

Annual School Implementation Plan 2020-21

Prepared by Anna Smakowska

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| Endorsement by Principal | Signed: Name: Anna Smakowska Date: September 2020 |
| Endorsement by School Council | Signed (Chair): Name: Date: Approved at School Council 15/09/2020 |



Core Purpose and Vision – Every Student to be the best that they can be

Students Learning - Well-being - High expectations

| Conditions for Teaching and Learning | Teaching and Learning | Collaboration and Partnerships |
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| <p>Strategic Pillar 1 – Be a model Professional Learning Community NPDL: Environment and Leveraging Digital</p> | <p>Strategic Pillar 2 – Embed the curriculum to provide a personalised approach to learning NPDL: New Pedagogies and Leveraging Digital</p> | <p>Strategic Pillar 3 - Empower Student Learning and Student Agency NPDL: Partnerships</p> |
| <ul style="list-style-type: none"> Resources – human and physical System and structures – policies, procedures, R&R, safeguarding Staff and skills – CPD, PRD, staff well-being | <ul style="list-style-type: none"> Curriculum and assessment Behaviour, well-being and Personal development (RSE) Pedagogy | <ul style="list-style-type: none"> In school relationships (students, class teams, different teams across the school) Outside of school relationships (parents, ESF, local community, collaboration and partnership with a global community) |

1. Strategic Pillar – Be a model Professional Learning Community (PLC)

| Key Strategies | Implementation | Evidence |
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| <p>1.1 Robust self-evaluation and reflection on Diversity, Equality and Inclusion are driving the school improvement.</p> | <p>SLT Stakeholders reviews All year</p> | <p>The school vision, purpose, the School Guiding Statements and mission statement continue to be relevant and their application is visible across the school. They inform the review of the school performance and a new 3-year plan. VSE is introduced and part of the school improvement cycle. Results of the VSE are reported to the school council and all stakeholders. There is a clear vision and strategy for school improvement that can be articulated by all stakeholders. One of the key drivers of the strategy is the Diversity, Equality and Inclusion agenda. Draft of the new 3-year plan is in place.</p> |
| <p>1.2 Classroom and whole school learning environment is fit for purpose with a range of learning spaces that support delivery of highly differentiated curriculum.</p> | <p>Office Manager SLT School council Finance and capital works. Annual budget and 3-year plan</p> | <p>The building is safe and the school infrastructure supports personalised teaching and learning, collaboration and innovation. Risk assessments are in place and inform practice. Physical resources are fit for purpose and their use is maximized. There is a long term plan on how those resources can be enhanced. Layout and use of the learning environments are based on the best SEN practice.</p> |
| <p>1.3 Educational resources are up to date, efficient and support the curriculum delivery and meet the students needs</p> | <p>Principal SLT and Office Manager School council Finance and capital works. Annual budget and a 3-year plan</p> | <p>Resources supporting curriculum delivery are fit for purpose and their use is maximized. Some additional resources for learning and teaching are secured and there is a long term plan for purchasing and replacing educational resources and IT infrastructure.</p> |
| <p>1.4 Review of the staffing model to support learning for all students and ensure efficiency.</p> | <p>Principal and Office Manager Staff surveys Team meetings Correlation between curriculum review and staffing model needed to implement CPD budget and training days linked to SIP and PRD</p> | <p>Review of the school staffing model is completed in preparation for its implementation in 2021/22. Begin review of key staff roles and responsibilities and its impact on staffing resources. Review staff CPD needs. Positive health and well-being for staff and students. Staff continue to have access to high quality CPD opportunities that enable them to maximise students learning.</p> |

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| | | <p>All staff are motivated and supported to develop their own skills and to support each other.</p> <p>PRD and learning walks feedback are more productive leading to improved T&L outcomes.</p> <p>Staff survey shows increased staff confidence in all aspects of their job and high job satisfaction and positive learning outcomes for students.</p> |
| 1.5 Review and streamline processes for communicating with parents and review and select suitable platforms for learning. | <p>SLT, Admin team, all staff ESF IT section IT and Admin budget All year</p> | <p>ESF digital app is launched and is used successfully by parents and staff.</p> <p>Alternative platforms for Home Learning are explored and introduced. Home learning is embedded and parents are seen as partners in learning.</p> <p>ESF survey shows high parent satisfaction with school communication.</p> |

2. Strategic Pillar – Embed the curriculum to provide a personalised approach to learning

| Key Strategies | Implementation | Evidence |
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| 2.1 Provision is built upon an innovative and personalised curriculum. NPDL is used as a guiding framework for curriculum planning, reflection and improved collaborative practices. | <p>Curriculum lead Leadership Team Regular curriculum reviews. Collaborative Inquiry and staff meetings Whole staff meeting On going NPDL surveys Meetings with ESF colleagues & CPD</p> | <p>Complete the review of the current curriculum with a focus on creating personalised learning pathways from primary to secondary and the next stage in life. Student and parental choice are integral part of the curriculum planning process. Learning Pathways are communicated to all and the new planning cycle for 2021-22 is ready for implementation. Research, innovation and inquiry are the heart of how students are supported to make the best progress. Evidence in collaborative inquiry meeting minutes and NPDL surveys.</p> |
| 2.2. Curriculum is informed by meaningful and streamlined assessment of learning. | <p>Principal and Curriculum Lead Collaborative Inquiry and staff meetings Whole staff meeting Students voice IEP targets and curriculum planning Parents meetings</p> | <p>Assessment is aligned with leading SEN practices and supports the IEP process. Policy and Curriculum and Assessment is in place.</p> <p>The school assessment and reporting process is reviewed and there are clear links between IEPs, the school curriculum delivery, ongoing assessment and reporting.</p> <p>JCSRS scope and sequence is Implemented and is part of the whole school assessment cycle. Evidence of progress informs next steps.</p> |

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| | | Curriculum and planning- teaching and learning - assessment and reporting are all streamlined. There is strong evidence of all students making excellent progress. |
| 2.3 Continue to review current extra-curricular and enrichment activities | Head of Student Development All staff On-going IEP targets and curriculum planning | Framework for access to extra-curricular activities is reviewed to ensure choice, participation and learning. Curriculum offers a good balance of class/whole school learning, extra-curricular activities and vocational opportunities. |
| 2.4 Continue to review current vocational placements. | VP and ILS lead On-going IEP targets and curriculum planning | Further vocational opportunities are secured. Student reflections, staff notes and placement partners evidence learning and positive experiences. 95% of student vocational education IEP targets are met. |
| 2.5. Implement Relationships and Sex Education (RSE) curriculum. | RSE Lead (VP) CI and staff meetings parent information sessions and coffee mornings All Year | Teachers trained and confident to implement the new RSE Curriculum. RSE curriculum is visible in a selected unit and/or as a standalone curriculum as appropriate. Parent workshops on curriculum are conducted. RSE scope and sequence implemented and links to IEPs are identified. |
| 2.6 Continue developing classroom practice; NPDL framework as a suite of tools and strategies as part of our school improvement cycle. | VP Staff meetings (information) and collaborative inquiry meetings (action), , focussed learning walks twice a term, moderation in school, with ESF cluster, working relationships with global partners | NPDL framework is embedded as a tool to review and reflect on Deep Learning. All teachers have NPDL PRD goals. There is strong evidence of improved classroom practice and all students making excellent progress. Staff receive training on precision teaching. |

3. Strategic Pillar - Empower Student Learning and Student Agency

| Key Strategies | Implementation | Evidence |
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| <p>3.1 Students' communication opportunities and access and engagement with the curriculum is maximised.</p> | <p>Speech Therapists Collaborative Inquiry and staff meetings Students' voice IEP targets and curriculum planning Parents meetings</p> | <p>All staff have a clear understanding how to maximise communication opportunities for students and it is well embedded in planning and across the school day. Evidence in IEPs, teacher plans and during learning walks. Variety of AAC tools are available and 100% of students who require AAC have access to tools and devices. There are clear expectations and agreements on student voice and student agency.</p> |
| <p>3.2 Students are actively engaged in setting direction of learning.</p> | <p>Head of Student Development/VP ILS Leader On-going IEP targets and curriculum planning Parents meetings</p> | <p>Some students conduct the AWE survey and its results are used to inform the school self-evaluation process and monitor students well-being. Student's council plays an active role in setting the direction of the school. There is increased participation of students in the IEP setting and review process and choice of a learning pathway. Student voice is included as we continue to seek out a broad range of vocational education (VE) placements.</p> |

Glossary

AAC – Augmentative and Alternative Communication

ASDAN – Award Scheme Development and Accreditation Network

EA – Education Assistant

ESF – English School Foundation

CPD – Continuous Professional Development

ICT – Information and Communication Technology

IEP – Individual Education Plan

JCSRS – Jockey Club Sarah Roe School

NPDL – New Pedagogies for Deep Learning

PLC – Professional Learning Community

PRD – Professional Reflection and Development

VE - Vocational Education

VSE - Validated Self-Evaluation