

BOTTISHAM VILLAGE COLLEGE



Our Three Year Plan: 2022 - 2025

Executive Summary
College Improvement Plan

Our three priorities for improving our college:

Priority 1 - Develop inclusive and innovative practice that makes learning accessible and enticing for all students

Priority 2 - Establish and embed assessment practices so that we can make secure judgements about the delivery of our curriculum intent and communicate the learning journey to stakeholders.

Priority 3 - Personal development and growth

Priority 1 - Develop inclusive and innovative practice that makes learning accessible and enticing for all students

Where we are now...

Our Teaching and Learning Strategy is now 6 years old, and the strands within the strategy have become the language of the Bottisham teachers. We have framed our Quality Assurance processes, appraisal, and professional learning program around the strategy, to support embedding into practice. Our quality assurance processes have identified areas of strength and areas that need a refocus. We have supported leaders to define what exceptional teaching looks like in their own area, linking to the strands within the Strategy. Over the next three years, we will continue to embed the strategy while developing students' ability to demonstrate creativity, problem solve and work collaboratively.

What does success look like?

The refined Teaching and Learning Strategy will be embedded in all classrooms. Once QA shows that success criteria from one phase has been met, we will move on to the next phase.

PHASE 1

- Lessons and activities within lessons (e.g. explanations) are designed to avoid overloading students' working memory
- Students and staff understand and can communicate the learning journey (learning goals, success criteria and link to previous learning) verbally and using Learning Journey books or equivalent
- Classrooms/lessons are inclusive:
 - ✓ All students are made to think hard through skillful questioning (use of [Thinking Hard toolkit](#))
 - ✓ Learning plans (including guidance on the format of learning resources) are used in lesson planning and delivery by all members of staff
 - ✓ All students are seated in a position that maximises their learning
 - ✓ Teachers monitor the progress of their SEND and PP students and intervene where appropriate using an Assess, Plan, Do, Review (APDR) cycle, referring to the HoF if no impact

Quality assurance

Learning walks using common criteria (HoF input as to what this looks like in their subject)

Learning walks, book looks, focus groups

Learning walks

Learning plans, learning walks, T&L conversations

Learning walk using learning plans, ask teachers
APDR records, progress data

RAG

PHASE 2

- Phase 1 success criteria are still met
- Students' literacy and articulacy are developed across all curriculum areas:
 - ✓ Keyword writing strategy is implemented into teachers' lesson activities with a focus on students writing in complete sentences
 - ✓ Reading data is used strategically by staff to devise seating plans to support LA students and challenge our high achievers.
 - ✓ Staff introduce new academic and sophisticated vocabulary to their students through the whole school strategy: Word of the Day
 - ✓ Connect 4 reading strategy to be embedded into teachers' lesson activities.
- All teaching staff are aware of the habits of successful learners
- Connected Schools project findings are used in the lesson planning process
 - ✓ Seating plans are collaboratively created taking into consideration peer working relationships, reading ability, and the learning environment.
 - ✓ Lessons are planned using collaborative learning approaches as per the project findings
 - ✓ Starter activities allow the teacher to be responsive to student needs at the start of every lesson
- Students' creativity is developed across all curriculum areas:
 - ✓ Lesson delivery focuses on 'inquisitive learners' (the notion of wondering and questioning and getting students to solve meaningful problems)
 - ✓ Teachers begin to explore learning habits for Creative Thinking in the classroom based on the Creative Collaborative findings and habit wheel

PHASE 3

- Phase 1 and 2 success criteria are still met
- Students' literacy and articulacy are developed across all curriculum areas:
 - ✓ All staff use the curriculum library and incorporate reading of extracts into learning activities once per half term per class
 - ✓ All staff use the college library, once per half term per class, to carry out a reading or research assignment
- Students' creativity is developed across all curriculum areas:
 - ✓ Teachers plan their lessons focusing on the BVC Creative Thinking Habits wheel
 - ✓ All lessons require some creative thinking – wondering, questioning, challenging assumptions or meaningful problem solving
 - ✓ Schemes of learning and assessment reflect the importance of Creative thinking and the habits

Book looks

Seating plans using reading data

Learning walks

- Digital technology is used to enhance the Teaching and Learning Strategy – through giving access to a full range of resources (access and challenge), using tools to become more responsive (responsive teaching), using resources to allow students to understand and follow the learning journey (Learning Journey)
- Teachers understand when and how to move between direct instruction and creative activities

Key actions that will get us there and who is responsible

Phase 1

- Re-communication of Teaching and Learning Strategy with more explicit focus on cognitive science and with key features highlighted
- All classrooms to display the Teaching and Learning Strategy poster
- All staff to complete Teaching and Learning Matrix RAG rating
- Robust process in place for identifying individual professional learning pathway and associated appraisal objective
- Staff to communicate the learning journey - What are we learning? Why are we learning it? What does success look like? In every lesson. This could be done as a start of topic flow diagram or broken down to individual lessons
- Examples of best practice to be displayed on the TL strategy
- Workshop to explore Learning goals and success criteria workshop with AR project
- Visible Learning workshop with AR project
- Questioning workshops with AR project Questions to assess knowledge and Questions to promote thinking
- Responsive teaching workshop with AR project
- Metacognition section added to the TL website and presented to staff
- End of year impact presentations
- Year 2 of Creative Collaboratives project working with English and Science on inquisitive learners
- Subscriptions to Walkthrus and National College
- Update faculty non-negotiables documents
- Minimum expectations for QA by middle leaders agreed and communicated
- Leadership CPD for middle leaders – implementation of change, QA, professional conversations, time management etc.

- Develop a coherent parent engagement curriculum through Parent Information Evenings and Parents' Evenings.

Phase 2

- Summer Term 2023 in readiness for Year 2 CC group to present summary of impact on Creative Thinking in the classroom
- Summer Term 2023 HOF and working group establish what thinking hard looks like in their subject area
- Teaching and Learning Strategy RAG rate matrix completed
- Professional Learning built around Creative thinking and thinking hard and digital technology
- Coaching Culture developed so that all staff have access to the powerful questioning coaching model. All staff have had coaching training.
- Coaching team set up to support staff development
- Roll out of digital technology to Year 7 and 8 to ensure all have access to a device by September 2023
- Professional learning session on reading and writing strategy
- Literacy Lead to monitor the implementation of Articulatory reading and writing strategy through learning walks, staff and student feedback, analysis of reading data and focus groups with Articulatory leads

Phase 3

- Digital Technology team including lead role formalised
- Professional Learning built around Thinking Hard and creative thinking
- Teaching and Learning RAG rate Matrix completed
- Findings from CC project presented to staff
- Enrichment activities linked to curriculum
- All subjects have embedded a range of retrieval activities based around the learning journey that enable teachers to be responsive and deliver more thinking hard activities in the classroom

Priority 2 - Establish and embed assessment practices so that we can make secure judgements about the delivery of our curriculum intent and communicate the learning journey to stakeholders.

Where we are now...

We have a curriculum intent and individual subject intents which meet the needs of our learners and we are confident that the majority of our stakeholders can articulate these intents. Additionally, we have sequenced and structured our broad and balanced curriculum and developed Age-Related Expectations, as a means of tracking students' progress through our curriculum. Equally, we have a bespoke system in place to help us measure and identify the impact of our curriculum, and to highlight the next stages of the learning journey with all, particularly students.

What does success look like?

Phase 1

- Staff have a clear understanding of what we mean by High Quality Assessment and how it applies to their own subject context
- Assessments are intelligently planned, responsive to the current position of the class and explicitly linked to AREs, through the application of High Quality Assessment success criteria
- Assessments clearly indicate the next steps of a student's learning journey
- Question-level analysis from Tier 2 and 3 assessment informs short-term changes to the learning journey
- Assessment judgements made by staff are consistent and based on AREs
- Learning Journey Books (or equivalent) and ALIS are used to regularly and effectively to communicate the Learning Journey to all stakeholders
- Teaching staff use valid ALIS data to inform curriculum planning
- Staff model study skills in lessons which teach students how to prepare for assessments, interpret feedback, and develop independent study habits that move them forward in their Learning Journey

Phase 2

- Phase 1 success criteria are still met
- High Quality Feedback methods that are most appropriate to each subject and that indicate current position and next steps are evident in Learning Journey Books (or equivalent)
- Students are able to clearly articulate what progress they have made and what their next steps are to make further progress in individual subjects
- Powerful learning conversations take place between all stakeholders
 - ✓ Teachers have informed conversations with students to support their progress
 - ✓ Parents/carers have powerful learning conversations with their child

Quality assurance

RAG

- Students are able to use a range of study skills to respond to High Quality Feedback in a way that helps them to successfully make the next steps in their Learning Journey

Phase 3

- Phase 1 and 2 success criteria are still met
- Middle leaders use ALIS data responsively to measure the impact of their curriculum and make decisions on what changes are needed

Key actions that will get us there

Phase 1

- Review criteria for High Quality Assessment
- Professional learning for staff in HQA
- Subjects to apply these criteria to their own subject context
- Faculties to audit current assessments against High Quality Assessment criteria
- New assessments written by subjects
- QA quality of new assessments against HQA criteria
- Faculty procedures for moderating assessment outcomes (including judgements against AREs) are in place
- QA of ARE judgements to ensure consistency
- Subjects have clear criteria for communication of the Learning Journey through Learning Journey Books (or equivalent)
- Professional learning for staff around how to use ALIS
- Faculty meeting time used to discuss what ALIS shows and how teachers will respond
- Develop ALIS
- Update parent handbook to include ALIS how to guide
- Parent information evenings to communicate what effective ALIS use and powerful learning conversations look like
- Parents' evening, extended form and Learning Journey Books (or equivalent) going home organised in the calendar to promote effective learning conversations
- Professional learning for form tutors about how to make the most of ALIS and extended form times to best support student progress

Phase 2

- Establish success criteria for High Quality Feedback
- Professional learning for staff in High Quality Feedback
- Subjects to apply these criteria to their own subject context, improving feedback
- QA quality of the feedback being given to students
- QA student ability to articulate what progress they have made and their next steps

Phase 3

Priority 3 - Personal development and growth

Where we are now...

There is a rich range of trips and enrichment activities with strategies in place to increase the number of SEND and vulnerable students participating in them. There is a strong PSHE curriculum intent with AREs in key stage 3 and some great, impactful PSHE teaching. There is a planned focus for form time activities and form tutors have good relationships with their tutees. Students are members of houses and there are house activities. Students have opportunities to have a say in the running of the college, and can undertake leadership roles. Places where SMSC and British Values feature in the curriculum have been identified.

What does success look like?

Phase 1

- Form tutors intervene to secure participation in enrichment activities where it would not otherwise occur
- The PSHE and RSE curriculum impact strongly on students' personal development
 - ✓ PSHE AREs for Key Stage 3 and KS4 define the curriculum expectations
 - ✓ Staff feel confident that they have the expertise to deliver more challenging areas of the curriculum, including RSE
 - ✓ Students' experience of PSHE is consistently positive
- Clear, high quality tutor time curriculum plan consistently delivered by form tutors
- The House system is a highly visible and important part of our school life
 - ✓ Students value house assemblies
 - ✓ Enrichment Days and Events enable all students to achieve and feel part of their house
 - ✓ All students receive points in lessons for their work and feel motivated as a result
- Most students are leaders who affect positive change and improve the lives of others (e.g. through mentoring, organisation of and participation in charity and awareness events)
- Students receive a high quality SMSC, British Values and Celebrating Diversity

Quality assurance

- Data from participation in 2021-22 compared to 2022-23 (esp. SEND and PP)
- AREs
- Survey, focus group
- Focus group, [HRBS data](#)
- Curriculum plan, [learning walks](#)
- Survey, focus group
- Attendance on enrichment days and at events, participation, survey, focus group
- Data on reward points, focus group including some students with many points and some with non
- Data on participation

RAG

A
A
A

curriculum

- ✓ External accreditation awarded for diversity work
- ✓ British Values will be visible across the school through assemblies and displays
- ✓ Students will recall the British values
- ✓ British Values and SMSC are mapped across the curriculum
- ✓ Key faculties are delivering high quality BV and SMSC

Phase 2

- All faculties offer a range of high quality extra-curricular activities at both key stages which are accessed by SEND and vulnerable students
- PSHE/RSE lessons in all year groups are of a consistently high standard and books are well presented
- Form tutors have rich, valuable pastoral conversation with individual members of their form. The form tutor is a key person in the school life of high needs students
- The house system is merged with the pastoral system to the detriment of neither
- Almost all students are leaders who can affect positive change and improve the lives of others
 - ✓ Key Faculties beyond PA and PE offer meaningful leadership opportunities
 - ✓ Students undertake leadership roles in lessons
- All faculties are delivering SMSC and BV as effectively as possible
- Attendance for all groups of students will be above the national average. Persistent absence for all key groups will be smaller than other schools nationally.
- Revised Attendance Strategy, focusing on early intervention
- Develop our Step Back Provision to support young people with emerging mental health challenges, where this is barrier to attending school.
- Celebrating attendance and raising awareness of link between achievement and attendance
- Lead the consultation process with all stakeholders, to reform the timetable to a 50/100 minute 3/6 lesson a day structure.
 - ✓ Open consultation to middle leaders, teachers and wider staff.
 - ✓ Collate views of students and other stakeholders
 - ✓ Review curriculum time allocations and convert to new structure

Attendance

Study Skills

Accreditation

Observe assembly plan and delivery, displays

Survey, focus group

Curriculum map

Learning walks, focus group

Parental Engagement

Platinum Artsmark and Wellbeing award re designation

Key actions that will get us there

Phase 1

Enrichment

Introduce MBE system. Introduce termly enrichment evenings with transport. Extend provision of CD minibus trips for targeted SEND and vulnerable students

PSHE

Appointing a PSHE co ordinator who meets regularly with HOLs. Writing AREs and rewriting the year 11 curriculum to feature more RSE. Early and frequent learning walks by CLT and HOL. Regular assessments in PSHE from the beginning of the year, supplemented by student voice.

Role of the form tutor

Revisit / produce a jd for form tutors. Establish clear expectations of what data we want form tutors to analyse, and what interventions we want them to undertake: communicate these and QA them. Provide form tutors with time to make these interventions. Establish expectation of 8.40 start.

The house system

Secure appointment of high quality ambassadors. Establish expectations of their meeting with house reps. First assembly will be house assembly. Order badges. Implement mentor system. Introduce termly house competitions

Leadership

Create high quality whole school leadership opportunities. Ensure that school rep systems are running at Key Stage 3 with students reporting back to forms. Introduce MBE.

Diversity, SMSC and British Vaules

Complete Rainbow flag award submission. Embed Celebration of Pride Week. Half termly BV / SMSC assemblies celebrating different cultural festivals. Audit BV and SMSC identifying how provision can be developed in key faculties.

PHASE 2

Phase 2 Enrichment

Faculties without an enrichment programme to develop one, applying to both key stages; on line enrichment from identified faculties.

PSHE and RSE

Visit other schools to look at their models of delivery. Audit expertise of teaching staff. Model alternatives eg teams based.

Role of the form tutor

Remodel and potentially extend form time as part of remodelling of school day

The House system

Heads of Learning to become heads of house with associate pastoral structures; move to a vertical pastoral system

Almost all students are leaders who can affect positive change and improve the lives of others

Identify further whole school leadership opportunities. Identify leadership opportunities in lessons. Map on to MBE. Develop meaningful rewards for students who achieve MBE targets.

Diversity, SMSC, and British Values Identify faculties that are not developing SMSC and BV; work with them so that they are.

Include role of parents and communication