individuals. For example is it attendance, external influences, passivity, etc.<br><br>• Involvement of HOD and HOY in rewriting the strategic plan | • Feedback from all staff on each target.<br><br>• A review of the data available such as outcomes, attendance, student voice. |

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| | services, FSM, siblings that have underachieved, medical etc<br>• Ensure all staff are following the PP strategic plan<br>• Share the identity of girls who have a mental health concern to enable class teachers to be more aware and considerate of their approach. CPD available on mental health issues and how they manifest or present themselves. | Discussed at LT, Curriculum and HOY meetings. | based on examination results.<br><br>• Implement student voice on those who have an identified mental health concern with a focus on the girl group to see if the sharing of information in terms 1 and 2 had an impact on building relationships and attitude to school. | • Teacher feedback.<br>• Attendance data. | targets for the next academic year.<br><br>• Based on the outcomes of the short and mid term implementation strategies, develop a whole school approach to sharing of information on mental health concerns with a focus on girls. | |
| **Intended Impact** | • Identified groups of students will be a higher focus in tracking, pastoral support with better communication with a class teacher.<br><br>• CPD will be available to address any areas of need linked to understanding key gap groups – mental health, School Based Avoidance, FSM, county lines, substance abuse etc. | • | • Class teachers will be in a better position to track the academic success of vulnerable groups or student gaps as they will know who they are to focus upon.<br>• Class teachers may be more aware of mental health concerns and how to address them or support students with them. | • | • Students who have been of focus will be achieving better outcomes and more engaged in the classroom.<br>• Whole school mental health approach may be adapted to address the impact on the classroom and attendance. | • |

# Strategic Development Plan – Computing 2023/24

| Outcomes for Priority 1 | | | | | | | |
|---|---|---|---|---|---|---|---|
| | **Short term** | | **Medium term** | | **Long term** | | |
| | By: December 2023 | | By: April 2023 | | By: July 2023 | | |
| | **Milestone** | **Evidence source** | **Milestone** | **Evidence source** | **Milestone** | **Evidence source** | |
| **Implementation Outcomes** *(How the plan has been implemented?)* | • **Teachers**<br>• Teachers to be aware of what Quality First Teaching is and how this applies to the specific needs of a Computing classroom. Strategies for applying QFT to be discussed in department meetings and department CPD meetings. | • Learning walks<br>• CPD meetings<br>• Department meetings<br>• OneNote class master<br>• Teacher OneNote<br>• Pupil OneNote | • **Teachers**<br>• Teachers to develop a strong understanding and consistent approach to Quality First Teaching. This will be evidenced through lesson reflections, line management meetings, learning walks and informal drop-ins. QFT to continue to be a | • Learning walks<br>• Lesson reflections<br>• Line management meetings<br>• Department meetings<br>• CPD meetings<br>• QFT toolkit | • **Teachers**<br>• Computing teachers will<br>• Be secure in applying QFT.<br>• principles to the computing classroom.<br><br>• **TAs**<br>• Computing lessons are very rarely staffed by TAs. However, where present, teachers to have | • Learning walks<br>• Lesson reflections<br>• Line management meetings<br>• Department meetings<br>• CPD meetings<br><br>• Learning walks<br>• Lesson reflections | |

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| • Computing teachers to use 'best' seating plan and not to create a "separation effect" within the classroom for SEND pupils/ pupils with TA support.<br><br>• Computing teachers to use pupil passports and SEND information from ECHO to plan lessons and support students. | • Seating plans<br>• Learning walks<br>• Lesson reflections | point of discussion at department CPD meetings, especially the use of the QFT toolkit.<br><br>• If any TAs are present, they should be used as whole class support, the class teacher to support SEND pupils in small groups or 1 on 1 (QFT 2nd/3rd wave). | • Department meetings<br>• CPD meeting<br>• Learning walks | consistent communication with the personalised learning team to ensure TA support is used effectively.<br><br>**Literacy and Disciplinary Literacy**<br>• Teachers to ensure a high level of computer science vocab is used in vocal delivery, pupil answers (both written and verbal) and in PowerPoint and OneNote.<br><br>• A range of strategies to be used to explore unfamiliar vocabulary, for example: word families; etymology; spelling; multiple meaning; synonyms.<br><br>• Teachers to have a strong understanding of reading ages and SEND needs in their classes and differentiate reading tasks appropriately. | • Learning walks<br>• Lesson reflections<br>• Work scrutiny<br><br>• Learning walks<br>• Lesson reflections<br>• Work scrutiny<br>• Dept CPD |
| **Literacy and Disciplinary Literacy**<br>• All students to sign up for typing.com.<br><br>• Literacy rep to attend training and feedback to department strategies and relevant info.<br><br>• **Differentiation resources and strategies** | • Work scrutiny<br>• Learning walks<br><br>• Dept CPD<br><br>• Work scrutiny<br>• Learning walks<br>• Dept CPD | **Literacy and Disciplinary Literacy**<br><br>• Key literacy terms to be consistently embedded in lessons, and teachers explicitly teach these and use AfL strategies to ensure students understand them.<br><br>• **Differentiation resources and** | • Learning walks | | |

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| • All Staff to use ECHO to identify all SEND and disadvantaged learners and plan accordingly.<br><br>• Computing staff to know disadvantaged and SEND pupils, know their progress and the strategies to engage them.<br><br>• Discuss support strategies with TAs and HOY where there are concerns.<br><br>• Ensure testing systems on computers provide differentiation, through randomised questions, SEND features.<br><br>• Ensure testing systems highlight areas of weakness for every pupil.<br><br>• Computing staff to have up to date seating plans with disadvantaged pupils seated in the best place for their learning. | • Testing system<br><br>• Echo | **strategies**<br>• Differentiation strategies to be discussed regularly at department meetings and CPD meetings.<br><br>• Computing resources to be differentiated where appropriate to support progress among all learners. | • Learning walks<br>• Work scrutiny<br>• Lesson Planning<br><br>• HOD<br>• OneNote<br>• Learning walks | • Computing teachers to use typing.com as a literacy starter at the beginning of KS3 lessons. This may be flexible depending on n PR dates and or swapped for spelling revision and tests.<br><br>• **Differentiation resources and strategies**<br>• Computing teachers confident in using a range of differentiation and resources to best suit individual learners and classes. | • Learning walks<br>• Lesson reflections<br>• Work scrutiny<br>• Dept CPD |

| Intended Impact | • Teachers develop their understanding of quality-first teaching and its impact on all students' outcomes. | • | • Developing understanding of QFT strategies ensure all pupils make strong progress in the department's subjects at ks4 and 5 as well as all topics at KS3. | • | • QFT embedded in practice, ensuring positive outcomes for all students. | • |

| Outcomes for Priority 2 | | | | | |
|---|---|---|---|---|---|
| Short term | | Medium term | | Long term | |
| By: December 2023 | | By: April 2024 | | By: July 2024 | |
| Milestone | Evidence source | Milestone | Evidence source | Milestone | Evidence source |

| Implementation Outcomes (How the plan has been implemented?) | | | | | | |
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| | **Higher order questioning**<br>Computing teachers to use a range of questioning strategies to engage learners.<br><br>**Engagement of students to avoid passivity.**<br><br>Computing teachers will begin to use subject reports to support passive learners and promote engagement.<br><br>Lessons planned to be engaging, with a broad range of activities and multi-sensory learning to engage learners.<br><br>Computing staff to report home on a regular basis with progress and attend all parent evenings.<br>Teachers to use behaviour and reward systems to promote active learning.<br><br>**Resource access such as dyslexia-friendly** | Learning walks<br>Lesson reflections<br><br><br>HOD<br><br><br>Learning walks<br>Lesson reflections<br><br><br><br><br>Parental communication<br><br>Behaviour logs<br>Achievement points<br>Lesson reflections<br><br><br>Learning walks<br>Regular review of | **Higher order questioning**<br>Computing teachers will use questioning as a retrieval strategy and link this actively to the Bassett lesson.<br><br>Computing teachers will refer to learning journeys regularly and ensure students know at which stage of their learning journey they are at.<br><br>Teachers will ensure learning journeys are present in all pupils OneNote.<br><br>**Engagement of students to avoid passivity.**<br><br>HOD will review progress reports and plan interventions for students whose engagement in learning requires improvement.<br><br>Teachers to use OneNote, smart boards and any ICT | Learning walks<br>Lesson reflections<br><br><br><br><br><br><br><br><br><br>OneNote<br><br><br><br><br><br>RR/ Data spreadsheets/ 4matrix<br><br><br><br>Learning walks<br>Lesson reflections<br>OneNote | **Higher order questioning**<br>Teachers consistently use excellent higher order questioning. Teachers to observe colleagues within the department and other departments.<br><br>Watch or attend any questioning CPD.<br><br><br>**Engagement of students to avoid passivity.**<br>Teachers will have used student reports, parental engagement and engaging lesson plans to minimise passive learning and promote active learning among all students.<br><br>**Resource access such as dyslexia-friendly school strategies**<br>All resources created this year to ensure they are dyslexia friendly. | Learning walks<br>Lesson reflections<br><br><br>CPD<br><br><br>PRs<br>Feedback from teachers<br>Lesson reflections<br><br><br><br><br>Reviewing resources<br><br><br><br><br><br>Review of assessments |

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| **school strategies**<br><br>• All new resource will be created using dyslexia friendly formatting.<br><br>• Testing system to be created with applicable fonts and backgrounds.<br><br>• OneNote to be created with dyslexic friendly fonts and colours.<br><br>• Computing teachers will use seating plans to support dyslexic learners by ensuring they have clear view of the board, and the teacher has access to be able to support them.<br><br>• All summative assessments on testing systems to be created in a dyslexia-friendly format.<br><br>• Teachers to raise concerns over students with HODs/ personalised learning team. | resources<br>• Work scrutiny<br><br><br>• Learning walks<br><br><br>• Assessment reviews<br><br><br><br>• Learning walks<br>• Dept Mtgs<br><br><br>• Work scrutiny of OneNote | technology to model effectively and build resilience and independence.<br><br>• Use of rewards for Computer Scientist of the term. Bags of sweets and email home.<br><br>• All staff to ensure (where feasible) pupils are engaged in online learning outside of the classroom e.g., Typing.com, GCSE POD, Seneca, Isaac computer science.<br><br>• Teachers to use seating plans to support student engagement.<br><br>• Teachers to use effective collaborative learning strategies.<br><br>• **Resource access such as dyslexia-friendly school strategies**<br><br>• Seating plans to be regularly reviewed. | • HOD<br><br><br><br>• Online tools<br><br><br><br><br><br>• Seating plans<br><br><br>• Learning walks<br><br><br><br><br><br>• Echo | • **Adaptive teaching techniques**<br>• HOD to review assessments and their effectiveness ahead of 24-25 academic year. After next set of exam results | |

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| • **Adaptive teaching techniques** | • Learning walks | • **Adaptive teaching techniques** | • Assessments |
| • OneNote to show stages of Bassett lesson through colour coding template sheet. | | • Regular formative assessments on topics using a variety of online tools (kahoot, etc), planet query, etc. | • Learning walks |
| • Teachers to use a multi-sensory approach in lessons. | | • Teachers to use formative assessment to inform lesson planning and adaptation of medium-term plans to ensure misconceptions are addressed. | • In-Lesson<br>• Data records on online tools |
| • Use of online assessment system to adapt planning and SoWs where needed for whole class. | • Testing System | | • Schemes of learning and medium-term plans |
| | | • Online assessments designed to provide automatic and instant written feedback. | • Work scrutiny |
| | | • A range of feedback used, including peer-assessment and self-assessment, particularly during marking pinch points. | • Learning walks<br>• Work scrutiny |
| | | • Formative and Summative assessment at KS4 and 5 must provide feedback and opportunities for iACT | • Assessments |

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| | | within OneNote so as to build a revision resource for pupils and give ownership over attainment and improvement. | |
| | | • Summative assessments to be regularly reviewed to ensure they are feeding into planning. | |

| **Intended Impact** | • Teachers develop a range of strategies to ensure challenge within the Computing dept | • | • Less passive learners, more engagement in Computing leading to more progress, especially for Low and high on entry pupils. | • | • Students are empowered to take responsibility, and an active approach to, their Computing lessons. | |

| Outcomes for Priority 3 | | | | | |
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| **Short term** | | **Medium term** | | **Long term** | |
| By: December 2023 | | By: April 2024 | | By: July 2024 | |
| **Milestone** | **Evidence source** | **Milestone** | **Evidence source** | **Milestone** | **Evidence source** |
| **Implementation Outcomes** *(How the plan has been implemented?)* <br><br> • Focus on building resilient learners, for example not accepting " don't know". <br><br> • Teachers to be aware of groups where we need to close the gap and apply QFT and adaptive teaching strategies Key groups to be discussed regularly at department meetings. <br><br> • Teachers to be aware of PP learners using ECHO. <br><br> • Use of SEND spreadsheet strategies to help support and engage all SEND pupils. | • Key students to be discussed with HOD and pastoral team. <br> • Dept meeting mins <br><br> • Dept meetings <br> • Climate walks <br><br><br><br> • HOD learning walks. <br><br><br> • Department meeting | • Review of performance throughout year of two-year 10 classes test results and the groups within. These are blocked against each other so review of class lists too. <br><br> • HOD to review summative assessment data for all Key Stages to assess data for key groups and identify students requiring early intervention. <br><br> • Hod and Class teachers to communicate regularly with PP Coordinator around | • Intervention to be regularly reviewed. <br><br> • HOD <br> • Dept meetings <br> • RR <br><br><br><br> • Summative assessment data <br> • R&R documents and meetings. <br><br><br> • All teachers | • Staff to build in exam question technique into planning as well as discreet lessons using things like walking talking mocks. <br><br> • Regular discussion at dept meetings sharing good practice looking at focus groups. <br><br> • Interventions to be put in place for key groups where needed, before external exams. <br><br> • Behaviour policy to be consistently and confidently applied | • Climate walks <br> • Outcomes in summative/ external assessments. <br><br><br><br> • Department meetings <br><br><br><br> • Outcomes in summative/ external assessments <br><br><br> • Climate walks <br> • Lesson reflections |

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| | • GCSE and A-Level exam review to understand more closely group exam performance. Low/ high/ SEND / PP | • Exam review and dept meeting | how to support PP students.<br><br>• Teachers to use differentiation strategies to support SEND and PP learners.<br><br>• Teachers to discuss behaviour/ engagement concerns with HOD or experienced staff. | • Climate walks<br>• Lesson reflections<br>• Dept mtgs<br><br>• HOD | by all teachers.<br><br>• All teachers to know disadvantaged and SEND pupils, know their progress and the strategies to engage them | • Behaviour data<br><br>• SEND behaviour strategies spreadsheet |
| **Intended Impact** | • Teachers are aware of key groups and where we need to close the gap and how to do this | • | • Strategies put in place to support groups. Their progress will be monitored, and interventions put in place where necessary. | • | • Improved outcomes in all subjects within Computing for highlighted groups. | • Exam data |

# Strategic Development Plan Curriculum, Teaching and Learning 2023/24

| | Outcomes for Priority 1 | | | | | |
|---|---|---|---|---|---|---|
| | Short term | | Medium term | | Long term | |
| | By: December 2023 | | By: April 2024 | | By: July 2024 | |
| | Milestone | Evidence source | Milestone | Evidence source | Milestone | Evidence source |

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| **Implementation Outcomes**<br>*(How the plan has been implemented?)* | • All teachers know and use the terms of the Bassett Lesson in their teaching. (activate, demonstrate, apply, review)<br>• Books are marked regularly as per school policy – book presentation is consistent with use of the Bassett Lesson Elements<br>• T&L teams reduced to 3 foci – QFT, QFT with oracy, QFT teaching with challenge<br>• Departments review SOW to introduce oracy opportunities<br>• TRT programme to be implemented by our 7 TRT Leads<br>• Disciplinary reading to be taught explicitly in classrooms<br>• Year 7 Reading Transition launched as part of the RWBA Reading School<br>• Sparx Reader launched to Year 7 and 8 students to support QFT in classrooms<br>• Reading Cafes to extend more regularly to engage targeted students and parents<br>• DF resources / strategies / guidance will be fully embedded in classrooms | • Presentation to all staff on first TD day, Bassett Lesson Poster in all classrooms<br>• Book look in January<br>• Work samples, climate walks, student conversations<br>• Toolkits created by departments, staff experts established<br>• Adapted SOW with Oracy opportunities<br>• Training completed with first cohort<br>• Literacy Leads to support delivery of strategies<br>• Students know how and why to use strategies to support accessibility<br>• 100% reading homework completion in Y7/8<br>• Improved attendance and positive feedback/evaluations<br>• SOWs updated and DF advice and action points applied across departments during SD day | • All staff and students able to articulate the Bassett Lesson elements and their importance.<br>• Marking of books continues to be consistent – fewer presentation issues, increased academic rigor.<br>• All staff can articulate what QFT is needed for their classes and have examples of effective delivery<br>• Students becoming more confident at articulating their learning and opinions | • Learning walks, student conversations<br>• Work samples, Learning walks, student conversations<br>• Toolkits created by departments, staff experts established<br>• Learning walks, student voice | • Bassett Lessons embedded in presentations and explanations.<br>• QFT is embedded particularly through oracy and challenge<br>• Oracy is an embedded element within each subject area | • Seen in exercise books<br>• Toolkits created by departments, staff experts established<br>• Students can clearly identify where they have opportunities to express themselves orally in subject areas |
| **Intended Impact** | • Staff use consistent language to describe their learning<br>• All staff have a greater awareness of all types of learners in their classrooms<br>• Students are articulate individuals can share their ideas/opinions verbally.<br>• Revision guides support all learners, each booklet supports different year groups individually. KS3 set weekly homework from the guide. | • Learning walks and student conversations<br><br><br>• Revision guides | • Students and staff use consistent language to describe their learning<br>• All staff have added to a toolkit to support their teaching of all learners<br>• More confident with formal assessment opportunities requiring oracy eg MFL orals, English speaking exams | • PP review, SEND review, student follows, TA feedback<br>• Mock results in speaking assessments see improvement | • Students can articulate how they learn in a Bassett Lesson and how they can improve.<br>• Reduced passivity in classrooms and promote active learning<br>• Final external assessments requiring oracy elements see improvements through student confidence | • PP review, SEND review, student follows, TA feedback<br>• Staff Voice, Student Voice |

| | Outcomes for Priority 2 | | | | | |
|---|---|---|---|---|---|---|
| | **Short term** | | **Medium term** | | **Long term** | |
| | By: December 2023 | | By: April 2024 | | By: July 2024 | |
| | **Milestone** | **Evidence source** | **Milestone** | **Evidence source** | **Milestone** | **Evidence source** |
| **Implementation Outcomes** *(How the plan has been implemented?)* | • All teachers to have received staff training on delivering challenge in the classroom<br>• All staff to use the new Bassett Lesson to promote challenge and active learning<br>• Departments to use curriculum training to update SOWs<br>• Disciplinary reading to be taught explicitly in classrooms | • Learning Forums<br>• Staff Toolkits<br>• Thursday Bitesize<br>• Subject Experts<br>• QA data<br>• Updated SOWs<br>• Literacy Leads to coordinate subject specific reading strategies within department teams | • Lead Teachers to have delivered and evaluated training on teaching challenge in subject areas<br>• Stage 2 training on challenge to have been completed for those selected/identified teachers<br>• All teachers to have embedded strategies for greater challenge in all lessons | • Training delivered and evaluated through Learning Forums<br>• Stage 2 coaching and training<br>• Regular QA including external reviews by the end of Term 4 | • All training and support for teaching challenge to be evaluated and presented at the LT Planning<br>• Final Learning Forums capture and evaluate classroom strategies.<br>• Disciplinary Reading strategies fully embedded to ensure challenging texts are accessed by all<br>• Active and collaborative learner led learning embedded in classroom practice | • Updating and reviewing SDD (Term 6)<br>• Staff and student voice / learning conversations<br>• Attendance at Learning Forums<br>• QA (CWs to capture progress on challenge and reading) |

| Intended Impact | - Better academic outcomes for all students according to their starting point<br>- Better structured active learning demonstrated in class<br>- Greater focus on academic literacy in classrooms<br>- <mark>Homework timetable for years 10 and 11 for all subjects,</mark> <mark>Core for year 8. Year 8 – Sparx reading</mark> | - Assessment data<br>- QA (CWs / SLCs / Triads)<br>- Trust WTCs<br><br>- SMHW log – moved to Teams assignments for all, | - Training and staff CPD completed and targeted according to need<br>- Toolkits for teaching challenge updated and applied.<br>- Homework timetable including year 7 too | - CWs / External Reviews to confirm greater challenge in classrooms<br>- Teachers receiving Stage 2 coaching will improve practice (QA)<br>- Assessment data / RRs to confirm academic progress<br>- Trust WTCs<br>- SMHW log | - Teachers are confident in their subject expertise to implement disciplinary challenge<br>- Better strategies are used by teachers to tackle challenge<br>- Reading strategies understood and applied by all teachers<br>- Effective intervention of Lead Teacher Network in subject areas<br>- Homework timetable to also include year 9 | - Staff / Trust surveys<br>- Department Audits<br>- Lead Teacher Forums and MAT Subject Leaders training<br>- QA (work sampling / CWs / learning conversations)<br>- Trust WTCs<br><br><br><br>- SMHW log |

| Outcomes for Priority 3 | | | | | |
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| | **Short term** | | **Medium term** | | **Long term** |
| | By: December 2023 | | By: April 2024 | | By: July 2024 |
| | **Milestone** | **Evidence source** | **Milestone** | **Evidence source** | **Milestone** | **Evidence source** |
| **Implementation Outcomes** *(How the plan has been implemented?)* | - Review Curriculum Content around KS3<br>- New Subject reports being introduced and linked with the behaviour system aiming to reduce both passivity and misbehaviour<br>- <mark>Summer work for core subjects reviewed with subject teachers/tutors parents</mark><br>- <mark>GCSE Matching meeting review from June data – PP/SEND/Pastoral/ Ma/Eng teams support targeted students</mark><br>- <mark>A-level students targeted from Jun AW – resits/checking summer</mark> | Department SOW<br><br>Subject report data<br>Detention logs<br><br><br><br><br><br>Future's day notes<br><br>PRs in Dec, rolling document from R&R meetings | - Reduction in number of subject reports issued<br>- GCSE Matching meeting post November mocks and Feb mocks – PP/SEND/Pastoral/Ma/Eng teams support targeted students<br>- A-level students targeted from Nov mocks – resits/additional lessons<br>- | Subject report data<br>Detention logs<br><br><br>Intervention meeting notes/booklets completed<br>Future's day notes added too<br><br>Second PRs data drop | Identification of specific individuals rather than overall groups – the culture has changed Academic gap closed between different groups | External reviews eg CP, TELT, Behavioural statistics<br><br>Summer results |

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| | work/additional lessons | | | | | |
| **Intended Impact** | • Improve ATL generally ensuring focus is on engagement with subject content <br> • More engaging SOW at KS3 <br> • Students more engaged with home learning, parents more engaged with academic progress | Subject report data Detention logs <br> Horthforth quadrant created and different support offered to each group for KS4 <br> Homework detention log, AW1/PR results <br> Future's day attendance | • Improve ATL generally ensuring focus is on engagement with subject content <br> • Students improving current grade | Subject report data Detention logs <br><br> PRs | Better outcomes for girls and improved behaviour for boys | External results |

## Strategic Development Plan – DT 2023/24

| | Outcomes for Priority 1 | | | | | |
|---|---|---|---|---|---|---|
| | **Short term** | | **Medium term** | | **Long term** | |
| | By: December 2023 | | By: April 2024 | | By: July 2024 | |
| | **Milestone** | **Evidence source** | **Milestone** | **Evidence source** | **Milestone** | **Evidence source** |
| **Implementation Outcomes** *(How the plan has been implemented?)* | • Use of new Bassett Lesson wording. <br> • Dyslexia friendly booklets <br> • Application of recipe books <br> • Use of keyword context slide and QR codes to assist with Literacy elements | • We have also started to add these to PP as we have been teaching. <br> • Year 7 & 9 KS3 Booklets are updated to Dyslexic friendly – year 8 are legacy, from last year. | • Feeback from new Year 9 scheme of work <br> • Analysis of curriculum plus impact <br> • Staff to attend CPD on QFT through Bitesize, Staff Meetings and | • Student Voice survey – as year 9 projects are new this academic year, we have added resources to improve delivery in the second rotation and will refine the booklet in Term 6 for next academic year | • Continued implementation of QFT strategies by all staff in department <br> • Update of any resources based on Student Voice | • Climate Walks, Faculty Review and Lesson Reviews to evidence staff familiarity with key groups and key students <br> • Student Voice survey to recommend any amendments to booklets for ease |

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| | • <mark>Levelled approach to briefs in schemes of work to allow for extension activities and more complex skills to be used</mark> | • Recipe booklets printed in A3 for visually impaired and QR code, video tutorials added to our new You Tube channel! Shared with classes before cooking (teams or lesson)<br>• Climate walks to show application of Bassett Lesson elements.<br>• Climate walks to show application of Bassett Lesson elements.<br>• Moderation of work and work sampling to examine impact of dyslexia friendly strategies.<br>• Work sampling to also show impact of extension activities and more complex levelled briefs on student attainment. | <mark>Learning Forums</mark> | • Unfortunately we have had to pause our curriculum plus this year due to staffing issues<br>• Student option lists and popular subjects within DT analysed. We have achieved well with GCSE numbers again!<br>• Staff attendance at CPD events and feedback through department meetings. Growth of toolkits in DT staff area. | | of access. |

| Intended Impact | • Access to all schemes of work and projects by all students | • Students familiar with language of the Bassett Lesson.<br>• Students familiar with key terms in all lessons. | • Growth of Y9 C+ schemes of work<br>• Staff applying new strategies within their teaching to help students at all levels | • Examining numbers of KS4 and KS5 uptake<br>• Staff have a range of strategies as seen through Climate Walks and lesson reviews | • Improved grades for all students | • PR grade analysis, R&R meetings, GCSE and A Level results. |
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| Outcomes for Priority 2 | | | | | | |
|---|---|---|---|---|---|---|
| | Short term | | Medium term | | Long term | |
| | By: December 2023 | | By: April 2024 | | By: July 2024 | |
| | Milestone | Evidence source | Milestone | Evidence source | Milestone | Evidence source |
| Implementation Outcomes *(How the plan has been implemented?)* | • Reminder of Bloom's Taxonomy and Question Matrix resources in all classrooms.<br>• Staff to utilise resources for higher order thinking and questioning.<br>• Re-examine questioning bitesize strategies. | • Climate Walks will look for application of questioning and strategies to encourage engagement through questioning.<br>• Staff attending CPD and feeding back through staff meetings. | • Build upon questioning strategies to include retrieval practice in lessons.<br>• Development of Oracy through use of keyword slides enabling students to speak like an expert.<br>• Developmental homework to build upon student progress in classroom.<br>• IACT and feedback consistently applied across the faculty to allow for student | • Climate Walks to evidence activate stage of Bassett Lesson in terms of impact of student retrieval.<br>• Keyword slides in all lessons for students to have language modelled to them.<br>• Progress of students throughout the scheme of work as well as analysis of PR data.<br>• Work sampling to show consistency of iACT | • Consistent application of all identifiers strategies.<br>• Staff CPD attended and fed back to all staff through department meetings.<br>• Growth of department toolkits for Questioning and Collaboration to show reduction in passivity.<br>• Students more engaged and working beyond expected outcomes. | • Climate Walks and lesson reviews.<br>• Feedback in meetings and recording of all strategies in department toolkits. Staff observed applying strategies in lessons.<br>• Students more engaged will be seen in all observations. |

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| | | | development and progress. | application across all lessons. | | |
| **Intended Impact** | • Students having thinking extended in lessons and more engaged in collaborative strategies to avoid passivity | • Student confidence increased in lessons with greater range of strategies seen in Climate Walks | • Students better able to have a depth of knowledge and to also be able to recall how they know what they know. | • Progress seen in PR analysis and R&R meetings. Also through Student Voice. | • All strategies fully implemented and embedded.<br>• Staff aware of the barriers to learning and the different ways to overcome them. | • Student passivity greatly reduced. Impact on confidence and motivation of students to achieve target grades. |

| Outcomes for Priority 3 | | | | | |
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| **Short term** | | **Medium term** | | **Long term** | |
| By: December 2023 | | By: April 2024 | | By: July 2024 | |
| **Milestone** | **Evidence source** | **Milestone** | **Evidence source** | **Milestone** | **Evidence source** |
| **Implementation Outcomes** *(How the plan has been implemented?)* | • Staff awareness of key groups in all lessons.<br>• Seating plans to show where key groups are in lessons so that staff have strategies in place to best cater for need.<br>• Use of student passports in Echo | • Climate walks and lesson reviews to focus on staff awareness of key groups.<br>• Staff CPD and department CPD to focus on strategies employed for each key group.<br>• Analysis of PR data for each key | • Specific strategies for all key groups employed by staff consistently across lessons.<br>• Collaborative practice used to benefit all students in lessons. | • Climate walks and lesson reviews.<br>• Climate walks and lesson reviews.<br>• Climate walks and lesson reviews. | • All procedures embedded so that taff are confident with a range of strategies for all focus groups.<br>• Students more confident in leading their learning across | • Review of all strategies in department CPD meetings<br>• Strategies continually shared and toolkit consistently updated.<br>• Student voice survey responses as well as climate walks with focus |

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| | to help plan strategies.<br>• Refresh on CPD for adaptive teaching procedures.<br>• Linking all strategies to QFT as already stated. | group to show gaps to target grades.<br>• Development of all toolkits in staff area. | • Staff are applying more adaptive strategies in lessons showing a responsive approach to their teaching. | | all material areas.<br>• Staff growing strategy toolkits to enable better planning, implementation and outcomes in lessons. | on key groups.<br>• Consistent growth of toolkits to develop strategies for all staff. |
| **Intended Impact** | • Increased staff awareness of all teaching and learning strategies to increase attainment for all key groups. | • Impact on quality of teaching in lessons seen via Climate Walks and Lessons Reviews.<br>• PR data analysis created for Term 1 to examine outcomes for all key groups. | • Staff confident in strategies to help all key groups.<br>• Students aware of impact on their learning. | • Outcomes from QA procedures to acknowledge staff growth.<br>• PR analysis and R&R meetings to show gaps in PR data closing for key groups. | • Impact on engagement and challenge for all key groups leads to improved outcomes.<br>• Gaps closed for all key groups. | • Analysis of PR data.<br>• Analysis of exam results in Aug 2024. |

# Strategic Development Plan – Drama 2023/24

| Outcomes for Priority 1 | | | | | |
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| **Short term** | | **Medium term** | | **Long term** | |
| By: December 2023 | | By: April 2023 | | By: July 2023 | |
| **Milestone** | **Evidence source** | **Milestone** | **Evidence source** | **Milestone** | **Evidence source** |
| **Implementation Outcomes** *(How the plan has been implemented?)* | • Ensure all teachers use ECHO effectively to know the needs of all students within the class.<br>• Teachers to update planners and highlight the needs of students.<br>• Implement the new Bassett lesson.<br>• All students to receive the new Drama expectations lesson which will clearly explain what is expected from them in a Drama classroom.<br>• Lessons all to follow the set sequencing.<br>• All teachers to display a sequencing PPT on the board throughout the lesson for students to refer to.<br>• All SOW follows our overall sequencing and have been planned to stretch the HA and support the LA.<br>• Any non-specialist teachers will be given a detailed SOW | • Training and discussion on seating plans. | • Use ECHO to inform planning, have communicated home with positive or intervention comms. | • Outcomes from the class. | • All needs, learning abilities and students known and understood. | • Outcomes form the class in PRs, formalised assessments. |

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| | to follow to ensure all pupils receive the same lesson delivery.<br>• Ensure there are extra-curricular clubs and activities for pupils to be involved with.<br>• Students to select groups to ensure more mixed ability groupings.<br>• Completion of spelling and phonics training.<br><br>• The SEND tier is in the teacher planner for easy identification.<br><br>• Continued use of Oracy in the drama classroom. | | | | | |
| **Intended Impact** | • | • | • | • | • | • |

| Outcomes for Priority 2 | | | | | | |
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| | **Short term** | | **Medium term** | | **Long term** | |
| | By: December 2023 | | By: April 2024 | | By: July 2024 | |
| | **Milestone** | **Evidence source** | **Milestone** | **Evidence source** | **Milestone** | **Evidence source** |
| **Implementation Outcomes** *(How the plan has been implemented?)* | • All students to be set an individual practical target for them to work on. This target will be displayed in class.<br>• All students to complete a skills-based booklet each lesson to check understanding of key skills. This will also capture skills for revision.<br>• Creating a 'director' role within the classroom where students are challenged to lead their group.<br>• More focus on questions and encouraging students to give | • | | • | | • |

| | peer feedback – need to select students who would not normally offer their opinions. | | | | | |
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| **Intended Impact** | • | • | • | • | • | • |

| **Outcomes for Priority 3** | | | | | | |
|---|---|---|---|---|---|---|
| | **Short term** | | **Medium term** | | **Long term** | |
| | By: December 2023 | | By: April 2024 | | By: July 2024 | |
| | **Milestone** | **Evidence source** | **Milestone** | **Evidence source** | **Milestone** | **Evidence source** |
| **Implementation Outcomes** *(How the plan has been implemented?)* | • Identify passive learners in KS4 and offer intervention from an early stage in KS4.<br>• Set expectations from the first lesson that all students must perform.<br>• Change topics covered at the end of year 9 to hopefully engage students more – when they have picked options, we often suffer with disengagement so we will write some new schemes of work to help with this.<br>• Curriculum plus has been redesigned following pupil feedback; we will roll this out from September. This | | • | • | • | |

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| | will end up being a whole play performed in three sections and filmed.<br>• Use of the Subject report and conversations with parents logged on CPoms. | | | | | |
| **Intended Impact** | • | • | • | • | • | • |

# Strategic Development Plan – Dyslexia Friendly Schools 2023/24

| Outcomes for Priority 1 | | | | | |
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| Short term | | Medium term | | Long term | |
| By: December 2023 | | By: April 2024 | | By: July 2024 | |
| Milestone | Evidence source | Milestone | Evidence source | Milestone | Evidence source |
| Implementation Outcomes *(How the plan has been implemented?)* | **Enquire about training into multisensory teaching strategies for all departments. Contacts on this are already established. Work along side PDa in organising this for Oct/Nov time.** <br> **Continue good practice through TA support in updating Pupil passprts for students with learning needs and EHCP.** <br> **Teachers should be using the pupils' passports to inform seating plans/resources and differentiation levels used.** <br> • Intervention strategies to be further developed/new intervention strategies such as use of ICT in | • Staff attendance to learning forum based on at least one representative per department. <br> • Review pupil passports following annual reviews and from meetings with parents. ERa to update student passports with interventions information. populated in SIMS/ECHO. <br> • QA of TA and Teachers on | • Teach Meet to be held early in Term 3 to share best practice across the school. <br> **Teachers start to use strategies.** <br> **All Teachers must follow the information from the pupil passports.** <br> • Support staff organise interventions for a sample of dyslexic students to trial ICT strategies. <br> • QA of students in this target group to identify confidence and outline use in the classroom. Initial strategies could be used with homeworks to build confidence. | • Teacher Rounds evidence to show application of strategies through collation of ideas. <br> • Use of climate walks to identify if passports are being used. <br> • TA/Teachers to minitor the homework produced following the use of the strategies. <br> • QA of | • Staff sharing of strategies to continue through learning forums and through Teacher Rounds. <br> • Department CPD sessions in Term 5 and Term 6 to focus on multisensory development and impact. <br> • Departments QA discussion about impact of the pupil passports. <br> • Students in target group are readily aware of the | • Staff attendance at meetings and continued implementation of strategies <br> • Monitored through faculty reviews and climate walks. <br> • Use summative assessment information/other sources of information/data to identify impact of pupil passports being used consistently. <br> • Climate walks/teacher rounds to have a focus on the use of this in the classroom, so show good practice. <br> • Monitor use of these new strategies in each department and if not being used discuss ways to encourage use. Identify why they may |

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| | lessons.<br>• TA and specific staff gain training on how to develop strateriges in ICT to support Dyslexic and SEND students. | the confidence in using and implementing these ICT strategies into the classroom | • Meetings with Head of SEND and AWi to discussion whole school impact. | students use at home. Parental feedback encouraged. | strategies and start to use in classroom setting more often. | not be being used.<br>• Meetings with Head of SEND and AWi to discussion whole school impact. |
| Intended Impact | | | | | | |

| Outcomes for Priority 2 | | | | | |
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| **Short term** | | **Medium term** | | **Long term** | |
| By: December 2023 | | By: April 2024 | | By: July 2024 | |
| **Milestone** | **Evidence source** | **Milestone** | **Evidence source** | **Milestone** | **Evidence source** |
| **Implementation Outcomes** *(How the plan has been implemented?)* <br><br> • Departments to set up dyslexia packs for each classroom containing pastel whiteboards, coloured reading rulers, coloured exercise books and dyslexia friendly dictionaries. <br><br> • Support departments in developing dyslexia friendly literacy strategies and give advice into potential resources/activities departments could use. Co-ordinate with SGu on this strategy. <br><br> • Provide training about the Dyslexia Friendly format used at RWBA to new staff during induction. | • Check with HOD if these packs have been organised or starting to be organised. <br><br> • Carryout climate walks to establish the impact these strategies are having on students' development, backed up from assessment data on the use of departmental terminology. <br><br> • HOD to make sure this is being followed and additional evidence provided from LM observations and LT climate walk. This will directly link into the above points progress. | • Teachers incorporate/enco urage the use of these packs with SEND students. <br><br> • Learning forums to incorporated the good practice of these packs across department. <br><br> • All teachers to be following the dyslexia friendly checklist. | • QA of students' use of these within the classroom. <br><br> • Departmental discussions of their impact to SEND in their subject. <br><br> • Departments to feedback strategies used by others and incorporate where necessary. <br><br> • Use data from summative assessments to evaluate how well the use of dlyslexia friendly strategies are impacting their subject. Specifically those departments who were not implementing this fully. | • All SEND/Dyslexic student know where the dyslexia packs are in each classroom and readily using them in lessons. <br><br> • Teachers identified as not following the dyslexia friendly school strategy are supports and provided additional CPD. | • Monitor through climates walks and teacher rounds observations. <br><br> • Use data to identify impact of dyslexic students progress against the non-send students. |

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| **Intended Impact** | | • | • | • | • | • |

| Outcomes for Priority 3 | | | | | | |
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| | **Short term** | | **Medium term** | | **Long term** | |
| | By: December 2023 | | By: April 2024 | | By: July 2024 | |
| | **Milestone** | **Evidence source** | **Milestone** | **Evidence source** | **Milestone** | **Evidence source** |
| **Implementation Outcomes** *(How the plan has been implemented?)* | • Co-ordinate with ZIs in IT to develop strategies/training that can be used by SEND student, to elimate barriers to learning, through Immersive reader/ or similar techniques that microsoft contain.<br><br>• Support training of TAs and Teachers in this technology so that they can implement in lessons effectively and support learners.<br><br>• Identify student who would benefit from these strateries and provide a case study to identify impact. | • Monitor that a range of departments and staff members attend and incopperate feedback within departmental time.<br><br>• Carryout climate walks on the students that have been identified.<br><br>• Send out pupil voice of these student to gauge feel about these new strategies.<br><br>• Move forward in implementation of these strategies following impact evidence.<br><br>• Evidence from climate walks. | • QA of students in this target group to identify confidence and outline use in the classroom. Initial strategies could be used with homeworks to build confidence.<br><br>• Meetings with Head of SEND and AWi to discussion whole school impact. | • TA/Teachers to minitor the homework produced following the use of the strategies.<br><br>• QA of students use at home. Parental feedback encouraged. | • Students in target group are readily aware of the strategies and start to use in classroom setting more often. | • Climate walks/teacher rounds to have a focus on the use of this in the classroom, so show good practice.<br><br>• Monitor use of these new strategies in each department and if not being used discuss ways to encourage use. Identify why they may not be being used.<br><br>• Meetings with Head of SEND and AWi to discussion whole school impact. |

| Intended Impact | • | • | • | • | • | • |
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# Strategic Development Plan – English 2023/24

| Priority 1 | Problem (Why?) *What's the problem you are trying to fix?* | |
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| Quality First Teaching | Teachers | • Identified in Staff Surveys that they lacked the confidence to be able to identify what QFT was, even if they had been using a variety of strategies effectively.<br>• TELT Review identified that 'SEND' tables had formed.  Unintentional but despite our mixed attainment approach in each classroom, ability tables existed in some subject areas.<br>• QFT identified as an 'SEND' strategy. |

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| | | • Staff not recognising how QFT strategies link with The Bassett Lesson. |
| | TAs | • Use of TAs was not consistent in the classroom.<br>• TAs identified that they did not always have the confidence to evaluate or question techniques deployed in the classroom.<br>• Provision Map, Student Passports and effective strategies on ECHO not always used.<br>• EHCPs not understood in enough detail. |
| | Literacy and Disciplinary Literacy | • Are we clear about teaching the vocabulary?  Do our students understand what it means to talk and think like a.......?<br>• Are we clear about Reading Ages and appropriate text for our students?<br>• We are beginning to use and deploy Literacy strategies in classrooms but this requires embedding further.<br>• Using Disciplinary literacy with confidence has raised the challenge of Oracy.  There are not very many opportunities beyond MFL and English Year 10 Speak and Listening where Oracy takes place. |
| | Differentiating resources and strategies | • More face to face CPD opportunities to develop resources and strategies, more sharing of best practice.<br>• Golden Nuggets and threads are posted after Teacher Rounds, but it is not recorded where a differentiated strategy is used and the degree of impact.<br>• How far are we using the strengths of mixed attainment classes and teaching to enhance peer to peer support as a differentiation strategy?<br>• We assume too much that differentiation is focused towards our EHCP and SEND students.  We are not stretching or providing enough opportunity for our HA students. |

## Intended Impact    *What will be different (for students) as a result?*

- All Staff understand QFT, it purpose and strategies and to improve ways of physically staring great or effective practice.
- Make The Bassett Lesson clearer so that consistency can be assured within subject areas and across subject areas.
- Training with Bath University on Disciplinary Literacy – co-ordinated by SGu.
- More whole staff meeting opportunities – co-ordinated by PDa so that face to face developmental opportunities can take place.
- Admin Support to populate Provision Map so that ALL students' needs can be understood, APs and REPs tracked, interventions known and tracked for impact.

| Outcomes | | | | | |
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| **Short term** | | **Medium term** | | **Long term** | |
| By: December 2023 | | By: April 2023 | | By: July 2023 | |
| **Milestone** | **Evidence source** | **Milestone** | **Evidence source** | **Milestone** | **Evidence source** |

| Implementation Outcomes *(How the plan has been implemented?)* | All teachers will follow QFT directives as per whole school/ department policy. | Department minutes. Bitesize. Wholeschool/ department CPD. | All strategies are ongoing – will embed throughout the year. | Evidence from climate walks/ LM observations/ Thursday Bitesize | All strategies are ongoing – will embed throughout the year. | |
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| | SoW have been updated to build in more opportunities for oracy. Inclusive, progressive, and aspirational – no opportunities to opt out. | SoW on portal. Climate walks. Student voice. Poetry slams, choral speaking etc | Completed | See sow on portal. Evidence from climate walks/ LM observations | | |
| | Year 7 transition unit created to establish the foundations of literacy/ non-negotiables. Consolidated in library lessons. | SoW Library lessons | Completed – to be reviewed | Transition unit created by VNe. Library lessons led by NMi. See lessons observations. Reading group meet regularly. | | |
| | SoW also embedded with the Bassett Lesson elements of activate, demonstrate, apply, review | SoW on portal. Department minutes. Posters in classrooms. | Completed | See sow on portal. Evidence from climate walks/ LM observations | | |
| | Extended writing established as priorities this term. | Department minutes. | On going. | More writing opportunities visible in exercise books and through feedback sheets. | | |
| | Marking and assessment/feedback non-negotiables established. 3 pieces of extended writing at kS3 and KS4 each term. Mixture of peer, self and | Department minutes. Book scrutiny. Climate walks. Rigorous QA to ensure consistency and embedded within | On going but good progress made. Expectation of 3 peer/ self/ teacher per term at KS3 and 2 per teacher (4 per term) at KS4 | Work scrutinies have demonstrated much more consistency within the department. Consistent use of 'peach' literature feedback sheet and blue | | |

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| teacher feedback. Assessment grids and policy of pink/green pens used to ensure consistency. | department. | | language feedback sheet. |
| Retrieval will be embedded at the starts of KS4 lessons. | 5 a Day type starter in SoW. Department bulletins. | Ongoing. | Evidence in books but not every lesson. However, dept encouraged to have autonomy over activate tasks. |
| Reading strategies embedded throughout SoW. Support the ethos of RWBA as a reading school. | SoW. | Ongoing. | Yr 7 transition unit is really explicit but could be more explicit elsewhere. Reading tasks at the start of every KS3 lesson link private reading to the lesson skill/ focus. |
| Attend Department CPD and use department meetings to ensure all staff understand what QFT is. | 6th September 2023 Twilight and Department minutes. 9th October 2023 with PDa. Department minutes. Sharing of articles. | Representatives who attended forums have fed back during Dept meetings. Where weaknesses have been identified on climate walks, they are now having input from JSp. | Evidence from climate walks/ LM observations/ dept minutes |
| Address misconceptions within the classroom. | Climate walks. Book scrutiny. | Ongoing. | Evidence from climate walks/ LM observations/ work scrutiny |
| Coaching within department e.g supporting staff to develop modelling/ scaffolding | Liaise with SGu. Observation forms. | Teachers identified from climate walks. | Input from JSp as Lead Practitioner. LM support. EPQ mentors. Triads |

| Intended Impact | Staff confident with what QFT is and how to implement it. | Staff voice. Department minutes and CPD sessions. | On going. | Evidence from climate walks/ LM observations | | |
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| | Students given opportunities to develop confidence with classroom talk. Climate of inclusivity and value/ respect cultivated in line with RWBA values. | Student voice. Climate walks. | School focus on oracy. Opportunities beyond the classroom (e.g. Holocaust workshops) to cultivate values. | Evidence from climate walks/ LM observations/ sow prioritising oracy tasks especially at KS3 | | |
| | Transition unit intended to create an equal starting point for all. | Sow | Completed but needs reviewing | Start of Term 1 for Year 7 on portal | | |
| | Consistency of lesson delivery department and whole school by all following the Bassett lesson. Clear set of expectations | Climate walks | Completed but will continue to monitor. All staff aware of expectations and embed into lesson planning. | See sow work on portal. Evidence from climate walks/ LM observations/ Activate etc written in student exercise books | | |
| | Students will build confidence, resilience and stamina through extended writing and also make progress by responding to feedback. | Evidence of written work and response to feedback tracked throughout exercise books. | Ongoing. | See exercise books, QA/ work scrutiny, embedded in Sow | | |

| Priority 2 | Problem (Why?) | *What's the problem you are trying to fix?* |
|---|---|---|
| Challenge within the classroom | Higher order questioning | • Are we clear about the methods and techniques we are using to question in the classroom?<br>• Are we using a variety of techniques across all subject areas to draw out the best responses/understanding from each student or are we moving on too quickly?<br>• We need to build in time to reflect on questions being posed and equipping students in how to verbalise their reasoning, in their written work and verbally.<br>• We need to build in more metacognition – how do students know what they know? Where did they retrieve their response from?<br>• We have a mixture of ways for a student to respond and for a teacher to ask? Do we need to standardise our methods? Eg cold calling? Hands up? |
| | Engagement of students to avoid passivity | • In Student Learning Conversations, students identified working in groups or pairs as a cause for passivity, eg working at different levels with less or more able students.<br>• Students are working less effectively, weaker pace, less productive in some subject areas.<br>• Student need more confidence to work independently. This is linked to Teacher modelling, where done well (Art), this produces more independence and confidence.<br>• Rewards systems need to be more explicit to act as a motivational tool to aspire to do better. |
| | Resource access such as Dyslexic Friendly School strategies | • Our classrooms and teaching strategies are clear and accessible in some subject areas (Science) eg PowerPoints. But not in others? Consistency of approach.<br>• Are the reading opportunities given to students accessible and take into consideration reading ages?<br>• Is our communication out to Parents and our wider community clear and concise so that we can get the best support from home?<br>• Is our multi-sensory approach developed enough? |
| | Adaptive teaching techniques | • Assessment creation, we need to constantly review the quality of formative assessments and their impact on appropriate challenge.<br>• Is formative assessment being used in a diagnostic capacity?<br>• How are we addressing misconceptions?<br>• Our feedback and marking policy is still not consistently followed. IACTs, marking and feedback are carried out well in some subject areas, but not in all. |

| Intended Impact | *What will be different (for students) as a result?* |
|---|---|

- Improve the interactions that take place in the classroom, between teacher and student and student to student.
- To progress the students' ability to understand what they know and how they know it.
- To better understand retrieval practices.
- To increase Collaborative Learning.
- The development of Oracy.
- Reinforcing effort, providing recognition through more explicit Rewards Systems.
- QA marking and feedback better.
- More effective use of homework to enhance student progress in the classroom.

| | Outcomes | | | | | |
|---|---|---|---|---|---|---|
| | **Short term** | | **Medium term** | | **Long term** | |
| | By: December 2023 | | By: April 2024 | | By: July 2024 | |
| | **Milestone** | **Evidence source** | **Milestone** | **Evidence source** | **Milestone** | **Evidence source** |
| **Implementation Outcomes** *(How the plan has been implemented?)* | Majority of sow are dyslexia friendly. All will be by the end of the year. | Sow on portal. Dyslexia schools review – English was seen. | Completed | See portal sow | | • |
| | SEND rep to disseminate info at department meetings and support the training of others. | Department meeting minutes. | Ongoing updates received during dept meetings. | Department meeting minutes. | | |
| | Introduction of Sparx reader. | Year 7 Parent information evening. Staff training. | . Introduced and reviewed using parental and staff feedback. All students to move to gold reader in Terms 5 and 6 before concluding Sparx programme. | Teams homework. | | |
| | Embedding reading strategies into all sow | Sow | Ongoing | See portal sow | | |
| | Build in resilience strategies. | NPe – department minutes. | Ongoing. | Resilience workshop run by NPe. | | |

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| Teaching students how to frame talk. Embedding think, then turn and talk. Impact will be seen in day-to-day lessons but also in hopefully by developing confidence for spoken language assessments at KS4. | Sow. Climate walks. | <mark>Ongoing. Dept more mindful of the impact of questioning to challenge passivity. Challenge tasks embedded into Sow.</mark> | See sow on portal. Year 7 transition unit and SHAPE talk. Evidence from climate walks/ LM observations | | |
| Tightening up homework. Sparx at year 7. Purposeful tasks for all other years. | Homework policy. | <mark>Reviewed. Dept following homework timetable. Using massolit and constantly expanding range of homework tasks</mark> | Sparx not fit for purpose. Will switch to another provider next year. Teams homework | | |
| Rewards need to be embedded. | Department minutes. | <mark>Ongoing. SGu and AWe trialling star of the lesson</mark> | Student voice | | |
| Consistent QA that expectations of marking and feedback are met. | Book scrutiny. Climate walks. | <mark style="background-color:lime">QA completed for different key stages on a termly basis.</mark> | KS/HOD QA forms completed for PDa. Evidence from whole-school work scrutiny. LT conducted work sampling. | | |
| Establish a focus for the coming year following summer results. | Department minutes. | <mark>Ongoing. HPA focus established by whole school.</mark> | Intervention groups. Dept minutes. Invite only Parents' Evenings. Lesson observations. In class intervention. | | |
| | Department minutes. | | | | |

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| | Communicate programme for priorities and action points and share with English teams. | Line manager meetings and perspective targets. | Ongoing. | Dept minutes<br>LM meeting minutes.<br>Perspective. | | |
| Intend ed Impact | Sow accessible to all-inclusive | Sow on portal.<br>Climate walks to QA consistency. | Ongoing, responding to the students in front of us. | Sow on portal. | ● | ● |
| | Confidence built through staff training. | Department minutes | Ongoing. | Dept minutes, forums, staff meetings, Thursday Bitesize. | | |
| | Resilience, talk, reading strategies become typical and embedded enabling student confidence. | Climate walks<br>Book scrutiny<br>Results | Ongoing | See sow work on portal. Evidence from climate walks/ LM observations | | |
| | Rewards to promote confidence. | Department minutes | Ongoing. SGu and Awe trialling star of the lesson | Student voice. | | |

| Priority 3 | Problem (Why?) | *What's the problem you are trying to fix?* |
|---|---|---|
| Closing Gaps | PP Students' academic outcomes | • Academic outcome data was larger in 2021-22.<br>• PP absence and persistent absence still significant in 2022-23.<br>• We need more informed and regular evaluations of the PP Co-Ordinator role by LT.<br>• AHT for T&L to take a more effective role in interventions at KS3. |
| | Girls' academic outcomes | • In 2021 and 2022, academic outcomes showed less progress than boys.<br>• In RR meetings, it was identified that girls demonstrated less resilience and willingness to make mistakes/fail than boys.<br>• A rise in MH issues, resulting in higher levels of absence.<br>• In single sex Maths intervention classes, student feedback from girls was very favourable but we need to harness these successes in all classrooms. |
| | Boys' behaviour and attitude to learning | • Behaviour data in KS3, particularly Year 8 and 9 in 2022-23 demonstrates that more boys are awarded C2s and C3s than girls.<br>• Consistency in the classroom with regards to applying the Behaviour Policy has been questioned in the TELT Review and some Curriculum, Conversations with DCEO.<br>• We have significantly improved our approach to reading strategies and aim to become a 'Reading School' but we need to improve strategies around more accomplished reading skills. |
| | SEND academic outcomes | • Academic outcome data for EHCP has been favourable over the past few years, however there are identified non-EHCP students such as dyslexic, poor memory retention where their needs are not been fully catered for in the classroom.<br>• Non EHCP or LA students allowed to coast or have poor ambition/motivation.<br>• ALL Teachers still unaware of how to differentiate?<br>• Can ALL Needs be catered for?  Is ECHO being used effectively? |

| Intended Impact | *What will be different (for students) as a result?* |
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- Teachers are confident on the strategies to be used with all students identified above.  These will be identified on ECHO and in regular TAS (Team around Student) or RR meetings.
- Improved actions on allocating interventions, HOY and HOF/HOD Reports to tackle persistent trends in ATL.
- More effective strategies to be used on tackling PP student absence and tracking with quick intervention in PP attendance.
- More effective strategies to be used to track progress of individual PP students and communicating this to all relevant staff.
- QA and Climate Walks directed towards a focus on the above groups will force discussion and strategy development on specific student/group needs.
- More practical examples are evident of adaptive teaching and differentiation.

| | Outcomes | | | | | |
|---|---|---|---|---|---|---|
| | **Short term** | | **Medium term** | | **Long term** | |
| | By: December 2023 | | By: April 2024 | | By: July 2024 | |
| | **Milestone** | **Evidence source** | **Milestone** | **Evidence source** | **Milestone** | **Evidence source** |
| **Implementation Outcomes** *(How the plan has been implemented?)* | Use new exam data to support intervention work and ensure particular groups are identified, tracked and evaluated. | Exam reviews R&R documents | <mark>Ongoing</mark> | DMa working with KS4. Groups created from assessment data. OAn working with KS3. Groups created from PR data. SRI working with yr 10 during ilearn to boost confidence – teacher nomintated. Invite only interventions – teacher nominated Using February mocks for Matching ilearn intervention | | • |
| | Continue intervention and revision sessions as well as information evenings to development relationships with parents/guardians. | Calendared information/ intervention evenings | <mark>Ongoing</mark> | Aspire for Higher lectures. Some 1 to 1 for some students who have missed chunks of learning. Invite only Parents' | | |

| | | | evenings and all face-to-face parents' evenings. Information evenings. KS3 and KS4 termly bulletins to parents/ guardians to inform them of the focus of study and how they can support. |
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| Consistent climate walks to ensure consistent high quality of teaching. | Observation forms Perspective | Ongoing. | Feedback on perspective. Verbal conversations and support offered from SGu in liaison with LM and JSp as Lead Practioner. |
| Build confidence in our students by celebrating successes. Inclusivity for all – don't rely on the top third to contribute. Inclusivity through classroom talk. | Climate walks Student voice | Ongoing. | Expectation for all to contribute. Use of questioning to avoid passivity. Discussion valued. |
| Sow created to celebrate difference/ unique qualities. | Sow on portal | Ongoing | Sow on portal. |
| Consistently use ECHO/ student passports to really personalise learning. | Evidenced in seating plans. Climate walks. | Ongoing | Evidence from climate walks/ LM observations/ Challenge/ seating plans/ planning. |
| | ECHO used to identify | Ongoing development of | Intervention from OAn. |

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| Designated KS3 intervention teacher working with lower reading age students. | students. Feedback from intervention teacher. Results. | the reading programme throughout the school. | IDL programme. TAs trained in phonics. Library lessons. Sixth form reading mentors. Whole school focus. VNE and SGu leading reading group | | |
| Designated KS4 intervention teacher. | Results demonstrate progress. Feedback from intervention teacher. | Ongoing | DMa every week. Plus Aspire for Higher lectures, invite only interventions with targeted groups. Intervention within the classroom as well. | | |
| Use and monitor Q5 and PAC effectively. | Overseen by HOKS4 LM minutes | Ongoing | Overseen by SRI. Supported by JBa working with GSt. | | |
| Embedding reading strategies within lessons. | Sow on portal | Ongoing | Evidence from climate walks/ LM observations/ sow on portal | | |
| Practising recall/ retrieval at the starts of lessons. | Sow on portal | Ongoing | Evidence from climate walks/ LM observations/ sow on portal/ exercise books | | |
| Consolidating learning through talk and extended writing. | Book scrutiny Climate walks | Ongoing | Evidence from climate walks/ LM observations/ sow on portal/ exercise books | | |
| Identify focus groups and | Results Department minutes | Ongoing | Targeted focus groups within the classroom and | | |

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| track PP/ SEND/ underachieving girls etc HOKS to use 4Matrix/SIMS to track progress of specific groups and plan effective intervention through department training.<br><br>Potential to establish ilearn sessions for intervention. | Line manager minutes. | <mark>Ongoing</mark> | intervention groups.<br><br><br><br>SRI currently working with Yr 10.<br>Groups being created currently for Yr 11 on the back of Feb PPE targeting matching students. |
| Assessment data used diagnostically. R&R documents/ meetings are continuing for KS4/5 but even at KS3, continue to get teachers to reflect on the lowest 20% and to respond. For example, amending seating plans so that underachievers are grouped close to the teacher for easy access and become the first point of call. | R&R | <mark>Ongoing</mark> | Classes have created personalised revision on the back of Feb PPEs. Students have completed personal audits and identified their own next steps for revision.<br>R&R meetings.<br>Dept meeting minutes.<br>KS3 R&R form.<br>Using Horsforth to target students by questioning, seating plans, additional challenge etc<br>Pixl feedforward document shared with dept – see dept minutes |
| Make this a standard item at department meetings – updates on identified students | Department minutes | <mark>Ongoing</mark> | See department meetings. |

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| | Improve contact home – both praise and concern. Develop relationships with key students and their families. | Emails/ phone calls | <mark>Ongoing</mark> | Staff sending more regular praise emails home. Star of the lesson being trialled by SGu and AWe. KS3 and KS4 bulletins detailing learning have been well received in improving contact/ understanding. | | |
| | Build in more opportunities for theatre trips etc to develop cultural capital. | Trip letters | <mark>Ongoing</mark> | Range of trips offered for KS3 and KS4. Plan for visitors to perform KS4 text | | |
| Intended Impact | All students receive the same quality of teaching, assessment and feedback. | Climate walks Book scrutiny Perspective | <mark>Ongoing</mark> | Much more consistency across the department. Work scrunies have been pleasing. Regular iACT opportunities to feedforward. Exercise book and student voice. | ● | ● |
| | Build confidence, resilience and independence through increased classroom talk, celebration of individuals. | Rewards More spoken language opportunities. | <mark>Ongoing</mark> | Evidence from climate walks/ LM observations/ sow on portal/ CPD from Thursday Bitesize | | |
| | Intervene within classroom setting initially but utilise KS3 intervention teacher to work with underachievers after assessment data. Really get to know our | Data ECHO | <mark>Ongoing</mark> | Current 7, 8 and 9s working with OAn initially selected in Terms 1 and 2 due to low reading age. Terms 3 and 4, 8 and 9 PR data used to identify | | |

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| | students and strategies that work for them by making them regular and consistent points of discussion at meetings. | | | students who are 'Developing' and targeted 4s and 5s. Using ECHO/ student passports to intervene in the classroom. | |
| | Improve relationships between school and home. | Emails/ phone calls | <mark>Ongoing</mark> | Emails being sent home by class teachers more regularly. KS3 and KS4 information bulletins being sent home to parents/ guardians every term. | |

# Strategic Development Plan – EP 2023/24

**Outcomes for Priority 1**

| | Short term By: December 2023 | | Medium term By: April 2023 | | Long term By: July 2023 | |
|---|---|---|---|---|---|---|
| | **Milestone** | **Evidence source** | **Milestone** | **Evidence source** | **Milestone** | **Evidence source** |
| **Implementation Outcomes** *(How the plan has been implemented?)* | • To be able to use TAs in class more consistently. We discussed how we can best utilise TAs in lesson. (**note**: difficult in EP due to lack of TA support/ consistent TA support)<br><br>• Differentiation to be promoted through exam skill strategies, which will be incorporated in the SOW.<br><br>• Introducing more key word activities, with homework and in class | • This should be evidenced in books, student work, and through observations.<br><br>• In EP PP lessons, results (mini-milestones and summative assessments).<br><br>• Quizzes (Forms), in book exercises.<br><br>• Results of assessments. | • Review seating plan to cater for behaviour, learning needs and opportunities.<br><br>• Make sure we are keeping to the Bassett lesson structure.<br><br>• Continue with the exam skills, embedding it in the SOW for KS3 and identifying opportunities in KS4 and KS5. | • ECHO, Department meetings.<br><br>• Book scrutiny and Department meetings.<br><br>• PP lessons, R &R, results, Department discussions. | • Completion of updating the SOW with exam skill practice opportunities in KS3. Reviewing the positives and opportunities.<br><br>• Reviewing our Literacy, Oracy and Writing objectives as a Department. | • PP, Student Books, R&R, Department Meetings.<br><br>• Department Meetings, data, student books. |
| **Intended Impact** | • These strategies should reflect our focus as a department, which is Literacy, Oracy and key word retention. | • This should be evidenced in student books and in assessment results. | • Consistent use of QFT within EP. | • Department meetings, student work, PP, Student books. | • Review www and ebi of the changes to the SOW for KS3 | • Climate Walks, Observations, Department meetings. |

| | Short term | | Medium term | | Long term | |
|---|---|---|---|---|---|---|
| **Outcomes for Priority 2** | | | | | | |
| | **Short term** | | **Medium term** | | **Long term** | |
| | By: December 2023 | | By: April 2024 | | By: July 2024 | |
| | **Milestone** | **Evidence source** | **Milestone** | **Evidence source** | **Milestone** | **Evidence source** |
| **Implementation Outcomes** *(How the plan has been implemented?)* | • We are reviewing exam skill practice in KS3, whereby we are introducing activities, structure, scaffolding, sentence starters, to best assist all abilities. <br><br> • Questioning is a strong point within EP. We are introducing new starter activities (Activate) which will be question – challenge centred. Will work on this within the department to have further consistency. | • This should be evident in books and in assessment grades. <br><br> • This will be evident on the KS3 EP PP. <br> • Observations. | • Review changes within KS3: exam skills, homework, Bassett Lesson focus. <br><br> • Identify what is working in EP Core. | • PP, Department meetings, student books. <br><br> • Booklet work, Department meetings, Student feedback. | • Review Homework in KS3, KS4 and KS5. What can we do better/differently? <br><br> • Review literacy objectives and reading opportunities in all stages. | • Student books, folders, Department meetings. <br><br> • PP, student books and date. |

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| | • Homework has been formalised and set. We will continue working on this in KS3, KS4 and KS5. | • Forms, PP, creation of new homework assignments. | | | | |
| **Intended Impact** | • To improve literacy and differentiation. Are working towards linking our lesson plans to the Bassett Lesson. | • Evidence in student books and in PP on the Shared Drive. | • To identify WWW and EBI in order to promote EP within the school. | • Department meetings, data, evidence in books/booklets. | • To identify consistency and best practice within EP. | • Department meetings, data, student books. |

| Outcomes for Priority 3 | | | | | | |
|---|---|---|---|---|---|---|
| | **Short term** | | **Medium term** | | **Long term** | |
| | By: December 2023 | | By: April 2024 | | By: July 2024 | |
| | **Milestone** | **Evidence source** | **Milestone** | **Evidence source** | **Milestone** | **Evidence source** |
| **Implementation Outcomes** *(How the plan has been implemented?)* | • RR documents shared within the Department, where they are discussed and evaluated after assessments.<br><br>• Greater use of Echo will assist with seating plans, resulting in better behaviour in class.<br><br>• Teachers encouraged to discuss student absences with HOD and HOY to be informed. Use of report cards to assist with this. | • Department meetings.<br>• Documents on EP Shared Drive.<br><br>• Observations, discussions, feedback.<br><br>• Communication and discussions. | • Identify what extra curriculum/ intervention opportunities we might have.<br><br>• Make sure there are consistencies with giving achievement and behaviour points.<br><br>• Discussion of passive learners and strategies to best engage. | • Will be based on student feedback, data and Department meetings.<br><br>• Department meetings, data.<br><br>• Department meetings, and book scrutiny. | • Promote an EP competition, such as Spirited Arts Competition.<br><br>• Review how we have best supported the passive learners in all KS. | • Will be on Show My Homework and advertised within the Department.<br><br>• Department Meetings. |

| Intended Impact | • To improve retention in EP, student satisfaction and improvement of grades. | • With class attendance and work in books. | • Make sure we can best support all abilities, especially in exam classes.<br><br>• Less behaviour points being given to students. | • Will be evidenced through meetings, R&R. | • Make sure we have best supported our students | • Books, Feedback, Department meetings. |
|---|---|---|---|---|---|---|

# Strategic Development Plan – Geography + Travel & Tourism 2023/24

| Outcomes for Priority 1 | | | | | |
|---|---|---|---|---|---|
| Short term | | Medium term | | Long term | |
| By: December 2023 | | By: April 2023 | | By: July 2023 | |
| Milestone | Evidence source | Milestone | Evidence source | Milestone | Evidence source |
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|---|---|---|---|---|---|
| **Implementation Outcomes** *(How the plan has been implemented?)* | • Disciplinary literacy. All classrooms to have the newly designed Think like a Geographer display. To be used by teachers to consciously draw attention to the writing, reading, speaking, and thinking like a Geographer. | • Display boards in each classroom. QFT climate walks to assess the attention staff are drawing on disciplinary literacy.<br><br>• Department meetings to have QFT as a standing agenda point for sharing good practice amongst the team. | • Bassett Lesson key vocabulary. Lesson resources to be updated so that all Geography PowerPoints direct staff and students to utilize the common language when undergoing specific elements of lessons. | • Learning material, mainly PowerPoints to have the four elements of the Bassett Lesson clearly signposted into activities. Climate walks to explore the consistency across teaching staff of these four common language areas. | • Literacy homework that are meaningful and develop the Reading school ethos. | • Embedded into the central shared resources and evidenced in student books when these homework have been carried out throughout the year.<br><br>• Indicate on both KS3 and KS4 curriculum plans when these literacy homework tasks are, showing accurate timing to match the school homework policy. |
| **Intended Impact** | • Students to develop a deeper understanding and employment of disciplinary literacy skills, to showcase a higher competency of thinking, writing, reading and speaking like a Geographer | | • Students to recognize and apply the same process to the four elements of the Bassett Lesson within Geography/Travel lessons and develop these skills further, having greater awareness of what each element requires of them through the common language employed by staff. | | • Literacy skills enhanced and a love of reading and a passion for the subjects enhanced by selecting engaging and entertaining reading material. Become better citizens and humans through reading real-life accounts of what is going on in the world. | |

| Outcomes for Priority 2 | | | | | |
|---|---|---|---|---|---|
| **Short term** | | **Medium term** | | **Long term** | |
| By: December 2023 | | By: April 2024 | | By: July 2024 | |
| **Milestone** | **Evidence source** | **Milestone** | **Evidence source** | **Milestone** | **Evidence source** |

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|---|---|---|---|---|---|
| **Implementation Outcomes** *(How the plan has been implemented?)* | • Educake roll-out into KS3. This is our formative assessment that we have used in KS4 for some time. KS3 students will now utilise this resource for improving / retaining key geographical knowledge and skills that are required in exam years. Each topic in KS3 to have set quizzes made to activate prior learning and reinforce the content and skills of the subject. | • Evidenced in lesson PowerPoints and on educake itself. Higher performance of KS3 summative assessment as a result of more frequent formative assessment challenge. | • KS4 resources being overhauled this year. GCSE lesson material to streamline content to reduce knowledge clutter and enhance application of content. Lesson material especially PowerPoints to also match the new Bassett Lesson common language signposting and the dyslexia friendly format. | • All 6 topics of the GCSE course material to be revamped and updated by designated members of the department. TCH has created the first topic to showcase the format and expectations required for this streamlined approach. MCA reviewed and re-wrote the curriculum plans Term 6 of previous academic year for staff to precisely follow. | • Dyslexia friendly resources for all topics across KS3 and KS4. PowerPoints and reading material to be updated to follow the DF format. | • Resource material in the shared area evidencing all the reworked documents in DF format. |
| **Intended Impact** | • Engagement with independent learning through the online platform. Better summative assessment outcomes in lower school which will eventually feed into these year groups having broader geographical knowledge at GCSE and A Level. | • | • Ultimately this is to ensure students have time at the end of the course to effectively revise in lessons and not reliant on this happening at home. Revision program created in 2022 was effective and well designed so we need to reuse this bank of tools. Throughout the GCSE course, students will be exposed to even more exam application tasks which challenge their thinking and draw upon their retrieval power. | • | • Processing information and instructions on PowerPoints will be more accessible to students and therefore will enhance understanding of material and increase completion of tasks. In turn this will develop confidence for students with dyslexia and engage them with the learning taking place. | • |

| Outcomes for Priority 3 | | |
|---|---|---|
| **Short term** | **Medium term** | **Long term** |

| | By: December 2023 | | By: April 2024 | | By: July 2024 | |
|---|---|---|---|---|---|---|
| | **Milestone** | **Evidence source** | **Milestone** | **Evidence source** | **Milestone** | **Evidence source** |
| **Implementation Outcomes** *(How the plan has been implemented?)* | • New department behaviour system to be well established and staff to be executing the hierarchy of the behaviour policy accordingly. Increase communication and support with parents to engage with pupil leaning. | • Less C1-C3s being issued during lessons. <br><br> • Parent voice to show a better relationship between school and home. <br><br> • Climate walk evidenced through Perspective / Teams QA platforms. | • Focus group intervention sessions after school. Springboard from the success in the Maths intervention by having single sex revision sessions to develop confidence with individuals needing this provision. Prioritise sessions for PP and SEND with clear communication home. | • Results in August 2024. <br><br> • Student voice from intervention sessions. | • Dyslexia friendly resources for all topics across KS3 and KS4. PowerPoints and reading material to be updated to follow the DF format. | • Summative assessment data to indicate improvements in SEND students where working memory poses challenges. <br><br> • Resource material in the shared area evidencing all the reworked documents in DF format. |
| **Intended Impact** | • Low level behaviour significantly reduced in the classroom, allowing greater questioning, challenge and QFT to take place in the lesson. | • | • GCSE and A Level result. <br><br> • Higher uptake of Geography A Level. | • | • Processing information and instructions on PowerPoints will be more accessible to students and therefore will enhance understanding of material and increase completion of tasks. In turn this will develop confidence for students with dyslexia and engage them with the learning taking place. | • |

# Strategic Development Plan – History and Politics 2023/24

| Outcomes for Priority 1 | | | | | |
|---|---|---|---|---|---|
| Short term | | Medium term | | Long term | |
| By: December 2023 | | By: April 2023 | | By: July 2023 | |
| Milestone | Evidence source | Milestone | Evidence source | Milestone | Evidence source |

| | | | | | | |
|---|---|---|---|---|---|---|
| **Implementation Outcomes** *(How the plan has been implemented?)* | • Embedding of read/write and think resource in all teacher lessons and resources through T1-2<br>• Rationalised SOW for KS3 in place and supporting resources, reflecting Bassett lesson, actively used by staff with termly KS3 bulletin and schedule of mini-milestones<br>• All staff establish seating for learning, avoiding SEND tables, where appropriate | • Teacher resources and lesson usage – climate walks and QA<br>• History portal – all resources and SOW and MM<br>• ECHO and teacher conversations | • Continued embedding of read/write and think resource in all teacher lessons and resources through T3-4<br>• Staff actively using SOW and MM resources in termly plan<br>• All staff review (ongoing) seating for learning, avoiding SEND tables, where appropriate | • Teacher resources and lesson usage – climate walks and QA, pupil formative and summative assessments. Beginnings of pupil use of read/write and think language and methods<br>• Assessments (Formative and summative), QA<br>• ECHO and teacher conversations | • Completion of read/write and think resource in all teacher lessons and resources through T5-6<br>• Staff actively using SOW and MM resources in termly plan<br>• All staff review (ongoing) seating for learning, avoiding SEND tables, where appropriate | • Al teacher resources and lesson used – climate walks, QA, assessment analysis, pupil awareness and self-assessments<br>• Assessments (Formative and summative), QA<br>• ECHO and teacher conversations |
| **Intended Impact** | • Pupil being to understand disciplinary literacy and methodology and are able to identify what their need to do to make progress<br>• Structured and consistent use of department QFT approaches | • QA, climate walks, departments meetings | • Pupil understanding of disciplinary literacy and methodology has improved and they are able to identify what their need to do to make progress.<br>• Structured and consistent use of department QFT approaches | • QA, climate walks, departments meetings | • Pupil understanding of disciplinary literacy and methodology has improved and they can carry forward to next academic year.<br>• Structured and consistent use of department QFT approaches | • QA, climate walks, departments meetings |

**Outcomes for Priority 2**

| | Short term By: December 2023 | | Medium term By: April 2024 | | Long term By: July 2024 | |
|---|---|---|---|---|---|---|
| | **Milestone** | **Evidence source** | **Milestone** | **Evidence source** | **Milestone** | **Evidence source** |
| **Implementation Outcomes** *(How the plan has been implemented?)* | • Rationalised SOW ready to begin Sept 2023 including best practice approaches and strategies T1-2<br><br>• To establish and trial a formative assessment tracking system at KS3 to be used by teachers and 2nd/HOD. | • Staff shared portal SOW and resources, climate walks, QA<br><br>• Trial system in place and used in Dept. meetings | • SOW used with best practice approaches and strategies T3-4<br><br>• Use of tracking system for terms 1-3 data | • Staff shared portal SOW and resources, climate walks, QA<br><br>• Reviewed by KS3 lead and Hod, R&R meetings analysed for possible actions | • SOW used with best practice approaches and strategies T5-6<br><br>• Use of tracking system for terms 1-3 data | • Staff shared portal SOW and resources, climate walks, QA<br><br>• Reviewed by KS3 lead and Hod, R&R meetings analysed for possible actions |
| **Intended Impact** | • Understand the impact and identify learning needs in, and between, cohorts in order to adapt as needed. | • Data from formative assessments, and summative. | • Understand the impact and identify learning needs in, and between, cohorts in order to adapt as needed. | • Data from formative assessments, and summative. | • Understand the impact and identify learning needs in, and between, cohorts in order to adapt as needed. | • Data from formative assessments, and summative. |

| Outcomes for Priority 3 | | | | | | |
|---|---|---|---|---|---|---|
| | Short term | | Medium term | | Long term | |
| | By: December 2023 | | By: April 2024 | | By: July 2024 | |
| | Milestone | Evidence source | Milestone | Evidence source | Milestone | Evidence source |
| **Implementation Outcomes** *(How the plan has been implemented?)* | • Sharing of good practice to tackle passivity in lessons regularly within team T1-2. <br>• Identification of passive learners in KS3-5 <br>• Developing rewards for history based competitions <br>• Application of streamlined department behaviour reporting policy | • Department meeting minutes <br>• New in role ARi launches to team and manages T1-2 <br>• Department reports in progress with Dept spreadsheet KS3-4 | • Use of identified passive learner list and development and sharing of strategies in Dept meetings as regular item <br>• Implementation of rewards for history based competitions and historian of the term <br>• Continuing use of streamlined department behaviour reporting policy | • Department meeting minutes <br>• ARi management and comms of results to team and school <br>• Department reports in progress with Dept spreadsheet KS3-4 | • Use of identified passive learner list and development and sharing of strategies in Dept meetings as regular item <br>• Implementation of rewards for history based competitions and historian of the term <br>• Continuing use of streamlined department behaviour reporting policy | • Department meeting minutes <br>• ARi management and comms of results to team and school <br>• Department reports in progress with Dept spreadsheet KS3-4 with review of the year c1-2 if available |
| **Intended Impact** | • Raising profile with staff of passivity focus and improved engagement of pupils with less need for intervention <br>• Increase curiosity in pupils about the subject and engagement outside of the academic requirements <br>• Fewer c1-2 behaviour incidents | • Class teacher reports on identified groups <br>• Attendance and engagement in clubs and competitions <br>• If available, behaviour subject report tracking | • | • | • | • |

# Strategic Development Plan – IT 2023/24

<table>
<tr><td colspan="7"><b>Outcomes for Priority 1 – Quality First Teaching</b></td></tr>
<tr><td></td><td colspan="2"><b>Short term</b></td><td colspan="2"><b>Medium term</b></td><td colspan="2"><b>Long term</b></td></tr>
<tr><td></td><td colspan="2">By: December 2023</td><td colspan="2">By: April 2024</td><td colspan="2">By: July 2024</td></tr>
<tr><td></td><td><b>Milestone</b></td><td><b>Evidence source</b></td><td><b>Milestone</b></td><td><b>Evidence source</b></td><td><b>Milestone</b></td><td><b>Evidence source</b></td></tr>
<tr>
<td><b>Implementation Outcomes</b><br><i>(How the plan has been implemented?)</i></td>
<td>
<ul>
<li>Dyslexia friendly fonts installed on school devices</li>
<li>Make Student Passports available for any student, not just SEND, in seating plans</li>
<li>Provide CPD for staff on how to access Student Passports from their iPads</li>
</ul>
</td>
<td>
<ul>
<li>Dyslexia friendly resources can be viewed and created computers in any classroom.</li>
<li>Update to ECHO to be published and available to on all staff iPads</li>
<li>Teachers and TAs using passports in lessons</li>
</ul>
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<ul>
<li>Teams sites available for CPD which are automatically populated with any new staff</li>
<li>Migrate staff work areas to OneDrive</li>
<li>Integrate OneDrive access on iPads and staff desktops</li>
</ul>
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<td>
<ul>
<li>Staff can view and contribute CPD resources in Teams</li>
<li>Staff can create teaching resources from home and access them in school seamlessly</li>
</ul>
</td>
<td>
<ul>
<li>Migrate student work areas to OneDrive</li>
<li>Increase the provision of technology in the classroom</li>
</ul>
</td>
<td>
<ul>
<li>Students will be able to access their school files/work from home</li>
<li>Teachers will have access to iPads with keyboards for students in lessons</li>
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| | Dyslexia friendly resources better cater for the needs of all in lessons | CPD Resource banks will allow for more developmental opportunities for staff and collaboration of best teaching practice. | Access to more IT provision in class will allow teachers access to more teaching strategies and access more reading resources in lessons |
|---|---|---|---|
| **Intended Impact** | • Dyslexia friendly resources better cater for the needs of all in lessons<br>• Easy Passport access and use allows for all students' needs to be understood and interventions can be tracked | • CPD Resource banks will allow for more developmental opportunities for staff and collaboration of best teaching practice.<br>• Teachers will be able to seamlessly create teaching resources which can be accessed at school and at home using OneDrive | • Access to more IT provision in class will allow teachers access to more teaching strategies and access more reading resources in lessons |

| Outcomes for Priority 2 – Challenge within the Classroom | | | | | |
|---|---|---|---|---|---|
| **Short term** | | **Medium term** | | **Long term** | |
| By: December 2023 | | By: April 2024 | | By: July 2024 | |
| **Milestone** | **Evidence source** | **Milestone** | **Evidence source** | **Milestone** | **Evidence source** |
| **Implementation Outcomes** *(How the plan has been implemented?)* | • Create IT systems to implement the new rewards system previously developed in conjunction with students<br><br>• Configure online learning platforms (GCSE Pod, Seneca, OneNote etc) for all students and classes in the school<br><br>• Configure new SMART boards for use in classrooms | • Staff will be able to issue student rewards using the new framework from their iPads in class<br><br>• Staff will be able to set homework tasks for their classes<br><br>• Teachers will be able to download subject specific applications on their boards and use them in class | • Promote new rewards system and house points within school through an interactive student display<br><br>• Offer CPD to staff on different online homework offerings<br><br>• Bring in an external SMART consultant to offer CPD to staff | • Students will engage with interactive display located in a communal student area<br><br>• Staff will issue homework from a varied source of<br><br>• Staff will demonstrate use of collaborative activities on their boards in lesson QA | • Use IT systems to promote student awards with parents<br><br>• Staff share best practice within departments of SMART board use in lessons | • Parents will receive automated communication from the school about their children's successes<br><br>• Department minutes evidence discussion on sharing collaborative SMART strategies. |
| **Intended Impact** | • Rewards will create more positive interactions in the classroom between staff and students<br>• Use of online learning platforms will offer students more differentiated homework | | • Provides recognition and reinforces in-class student effort.<br>• Promotes the house system within school and encourages engagement and competition | | • Parents engage with reward system reinforcing students' desire to progress.<br>• SMART board use will increase collaborative learning in class | |

| | opportunities. | | • between students in classwork.<br>• More effective use of different homework strategies will enhance student progress in the classroom. | | | |
|---|---|---|---|---|---|---|

| Outcomes for Priority 3 – Closing Gaps | | | | | | |
|---|---|---|---|---|---|---|
| | Short term | | Medium term | | Long term | |
| | By: December 2023 | | By: April 2024 | | By: July 2024 | |
| | Milestone | Evidence source | Milestone | Evidence source | Milestone | Evidence source |
| **Implementation Outcomes** *(How the plan has been implemented?)* | • Investigate avenues to move to Teams Calling for parental communication home<br><br>• Discussion with HoYs about tracking students that leave class (medical cards, time outs etc)<br><br>• Begin development of a solution to track students that leave lessons. | • Proposals gathered from three telephony companies and a preferred solution chosen.<br><br>• List of reasons why learning gets disrupted obtained | • Staff will be able to contact parents through Teams<br><br>• CPD offered to staff on how to use Teams Calling<br><br>• Devise method for staff to quickly log each time a student leaves a lesson and why<br><br>• SM & HoY notified each time a student leaves class | • Old phone line switched off, and staff will use Teams Calling<br><br>• Department offices will have Teams handsets.<br><br>• Teams app on iPads and desktops will have calling enabled.<br><br>• Staff will log students that leave class on their devices | • Implement a digital directory for staff to quickly call parents without having to look up telephone numbers<br><br>• Tutors will be able to share lost learning time data directly with students in iLearn each week | • Staff will be able to call parents without having to look up or dial numbers.<br><br>• Tutors will have a dashboard to check each morning showing lost lesson time for each of their students |

| Intended Impact | • Teams Calling will increase 'face-to-face' communication rather than staff defaulting to using emails. | • Increase in phones and the ability to call from any device will improve home communication between parents and staff. | • Ease and speed to speak to parents should increase personalised student conversations with parents. |
| --- | --- | --- | --- |
| | • Learning about the different ways learning time can be lost to investigate ways to track it | • Increased visibility for SMs and HoYs of lost learning time allowing for perpetual offenders to be tracked | • Conversations between tutors and individual students on lost learning time should reduce occurrences. |

# Strategic Development Plan – Maths 2023/24

| Outcomes – Priority 1: Quality First Teaching | | | | | |
|---|---|---|---|---|---|
| **Short term** | | **Medium term** | | **Long term** | |
| By: December 2023 | | By: April 2024 | | By: July 2024 | |
| **Milestone** | **Evidence source** | **Milestone** | **Evidence source** | **Milestone** | **Evidence source** |
| **Implementation Outcomes** *(How the plan has been implemented?)* <br><br> 1S:1 Initial seating plans – consider and discuss with students where is the best place in the class for their needs and with whom <br> 1S:2 SEND needs – especially EHCP students – knowing their needs within the first term. <br> 1S:3 Sparx being used for all year groups will improve differentiation of homework. | 1S:1 Build in time on first day to allow time to set up seating plans on ECHO for first draft, then review after a month to ensure that teachers have had a chance to discuss with the students. <br> 1S:2 Time on first day. Review at dept meetings. <br> 1S:3 Sparx books - QA | 1M:1 Slow down with the KS4 (especially with year 11 following Year 10 EoY data from the assessments showing weakness at the top end of the grades) | 1M:1 KS4 SoW adjusted, Dept meeting minutes where we discuss progress in relation to the SoW will address if we are building in enough time and we can adjust accordingly. | 1L:1 A printed glossary with key words for them to complete definitions for each year, with blank spaces for additional language ad hoc. <br> 1L:2 Students encouraged to use the glossary to improve their use of technical language | 1L:1 Students to complete the glossary as we work through the year, then at end of year, we will review key words all staff want in the glossary. <br> 1L:2 Seen via QA and climate walks. |
| **Intended Impact** | Ensure that all students have the best experiences from the start, setting high expectations and understanding the needs of the students in front of you to provide the best experience possible. | KS leads to review seating plans of those they line manage within their meetings in term 1/2 and discuss the needs of the students in their classes. | Ensure appropriate stretch for HA students is being accommodated and the slower pace with more built-in consolidation will maintain the recall improvement. | More staff in line with SoW, as they will have enough time to complete content and appropriate consolidation. Student confidence to answer more complex questions on summative assessments. | Students get more familiar with the key terminology in mathematics and use this more fluently. Long-term goal to improve student understanding and approach to worded questions in assessments. | Increase in marks achieved on worded questions in assessments. |

| Outcomes – Priority 2: Challenge within the classroom | | | | | | |
|---|---|---|---|---|---|---|
| | **Short term** | | **Medium term** | | **Long term** | |
| | By: December 2023 | | By: April 2024 | | By: July 2024 | |
| | **Milestone** | **Evidence source** | **Milestone** | **Evidence source** | **Milestone** | **Evidence source** |
| **Implementation Outcomes** *(How the plan has been implemented?)* | 2S:1 Develop a safe environment where students feel free to attempt discussion answers.<br>2S:2 Use the report system to challenge the passive students within the classroom.<br>2S:3 Implement the Bassett Lesson sections so that students must engage with all parts of the lesson. | • QA and climate walks<br>• Tracking of subject reports within department and across the school<br>• Labelled books following the keywords from the "Bassett Lesson" sections – QA | 2M:1 Develop students' reasoning in both "demonstrate" and "apply" sections of the lesson. Give time for students to review other students' explanations during teacher-led lesson time.<br>2M:2 Using the presentation stickers to track and challenge students who are not engaging with the process. | 2M:1 Feedback from staff in LM meetings and Dept meetings<br>2M:2 Subject reports following failure to maintain presentation standards. QA and climate walks | 2L:1 Adapt all department shared resources to make them more dyslexia friendly.<br>2L:2 Produce shared answers for all resources. | 2L:1 Audit at end of the academic year and end of year jobs as needed.<br>2L:2 Audit at the end of the academic year and end of year jobs as needed. |
| **Intended Impact** | Develop a discussion-based classroom, such that students will develop a higher level of mathematical oracy. Students will deepen their understanding by improving the quality of their peers' answers. | Student voice of students' confidence in mathematical language. | Another opportunity to improve students' mathematical oracy and develop higher level thinking.<br>Identifying when students are not presenting their work in an appropriate way, improving their note taking and coherence of their work, meaning teachers can intervene where necessary. | Questioning seen in QA and climate walks.<br>QA of books. | Improve the accessibility of our department resources for **all** learners, but especially benefit those with specific learning difficulties. Improve department ease of use of the shared resources and ease for students to review understanding through marking. | Audit of quality of resources and QA books. |

| Outcomes: Priority 3: Closing Gaps | | | | | |
|---|---|---|---|---|---|
| **Short term** | | **Medium term** | | **Long term** | |
| By: December 2023 | | By: April 2024 | | By: July 2024 | |
| **Milestone** | **Evidence source** | **Milestone** | **Evidence source** | **Milestone** | **Evidence source** |
| **Implementation Outcomes** *(How the plan has been implemented?)* <br> 3S:1 Increased use of mini whiteboards to improve resilience of students who feel self-conscious about making mistakes (often girls). <br> 3S:2 Use the subject report system to challenge the passive students within the classroom (especially for girls' attainment). <br> 3S:3 Trialling single-sex table seating plans to see if this mirrors the success of the iLearn intervention programme. | 3S:1 Additional mini whiteboards, pens and rubbers have been purchased to facilitate this. Feedback in dept. meetings on usage. <br> 3S:2 Record in both maths and whole staff bulletin will document students on report. <br> 3S:3 Feedback in department meetings, trial with some classes, or with all for half term periods and review. | 3M:1 Look into girls in STEM careers, to help encourage participation post-16 for girls. <br> 3M:2 Look into STEM trips (tie in with reward trips??) | 3M:1 Investigation into participation of girls at maths post-16 has started within the department, following CPD session in July. Displays will be created showing STEM careers, along with other approaches (research-led). <br> 3M:2 See above. | 3L:1 Look at maths activities and competitions for maths esp. for girls increasing the profile of maths. <br> 3L:2 Rewards for maths = postcards, Sparx, mathematicians of the term. | 3L:1 Have at least one activity either run this year, or planned for 2024-25. <br> 3L:2 Student parliament has been asked for feedback on rewards, both the reasons and the rewards. These will need to be in place by the end of the year. |
| **Intended Impact** <br> Increase active engagement of all students in lessons. Increase students' confidence to discuss mathematics with peers and support each other when finding the work challenging. | QA and climate walks. | Girls feel more willing to pursue maths as a post-16 qualification, or even as a degree or career. | Increase in number of (and proportion of) girls in post-16 maths courses offered at RWBA. | Give opportunities for students to enjoy maths competitions again, following the drop off after covid. Reward attributes of the Bassett Learner through rewards systems in maths. | Feedback from students following events and rewards. |

# Strategic Development Plan – Modern Foreign Languages 2023/24

| | Outcomes for Priority 1 | | | | | |
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| | **Short term** | | **Medium term** | | **Long term** | |
| | By: December 2023 | | By: April 2023 | | By: July 2023 | |
| | **Milestone** | **Evidence source** | **Milestone** | **Evidence source** | **Milestone** | **Evidence source** |
| **Implementation Outcomes** *(How the plan has been implemented?)* | • **Teachers**<br>• Teachers to be aware of what Quality First Teaching is and how this applies to the MFL classroom. Strategies for applying QFT to be discussed in department meetings and department CPD meetings.<br><br>• **Literacy and Disciplinary Literacy**<br>• All students to have 'Talk Like a Linguist' sheets stuck into their exercise books.<br><br>• 'Talk Like a Linguist' posters to be on display in MFL classrooms.<br><br>• **Differentiation resources and strategies**<br>• All Staff to use ECHO to identify all SEND and disadvantaged learners and plan accordingly.<br><br>• MFL staff to know disadvantaged and SEND pupils, | • Learning walks<br>• CPD meetings<br>• Department meetings<br><br><br>• LM meeting<br><br><br>• Seating plans<br>• Learning walks<br>• Lesson reflections | • **Teachers**<br>• Teachers to develop a strong understanding and consistent approach to Quality First Teaching. This will be evidenced through lesson reflections, line management meetings, learning walks and informal drop-ins. QFT to continue to be a point of discussion at department CPD meetings.<br><br>• **TAs**<br>• MFL teachers to share examples and ideas for good practice when using a TA during department CPD sessions.<br><br>• MFL teachers to deploy TAs as whole-class support where appropriate, enabling the class teacher to support SEND pupils.<br>• MFL teachers to share key learning points with TAs | • Learning walks<br>• Lesson reflections<br>• Line management meetings<br>• Department meetings<br>• CPD meetings<br><br><br><br><br>• Department meetings<br>• CPD meeting<br>• Learning walks | • **Teachers**<br>• MFL teachers will be secure in applying QFT principles to the MFL classroom.<br><br>• **TAs**<br>• MFL teachers to have strong and consistent communication with the personalised learning team to ensure TA support is used to full effect in MFL lessons.<br><br>• **Literacy and Disciplinary Literacy**<br>• Teachers to ensure students have a deep understanding of parts of speech.<br><br>• A range of strategies to be used to explore unfamiliar vocabulary, for example: morphology; word families; etymology; spelling; multiple meaning; synonyms and antonyms. | • Learning walks<br>• Lesson reflections<br>• Line management meetings<br>• Department meetings<br>• CPD meetings<br>• Learning walks<br>• Lesson reflections<br><br><br><br><br>• Learning walks<br>• Lesson reflections<br>• Work scrutiny |

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| know their progress and the strategies to engage them.<br><br>• Discuss support strategies with TAs and HOY where there are concerns.<br><br>• Staff to ensure they are fully aware of the needs of all students, particularly SEND and disadvantaged learners and to reflect on the success of strategies used regularly.<br><br>• MFL staff to mark PP and SEND books first.<br><br>• MFL staff to have up to date seating plans with disadvantaged pupils seated in the best place for their learning. | • Work scrutiny<br>• Learning walks | prior to lessons. This may include the learning objectives; tasks for the lesson and key skills practiced; high-frequency vocabulary; key grammar points; and key topic-specific vocabulary.<br><br>• **Literacy and Disciplinary Literacy**<br>• Teachers to refer to 'Talk Like a Linguist' sheets and posters during lessons.<br><br>• Key disciplinary literacy terms to be consistently embedded in lessons, and teachers explicitly teach these and use AfL strategies to ensure students understand them.<br><br>• Teachers teach and model explicit reading/ literacy skills while doing reading tasks in the target language.<br><br>• **Differentiation resources and strategies**<br>• Differentiation strategies to be discussed regularly at department meetings and CPD meetings. | • Learning walks<br>• Work scrutiny | • Teachers to have a strong understanding of reading ages and SEND needs in their classes and differentiate reading tasks appropriately.<br><br>• **Differentiation resources and strategies**<br>• MFL teachers confident in using a range of differentiation and resources to best suit individual learners and classes. |

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| | | • MFL resources to be differentiated to support progress among all learners.<br><br>• MFL teachers to be encouraged to use teacher rounds to observe best practice in differentiation, particularly for students they teach. Golden nuggets and best practice to be shared and discussed within the department. | | | |
| **Intended Impact** | • Teachers develop their understanding of quality-first teaching and its impact on all students' outcomes. | • | • Developing understanding of QFT strategies ensure all pupils make strong progress in languages. | • | • QFT embedded in practice, ensuring positive outcomes for all students. | • |

| Outcomes for Priority 2 | | | | | |
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| | **Short term** | | **Medium term** | | **Long term** | |
| | By: December 2023 | | By: April 2024 | | By: July 2024 | |
| | **Milestone** | **Evidence source** | **Milestone** | **Evidence source** | **Milestone** | **Evidence source** |
| **Implementation Outcomes** *(How the plan has been implemented?)* | • **Higher order questioning**<br>• MFL teachers to use a range of questioning strategies to engage learners – cold calling, peer-to-peer questioning, hands up etc.<br><br>• **Engagement of students to avoid passivity**<br>• MFL teachers will begin to | • Learning walks<br>• Lesson reflections<br><br><br><br>• HoFs | • **Higher order questioning**<br>• MFL teachers will use questioning as a retrieval strategy, particularly for high-frequency vocabulary, key grammar points and phonics.<br><br>• MFL teachers will refer to learning journeys regularly | • Learning walks<br>• Lesson reflections | • **Higher order questioning**<br>• MFL teachers consistently use excellent higher order questioning. Teachers to observe colleagues within MFL department and other departments.<br><br>• PRs | • Learning walks<br>• Lesson reflections |

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| use subject reports to support passive learners and promote engagement.<br><br>• Lessons planned to be engaging, with a broad range of activities and multi-sensory learning to engage learners.<br><br>• MFL staff to report home on a regular basis with progress and attend all parent evenings.<br>• Teachers to use behaviour and reward systems to promote active learning.<br><br>• **Resource access such as dyslexia-friendly school strategies**<br>• All new resource will be created using dyslexia friendly formatting.<br><br>• Pupils to be offered dyslexia friendly exercise books and encourage to use them if they find it useful.<br><br>• MFL teachers will use seating plans to support dyslexic learners by ensuring they have clear view of the board, and the teacher has access to be able to support them. | • Learning walks<br>• Lesson reflections<br><br>• Parental communication<br><br>• Behaviour logs<br>• Achievement points<br>• Lesson reflections<br><br>• Learning walks<br>• Regular review of resources<br>• Work scrutiny<br><br>• Learning walks | and ensure students know at which stage of their learning journey they are at.<br><br>• Teachers to explicitly teach metalinguistic strategies in lessons.<br><br>• **Engagement of students to avoid passivity**<br>• MFL teachers will consistently use subject reports to support passive learners and promote engagement. Teachers will have communication with passive learners and their parents.<br><br>• HoFs will review progress reports and plan interventions for students whose engagement in learning requires improvement.<br><br>• Teachers to use ICT to model effectively and build resilience and independence – ensure passive learners are equipped to become active learners.<br><br>• Time given in team | • HoFs<br><br>• Parental communication<br><br>• Learning walks<br>• Lesson reflections | • **Engagement of students to avoid passivity**<br>• Teachers will have used student reports, parental engagement and engaging lesson plans to minimise passive learning and promote active learning among all students.<br><br>• **Resource access such as dyslexia-friendly school strategies**<br>• All resources to be retrofitted to ensure they are dyslexia friendly.<br><br>• **Adaptive teaching techniques**<br>• HoFs to review assessments and their effectiveness ahead of 24-25 academic year.<br><br>• Teachers to be fully confident embedding the three pillars of high-frequency vocabulary, phonics | • Feedback from teachers<br>• Lesson reflections<br><br>• Reviewing resources<br><br>• Review of assessments |

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| • All summative assessments to be created in a dyslexia-friendly format. | • Assessment reviews | meetings to send postcards home/ contact home to students to reward excellent learning. | | |
| • Teachers to raise concerns over students with HoFs/ personalised learning team. | • R and R meetings | | | |
| • Phonics teaching is an integral pillar of the schemes of learning, beneficial for SEND and dyslexic students. | | • All staff to ensure pupils are engaged in online learning outside of the classroom e.g. Memrise competitions | | |
| • **Adaptive teaching techniques** | • Learning walks | • Teachers to use seating plans to support student engagement. | • Seating plans<br>• Learning walks | |
| • Books to show stages of Bassett lesson. | | • Teachers to use effective collaborative learning and judiciously select pairs/ groupings. | | |
| • Teachers to use a multi-sensory approach in lessons. | • Work scrutiny | • **Resource access such as dyslexia-friendly school strategies** | | |
| • Whole-class feedback sheets used after assessments. | • Learning walks | • MFL team to develop strategies to support students struggling with reproductive skills, including adapting assessments where necessary. | • Assessments | |
| • MFL teachers to make use of MFL marking codes in back of students' trackers. | | | | |
| • All grade boundaries to be communicated with MFL staff and moderated on a termly basis. | | • Seating plans to be regularly reviewed. | • Seating plans | |
| | | • **Adaptive teaching** | | |

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| | | | • Regular formative assessments on high-frequency vocabulary (2 per term), phonics (2 per term) and grammar (1 per term) to assess progress against pillars. | • Data recorded on onedrive | | |
| | | | • Teachers to use formative assessment outcomes to inform lesson planning and adaptation of medium-term plans to ensure misconceptions are revisited and addressed. | • Schemes of learning and medium-term plans | | |
| | | | • Teachers to regularly provide written feedback to students as outlined in the school's marking and feedback policy. | • Work scrutiny | | |
| | | | • A range of feedback used, including peer-assessment and self-assessment, particularly during marking pinch points. | • Learning walks<br>• Work scrutiny | | |
| | | | • Formative assessments to be regularly reviewed to ensure they are feeding into planning. | • Assessments<br>• R and R meetings | | |

| Intended Impact | • Teachers develop a range of strategies to ensure challenge within the MFL for all students | • | • Less passive learners, more engagement in MFL leading to more progress | • | • Students are empowered to take responsibility, and an active approach to, their MFL learning. | |
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| Outcomes for Priority 3 | | | | | | |
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| | **Short term** | | **Medium term** | | **Long term** | |
| | By: December 2023 | | By: April 2024 | | By: July 2024 | |
| | **Milestone** | **Evidence source** | **Milestone** | **Evidence source** | **Milestone** | **Evidence source** |
| Implementation Outcomes *(How the plan has been implemented?)* | • Focus on building resilient learners, for example addressing misuse of the pod through discussion with HoFs and pastoral team.<br><br>• MFL teachers to be aware of groups where we need to close the gap and apply QFT and adaptive teaching strategies outlined above to support these groups to make progress. Key groups to be discussed regularly at department meetings.<br><br>• Teachers to be aware of PP learners using ECHO. Use strategies outlined in priorities 1 | • Key students to be discussed with HoFs and pastoral team. Higher attendance in MFL lessons.<br><br>• Team meetings<br>• Climate walks<br><br><br>• HoFs | • Year 10 split classes to be used to support groups outlined above, for example providing opportunities for girls/ boys split teaching.<br><br>• HoFs to review summative assessment data for all Key Stages to assess data for key groups and identify students requiring early intervention.<br><br>• HoFs to communicate regularly with PP Coordinator around how to support PP students.<br><br>• MFL teachers to use | • Intervention to be regularly reviewed.<br><br><br><br>• Summative assessment data<br>• R&R documents and meetings.<br><br><br>• HoFs<br><br><br>• Climate walks | • Staff to give specific lessons on exam skills and revision strategies e.g. walking talking mocks.<br><br>• Regular discussion at faculty meetings sharing good practice focussing on focus groups.<br><br>• Interventions to be put in place for key groups where needed, before external exams.<br><br>• Behaviour policy to be consistently and confidently applied by all MFL teachers.<br><br>• MFL staff to know | • MTPs<br>• Climate walks<br>• Outcomes in summative/ external assessments.<br><br><br>• Department meetings<br><br><br><br>• Outcomes in summative/ external assessments<br><br><br>• Climate walks<br>• Lesson reflections<br>• Behaviour data |

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| | and 2 to support them. PP students supported with trips/ revision guides.<br><br>• GCSE and A-Level exam review to understand where we need to close the gaps in MFL for Key Stage 4 and 5 learners. Findings following exam review meeting to be presented to MFL department. | • Department meeting | differentiation strategies (from priority 1 and 2) to support SEND learners.<br><br>• Seating plans to be used on Echo and regularly updated to ensure that focus groups are in the best possible learning seats.<br><br>• MFL teachers to discuss behaviour/ engagement concerns with HoFs, being particularly mindful of groups outlined in priority 3.<br><br>• Progress for groups outlined in priority 3 to be discussed at faculty meetings. | • Lesson reflections<br><br>• Climate walks<br>• Seating plans<br><br>• HoFs<br><br>• Department meetings<br>• CPD meetings | disadvantaged and SEND pupils, know their progress and the strategies to engage them | |
| **Intended Impact** | • MFL teachers are aware of key groups and where we need to close the gap | • | • Strategies put in place to support groups outlined in priority 3. Their progress will be monitored, and interventions put in place where necessary. | • | • Improved outcomes in MFL for key groups outlined in priority 3 | • Exam data |

# Strategic Development Plan – Music 2023/24

| Outcomes for Priority 1 | | | | | |
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| **Short term** | | **Medium term** | | **Long term** | |
| By: December 2023 | | By: April 2023 | | By: July 2023 | |
| **Milestone** | **Evidence source** | **Milestone** | **Evidence source** | **Milestone** | **Evidence source** |
| **Implementation Outcomes** *(How the plan has been implemented?)* <br><br> • ECT Training on Behaviour <br><br> • Clearly identify what a Bassett Learner is during initial sequence of lessons. <br><br> • Develop lesson PowerPoints and visual aids to include the Bassett Lesson terminology and signpost the vocabulary: ACTIVATE, DEMONSTRATE, APPLY, REVIEW. <br><br> • Subject specific music vocabulary embedded in music lessons. <br><br> • Read the detailed passports on ECHO. Finding something which works for the student. | • Evidence by StepLab. <br><br> • Highlight terminology used in KS3 lessons PowerPoints and visual aids. <br><br> • Use of ACTIVATE, DEMONSTRATE, APPLY, REVIEW terminology in KS3 lessons PowerPoints and visual aids. <br><br> • Ensure SEND tables are not formed in lessons – ECHO <br><br> • Language for learning for each stage of leaner visually available to all year groups. <br><br> • Make adaptive changes to the music classroom to accommodate the needs of the individual learner | • ECT training on instruction and pedagogy Training on Behaviour continued. <br><br> • Develop student use of Bassett Learner terminology in lessons including reflection sections of booklets to include self and peer reflections. <br><br> • Ongoing review upon dyslexia friendly PowerPoints for all year groups. <br><br> • Ongoing review upon questioning within the music curriculum to include Blooms taxonomy, higher order questioning, differentiation and deeper levels of thinking. | • Evidence by StepLab <br><br> • Student reflection sections of booklets to include self and peer reflections on progress made. <br><br> • Evidence in dyslexia audit, SOWs PowerPoints, visual aids and Homework . | • ECT subject specific knowledge. <br><br> • Ambitious Bassett Learners who are: explorers, aspirational, independent and resilient. | • Evidence by StepLab <br><br> • Consistent successful practical and theory assessments and end of year student survey. |

| Intended Impact | | | | | | |
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| | • Developing behaviour pedagogy within the music classroom and beyond.<br><br>• Imbedded Bassett Learner and Bassett Lesson terminology withing teacher led lessons.<br><br>• Literacy low stakes tests for all groups of learners.<br><br>• Reading ages and SEND Passport used to inform teaching and differentiation to avoid passivity and ensure progress for all. | • Evidence via StepLab, climate walks and drop ins.<br><br>• Music teachers can confidently use the terminology throughout lessons.<br><br>• End of topic or termly topic tests, | • Developing ECT training on instruction and pedagogy and continuing training on behaviour.<br><br>• Students are able to identity features of a Bassett Learner and Bassett Lesson. | • Evidence via StepLab, climate walks and drop ins.<br><br>• Students will use the terminology successfully. | • Developing ECT subject specific knowledge and continuing behaviour and instruction.<br><br>• Quality First Teaching is confidently used in music lessons. | • Evidence via StepLab, climate walks and drop ins.<br><br>• Confident, exploring, adventurous aspirational music learners. |

| Outcomes for Priority 2 | | | | | |
|---|---|---|---|---|---|
| **Short term** | | **Medium term** | | **Long term** | |
| By: December 2023 | | By: April 2024 | | By: July 2024 | |
| **Milestone** | **Evidence source** | **Milestone** | **Evidence source** | **Milestone** | **Evidence source** |
| **Implementation Outcomes** *(How the plan has been implemented?)* | • Incorporate further questioning opportunities in music lessons to avoid the passive learner.<br><br>• Music contributes to or supports other areas of the curriculum (e.g. English, maths, languages etc.).<br><br>• Develop rewards system within music.<br><br>• Establish regular performance opportunities and aspirational opportunities for example performing at the Wyvern with SMC. | • Avoid use of hands up, use cold calling and name picker.<br><br>• At KS3, build upon KS3 SOWs to develop stronger links to other parts of the curriculum eg History etc. to build upon metacognition.<br><br>• Sending termly postcards home for musician of the term and other achievements, emailing home and conversations with parents.<br><br>• Photos and recordings of further performance and musical opportunities. | • Apply ECT training on instruction and questioning.<br><br>• Stretch and challenge all groups of learners.<br><br>• Marking, feedback and assessments which challenge and motivate all groups of learners.<br><br>• Pupils are provided with appropriate information about the options available for studying music at university, college or at a conservatoire. | • Step Lab and climate walks.<br><br>• Developing use of differentiation in music lessons.<br><br>• For example a display on studying music and developing communications with students and parents. | • Develop dyslexia friendly schools and literacy audit and training.<br><br>• Music teachers sharing best practice on oracy across the curriculum. | • All PowerPoints and POS dyslexia friendly<br><br>• GCSE and A Level exams and KS3 practical and theory assessments. |
| **Intended Impact** | • Students are able to identify the why, where and how within the sequencing of their | • Developing rewards system will encourage good, positive learning and build self confidence and motivation. | • Ensure practical groupings of students are effective. | • Assess the productivity and work rate of students within group work | • All students can gain access to music curriculum. | • |

| | music education. | Metacognition and oracy embedded in the curriculum to display the how and why. | | | and change in order to avoid passivity. | | |

| Outcomes for Priority 3 | | | | | | | |
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| | **Short term** | | **Medium term** | | **Long term** | | |
| | By: December 2023 | | By: April 2024 | | By: July 2024 | | |
| | **Milestone** | **Evidence source** | **Milestone** | **Evidence source** | **Milestone** | **Evidence source** | |
| **Implementation Outcomes** *(How the plan has been implemented?)* | • There is an allocated budget available for music and a plan for spending it. <br><br> • Consistent use of behaviour system across all lessons and year groups. <br><br> • Seating plans are used to support target groups such as PP, SEND and avoid an 'SEND table'. | • There is an allocated budget available for music and a plan for spending it. A budget plan is currently being written. <br><br> • Clear use of C1, C2, C3 and staff complete restorative conversations afterschool. <br><br> • ECHO seating plans. | • Review boys vs girls behaviour in music and address via behaviour analysis. <br><br> • Developing technology SOWs. <br><br> • Review home learning resources for KS3 to support a home learning which runs parallel with that of school. <br><br> • After school interventions for targeted GCSE groups of learners. | • Home learning available of the website. <br><br> • Afterschool intervention attendance and parental conversations / emails. <br><br> • Developing Music Tech SOWs to inspire and engage especially boys. | • Develop reading strategies and opportunities throughout schemes of work to engage students. | • Music SOWs and PowerPoints and student outcomes. <br><br> • Behaviour logs to monitor engagement and learning walks to gauge passivity. | |
| **Intended Impact** | • Students are aware of the impact of their behaviour in music lessons consistent with the rest of the school. | • Positive teacher:student relationships which support learning. | • Identified gaps in learning can be independently studied using the online resources. | • Progress will be less hindered for students who are absent. | • Further positive engagement in music curriculum. | • Potential stronger uptake at GCSE. | |

# Strategic Development Plan – Personal Development 2023/24

| | Outcomes for Priority 1 | | | | | |
|---|---|---|---|---|---|---|
| | **Short term** | | **Medium term** | | **Long term** | |
| | By: December 2023 | | By: April 2024 | | By: July 2024 | |
| | **Milestone** | **Evidence source** | **Milestone** | **Evidence source** | **Milestone** | **Evidence source** |
| **Implementation Outcomes** *(How the plan has been implemented?)* | <ul><li>Dyslexia friendly resources</li><li>Lessons are adapted for all target groups within the S4L programme.</li><li>Ensure that there are a range of inputs</li><li>All staff have a greater awareness of all types of learners in their classrooms</li><li>RAG sheets to be used at the beginning of units</li><li>Staff use consistent language to describe their learning</li></ul> | <ul><li>Adaptations made to all S4L slides</li><li>Range of different tasks- speaking and listening, reading, writing.</li><li>Use of role plays, videos, text, podcasts so all students can access materials</li><li>Learning conversations and ilearn climate walks according to the calendar</li></ul> | <ul><li>Students familiar with the Bassett lesson within S4L days</li><li>Students building confidence in oracy during debates in S4L</li><li>Staff CPD on deliver of S4L content</li><li>Toolkit to be built for S4L</li><li>Relaunch of the RAD reading group to promote reading and discussion.</li></ul> | <ul><li>Yellow books and climate walks</li><li>Students Voice opinions and feel confident with this in lessons</li><li>HOY meetings used for targeted CPD on delivery</li><li>Staff survey on comfort of delivery of RSE education.</li><li>JRa to lead and take registers of attendance and impact.</li></ul> | <ul><li>Tracking of attendance to ensure trends are not happening. Varying delivery to ensure students want to come in for S4L days and enjoy what they are doing whilst covering curriculums.</li><li>Reading and literacy continues to be a priority in S4L</li></ul> | <ul><li>CFi to track over the 6 days to pick up patterns of attendance.</li></ul> |

| Intended Impact | • Both students and staff to see the value of the PD curriculum and how it feeds into the wider school context | • Evaluations of S4L days and regular whole school Forms surveys. | • S4L continues to build on its profile and influence in the school. Build capital on enrichment events such as Holocaust throughout the year and in different disciplines. | • Learning conversations and climate walks of ilearn and S4L | • Access to all areas of S4L and enrichment through a variety of methods. | • Specific planning for all learners |
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| Outcomes for Priority 2 | | | | | | |
|---|---|---|---|---|---|---|
| | **Short term** | | **Medium term** | | **Long term** | |
| | By: December 2023 | | By: April 2024 | | By: July 2024 | |
| | **Milestone** | **Evidence source** | **Milestone** | **Evidence source** | **Milestone** | **Evidence source** |
| **Implementation Outcomes** *(How the plan has been implemented?)* | • Students in year 7 follow growth mindset and team building activities. <br> • Assemblies to start the year for all highlighting Bassett Learner values <br> • School values aligned with learner values and whole school values <br> • Spiral curriculum to be made clear and explicit | • Scheme of works promotes students to be more independent. <br> • Frequent reference to the values in all elements of our practice. <br> • Climate walks and student conversations to articulate Bassett values | • Promote collaborative learning within the classroom. <br> • Teachers use a range of embedded strategies in the classroom to promote holistic challenge, not just academic- asking challenging questions in the classroom. | • Schemes of work and ppts reflect and evidence a range of collaboration <br> • Current news sources used to promote discussion and challenge. | • Continue to build Year 12 and 13 into the spiral curriculum <br> • Rewards for S4L throughout the year. | • Staff involved in planning days to ensure seamless transition <br> • Staff to nominate "citizens" from over the year for rewards. |

| Intended Impact | • Students familiar with the language around the Bassett Lesson and how it fits into all aspects of their learning | • Standardised use of language in all lessons throughout S4L and ilearn | • Students to be more confident in their learning | • Learning conversations students can articulate their learning and understand how they learn. | • Students see the value in their learning | • Regards as a tangible benefits |
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| Outcomes for Priority 3 | | | | | | |
|---|---|---|---|---|---|---|
| | **Short term** | | **Medium term** | | **Long term** | |
| | By: December 2023 | | By: April 2024 | | By: July 2024 | |
| | **Milestone** | **Evidence source** | **Milestone** | **Evidence source** | **Milestone** | **Evidence source** |
| **Implementation Outcomes** *(How the plan has been implemented?)* | • S4L used for future pathways session to promote parental engagement<br>• S4L 5 also used by year 11 to prepare for the run up to exams<br>• Career sessions during ilearn and S4L days in all 5 year groups<br>• Specific work with boys and their attitudes towards work and success.<br>• Promotion of | • Tracking of focus groups on the day. Tracking of attendance on the day<br>• Staff and student evaluations of S4L day<br><br>• Progressive masculinity to work with a selected group of boys in school.<br>• Removal of word of the week to allow for more guided reading | • Promotion of the house system to prioritise rewards, supporting the pastoral system-positive reinforcement. | • House events to have high profile in the school | • Pd to be used for mental health support,<br>• Continued focus on boys and healthy relationships- Health promotion council to work on this throughout the year, so boys see the value in academic success.<br>• T&L SP group to continue working with school leaders for the benefit of all learners | • Mindfulness sessions delivered throughout S4L days<br>• Poster campaigns through the HPC as well as other media throughout the year.<br><br><br>• School leaders to use SP in lessons and feedback. |

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| | <mark>guided reading in ilearn – iread branding</mark> | time | | | | |
| **Intended Impact** | • Target groups feel more confident in their ability to learn, not just through academic ability, but the holistic approach. | • Improved assessment results | • Build pride in the school and what is around them through the celebration of the house system. | • Participation in house events and competitions. | • Students to be "in a good place" to take exams and assessments. | • Mental health questionnaire throughout the year. |

# Strategic Development Plan – Physical Education 2023/24

| | Outcomes for Priority 1 | | | | | |
|---|---|---|---|---|---|---|
| | **Short term** | | **Medium term** | | **Long term** | |
| | By: December 2023 | | By: April 2024 | | By: July 2024 | |
| | **Milestone** | **Evidence source** | **Milestone** | **Evidence source** | **Milestone** | **Evidence source** |
| **Implementation Outcomes** *(How the plan has been implemented?)* | • Increase staff confidence in identifying solid QFT strategies within their own and others teaching.<br><br>• Develop PE tool kit through whole staff CPD and department meetings.<br><br>• Core T1 & 2 focus - PE ready routines, Bassett learning language/process, whose who in your class, PKM language for learning.<br><br>• Exam classes T1 & 2 focus - quick start to lesson, rapid starters, Bassett learning language/process, access work for all, focus on development areas from exam review and 2022/23 cohort | • Learning walks, observations and feedback<br><br>• Department meetings, briefings and CPD developments<br><br>• Learning walks, department CPD, leadership support, exam review documents. | • In department termly focuses based on key areas.<br><br>• Develop PE tool kit through whole staff CPD and department meetings.<br><br>• Literacy for learning specific to PE apparent in lessons and journey to embed with all ongoing.<br><br>• Developed understanding of physical literacy through PKM. | • Timetabled leadership meetings within department.<br><br>• Department meetings, briefings and CPD developments<br><br>• Learning walks, observations, book looks and feedback | • Consistent excellence in delivery of lessons and learning.<br><br>• PKM model fully embedded within learning journey of PE.<br><br>• Exam PE – work and effort towards unlocking targeting areas from 2023 reaches conclusion | • AfPE quality mark.<br><br>• Pupil voice results.<br><br>• Pupil informed, teaching resources, dept teaching space resources.<br><br>• Training completed, teaching adapted to improve key areas, summer results, NEA grades. |

| Intended Impact | • Bassett lesson linked to QFT.<br><br>• Confidence in teaching strategies and personal practice.<br><br>• Better-informed and confident members of department | • Department tool kit.<br><br>• Learning walks.<br><br>• Dept meetings. | • Bassett lesson linked to QFT.<br><br>• Confidence in teaching strategies and personal practice.<br><br>• Better-informed and confident members of department. | • Department tool kit.<br><br>• Learning walks.<br><br>• Dept meetings. | • Greater outcomes for 2024 pupils or golden tickets for future opportunities.<br><br>• All clear on delivery and learning through PKM model. | • Summer results.<br><br>• Pupil voice results. |

| Outcomes for Priority 2 | | | | | | |
|---|---|---|---|---|---|---|
| | **Short term** | | **Medium term** | | **Long term** | |
| | By: December 2023 | | By: April 2024 | | By: July 2024 | |
| | **Milestone** | **Evidence source** | **Milestone** | **Evidence source** | **Milestone** | **Evidence source** |
| **Implementation Outcomes** *(How the plan has been implemented?)* | • Increase staff confidence in identifying solid questioning in own and others teaching.<br><br>• Develop PE tool kit through whole staff CPD and department meetings. With a focus on questions and lived examples.<br><br>• Core T1 & 2 focus - PE ready routines, Bassett learning language/process, PKM language for learning.<br><br>• Exam classes T1 & 2 focus - quick start to lesson, rapid starters, Bassett learning language/process, questioning and work for all, focus on development areas from exam review and 2022/23 cohort. | • Learning walks, observations and feedback.<br><br>• Department meetings, briefings and CPD developments.<br><br>• Learning walks, department CPD, leadership support, exam review documents. | • Inclusion and prevention of passive Bassett pupils, namely boys in exam PE and girls in core PE.<br><br>• In department termly focuses based on key areas.<br><br>• Develop dept link to whole school rewards in consistent practice across exam groups in KS4 & 5. | • Provision, mapping of opportunities<br><br>• Timetabled leadership meetings within department.<br><br>• Rewards process, dept meetings, course leads | • Inclusion and prevention of passive Bassett pupils, namely boys in exam PE and girls in core PE.<br><br>• Recognition of dept across school as developer of engagement and good practice. | • Pupil voice results.<br><br>• Provision, mapping of opportunities.<br><br>• Pupil voice results.<br><br>• Learning walks. |

| Intended Impact | • Bassett lesson linked to questioning.<br><br>• Confidence in teaching strategies and personal practice.<br><br>• Better-informed and confident members of department. | • Department tool kit.<br><br>• Learning walks.<br><br>• Dept meetings. | • Bassett lesson linked to questioning.<br><br>• Confidence in teaching strategies and personal practice.<br><br>• Better-informed and confident members of department. | • Department tool kit.<br><br>• Learning walks.<br><br>• Dept meetings. | • Greater outcomes for 2024 pupils or golden tickets for future opportunities.<br><br>• Clarity of challenge through questioning in lessons. | • Summer results.<br><br>• Pupil voice results. |

| Outcomes for Priority 3 | | | | | |
|---|---|---|---|---|---|
| **Short term** | | **Medium term** | | **Long term** | |
| By: December 2023 | | By: April 2024 | | By: July 2024 | |
| **Milestone** | **Evidence source** | **Milestone** | **Evidence source** | **Milestone** | **Evidence source** |
| **Implementation Outcomes** *(How the plan has been implemented?)*<br><br>• Increase staff confidence in working towards closing gaps for subgroup pupils.<br><br>• Develop PE tool kit through whole staff CPD and department meetings. With a focus on closing the gap.<br><br>• Core T1 & 2 focus - PE ready routines, Bassett learning language/process, PKM language for learning.<br><br>• Exam classes T1 & 2 focus - quick start to lesson, rapid starters, Bassett learning language/process, questioning and work for all, focus on development | • Learning walks, observations and feedback. Provision and mapping.<br><br>• Department meetings, briefings and CPD developments.<br><br>• Learning walks, department CPD, leadership support, exam review documents. | • Secured opportunities through funding from Gov facilities pot.<br><br>• Develop PE tool kit through whole staff CPD and department meetings. With a focus on closing the gap.<br><br>• Exam course specific areas to improve outcomes. | • Alt opportunities, attendance registers, equipment in situ.<br><br>• Department meetings, briefings and CPD developments. Course specific.<br><br>• Exam reviews and evidence gathered from prior cohorts. | • Secured opportunities through funding from Gov facilities pot.<br><br>• Inclusion and prevention of passive Bassett pupils, namely boys in exam PE and girls in core PE. To include subgroups. | • Alt opportunities, attendance registers, equipment in situ.<br><br>• Pupil voice results.<br><br>• Learning walks.<br><br>• Summer results. |

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| | areas from exam review and 2022/23 cohort. | | | | |
| **Intended Impact** | • Identification of those creating gaps in learning.<br><br>• Begin to improve pupil outcomes. | • Learning walks, observations and feedback.<br><br>• Dept CPD, learning walks, dept tool kit, use of whole school SEND strategy document. | • Greater opportunities for subgroup pupils. Greater commitment & interest by pupils.<br><br>• Begin to improve pupil outcomes. | • Alt opportunities, attendance registers, equipment in situ.<br><br>• Dept CPD, learning walks, dept tool kit, use of whole school SEND strategy document. | • Greater outcomes for 2024 pupils or golden tickets for future opportunities.<br><br>• Greater opportunities for subgroup pupils. Greater commitment & interest by pupils. | • Summer results.<br><br>• Pupil voice results, attendance registers. |

# Strategic Development Plan- QA and CPD 2023/24

| Outcomes for Priority 1 | | | | | |
|---|---|---|---|---|---|
| **Short term** | | **Medium term** | | **Long term** | |
| By: December 2023 | | By: April 2024 | | By: July 2024 | |
| **Milestone** | **Evidence source** | **Milestone** | **Evidence source** | **Milestone** | **Evidence source** |
| **Implementation Outcomes** *(How the plan has been implemented?)* | Launch of QFT approaches in September staff twilight. Thursday Bitesize CPD to give all staff one focus of QFT until Christmas. Teacher Rounds to focus on elements of QFT in lessons. QA of QFT approaches to take place in Term 2 through Faculty Reviews Department CPD to focus on developing strategies toolkit for QFT | Staff attendance and implementation of initial ideas and strategies. Teacher Rounds evidence to show application of strategies through collation of ideas. Faculty Review to show evidence of application of strategies across the whole school. Department toolkits populated within the staff Teams site. | • Teach Meet to be held early in Term 3 to share best practice across the school.<br>• Whole-staff meeting to focus on QFT and different approaches based on different tiers of learner.<br>• QA of QFT approaches through Faculty review in Term 4.<br>• Department CPD sessions in Term 3 and Term 4 to focus on QFT development and emerging impact.<br>• Teacher Rounds to focus on elements of QFT in lessons. | • Staff attendance based on at least one representative per department.<br>• QA procedures to continue to look at impact of strategies in terms of identifying tier 1, 2 and 3 learners and how they are progressing.<br>• Department CPD to include impact documents | • Whole-staff meetings to continue to include focus on QFT strategies and highlighting impacts across the school.<br>• Staff sharing of strategies to continue through learning forums and through Teacher Rounds.<br>• Department CPD sessions in Term 5 and Term 6 to focus on QFT development and impact.<br>• QA of QFT approaches through Faculty review in Term 6. | • Staff attendance at meetings and continued implementation of strategies<br>• Monitored through faculty reviews and climate walks |
| **Intended Impact** | To develop staff awareness of QFT as a whole-school approach and the different strategies that can be applied for the benefit of all students. QA evidence shows that strategies for all groups of | Review of all QA procedures to show impact on teacher practice. Specific PP review to be undertaken in term 3. Department toolkits updated from term 1 and 2. | • To start to show greater impact of a variety of approaches on students' outcomes. | • QA of teaching and learning as well as analysis of impact on student outcomes via PR and internal exam data. | • Positive impact on student outcomes through consistent application of effective strategies | • All QA procedures to have QFT as a central focus to enable accurate evidence to be gathered. |

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| learners are being implemented in lessons. All QA procedures that focus on the quality of teaching have QFT as part of this focus. | | | | | | |

| Outcomes for Priority 2 | | | | | | |
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| | Short term | | Medium term | | Long term | |
| | By: December 2023 | | By: April 2024 | | By: July 2024 | |
| | Milestone | Evidence source | Milestone | Evidence source | Milestone | Evidence source |
| **Implementation Outcomes** *(How the plan has been implemented?)* | • Full CPD videos released at the start of the year for Challenge techniques in the classroom.<br>• Staff given CPD menu of questioning strategies and techniques.<br>• Department CPD and staff meetings to include development of questioning, collaboration, and adaptive strategies.<br>• Bitesize CPD for QFT will also include elements of adaptive teaching.<br>• Lead Teacher Network to continue research and deliberate practice around strategies. | Departement CPD to include development of collaboration and questioning toolkits.<br>QA reviews in Term 2 to generate evidence of application of strategies.<br>Lead Teacher Network to conduct Level 1 subject specific coaching for identified staff. | • Challenge in the Classroom to be a focus within Bitesize CPD for half of the school.<br>• Content to include questioning, modelling, stages of practice, scaffolding, and adaptive approaches.<br>• Teach Meet-style learning forum to be organised for early in term 5 for one member of each department to attend.<br>• Links made to QFT approaches to show holistic approach to T&L.<br>• Department CPD and staff meetings to collate ideas to be shared with all staff.<br>• Teacher Rounds to focus on Challenge strategies as well as QFT. | • Bitesize engagement to be continually monitored throughout.<br>• Links to be made explicit within bitesize to QFT procedures.<br>• QA processes to show impact of application in Term 4. | • Challenge in the Classroom to be a focus within Bitesize CPD for half of the school.<br>• Teach Meet for Challenge learning forum to be held and all ideas captured and shared with all staff.<br>• Bitesize menu for staff also sent out so that staff can choose elements to focus on throughout Term 6.<br>• Department CPD driven by Lead Teachers based on effective challenge strategies. | • Ideas from Teach Meet to be captured via MS Whiteboard to be shared with all staff.<br>• Teacher Rounds feedback to be captured on via Padlet Golden Nuggets page and distributed to all staff.<br>• All QA procedures in Term 6 to measure impact of application of strategies in the classroom.<br>• Challenge Toolkit developed by all Department areas. |

| Intended Impact | Staff have greater awareness of questioning and collaborative strategies to increase engagement and reduce passivity. Questioning and Collaboration included within first tranche of Bitesize training. Videos stored on CPD YouTube channel. Links to playlists consistently shared with all staff. Lead Teacher network have delivered department specific CPD on these areas based on their own practice in subject specific environments. | QA reviews and all QA processes to feedback on level of challenge in the classroom Student Learning Conversations focus on elements of Bassett Lesson and questioning strategies employed by staff. Work Sampling addresses level of progress and challenge for students. | • Staff to be applying strategies for Challenge to enable to impact on the overall progress made by students. | • All review data to show implementation of challenge strategies to enable students to be more aspirational. | • Students are challenge consistently in all lessons and can aspire to achieve beyond their targets | • Analysis of PR data • Analysis of QA data from Faculty Reviews, Climate Walks and Work Sampling. |

| Outcomes for Priority 3 | | | | | |
|---|---|---|---|---|---|
| **Short term** | | **Medium term** | | **Long term** | |
| By: December 2023 | | By: April 2024 | | By: July 2024 | |
| **Milestone** | **Evidence source** | **Milestone** | **Evidence source** | **Milestone** | **Evidence source** |
| **Implementation Outcomes** *(How the plan has been implemented?)* <br><br> All CPD procedures shared with staff so that there is a focus on what leads to QFT to enable all groups to meet their targets. Bitesize on QFT and Teacher Rounds set up. Observations in Term 1 and Term 2 with a focus on key groups Staff to know who the key groups are in their classes. Staff meetings to focus on effective T&L strategies. Department CPD meetings to be led by Lead Teachers with research into effective techniques and strategies having been carried out. | CPD presentation in September to show different CPD routes and content to allow for all groups to progress. Use of Echo seating plans and QA reviews of lessons to focus on key groups. Teacher Rounds to have ffednback on key groups and what was done to engage and allow them to progress in lessons. | • All staff will have completed QFT CPD.<br>• QFT Teach Meet to have happened within first two weeks of Term 3.<br>• Climate Walks to continue focus upon progress of key groups within lessons.<br>• Challenge CPD to also focus on how this will help the engagement and attainment of key groups across the school.<br>• Student Learning Conversations to include key groups as focus area for conversations. | • Teach Meet strategies collated and shared via MS Whiteboard<br>• Climate Walk feedback to show application of strategies.<br>• Student Learning Conversations to show the student voice of how specific strategies are impacting their learning. | • All staff to have completed all elements of CPD for all areas (QFT, Challenge, Literacy/Oracy)<br>• Bank of strategies collated from Teach Meets and Teacher Rounds<br>• Menu of bitesize delivered to staff in Term 6 for specific focus areas.<br>• Lead Teachers to deliver CPD to departments on most impactful strategies in Term 5 department meeting. | • CPD programme will be completed within Term 6.<br>• Strategies collated and shared with all staff through MS Whiteboards and Padlet.<br>• QA feedback given to HoDs to share at department CPD meetings. |
| **Intended Impact** <br><br> Increased staff awareness of all teaching and learning strategies to increase attainment for all key groups. LT Faculty Reviews focused on key groups. Lesson Reviews to reflect on provision for key groups in lessons. Analysis carried out at end of Term 2 on provision for key groups. Lead Teachers have lead CPD sessions within departments. | Feedback from all QA procedures Ideas left within Teacher rounds Padlet. | • Staff confident in strategies to help all key groups.<br>• Students aware of impact on their learning. | • All QA procedures to focus on key groups and impact.<br>• Data from PRs to highlight gaps reducing for different key groups. | • Impact on engagement and challenge for all key groups leads to improved outcomes.<br>• Gaps closed for all key groups. | • Analysis of PR and QA data.<br>• Analysis of exam results in Aug 2024. |

| | All QFT Bitesize given out to staff. | | | | | |
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# Strategic Development Plan – Science 2023/24

| | Outcomes for Priority 1 | | | | | |
|---|---|---|---|---|---|---|
| | **Short term** | | **Medium term** | | **Long term** | |
| | By: December 2023 | | By: April 2024 | | By: July 2024 | |
| | **Milestone** | **Evidence source** | **Milestone** | **Evidence source** | **Milestone** | **Evidence source** |
| **Implementation Outcomes** *(How the plan has been implemented?)* | • Demonstrate (explore): <br> • We already have and use a range of activities to explore prior learning, however we need to put in place strategies to allow all learners to fully participate. | • Identify a range of adaptive teaching strategies. | • Staff confident in using some of the new strategies identified | • Trialled and put in place effective strategies into department resources | • To have consistent adaptive approaches to the explore element of our science lessons. | • Evaluated different strategies used and embedded the most effective ones. |
| **Intended Impact** | • Staff able to trial different ideas and reflect on the most successful strategies. | | • Staff consistently using new strategies identified and incorporating them into departmental resources for all to use. | | • Effective strategies are embedded into departmental resources and all science lessons. | |

| | Outcomes for Priority 1 | | | | | |
|---|---|---|---|---|---|---|
| | **Short term** | | **Medium term** | | **Long term** | |
| | By: December 2023 | | By: April 2024 | | By: July 2024 | |
| | **Milestone** | **Evidence source** | **Milestone** | **Evidence source** | **Milestone** | **Evidence source** |
| **Implementation Outcomes** *(How the plan has been implemented?)* | • To identify lessons with consistent TA support and incorporate them into planning. | • Share topic sheet and resources with TA's ahead of time. | • Identify barriers to learning specific to science. | • List common strategies to support breaking these barriers. | • Evaluate and identify the effectiveness of strategies used to support students with an EHCP and passports. | • Conversation with individual TAs about effectiveness of strategies and successful strategies shared with the department. |
| **Intended Impact** | • TA's feel more confident supporting in science and can advise on any changes that may best support the students. | | • Consistent approaches and strategies to support science specific barriers to learning | | • Best strategies shared with and embedded into departmental practise. | |

| Outcomes for Priority 1 | | | | | | |
|---|---|---|---|---|---|---|
| | Short term | | Medium term | | Long term | |
| | By: December 2023 | | By: April 2024 | | By: July 2024 | |
| | Milestone | Evidence source | Milestone | Evidence source | Milestone | Evidence source |
| **Implementation Outcomes** *(How the plan has been implemented?)* | • Trialling the literacy homework booklets for Year 7 and Year 8. | • Teacher and student survey. | • Use speak like a Scientist more consistently in lessons | • Lesson observations conducted by line managers | • Teachers using more common scientific language within lessons. | • Ensure command words are used within lessons, make sure assessments show this as well as lesson observations. |
| **Intended Impact** | Consistent homework with a literacy focus across the department which differentiates and challenges | | Improved oracy within science lessons with a focus on using keywords and scientific language consistently. | | Students become more accustomed to common command words and keywords used within science exam papers and assessments. | |

| Outcomes for Priority 2 | | | | | | |
|---|---|---|---|---|---|---|
| | Short term | | Medium term | | Long term | |
| | By: December 2023 | | By: April 2024 | | By: July 2024 | |
| | Milestone | Evidence source | Milestone | Evidence source | Milestone | Evidence source |

EXCELLENCE IN EDUCATION

| Implementation Outcomes *(How the plan has been implemented?)* | • Teachers identify the questions they will ask and the part of the Bassett Lesson best suited for discussion based development of learning and identification of misconceptions. <br><br> • Use multiple forms of questioning technique instead of 'hands up'. | • Examples added into notes section of resources to help non subject specialist. <br><br> • Learning Walks. | • Collaboration between members of the department to develop best practice. <br><br> • Staff within the department to do a heat map of questioning types and levels appropriate for learners. | • Teachers observe the questioning of other staff to identify strategies they can use and to feedback on effectiveness | • Effective questioning embedded into science lessons | • Lesson observations and sharing of best practice |
|---|---|---|---|---|---|---|
| Intended Impact | • More effective and purposeful questioning planned into lessons and a variety of questioning techniques used. | | • Sharing of best practice. Evaluation and reflection on different techniques used and what works. | | • Beneficial and purposeful questioning embedded in lesson to challenge students and facilitate higher order thinking. | |

| Outcomes for Priority 3 | | | | | | |
|---|---|---|---|---|---|---|
| | Short term | | Medium term | | Long term | |
| | By: December 2023 | | By: April 2024 | | By: July 2024 | |
| | Milestone | Evidence source | Milestone | Evidence source | Milestone | Evidence source |
| Implementation Outcomes *(How the plan has been implemented?)* | • Teachers share with classes how to catch up on missed work, posters printed and shared with IER, pod and PAC as well as being displayed on classroom doors in Science. | • Students missing lessons catch up using continuity oak. Topic sheets used more consistently during lessons. | • Identify barriers to accessing this strategy. | • Student survey used to get feedback on this strategy. | • Adaptations made to this strategy based on feedback from students. | • Any changes to strategy shared with department and students. Posters updated and communicated. |
| Intended Impact | • To reduce the impact and support students who are frequently absent and those who attend College. | | • Evaluation on the effectiveness of this strategy to ensure we are supporting students effectively. | | • Best strategies incorporated into the department and used to support students who miss lessons. | |

| Outcomes for Priority 3 | | | | | | |
|---|---|---|---|---|---|---|
| | Short term | | Medium term | | Long term | |
| | By: December 2023 | | By: April 2024 | | By: July 2024 | |
| | Milestone | Evidence source | Milestone | Evidence source | Milestone | Evidence source |

| Implementation Outcomes *(How the plan has been implemented?)* | • Teachers design seating plans to reduce the number of passive learners and behaviour issues. | • No single sex tables or seating. Mixed sex seating in all classes. Echo. | • Identify opportunities to engage high achieving girls and disengaged boys in Science. | • More interesting context to what we are teaching incorporated into lessons. | • Trial single sex intervention to help build confidence in high attaining girls and to increase engagement in boys.<br><br>• To have run a Science careers work of talks aimed to engage students (Year 9). | • Evaluation by staff after the intervention to look at the impact as well as a student survey on effectiveness. |
|---|---|---|---|---|---|---|
| Intended Impact | • Seating plans used to reduce passive learners and increase engagements in science. | | • Reduce the number of passive learners in science and increase engagement. Make science lessons more relatable to our students to increase engagement. | | • Following Maths model of single sex intervention to help high attaining girls who are underachieving in Science. | |

# Strategic Development Plan – SEND & Inclusion 2023/2024

| Outcomes for Priority 1 | | | | | |
|---|---|---|---|---|---|
| Short term | | Medium term | | Long term | |
| By: December 2023 | | By: April 2024 | | By: July 2024 | |
| Milestone | Evidence source | Milestone | Evidence source | Milestone | Evidence source |

EXCELLENCE IN EDUCATION

| Implementation Outcomes *(How the plan has been implemented?)* | | | | | | |
|---|---|---|---|---|---|---|
| | • All teachers to be trained in September staff Twighlight on QFT and understand it is a strategy for **ALL** students and not just those with SEND.<br>• Thursday Bitesize CPD to give all staff one focus of QFT until Christmas.<br>• Teacher Rounds to focus on elements of QFT in lessons.<br>• QA of QFT approaches to take place in Term 2 through Faculty Reviews.<br>• Department CPD to focus on developing strategies toolkit for QFT.<br>• Teacher to ensure they engage in regular and effective communication with the TA where a TA is supporting in the lesson.<br>• SMc, KHe and Lead TA's to create SEND teacher Toolkit for staff to use.<br>• All Year 7 & Year 9 students to be tested on NGRT for up to date reading data.<br>• TRT to be implemented to support students with weak phonics.<br>• Regular review of SEND Tiers, updating SIMS/ECHO and communicating to all teachers and TAs.<br>• KHe to regularly track AP and REP provision. | • Staff attendance and implementation of initial ideas and strategies.<br>• Monitor staff viewing of bitesize training.<br>• Teacher Rounds evidence to show application of strategies through collation of ideas.<br>• KHe and SMc to climate walk with a focus on SEND, LAC, YC and other targeted groups.<br>• Evidence effective collaboration between Teacher & TA.<br>• Faculty Review to show evidence of application of strategies across the whole school.<br>• SEND Teacher Toolkit populated centrally and in addition on the PLT staff area.<br>• Admin to populate data into Edukey Provision Map on a regular basis to ensure all student needs, funding and support is up to date and can be accounted for.<br>• Head of Year SEND meetings to discuss SEND Tier movements and pass to admin to update. | • Teach Meet to be held early in Term 3 to share best practice across the school.<br>• Whole-staff meeting to focus on QFT and different approaches based on different tiers of learner.<br>• QA of QFT approaches through KHe, SMc & TA climate walks.<br>• Department CPD sessions in Term 3 and Term 4 to focus on QFT development and emerging impact.<br>• Teacher Rounds to focus on elements of QFT in lessons.<br>• SGu to meet regularly with TAs to evidence good practice of QFT.<br>• Students are readily aware of their reading ages and reflective of what is an appropriate text for their reading ability in each subject area.<br>• SMc, KHe and Lead TA's to update SEND teacher Toolkit.<br>• Continuation of TRT to support students with weak phonics.<br>• Continue to review SEND Tiers, updating SIMS/ECHO and communicating to all teachers and TAs.<br>• KHe to regularly track AP and REP provision. | • Staff attendance based on at least one representative per department.<br>• QA procedures to continue to look at impact of strategies in terms of identifying tier 1, 2 and 3 learners and how they are progressing.<br>• Department CPD to include impact documents.<br>• SMc, KHe & TAs to do student follows and assess /evaluate appropriate subject resources and adaptations.<br>• Admin to continue to update Edukey Provision Map.<br>• SEND Tier movements updated. | • Whole-staff meetings to continue to include focus on QFT strategies and highlighting impacts across the school.<br>• Staff sharing of strategies to continue through learning forums and through Teacher Rounds.<br>• Department CPD sessions in Term 5 and Term 6 to focus on QFT development and impact.<br>• QA of QFT approaches through Faculty review in Term 6.<br>• Students are readily aware of their reading ages and reflective of what is an appropriate text for their reading ability in each subject area.<br>• All Year 7 & Year 9 students to be tested on NGRT for up to date reading data.<br>• Continuation of TRT to support students with weak phonics.<br>• Continue review SEND Tiers, updating SIMS/ECHO and communicating to all teachers and TAs.<br>• KHe to regularly track AP and REP provision. | • Staff attendance at meetings and continued implementation of strategies<br>• Monitored through faculty reviews and climate walks.<br>• Admin to continue to update Edukey Provision Map.<br>• SEND Tier movements updated.<br>• Updated NGRT reading data populated in SIMS/ECHO. |
| Intended Impact | • To develop staff awareness of QFT as a whole-school approach and the different strategies that can be applied for the benefit of **all** students. | • Review of all QA procedures to show impact on teacher practice.<br>• To direct identified staff not consistently applying QFT strategies to further coaching and CPD. | • To start to show greater impact of a variety of approaches on students' outcomes. | • QA of teaching and learning as well as analysis of impact on student outcomes via PR and internal exam data.<br>• Staff who continue to not be consistently applying QFT strategies to be given further support. | • Positive impact on student outcomes through consistent application of effective strategies | • All QA procedures to have QFT as a central focus to enable accurate evidence to be gathered.<br>• To continue to support staff who do not consistently apply QFT strategies. |

EXCELLENCE IN EDUCATION

| | Short term | | Medium term | | Long term | |
|---|---|---|---|---|---|---|
| **Outcomes for Priority 2** | | | | | | |
| | **Short term** | | **Medium term** | | **Long term** | |
| | **By: December 2023** | | **By: April 2024** | | **By: July 2024** | |
| | **Milestone** | **Evidence source** | **Milestone** | **Evidence source** | **Milestone** | **Evidence source** |
| **Implementation Outcomes** *(How the plan has been implemented?)* | • Ensure effective use of TAs; teachers to communicate to TAs regarding support required in all lessons and TA to be confident to challenge teacher if need be.<br>• Departments to ensure all resources are adapted for all SEND learners including the use of Dyslexia Friendly content.<br>• All teachers to be aware of student reading ages and to use these when planning lesson content and homework.<br>• Students are readily aware of their reading ages and reflective of what is an appropriate text for their reading ability in each subject area.<br>• Regular review of SEND Tiers, updating SIMS/ECHO and communicating to all teachers and TAs.<br>• POD staff trained to complete "What's working and What's not working" for students with barriers to learning. | • SMc & KHe to do student follows and assess/evaluate appropriate Teacher and TA communications.<br>• Evidence of dyslexia friendly materials are used in all lessons.<br>• Visual representations of key points to be created for each topic in each lesson of each subject area to support low attainers.<br>• Use of NGRT data on ECHO.<br>• NGRT data to be included in each data drop and data to be discussed with students and parents.<br>• Head of Year SEND meetings twice a term to discuss SEND Tier movements and pass to admin to update.<br>• Head of Year to identify students, the "What's working and What's not working" forms to be completed and fed back to Year team and students. | • Continue to challenge effective use of Teacher & TA collaboration in all lessons ensuring all targeted groups are effectively challenged in each subject areas.<br>• Departments to ensure all new resources to be Dyslexia Friendly in content to support all learners.<br>• New resources to be adapted for all SEND learners.<br>• All teachers to continue to use reading ages and to be aware of outcomes from specific reading interventions.<br>• Students are aware of their reading ages and continue to be reflective of what is an appropriate text for their reading ability in each subject area.<br>• Regular review of SEND Tiers, updating SIMS/ECHO and communicating to all teachers and TAs.<br>• POD staff to continue to complete "What's working and What's not working" for students with barriers to learning. | • SMc & KHe to continue to carry out student follows and assess ongoing practice of Teacher/TA collaboration across all subject areas.<br>• Evidence of dyslexia friendly materials are used in all lessons.<br>• Visual representations of key points to be created for each topic in each lesson of each subject area to support low attainers.<br>• Continue use of resources from Emma Rossiter, DHT of Silverwood.<br>• Use of NGRT data on ECHO.<br>• NGRT data to be included in each data drop and data to be discussed with students and parents.<br>• Head of Year SEND meetings twice a term to discuss SEND Tier movements and pass to admin to update.<br>• Head of Year to continue to identify students, the "What's working and What's not working" forms to be completed and fed back to Year team and students. | • Teachers and TAs working together consistently to ensure students are supported and making progress.<br>• Department areas to review all resources to ensure they are Dyslexia Friendly in content to support all learners.<br>• Department area review their resources to ensure they are adapted for all SEND learners.<br>• All teachers to be aware of updated reading ages for Yr7 and Yr9.<br>• Students are aware of their updated reading ages and continue to be reflective of what is an appropriate text for their reading ability in each subject area.<br>• Regular review of SEND Tiers, updating SIMS/ECHO and communicating to all teachers and TAs.<br>• POD staff to revisit and evaluate the "What's working and What's not working" for students with barriers to learning. | • SMc & KHe to do student follows and assess good practice of Teacher/TA collaboration across all subject areas.<br>• Evidence of dyslexia friendly materials are used in all lessons.<br>• Visual representations of key points to be created for each topic in each lesson of each subject area to support low attainers.<br>• Continue use of resources from Emma Rossiter, DHT of Silverwood.<br>• Use of updated NGRT data on ECHO.<br>• NGRT data to be included in each data drop and data to be discussed with students and parents.<br>• Head of Year SEND meetings twice a term to discuss SEND Tier movements and pass to admin to update in preparation for transition.<br>• POD staff to review student's "What's working and What's not working" forms to be fed back to Year team and students. |
| **Intended Impact** | • For all students to have accessible and appropriate resources to support their learning. | • Student follows and QA of resources. | • To ensure all teachers and students are aware of reading ages so they can use appropriately to progress learning. | • Outcome of Head of Year & SENCO meetings to inform teachers regarding movement across Tiers and how to further support students using appropriate strategies. | • Students with barriers to learning to understand strategies to better support themselves. | • All departments to review and evaluate resources that have been used to support SEND and Inclusion. |

EXCELLENCE IN EDUCATION

| Outcomes for Priority 3 | | | | | | |
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| | **Short term** | | **Medium term** | | **Long term** | |
| | By: December 2023 | | By: April 2024 | | By: July 2024 | |
| | **Milestone** | **Evidence source** | **Milestone** | **Evidence source** | **Milestone** | **Evidence source** |
| **Implementation Outcomes** *(How the plan has been implemented?)* | • SMc to regularly give updates on academic progress of Tier 1, Tier 2 and Tier 3 students at each data drop. 4Matrix to include Tiers across all Year groups. • All teachers to ensure for each EHCP student that outcomes and provision is appropriately catered for in lesson planning. • All teachers to use ECHO, Provision Map, Passports to know the needs of their students. • Homework is adapted and accessible for the needs of all SEND students. • Ensuring appropriate work is sent to POD for students not accessing lessons. • SEND parent surgeries after school on Tuesdays 15:00-17:00 to work collaboratively around student need. • Regular communication home to all parents of EHCP, Support Plan and POD students including SEND & Inclusion newsletter. • KS3 students in the bottom 20% of reading ages in each year group to be supported with NMi reading intervention groups. • KHe & SMc to meet regularly with key staff who support all SEND & POD students (SMs & Lead TAs). | • To populate key groups into seating plans on ECHO. Printed passports and seating plans to be annotated and available in each teaching room as hard copy in a folder. • Teachers to have access to PLT website to access EHC Plans. • Shortened versions of key points from Section F (Provision) of EHC Plans on Passports. • Teacher comments, Progress Reports, assessment data, parent and student feedback and professionals feedback as appropriate. • QA on homework. • Supported homework club to be used by targeted students and groups. • Teachers emailing appropriate work and visiting students in the POD to ensure understanding. • Communicate outcomes of discussions with parents to all stakeholders. • NGRT data of below standard score of 90 to be targeted. • Meeting notes to be shared with appropriate staff. | • SMc to continue to report back on academic progress of Tier 1, Tier 2 and Tier 3 students at each data drop. 4Matrix to include Tiers across all Year groups. • All teachers to ensure for any new EHCP student that outcomes and provision are appropriately catered for in lesson planning. • All teachers to continue to use ECHO, Provision Map, Passports to know the needs of their students. • Progress reports to evidence SEND provision via the Graduated Approach method of 'assess, plan, do, review'. • Homework continues to be adapted and accessible for the needs of all SEND students. • To continue to ensure appropriate work is sent to POD for students not accessing lessons. • SEND parent surgeries after school on Tuesdays 15:00-17:00 to work collaboratively around student need. • Re-evaluate bottom 20% of KS3 and continue to be supported with NMi reading intervention groups. • KHe & SMc to meet regularly with key staff who support all SEND & POD students (SMs & Lead TAs). | • To populate key groups into seating plans on ECHO. Printed passports and seating plans to be annotated and available in each teaching room as hard copy in a folder. • Teachers to have access to PLT website to access EHC Plan. • Shortened versions of key points of Section F (Provision) of EHC Plans on Passports. • Teacher comments, Progress Reports, assessment data, parent and student feedback and professionals feedback as appropriate. • QA on homework. • Supported homework club to be used by targeted students and groups. • Teachers emailing appropriate work and visiting students in the POD to ensure understanding. • Communicate outcomes of discussions with parents to all stakeholders. • NGRT data of below standard score of 90 to be targeted. • Meeting notes to be shared with appropriate staff. | • SMc to give final updates on academic progress of Tier 1, Tier 2 and Tier 3 students at each data drop. 4Matrix to include Tiers across all Year groups. • Annual Reviews to evidence progress of outcomes. • All teachers proficient in the use of ECHO, Provision Map, Passports to know the needs of their students. • Annual Reviews for all EHCP students to evidence outcomes have been met. • Departments to evaluate how effective homework has been regarding and accessibility for SEND students. • Departments to evaluate that students working in the POD have made appropriate progress. • SEND parent surgeries after school on Tuesdays 15:00-17:00 to work collaboratively around student need. • Analysis of progress of KS3 of those who have been supported with NMi reading intervention groups. • KHe & SMc to meet regularly with key staff who support all SEND & POD students (SMs & Lead TAs). | • To populate key groups into seating plans on ECHO. Printed passports and seating plans to be annotated and available in each teaching room as hard copy in a folder. • Teachers to have access to PLT website to access EHC Plan. • Shortened versions of key points of Section F (Provision) of EHC Plans on Passports. • Teacher comments, Progress Reports, assessment data, parent and student feedback and professionals feedback as appropriate. • QA on homework. • Supported homework club to be used by targeted students and groups. • Assessment data. • Communicate outcomes of discussions with parents to all stakeholders. • NGRT data of below standard score of 90 to be targeted. • Meeting notes to be shared with appropriate staff. |

| Intended Impact | • Progress of all learners in targeted groups is clearly evidenced with strategies on how to move progress forward. | • Improved progress of SEND & POD students through enhanced collaboration and communication systems. | • Ensure all relevant and appropriate information around student needs is available and immediately accessible to all staff. | • All teachers to know their students and be effectively supporting them. | • Through adaptive teaching and appropriate homework students are able to access their learning and be making progress. | • To evidence through external examinations and end of year assessments that learning gaps have been closed. |
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# Strategic Development Plan – Sixth Form 2023/24

| | Outcome for Priority 1 | | | | | |
|---|---|---|---|---|---|---|
| | **Short term** | | **Medium term** | | **Long term** | |
| | By: December 2023 | | By: April 2024 | | By: July 2024 | |
| | **Milestone** | **Evidence source** | **Milestone** | **Evidence source** | **Milestone** | **Evidence source** |
| **Implementation Outcomes** *(How the plan has been implemented?)* | • QFT strategies used in main school to continue in the KS5 classroom.<br><br>• Students heavily supported by TA in Year 11 meets in T1 with TA to ensure support is appropriate guidance to independence is reached.<br><br>• Literacy supported by super curricular programme including increased oracy tasks in ilearn and S4l days.<br><br>• Bassett Lesson to be reflected in KS5 lessons | • Learning walks and student conversations by both SF team and department staff.<br><br>• TA meeting minutes.<br><br>• Yr 12 student files checked 12Co2, observations in class and ilearn see MS Forms<br><br>• Attendance at after school events | QFT strategies embedded throughout KS5 lessons and planned in SOW.<br><br>Directory of super curricular activities to promote literacy distributed to staff, students and parents.<br><br>Bassett lesson to be recognised and understood by all KS5 students.<br><br>Improved performance in identified students.<br><br>Interventions evaluated and used to inform improved performance for all. | • | • | |

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| | including reference to common phrases and terms (Activate, Demonstrate, Apply, Review). | • Lesson obs and student conversations. | | | |
| | • Named KS5 students to be discussed at CL as with KS3/4. | • CL mins. <br> • KS5 raising standards discussions for **all** students. | | | |
| | • KS5 teachers to engage with Sixth Form passports and needs as recorded on ECHO. | • Class obs and conversations with students. | | | |
| | • SENDCO to meet with SF Team each term to ensure needs are met for each student and tier addressed. | • Scheduled meeting mins. Termly meetings set. | | | |
| | • KS5 classes to have seating plan on echo with clear rationale for student placement. | • ECHO checks by SF team and HOD. | | | |
| **Intended Impact** | | | | | |

| Outcome 2 Challenges in the classroom | | | | | | |
|---|---|---|---|---|---|---|
| | Short term | | Medium term | | Long term | |
| | By: December 2023 | | By: April 2024 | | By: July 2024 | |
| | Milestone | Evidence source | Milestone | Evidence source | Milestone | Evidence source |
| **Implementation Outcomes** *(How the plan has been implemented?)* | • KS5 students taught skills to develop independence in subject areas in planned tasks.<br><br>• KS5 student concerns to be logged via ECHO using behaviour concern, academic concern buttons.<br><br>• Marking and feedback as per school policy.<br><br>• KS5 subjects to increased oracy and collaboration opportunities within the classroom.<br><br>• HELP/LELP tracking by Sixth form team and DBe will support staff and students and inform interventions. | • Positive Student conversations.<br>• Assemblies/S4L/ilearn content.<br>• Use of Pixl independent resources.<br><br>• Classroom practices<br><br>• Weekly reports generated, Staff still need to use the system.<br><br>• Pixl resources circulated.<br>• Assemblies and focus on oracy tasks on S4L.<br>• File checks regular by SF team and subject leads.<br>• KS5 raising standards meetings discussed all students not just LP. | • All KS5 courses to distribute a relevant academic paper to students each old term and use to inform analyse and discuss.<br><br>• All students to understand the purpose of feedback and value the teacher's response. All students to act on feedback.<br><br>• Both HELP/LELP students improve performance and use strategies effectively.<br><br>• All student work to be organised. | | | |

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| | • KS5 staff to be explicit what files and notes should look liked both for in class and independent work. These should be monitored each term.<br><br>• KS5 lessons to inspire and inform curiosity not just meet exam spec. | • Staff expectations for each subject communicated to all students to ensure clear understanding.<br>• Moving to Flipped learning – Activate and independent work review<br>• Positive student conversations<br>• Work scrutiny<br>• Positive Student conversations<br>• Super curricular opportunities advertised in the newsletter weekly. | • All students to feel inspired and able to confidently say 'when was the last time you were inspired in class' | | | |
| **Intended Impact** | | | | | | |

| Outcome 3 – Closing Gaps | | | | | |
|---|---|---|---|---|---|
| **Short term** | | | **Medium term** | | **Long term** |
| By: December 2023 | | | By: April 2024 | | By: July 2024 |
| **Milestone** | **Evidence source** | | **Milestone** | **Evidence source** | **Milestone** | **Evidence source** |

| | Milestone (Short term) | Evidence source (Short term) | Milestone (Medium term) | Evidence source (Medium) | Milestone (Long) | Evidence source (Long) |
|---|---|---|---|---|---|---|
| **Implementation Outcomes** *(How the plan has been implemented?)* | • JAI/AMt to continue to support those suffering from MH issues.<br><br>• Attendance to be monitored and parents included in the conversation.<br><br>• Resilience building techniques to be regularly revisited for all students.<br><br>• RSE curriculum is planned as a spiral building on KS3/KS4 content. Focussing on safety. Careers, employment and relationships.<br><br>• Specific gaps relating to handwriting, long answer questions, revision strategies and acting on advice to be addressed.<br><br>• Great house affiliation across the year. | • CPOMS and meeting notes.<br><br>• Weekly Attendance data & tracking sheet.<br><br>• Ilearn and S4L plans and feedback form staff and students.<br><br>• RSE snakes in all tutor groups and distributed to parents and students at PIE.<br><br>• HOD supported by SF team.<br><br>• Individual improvement.<br><br>• 11th June – Pixl Handwriting webinar<br>• HOH calendar and engagement tracker.<br><br>• Attendance tracker for community and volunteering events. | • all students have a trusted adult in school and feel supported.<br><br>• All barriers to attendance addressed before becoming routine.<br><br>• Students feel S4L/iLearn is valuable and informative.<br><br>• Students feel able to improve in areas they feel are 'hopeless'.<br><br>• Increased number of students actively engaged in house activities.<br><br>• Increased number of students volunteer and support younger students within | • | • | • |

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| | • Sixth Form ambassador roles to support younger students closing gaps: | • 84 Reading mentors<br>• Sparx volunteers in both Reading and maths.<br>• Support in Maths classes.<br>• Support in Library lessons | the school and Trust. | | |
| **Intended Impact** | | | | | |

**Strategic Development Plan – Social Science 2023/24**

| Outcomes for Priority 1 | | | | | | |
|---|---|---|---|---|---|---|
| | **Short term** | | **Medium term** | | **Long term** | |
| | By: December 2023 | | By: April 2023 | | By: July 2023 | |
| | **Milestone** | **Evidence source** | **Milestone** | **Evidence source** | **Milestone** | **Evidence source** |
| **Implementation Outcomes** *(How the plan has been implemented?)* | • All staff to use ECHO to identify;<br>• Reading Ages<br>• CAT score/bias<br>• SEND Passports<br>• Staff meeting to discuss QFT and its purpose and different strategies.<br>• QFT strategy board in Social Science office.<br>• Bassett Lesson- introduction at the beginning of term.<br>• Bassett Learner posters to be displayed and referred to in classrooms<br>• Create a display board in the faculty.<br>• 'Explorer' noticeboard in Social Science tied in to the 'Bassett Learner' and linked to literacy and oracy. | • Seating plans QA<br><br>• Lesson plans and QA.<br><br>• Departmental minutes<br><br>• Departmental minutes<br><br>• QA | • Elements of the Bassett Lesson to be identifiable in all lessons<br><br>• Key vocabulary to be identified and taught explicitly in lessons<br><br>• Opportunities for learning through dialogue/oracy to be developed into lessons and schemes of work.<br><br>• Staff to attend and feedback on QFT through Bitesize, staff meetings and Learning Forums | • QA<br><br>• QA/lesson plans.<br><br>• Literacy strategy<br><br>• CPD attendance and departmental minutes | • Schemes of work to be updated to identify elements of the Bassett Lesson.<br><br>• Continued implementation of QTF by all staff in department. | • Schemes of Learning<br>• QA - learning walks and work scrutiny. |
| **Intended Impact** | • Students and teachers know QFT as a strategy, how to use it and where to access support if necessary | Students can recognise and understand different elements of the Bassett lesson | • QFT strategies evident in lessons | • Staff use a range of strategies identifiable through climate walks and QA | • Improved grades, students making above expected progress | • PR grade analysis, R&R meetings. GCSE and A-level results |

| Outcomes for Priority 2 | | |
|---|---|---|
| **Short term** | **Medium term** | **Long term** |
| By: December 2023 | By: April 2024 | By: July 2024 |

EXCELLENCE IN EDUCATION

| | Milestone | Evidence source | Milestone | Evidence source | Milestone | Evidence source |
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| **Implementation Outcomes** *(How the plan has been implemented?)* | • All staff to use ECHO to identify;<br>• reading ages<br>• CAT score/bias<br>• SEND passports<br>• So that they have an understanding of students abilities and making reading opportunities accessible.<br><br>• Students understand expectations and routines established by the classroom teacher.<br><br>• Questioning, including high order questioning included in ALL lessons.<br><br>• Introduce 'Social Scientist of the term' as a reward system.<br><br>• Create a display board in the Faculty.<br><br>• 'Explorer' noticeboard in Social Science tied in to the 'Bassett Learner' and linked to literacy and oracy. | • ECHO seating plans.<br><br>• Q&A- Climate Walks and Work Scrutiny.<br>• Student Voice.<br>• QA.<br><br>• Motivated and positive students. | • Opportunities for questioning, including high order questioning included in ALL lessons.<br><br>• Increase opportunities for collaborative learning- embed into lessons and activities.<br><br>• Social Scientist of the term to continue and promoted.<br><br>• Retrieval practice incorporated into lessons.<br><br>• Plan and implement effective homework for KS5 students-activate/demonstrate/apply and review exam questions. | • Climate Walks and lesson reviews-QA.<br>• Climate Walks and lesson reviews-QA.<br><br><br>• Climate walks and lesson reviews-QA.<br><br>• Student voice and progress. | • Consistent application of opportunities for questioning including higher order questioning.<br><br>• Staff CPD staff to attend and feedback through department meetings.<br><br>• Develop and grow departmental toolkits for questioning and collaboration.<br><br>• Students more engaged and working beyond expected outcomes.<br><br>• Assess impact of reward system. | • Climate walks and lesson reviews-QA.<br><br>• Attendance at CPD<br>• Departmental meeting minutes.<br><br>• On-line shared resources.<br><br>• Progress Reports.<br><br>• Student voice and progress reports. |
| **Intended Impact** | • **Staff Are aware of how to improve the interactions that take place in the classroom** | • Student voice. | • Students have a depth of knowledge and are able to call how they know what they know | • Progress in PR analysis and R&R meetings<br><br>• Student voice | • All strategies are fully embedded and implemented | • Student voice<br><br>• ATL Progress reports |

| Outcomes for Priority 3 | | | | | | |
|---|---|---|---|---|---|---|
| | Short term | | Medium term | | Long term | |
| | By: December 2023 | | By: April 2024 | | By: July 2024 | |
| | Milestone | Evidence source | Milestone | Evidence source | Milestone | Evidence source |
| **Implementation Outcomes** *(How the plan has been implemented?)* | • All staff to use ECHO to identify;<br>• reading ages<br>• CAT score/bias<br>• SEND passports.<br><br>• Use prior assessment data to identify students and gaps.<br><br>• Differentiation strategies shared in initial meeting (already identified in CPD).<br><br>• Closing gaps groups to be discussed at Department meetings | • Seating plans QA-Climate Walks<br><br><br>• QA<br>• Seating plans.<br><br>Departmental minutes- staff meetings.<br><br>• Departmental meetings. | • Specific strategies for all key groups employed by staff consistently across lessons.<br><br>• Consistent use of the C system across KS4.<br><br>• Implement faculty strategies to tackle ATL trends. | • QA Climate Walks and work scrutiny<br><br>• Behavioural reports and subject reports. | • Procedures and strategies embedded so staff are confident with how and when to use the effectively. | • |
| **Intended Impact** | • Teachers are aware who students are in their classes and where to find strategies used with their students. | • QA- Climate Walks.<br><br>• Term 1 PR data. | • Raise achievement of identified groups. | • PR data analysis and R&R meetings to identify gaps.<br><br>• Analysis of strategies.<br><br>• Departmental minutes. | • Teachers are confident and are using a range of different strategies.<br><br>• Practical examples of adaptive teaching and learning are evident. | • Analysis of PR data.<br><br>• Analysis of exam results 2024. |