Boston Grammar School Academy Development Plan 2019-20 Summary

Objective	Area of focus	Area of focus	Actions
Key	Detail		Steps
a. The school has an effective culture of safeguarding.	1. New online safeguarding training		1. Appropriate online training is arranged
			2. Staff CPD time is effectively managed
	2. Policies and procedures are routinely reviewed to remain up to date and in line with latest legislation		1. All policies are reviewed this year
			2. A new policy and procedures review calendar is created to effectively manage the workload around policy reviews.
	3. The school environment and website promote safeguarding themes effectively.		1. Audit
			2. Fixes where appropriate
	4. The school's curriculum is up to date on safeguarding themes.		1. The school's curriculum is reviewed to ensure students have appropriate up to date learning on safeguarding themes.
			2. Any amendments to curriculum are managed timely and gaps filled.
b. The school's curriculum, including 6th form, is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.	1. Study programmes are improved.	i. SL SoW review work.	1. SL SoW review with SLT.
			2. Refine SoW approach with Subjects where necessary. (see Department Curriculum Plans for details)
			3. Undertake Maths subject review with external support where appropriate.
			4. Refine expected understanding around curriculum reviews with SL.
			5. Create support for SL with peer network groups for curriculum review practice (start Dec).
			6. Undertake more extensive Subject Reviews across all curriculum areas (start Feb).
		ii. Continue to work with partner schools/groups to ensure high quality examples guide our approach	1. Map current work with external support
			2. Work with existing support to fill gaps or improve impact. (Current - 1. LTSA. 2. Boston Project. 3. Mobilise. 4. LGSC. 5. Peer Improvement Pathway. 6. Individual Schools relevant to curriculum areas and initiatives. 7. Exam board professional development.)
			3. Find additional support where necessary for Subject areas.
		iii. Continue to work with national research to ensure high quality examples guide our approach	1. R&D refines work with student voice, creating whole school guidance and annual subject support for High Visability Activities, supporting the development of the student voice calendar.
			1. R&D reflect on action research work over the past two years and refines programme to support more staff engage fully with the programme.
			1. R&D stay abreast of latest T&L research developments
	2. Curriculum CPD is effective	I. CADT	1. Introduce CADT with rationale, example agendas and visits from SLT.
			2. Support challenge focus CADT through initial CADT calendar.
			3. Refine calendar to tie ADP, CPD, QA, Major Events, Student voice and LMM together following understanding of first term.
			4. Update any policies or procedural documents.
		ii. CPD planning	1. Review whole school training to check for gaps against ADP and effect change to CPD plan where necessary.
			2. Design flexibility in, to respond to needs e.g. following PM. Target setting.
			3. Promote professional reading with fortnightly reading on Curriculum Design and fortnightly whole staff reading on T&L
			4. Share best practice in and out of Friday Forum.
			5. Update any policies or procedural documents.
	3. Improved communication with all stakeholders around curriculum offer and expectations.	i. New curriculum website area.	1. Outline design with SLT and Subject Leaders.
			2. SL and teams produce information.
			3. Build new website area.
			4. Proof read and checking
			5. Evaluate with stakeholders and adapt as appropriate.
			6. Build in clear time and future deadlines for maintenance.
		ii. Wider curriculum mapped and shared.	1. Careers Programme mapped and shared on the website and explicitly through letters to parents.
			2. The school's Extra Curriculum Offer mapped and shared on the website and explicitly through letters to parents.
			3. The school's Visits Programme mapped and shared on the website and explicitly through letters to parents.
			4. Feedback gathered from stakeholders about provision and any possible gaps.
			5. Consider changes for 2020-21
			1. GP details are agreed.

c. The work given to pupils, including 6th form, is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge.	1. Curriculum CPD is effective	i. GP challenge focus	2. Effectively communicate their importance by embedding into school processes e.g. PM.
			3. Track the support materials use and support where appropriate.
			4. Routine use of TEP for all staff requiring support e.g. career progression.
			5. Update any policies or procedural documents.
		ii. Embed additional 'Golden Principles' with all staff	1. Produce GP statements and refine with staff.
			2. Build in to Performance Management.
			3. Check GP alignment with policies identifying changes where appropriate
			4. Build in to QA procedures.
			5. Effective promotion.
			6. Update any policies or procedural documents.
	2. Ensure consistent focus on raising the level of challenge in all that we do.	i. Ensure focus on appropriate level of challenge for all pupils, including Disadvantged and SEND through SoW review, Golden Principles, CADT and QA.	1. Through use of standing item on SLT meetings.
		ii. Develop a 3 year plan for improving HPA progress in English and Maths.	1. Create and refine a 3 year plan for improving HPA progress in English and Maths.
			2. Lead and monitor completion of three year plan
			3. See HPA plan (alternatively add details in)
d. The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND and the Disadvantaged, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence. (includes actions in a. and b.)	1. PP plan	i. Teaching priorities	1. Embed Golden Principles to ensure consistency around Challenge, Assessment Marking and Feedack, Relationships, Routines and CPD
			2. Buy-in and embed Accelerated Reader (similar) across KS3
			3. Literacy and Numeracy programmes reviewed to ensure a robust system in place.
		ii. Targeted academic support	1. Literacy and Numeracy interventions across KS3 and 4 for low attaining disadvantaged pupils (are refined and embedded).
			2. Introducing a mentoring programme across KS4
		iii. Wider strategic measures	1. Increasing attendance at Breakfast Club amongst disadvantaged pupils
			2. Introduce knowledge organisers for embedding retrieval, challenge and low states testing.
			3. 1:1 meetings offered for all PP students and their families.
	2. Best practice lessons and evidence based research used to diminish the difference for Disadvantaged students		1. Undertake research.
			2. Research findings shared
			3. Findings followed up with CPD support
	3. Create a map of cultural and aspirational experiences for SEND & Disadvantaged students		1. Produce draft and refine with stakeholders.
			2. Disseminate and promote
			3. Track attendance of SEND & Disadvanategd students to the wider curriculum
			4. Reflect with student voice on effectiveness of wider curriculum for SEND & Disadvantaged students
	4. Develop use of high achieving modelling and scaffolding in identified areas		1. Review use of best practice information shared last year.
			2. Subjects identified and review of approach undertaken with gaps identified.
			3. Subjects have developed additional approaches and trialled approaches with identified students.
			4. Approaches confirmed with subjects and any further support/challenge built into TEP.
			5. Reviews of approach undertaken in CADT, supported by SLT.
			6. Update any policies or procedural documents.
	5. QA systems SEND and Disadvantaged proof		1. QA systems reviewed to check procedures ensuring SEND and Disadvantaged are embedded.
			2. Gaps in processes are changed.
			3. Reviews of impact built into LMM process, undertaken and summarised.
	6. Provision Mapping is updated in line with best practice nationally and staff awareness and engagement in SEND intervention is improved		1. Provision Mapping best practice is investigated and current provision audited.
			2. Gaps identified and fixed.
			3. New Provision Mapping in place and promoted with staff and appropriate stakeholders.
			4. Evaluation calendar in place and adhered to with termly reporting to SLT and Governors.
	7. SEND policy and procedures are updated		1. Policies and procedures are updated in line with calendar.
e. Reading is prioritised to allow pupils to access the full curriculum offer.	1. Reading lesson extended into Year 8.		1. Approach agreed with English team.
			2. Reading lesson written into English SoW and undertaken consistently.
		i. BGS guidance on reading skills distributed to all staff and parents.	1. Guidance reviewed.
			2. Guidance distributed and followed up with support through workshops during CADT.
		ii. Subject SoW adjusted to highlight reading and practice in class checked.	1. Ongoing basis through CADT reviews of SoW.
			2. Checking added to QA processes and reflection included in summaries.
			3. Update any policies or procedural documents.
		iii. Reading comprehension tracked and findings used to improve targetted	1. Review appropriate tests used nationally for cost effectiveness, make a decision and plan for use.
			2. Undertake tests and use findings appropriately across the curriculum.

full curriculum offer.	2. Reading skills embedded across the curriculum.	resourcing particularly for Disadvantaged and SEND students.	3. Identify and undertake effective monitoring of impact of improved resourcing for Disadvantaged and SEND pupils.
			4. Update any policies or procedural documents.
		iv. Reading and debating trial extended throughout KS3.	1. Build approach into tutor time curriculum.
			2. Monitor closely initial weeks to ensure plan is effective.
			3. Communicate changes to stakeholders.
		v. Reading for pleasure lists	1. Produce lists
			2. Refine with staff and pupils
			3. Promote
f. Over the course of study, teaching is designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas.	1. In class retrieval approach refined	I. Low stakes testing approach across the school.	1. DHT and AHT T&L complete online training and research and cascade to SL.
			2. Outline expectations.
			3. Subjects trial approaches.
			4. Subjects agree consistent approach and embed in SoW.
			5. A centralised information sheet is produced.
		ii. Subjects agree consistent retrieval methodologies for their curriculum areas and embed in SoW.	1. Outline expectations.
			2. Subjects trial approaches.
			3. Subjects agree consistent approach, with SLT agreement, and embed in SoW.
			4. A centralised information sheet is produced.
	2. Homework and Knowledge Organisers		1. Remind staff of trials and best practice models and approach reviewed last year.
			2. Agree approach.
			3. Build KO across the curriculum in all Year Groups (6th form optional for Subjects).
			4. Communicate with stakeholders.
			5. CPD with teachers re use in class.
			6. Run first term and review with stakeholders.
			7. Refine approach for T3.
			8. Produce procedural document for KO use.
			9. Ensure all KO deadlines are met.
	3. Revision approach reviewed for overload and working memory		1. Review research.
			2. Agree principles for approach at BGS and communicate with staff.
			3. Subjects to review current practice against agreed principles.
			4. Support Subjects with time to make appropriate changes.
			5. Review with staff and pupils impact of changes.
			6. Produce procedural document for Revision approach review.
	4. Whole school vocab		1. Reaffirm importance of vocab to our students learning with all staff.
			2. Introduce idea of vocab webs and agree basic model.
			3. Agree deadlines with staff re production of key vocab (linked to KO).
			4. Produce termly vocab web and disseminate
			5. Work with Literacy Lead on ways to embed vocab e.g. Spelling Bee, quizzing, etc.
			6. Produce procedural document for Vocab approach review.
	5. BGS Mindset extended into KS3 & 4 Tutor Time and assemblies, refined in KS5.		1. HoY develop tutor time plan and SoW
			2. Introduced and reviewed with Staff and pupils after 4 weeks and then again in Jan.
			3. Amend and support as appropriate
			4. The approach is reviewed with student and staff voice.
	6. Retrieval practice embedded and seen as a key strand of BGS curriculum.	I. Strong rewards for retrieval	1. Fix systems to include retrieval approach inc tracking
			2. Communicate to all
			3. Monitor and promote as appropriate
			4. Review with pupils and staff for improvements
			5. Update any policies or procedural documents.
		ii. Retrieval practice promoted in school environment	1. Audit
			2. Identify gaps and fixes
			3. Fix according to plan
		iii. Retrieval practice made clear on school website within curriculum area.	1. Review existing website info
			2. Agree message with SL
			3. Provide support and time for SL to redesign
			4. Review with stakeholder voice

		iv. Retrieval practice a key strand of CPD including CADT and meetings e.g. learning stories.	1. Audit last year
			2. Prioritise retrieval in CPD requests and opportunities
			3. Encourage retrieval in PM targets
			4. Friday Forum used to share retrieval stories and resources.
			5. Map CADT to include retrieval.
			6. Reading for retrieval promoted in Learning Teacher Feature.
g. Pupils' attitudes to their education are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements.	1. Embed Restorative practice (RP)		1. Introduce RP through CPD, documentation and effective communication.
			2. Effectively support staff with CPD inc workshops where necessary.
			3. Update any policies or procedural documents.
	2. Epraise introduced		1. Epraise effectively introduced.
			2. Promotion of rewards increased around the school.
			3. Update any policies or procedural documents.
	3. Refined homework approach embedded		1. Ensure procedures are effectively communicated and undertaken.
			2. Update any policies or procedural documents.
	4. Refined housepoint competition approach embedded		1. Ensure procedures are effectively communicated and undertaken.
			2. Update any policies or procedural documents.
	5. Break, lunch and movement time routines and supervision are strengthened		1. SLT work with Union reps and consult with staff.
			2. Proposals to whole staff.
			3. Agreed actions undertaken and reviewed
			4. Update any policies or procedural documents.
	6. To develop students' confidence, resilience, and knowledge so that they can keep themselves emotionally healthy		1. Promote EHWB on the school website and displays in school
			2. Embed the NHS five ways to wellbeing within the tutor programme and the wider curriculum
			3. Further develop EHWB staff and student groups and the use of trained mental health first aiders
			4. Train two ELSA staff and plan for their deployment
h. Leaders engage with their staff and are aware and take account of the main pressures on them. They are realistic and constructive in the way they manage staff, including their workload.	1. Existing workload is reviewed against DFE recommendations to ensure best practice guidance being followed	I. Assessment, Recording and Reporting changes	1. Agree changes in line with national best practice.
			2. Communicate them to stakeholders and embed in calendars.
			3. Review with stakeholders and refine as appropriate.
			4. Update any policies or procedural documents.
		ii. Introduction of CADT to ensure appropriate time and focus on curriculum changes.	1. Outline rationale and approach with staff.
			2. Model calendar and logs.
			3. Attend Subject CADT and support as appropriate.
			4. Update any policies or procedural documents.
		iii. Friday forum	1. Introduce and refine.
			2. Promote staff experience.
			3. Promote reading.
			4. Use staff solution focused approach for staff voice and school development.
		iv. Review staff voice with staff	1. Set up innovation team and support effectively.
			2. Review changes and embed agreed successes
			3. Update any policies or procedural documents.
		v. QA approach reviewed with SL and staff.	1. Review QA against new ADP to ensure it builds in monitoring and review support.
			2. Share refined approach with staff.
			3. Update any policies or procedural documents.
		vi. Marking and feedback changes embedded.	1. Reaffirm changes agreed last year. .
			2. Communicate with stakeholders the changes and reasons for them
			3. Review engagement with changes through QA supporting where appropriate.
			4. Develop domain specific approaches and write appendices.
			5. Update any policies or procedural documents.
		vii. Ensure all new initiatives are planned using a logic model	1. Agree useable logic models.
			2. Communicate approach effectively with staff.
		viii. BGS has a clear approach to evaluation which is used consistently.	1. Agree approach.
			2. Trial and refine.
			3. Effectively communicate, build into improvement planning and complete procedural document.