



Bottisham Village College

Executive Summary
College Improvement Plan



Our Three Year Plan - 2019-2021
Year 3

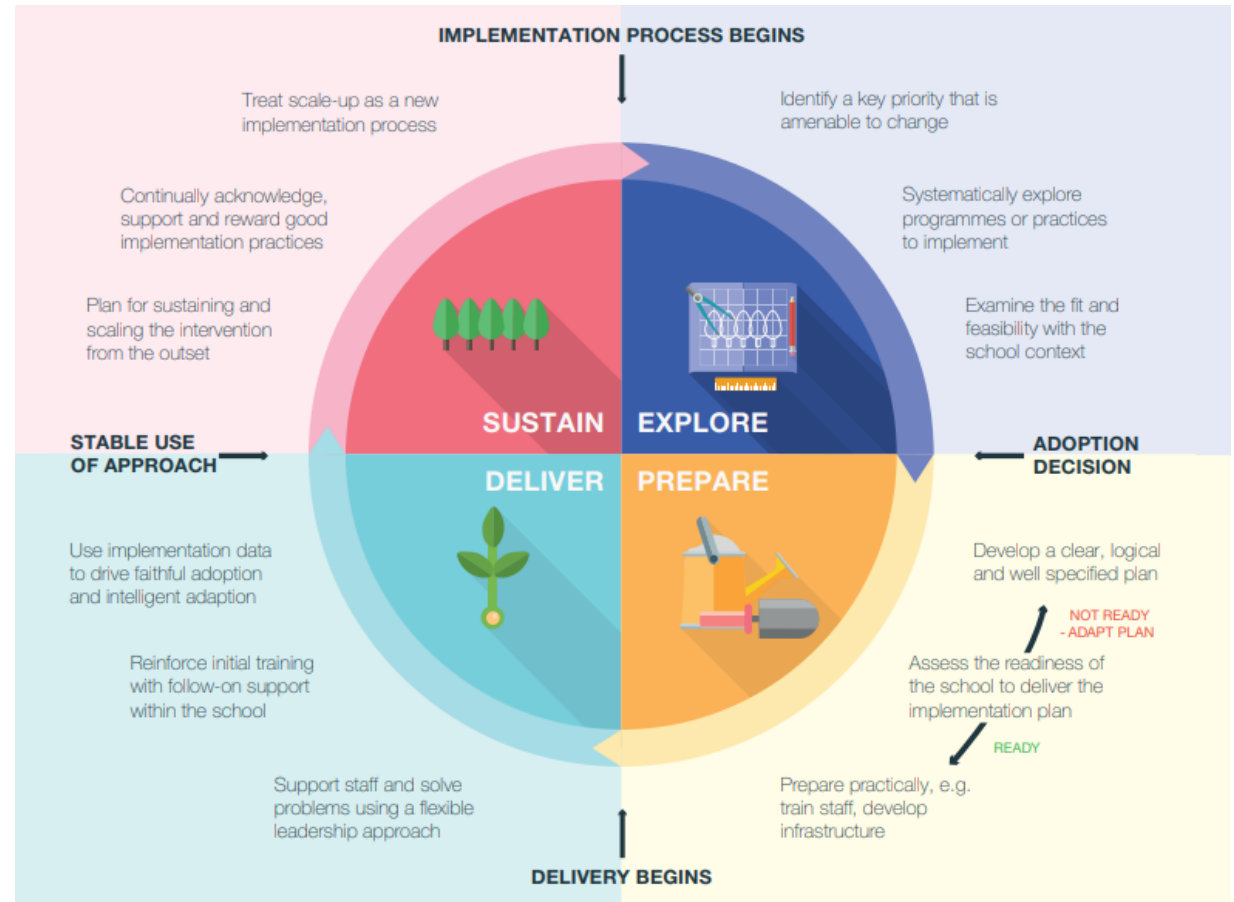
Our three priorities for improving our College:

1. Embed our Teaching and Learning Strategy
2. Establish Curriculum Cohesion
3. Develop leadership and management at all levels

The Implementation Cycle

The Implementation Cycle is guidance aimed at school leaders and governors with the responsibility for managing change within a school setting. We have framed our college improvement plan using the key stages in the cycle to ensure the implementation of change is successful and our Strategic Team and Governing Body can evaluate where we are in the implementation cycle. This has helped us embed any strategic development before moving on to another initiative.

This guide starts with two important underlying factors that influence a school's ability to implement effectively: (a) treating implementation as a process, and (b) school leadership and climate. The remainder of the guide is organised around four well established stages of implementation – Explore, Prepare, Deliver, Sustain – with actionable recommendations at each stage. Although the four stages are presented discreetly, they inevitably overlap and so should be treated as an overall guide, rather than a rigid blueprint. The diagram summarises all of the recommendations in the report. For full details:



<https://educationendowmentfoundation.org.uk/public/files/Publications/Implementation/EEF-Implementation-Guidance-Report.pdf>

Priority 1 - Embed our Teaching and Learning Strategy

Ensuring our staff have the expertise to deliver our curriculum using a range of evidence-based pedagogy that will maximise the impact on learning, so 'students will know more, remember more and be able to do more'.

Where we are now...

Working alongside teaching staff, external experts and the latest pedagogy research we have developed our Teaching and Learning Strategy which provides a framework and shared language to ensure the consistency of high quality teaching and learning and frame our appraisal objectives and professional learning programme. The Teaching and Learning Strategy was launched in February 2019 and then proceeded with a whole school focus on 'The Learning Journey' through 2019-2020 which linked to our work on curriculum sequencing. With the 'Learning Journey' strand embedding into practice, colleagues are ready to develop their practice with a focus on 'Challenge and Access' and 'Responsive Teaching'. Reflecting on what we have learnt throughout this period, including through learning remotely we are determined to further develop the Teaching and Learning Strategy to deliver the best quality of education possible.

What success will look like...

Our quality assurance will evidence that the strands of our teaching and learning strategy are having an impact on the quality of teaching and learning for all students in the college. The professional learning of our teachers will ensure that students have the knowledge and skills to support outstanding outcomes and that they feel are ready and able for life beyond secondary education ensuring our most disadvantaged students make great progress in line or above national expectations. Applied consistently, we will see students engaged in lessons and being able to articulate their learning and progress. Our own research outcomes i.e. teaching for creativity, will feed into the strategy keeping it live and current. Teachers and leaders will feel motivated to improve and the take up of professional learning qualifications, activities and reading will be at the heart of retaining great teachers and harnessing them to drive improvement further.

Key actions that will get us there...

1A Provide Professional Learning Programme that will have an impact in developing staff's expertise alongside our emerging coaching strategy in delivering the four strands of our Teaching and Learning Strategy.

'Anytime Anywhere' approach to Professional Learning with sessions building on 'The Learning Journey' and moving focus onto 'Challenge and Access' and 'Responsive Teaching'. Introduction of walkthru strategies, National Professional Qualifications and a 'Research Ed' style training day.

Utilising the evidence from the high profile research projects, develop our Teaching and Learning Strategy, so it promotes highly innovative pedagogical

1C - The college will implement, monitor and sustain a strategy that will provide a cohesive, consistent and responsive approach to students' language proficiency within the classroom and as part of the curriculum.

The Articulacy Strategy will be at the heart of this action, helping teachers to understand students' reading abilities and to respond effectively to their needs. Evidenced in our Quality Assurance, we will see the impact of this used as part of the "Responsive Teaching" strand in lessons and through the outcomes of diagnostic reading assessments.

Professional Learning will be delivered in order to support teachers' use of reading within the classroom, coupled with key texts being punctuated within our curriculum.

approaches that will support students to take greater ownership of their own learning.

1B - Develop and Implement a comprehensive action plan, to improve the support for students with SEND, in every curriculum area. Develop more streamlined systems for implementing the APDR cycle and sharing learning plans to staff. Improve the expertise of Teachers and TAs to support specific learning needs in the classroom. Explore how technology can be deployed to support students with literacy barriers.

Priority 2 - Establish Curriculum Cohesion

Developing a relevant, innovative and aspirational curriculum for all, with opportunities for enrichment, that will inspire, allowing students to meet the demands of being a 21st century citizen.

Where we are now...

In 2020/21, despite the pandemic, BVC was able to further develop and improve curriculum thinking and delivery in-line with the visions and values demonstrated in the BVC curriculum intent. Currently, we find ourselves in a position with a varying curriculum development from subject to subject. It will be our focus to develop middle-leadership's curriculum articulation and justification of their subject curriculum, thereby helping the college to have logical, sequenced and effective implementation across the piece. Additionally, we follow this creed: assessment is curriculum. After a year of a new KS3 framework, our intention will be to ensure that the assessment framework diagnoses our impact, helping us to shape, react and rethink our approach if necessary. In terms of extended learning, the pandemic has up-skilled our staff and given students an understanding of the power of independent learning. Our goal is to ensure that Extended Learning and extended curriculum (after school) is an integral branch and driver in achieving curriculum cohesion and further opportunities for students to succeed.

What does success look like?

Quality assurance will provide evidence that teachers and students are aware of the BVC curriculum intent and how their subject helps achieve those overarching goals; this shall also be made evident to parents and carers. Quality assurance will also provide evidence that a logical curriculum sequence is being delivered in all areas, with teachers using the new assessment framework to adjust their delivery. In the same way, we must make sure that our curriculum is reviewed and evaluated as we move forward as a growing college.

Key actions that will get us there...

2A - Ensure that we can evidence stakeholder engagement in our curriculum sequencing and delivery, with a shared understanding of curriculum rationale.

This year, we shall work with all staff to ensure that their subject curriculum intent is understood and clearly articulated to students. For example:

- Leaders, teachers and students will understand why atomic structure is taught in the first term of year 8. What came before it? What is next? Why? How does it link to previous years?

As part of the process, we shall ensure the following broad themes are developed this year:

Articulatory: an understanding of students' reading abilities and how to respond.

Study skills: introducing the Elevate programme in KS3 to support independent learning skills.

Numeracy: common approaches to key mathematical methods, such as percentages, graph and data interpretation.

SMSC: will be evident in the curriculum, in order to achieve the key goals from our curriculum intent.

Careers: our revamped CEIAG policy will be evident in our curriculum. Gatsby benchmarks will be evidenced and delivered.

Creativity for Teaching: in-line with a recent creative hub bid, we shall identify and make explicit the creative elements of our curriculum

Study Skills: We shall be engaging with the *Elevate* package to develop the independent learning skills f

All of the above will ensure that the college's curriculum intent and implementation are embedded consistently.

2C Ensure the new Assessment Model works in unison with our curriculum.

Building upon the first year of Developing, Secure and Exceeding-Age Related Expectations- the new assessment system will be able to diagnose and identify the impact of our curriculum. The ALIS system will not simply be a data storing facility, but a dynamic tool which will inform leaders and teachers, shaping our strategy and school improvement.

We shall further embed a shared understanding of our vision: our curriculum is our assessment model.

The model will enable students and parents to articulate their learning journey, and for the college to easily identify gaps in learning, helping to foster our strand of "Responsive Teaching".

2C Ensure assessments are used effectively to know where every student is in their learning and identify groups of students who need additional support in their Reading, Writing and Maths.

In addition to the model, and to help identify gaps in learning post lockdown, GL assessment will be used as a key tool, with leaders and staff being trained on how to use this data to respond effectively. Post-COVID, we shall ensure that all mechanisms in place, such as catch-up funding initiatives are quality assured and are measured for impact.

2D - Establish an Effective Recovery Curriculum

In response to the pandemic, we shall seek to acquire information with which to make adjustments to our curriculum.

2B - Ensure our strategy for Extended Learning and the Extended Curriculum acts as a driver for our curriculum and personal development.

Extended learning will continue to have a broad approach: it shall support our academic curriculum and also reinforce the wider educational experience at BVC, as laid out in our curriculum intent.

Professional Learning and Quality Assurance will be applied to ensure that subjects deliver extended learning consistently and effectively, measured by uptake and how closely it aligns to our curriculum intent.

Priority 3 - Develop leadership and management at all levels

Developing high performing teams through a distributed leadership model with a shared vision of high quality education at Bottisham Village College to enable us to drive improvement forward.

Where we are now....

After much development work on developing middle and senior leadership over the past four years and the challenge of leading through the pandemic our teams are demonstrating flexibility, adaptability and are more interdependent, leading and managing change successfully. Governors working groups are developing expertise in areas of school improvement and continue to support and challenge our thinking.

To keep driving this forward we want to establish a coaching strategy throughout the school for both teaching and support staff and eventually to develop this as part of our student leadership programme.

What does success look like?

Using QA and evaluation tools to ensure our high-performing teams and coaching culture is fostered, developed and embedded across the college to support interdependence and drive forward our recovery strategy. By keeping a narrow focus on our three year CIP (21-24) we can again make strides forward, communicating clearly our goals, reducing unnecessary workload for all staff and encouraging the retention of motivated, enthusiastic staff who are eager to be part of our journey.

Key actions that will get us there...

3A - Ensure our values, vision and ethos are understood and implemented by all stakeholders.

'Re-launch our vision and values and high expectations as we emerge from the pandemic to re-engage all stakeholders. Clearly communicate our recovery plan, how we will measure success and impact and ensure support is in place where needed.

3B - Ensure the quality assurance systems are refined and sustained into the working practices of middle and senior leaders supporting the close monitoring of our recovery strategy plans.

We will streamline our quality assurance systems and ensure data collected is used to inform improvement actions which are rigorously monitored. We will refine our faculty review process to ensure a more robust evaluation of our CIP objectives within each faculty area. We will create quality assurance reporting points, to ensure we can communicate progress to stakeholders, including the strategic group, trust and local governing body.

3C - Personal development: As part of our recovery strategy we will relaunch our enrichment programme, with the ambitious target that all students will benefit from being involved in an extracurricular activity. We will relaunch opportunities for student leadership and allow students to capture their extended curriculum using MBE

3D - Ensure that we prioritise staff workload and well-being.

Continually communicate improvement priorities, using the school calendar to distribute meaningful workload tasks evenly across the year. As part of this, we shall explore how technology can positively impact in this area. Elicit regular staff voice, open door opportunities and explore flexible working opportunities through DfE pilot.

3E - Ensure our approach to safeguarding students and staff wellbeing continues to be effective, continuing to embed our new procedures . We will continue to ensure our approach to safeguarding remains highly effective in the constantly challenging national picture. We will develop our expertise to deal with e-safety and students who are vulnerable to exploitation and share these with students, parents and teachers. A reactive and responsive PSHE curriculum will support this work. To support equality, we shall look at how to support different groups around the college.

3F - Review our attendance strategy to ensure every student has excellent attendance. We will promote the impact of good attendance to students, parents and staff. We develop a strategy to support students who are presenting with anxiety as a barrier to good attendance. We will build capacity within our attendance team, ensure our systems, processes and interventions are delivered effectively.

3G -Development of Teachers: Middle Leaders will support the continued development of the teachers within their faculty to support faculty objectives, using the professional learning programme and appraisal objectives.

3H - Ensure we continue our work collaboratively with other Anglian Learning Trust schools to support wider trust developments.

Leading and contributing to Trust improvement groups, keeping up to date with evidence-based reading and professional networks and sharing expertise. Work on leading a variety of other projects that will impact positively on a range of priorities within the Trust i.e. Creative collaboratives