



## **SCHOOL DEVELOPMENT PLAN 2017-18**

The actions identified in this plan provide scope for objectives for staff within the PRSD framework and they provide opportunities for reflection and self-evaluation on an individual, departmental, area of learning, pastoral team and whole-school level. Monitoring and evaluation tools may include pupil pursuit, pupil questionnaires, focused interviews and discussion groups with pupils, lesson observations within the context of PRSD, sampling of pupils' work, review of schemes of work, sharing of good practice at staff meetings and review of minutes.

Review of progress against the Action Plan will be on the agenda of Board of Governors' meetings, Senior Leadership Team meetings, Leaders of Learning meetings, Heads of Key Stage meetings, Curriculum Leaders meetings, Year Heads meetings and departmental meetings.

<p><b>Specific Targets</b> What is the focus and what do we hope to achieve?</p>	<p><b>Action Required</b> What do we need to do?</p>	<p><b>Resources</b> What resources will be required?</p>	<p><b>Success Criteria</b> How will we know we have achieved our targets?</p>	<p><b>Lead Responsibility</b> Who will be involved?</p>	<p><b>Timescale</b> When will we monitor and evaluate our progress?</p>
<p>To develop the quality of communication and key dialogues within our school community for improvements in learning, in behaviour and in outcomes</p> <p>Classroom/pastoral time dialogue</p> <ul style="list-style-type: none"> <li>Teacher/Pupil Dialogue</li> <li>Pupil/Pupil Dialogue</li> </ul> <p>Staff dialogue</p> <ul style="list-style-type: none"> <li>Dialogues within and between curriculum and pastoral teams</li> <li>Dialogues to build professional development and capacity in leadership of learning at all levels</li> </ul> <p>Governor Dialogue</p> <ul style="list-style-type: none"> <li>Dialogue with staff to build knowledge of pupil outcomes and Governor capacity to exercise a support/challenge role</li> </ul>	<p><b>Develop the quality of dialogues for learning and improvement of outcomes</b></p> <ul style="list-style-type: none"> <li>Each department to identify and implement consistently a key number of strategies in classroom pedagogy to improve teacher/pupil dialogues and pupil /pupil dialogues for learning in the classroom (see quadrant on engagement/active learning)</li> <li>Each department to make explicit in units of work strategies to promote quality dialogues for learning</li> <li>Agree at whole school level and use consistently within departments a lesson planning template which references strategies to promote quality dialogues for learning</li> <li>Each department to identify and implement consistently strategies to promote effective feedback on assessment tasks and effective conversations for improvement</li> <li>Develop opportunities for school leaders to meet with BOG Education Committee to inform Governors about key developments in school life</li> <li>Identified Governors work with staff in specific areas e.g Child Protection and Special Educational Needs</li> <li>Each department to identify and implement strategies to promote the effective use of pupil voice to improve learning</li> </ul>	<p>Time on INSET days and INSET afternoons.</p> <p>Guidance and support from SLT and LOL.</p> <p>Meeting time and support materials.</p>	<p>Observations, Pupil-voice responses, Lesson planning template, Departmental minutes, Departmental/ teacher self-evaluation evidence a significantly raised level of classroom discussion for learning. This includes a greater frequency of pupil to pupil dialogue in class and group discussion including pupils posing key questions. At least all new units of work incorporate significant opportunities for pupils to develop communication skills and to engage in higher order thinking. Teacher comments on pupils, work reference attainment against criteria and strategies for improvement. Pupils can articulate the criteria on which grades are awarded and how to improve their work. Pupil/parental and staff feedback indicates that all teachers are engaging individual students in discussion around their half-termly grades and targets. Pupils have a record of the outcomes of these discussions and their targets for the next cycle. Teachers use pupil-voice with at least one class throughout the year to inform the evaluation of each unit of work covered. Departmental documentation shows a significant influence of feedback from pupil-voice in the evaluation of Units of Work.</p> <p>Observations Book scoops,</p>	<p>SLT working with Leaders of Learning</p> <p>Leaders of Learning working with Curriculum Leaders</p> <p>Leaders of Learning</p> <p>Curriculum Leaders</p> <p>SLT, LOL and Curriculum Leaders</p>	<p>Dec 2017</p> <p>Nov 2017</p> <p>Nov 2017</p> <p>Dec 2017</p>

	<ul style="list-style-type: none"> <li>• Agree a whole school Teaching and Learning Policy</li> <li>• Agree a whole school Marking and Homework Policy</li> </ul> <p><b>Develop a coherent and consistent use of data sets to inform effectively dialogues for improvement in learning and outcomes at classroom, departmental and whole school level.</b></p> <ul style="list-style-type: none"> <li>• Develop and implement consistently a data calendar with a clear indication of who does what and when</li> <li>• Build capacity within departments through a series of data clinics at key points in the year to address the effective use of benchmarking data, VAR data, predictive data, baselining data and tracking assessment data to set effective targets for improvement at pupil, departmental and whole school level</li> <li>• Build capacity within departments through a series of data clinics at key points in the year to address the effective use of benchmarking data, VAR data, predictive data, baselining data and tracking assessment data to inform classroom pedagogy</li> <li>• Build capacity within departments through clinics in writing and reviewing IEP targets</li> <li>• Implement an agreed programme for the introduction of PTE and PTM</li> </ul>	<p>Meeting Time</p> <p>Time on INSET; Data Calendar; Predictive CAT/C2K data, IEPs</p> <p>Directed Time Baseline CAT data, Predictive CAT/C2K data, IEPs, a range of Sims Marksheets</p> <p>Directed Time</p>	<p>pupils' work, units of work and departmental documentation show evidence of the consistent implementation of these policies. Governors are able to engage in constructive dialogue with school leaders</p> <p>Data calendar compiled and distributed to all staff. All teaching staff have a consistent and timely input to the setting and reviewing of Target Grades, Examination results and IEP targets. On-going staff needs identified.</p> <p>Data Clinics have been held in response to staff needs, focusing on the use of tools to extract, compile, sort and analyse outcomes. Teaching staff have completed IEP targets, VAR spreadsheets, set Target Grades informed by Predictive data and teacher input and reviewed these at key times during the year by calculating residuals for pupils. Marksheets in Sims have been completed and exported. The outcomes from this process and review of baseline data have been used as a benchmark to inform Teaching and Learning approaches within the classroom.</p> <p>Meetings held between LSC and other key members of staff with a strategy for the use of PTE and PTM identified</p>	<p>SLT and Leaders of Learning</p> <p>LSC working with SLT and LOL</p> <p>LOL working with Curriculum Leaders</p> <p>LSC and Assistant LSC working with LoL</p> <p>LoL working with Curriculum Leaders</p> <p>LSC working with CLs of English and Maths and Literacy and Numeracy Co-</p>	<p>Nov 2017</p> <p>September 2017</p> <p>On-going throughout the year</p> <p>On-going throughout the year in line with grade card and target setting cycle</p> <p>December 2017</p> <p>June 2018</p>
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	<p><b>Develop the quality of dialogues for positive behaviour management</b></p> <ul style="list-style-type: none"> <li>• Each department to agree and make explicit their positive expectations of pupils in classroom management and climate in a document prominently displayed in classrooms (see quadrant on supportive learning environment)</li> <li>• Pastoral teams to develop and implement a toolkit of strategies to build staff capacity in positive behaviour management and in dealing with pupils who have barriers to learning.</li> </ul>	<p>Dept LOL time Inset time</p> <p>EA BST Inset time HKS HOY Tutor time Training materials</p>	<p>Teachers have opportunities to engage with training materials at INSET</p> <p>Document agreed at departmental level and displayed prominently in all classrooms. Observations and pupil feedback indicate that it is referenced in classroom interaction. Pupil feedback shows understanding of the document as a tool for positive behaviour management</p> <p>Staff implement positive behaviour management strategies consistently. Pupil feedback indicate consistency within and between departments</p> <p>Observations and documentary evidence including evidence from pastoral monitoring cycle, planners, SIMS and departmental minutes show reduced use of sanctions, including comments, break detentions, after school detentions, referral to senior staff and Saturday detentions.</p> <p>Observations, Pupil-voice responses, Departmental and Pastoral minutes, Departmental/pastoral and teacher self-evaluation indicate less low-level disruption in class as well as a reduction in behavioural issues</p>	<p>ordinators.</p> <p>SLT working with HOKS and LOL</p> <p>HOKS working with Year Heads and Form Tutors. LoL working with Curriculum Leaders</p> <p>SLT working with HOKS and LOL</p>	<p>Documents launched at October INSET</p> <p>Training revisited and strategies reviewed at inset throughout the year</p> <p>On-going throughout the year</p> <p>On-going throughout the year in line with the pastoral monitoring cycle</p> <p>On-going throughout the year . Review and evaluation May-June 2018</p>
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	<ul style="list-style-type: none"> <li>Pastoral Teams to develop material for use in tutor time to promote pupil reflection and discussion on positive behaviour management and on key school issues</li> <li>Pastoral teams to develop a targeted and responsive preventative curriculum to promote positive behaviour and positive relationships through the taught element of Personal Development, tutor time, Sixth Form Enhancement and co-curricular activities</li> <li>Pastoral teams to develop the use of SIMS and weekly staff briefing to share pastoral information</li> <li>Review of Positive Behaviour Policy with staff, pupils, parents and Governors</li> </ul>	<p>Resources for the programme including outside agencies,</p> <p>Communication log Staff training to access info on SIMs</p>	<p>around the school</p> <p>Pastoral programme of resources in place for tutor time together with a weekly prompt.</p> <p>Key areas to be addressed reflecting local and contemporary issues are identified and appropriate resources are provided. Outside agencies are used as deemed necessary and appropriate.</p> <p>Pupil voice activities, parental surveys, departmental and pastoral documentation including evaluation of teaching and learning resources indicate increased levels of pupil self-regulation and greater “buy-in” to school culture by pupils.</p> <p>Staff briefings (notes on Fronter) include pastoral information Pastoral information is readily accessible on SIMS and used by staff. Staff feedback indicates that they are kept informed by SLT of pastoral information and outcomes.</p> <p>Staff, pupils, parents and Governors contribute to the review of the Positive Behaviour Policy</p>	<p>HOKS working with Year Heads and Form Tutors.</p> <p>BOG working with SLT</p>	<p>September 2017</p> <p>On-going throughout the year</p> <p>Review June 2018</p> <p>Monitor weekly - HKS meetings Review June 2018</p> <p>Jan 2018 Launch June 2018 review</p>
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<p>Dialogues and communication with parents</p>	<p><b>Develop the quality of dialogues among staff to build capacity and promote leadership of learning at all levels</b></p> <ul style="list-style-type: none"> <li>• Use INSET Days to develop and share strategies to promote dialogues for learning and positive behaviour management</li> <li>• Establish a shared Objective 1 for PRSD to develop and implement strategies to promote positive classroom dialogue</li> <li>• Establish a shared PRSD objective 2 to develop and implement strategies to promote the use of pupil voice to evaluate learning and teaching</li> <li>• Develop a strategy to facilitate an open door culture where staff visit each other’s classroom to share good practice on pedagogy and positive behaviour management</li> <li>• SLT to work with LOL and HOKS in identifying agenda items for meetings with CL and HOY to promote clarity and consistency in implementation of SDP priorities</li> <li>• SLT to develop an Induction strategy for new colleagues, BT and EPD teachers which facilitates dialogues with key leaders in school</li> <li>• Departmental and area of learning meetings to have as a standing agenda item discussion of and sharing of good practice on “What does quality classroom dialogue look like in my subject/learning area?”</li> <li>• All departments to contribute to a half-termly newsletter on Good practice in dialogues for learning</li> <li>• SLT work with curriculum and pastoral teams to clarify and exemplify roles of LOL, HOKS, CL, HOY and Tutors</li> <li>• SLT to work with BOG to develop engagement between BOG, SLT and Middle leaders on key areas of school practice and SDP priorities</li> <li>• SLT to work with LOL and HOKS in the review of siting and timetabling arrangements</li> </ul>	<p>Meeting time Parent Questionnaire Rewards eg vouchers</p> <p>INSET days and afternoons Use of LearnSpark to train individual middle-managers who will disseminate the training to colleagues.</p>	<p>Agendas for INSET include staff training and sharing of good practice on strategies to promote dialogues for learning and positive behaviour management.</p> <p>LOL,HOKS, Curriculum Leaders and Heads of Year have key roles in delivering INSET related to the SDP priorities.</p> <p>PRSD records, Observations, Pupil-voice responses, Lesson planning template, Departmental minutes, Departmental/ teacher self-evaluation evidence a significantly raised level of classroom discussion for learning positive behaviour management and the use of pupil voice.</p> <p>PRSD records and departmental documentation show evidence of an open door culture to share good practice on pedagogy and positive behaviour management.</p> <p>Agendas and minutes of SLT, LOL, HOKS YH, CL, Tutor and departmental meetings reference SDP priorities and actions. Agendas and minutes of LOI, CL and departmental meetings and newsletters show evidence of agreed strategies to promote quality classroom dialogue.</p> <p>Induction strategy implemented.</p> <p>Roles of LOL, HOKS, CL, HOY and Tutors are reviewed.</p> <p>At least one member from each of SLT,LOL, HOKS, Curriculum Leaders and Heads of Year teams have an opportunity to address</p>	<p>SLT working with LOL, HOKS, CL and YH</p> <p>SLT</p> <p>Leaders of Learning</p> <p>Leaders of Learning</p>	<p>Nov 2017</p> <p>Oct 2017</p> <p>Oct 2017</p> <p>Nov 2017</p> <p>On-going throughout the year</p> <p>Oct 2017</p> <p>September 2017</p> <p>January 2018</p> <p>On-going throughout the year</p> <p>January 2018</p>
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	<ul style="list-style-type: none"> <li>Develop and implement a credits system to promote and celebrate positive behaviour and achievement</li> <li>Implement the House System</li> </ul>	<p>Budget for set-up of certification of credits and of pupil achievement</p> <p>Time and budget for set-up of House system, badges, notice boards, website etc..</p>	<p>indicate that they are valued by pupils and are seen as a celebration of achievement. A House System is established in which all members of the school community are assigned to one of four houses. A list of House Leader roles and responsibilities are drawn up. House leaders are selected from within the staff and pupil bodies, a calendar of House events is agreed and a series of successful and well attended House events take place during the academic year. All pupils have the opportunity to gain house points and these points are collated on a regular basis and form the basis of inter house competition and celebration of the school community.</p> <p>Prefects within Years 14 and 13 are identified. A list of prefect roles and responsibilities reflecting our split site and facilitating the effective distribution of pupil leadership opportunities to promote community ethos is drawn up, implemented and evaluated.</p> <p>Peer mentors within Year 13 are identified and trained. A programme of work with junior pupils is devised and implemented, and evaluated.</p> <p>Website is regularly updated Pupil, and parental evaluations indicated good usage of the website as a source of</p>	<p>SLT working with HOKS and LOL</p> <p>PJB ,CB and GC working with all staff</p> <p>SLT, AJC, CD and Sixth Form tutors</p> <p>AJC working with JRC, YH and Form Tutors</p> <p>PJB working with all colleagues</p>	<p>October 2017</p> <p>On-going throughout the year</p> <p>October 2017</p> <p>June 2018</p> <p>October 2017</p> <p>June 2018</p> <p>On-going throughout the year</p>
	<ul style="list-style-type: none"> <li>Develop and Implement the Prefect system across Years 13 and 14</li> <li>Implement the Peer Mentoring System</li> </ul>	<p>Time and budget for training of peer mentors</p> <p>costs of server and app hosting</p> <p>Time for Training of identified group of staff to be able to edit</p>			

	<ul style="list-style-type: none"> <li>Develop the school website as a vehicle of communication with our school and wider community</li> </ul>	website software.	information about school.		
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<b>Strategies to monitor and evaluate progress</b>	<b>Actions and outcomes:</b>
<p>Classroom observation</p> <p>PRSD targets</p> <p>Review of documentation including minutes, lesson plans, action plans, schemes of work and handbook</p> <p>BoG minutes</p> <p>Book scoops</p> <p>Pupil surveys</p> <p>Discussions with Staff teams</p> <p>Review and analysis of data</p> <p>Data relating to use of and attendance at Homework Support</p>	