

## BVC CIP 2025–2026: Priorities and Objectives

### Priority 1: Improve Attitudes to Learning

**Focus:** From managing disruption to developing proactive learning behaviours

**Aim:** To embed a culture of attentiveness, readiness to learn, and personal responsibility in every classroom.

Objectives:	Success Criteria
<b>1a.</b> Embed consistent teacher-led routines, underpinned by the Positive Regard approach, to improve attentiveness, especially for vulnerable students.	Achieve <b>'Embedded'</b> status – or demonstrate substantial progress towards it – within Excellence Framework Strand <b>3a: Behaviour, Relationships, and Wellbeing.</b>
<b>1b.</b> Embed PRIDE expectations so students' work consistently shows care, effort, and value – with clear evidence of assessment, feedback, and students' response to next steps.	Achieve <b>'Embedded'</b> status – or demonstrate substantial progress towards it – within Excellence Framework Strand <b>3b: Students' Work</b> , where pride in learning is embedded.
<b>1c.</b> Use <i>behaviour, ATL, punctuality, and attendance data</i> more systematically and earlier to identify students at risk of disengagement or underachievement and implement timely interventions.	Achieve <b>'Embedded'</b> status – or demonstrate substantial progress towards it – within <b>Pastoral Excellence Framework Pillar 2: Identification and Impact.</b>

## Priority 2: Raise Attainment (with a sharp focus on SEND)

**Focus:** Ensure that SEND students make sustained progress in line with peers of similar starting points.

**Aim:** Teachers actively check learning during lessons, especially Phases 2 & 3, using strategies from Inclusive Classrooms and Explicit Instruction.

Objectives:	Success Criteria
<b>2a.</b> Embed a robust culture of checking understanding and progress for SEND students during Phases of lessons, using explicit instruction and responsive teaching.	Achieve <b>'Embedded'</b> status – or demonstrate substantial progress towards it – within Excellence Framework Strand <b>1c: Teaching and Learning</b> .
<b>2b.</b> Ensure teacher planning and responsive teaching routines reflect <i>strategies from</i> learning plans.	Achieve <b>'Embedded'</b> status – or demonstrate substantial progress towards it – within Excellence Framework Strand <b>3b: Students' Work</b> , where pride in learning is embedded.
<b>2c.</b> Ensure schemes of learning and resources are inclusive and adapted for SEND students, with embedded Tier 3 vocabulary strategies (e.g. Frayer Model).	Achieve <b>'Embedded'</b> status – or demonstrate substantial progress towards it – within Excellence Framework Strand <b>3b: Schemes of Learning and Resources</b> , with a specific <b>focus on Year 7 curriculum</b> .
<b>2d.</b> Develop and implement rigorous assessment processes for SEND students at KS3 and KS4, ensuring assessment tasks are accessible, responses are reviewed for progress over time, and data is used to inform teaching, intervention, and curriculum planning.	Achieve <b>'Embedded'</b> status – or demonstrate substantial progress towards it – within Excellence Framework Strand <b>1d: Assessment</b> .

### Priority 3: Strengthen Leadership and Management

**Focus:** Develop middle and senior leadership expertise through structured calendared review, data-driven improvement, and consistent self-evaluation.

**Aim:** Leadership is strategic, responsive, and aligned to the Excellence Framework to drive sustained improvement across all areas.

Objectives:	Success Criteria
<b>3a.</b> Strengthen middle leadership by increasing lesson visits to quality assure, give feedback, and develop staff.	Achieve 'Embedded' status – or demonstrate substantial progress towards it – within Excellence Framework Strands <b>1b: Team Development</b> and <b>1a: Leadership</b> .
<b>3b.</b> Implement and embed a <i>Leadership Calendar</i> that maps all key quality assurance, review, and development activities – including line management, appraisal, curriculum QA, Raising Attainment reviews, and health checks.	Achieve 'Embedded' status – or demonstrate substantial progress towards it – within Excellence Framework Strand <b>1a: Leadership, and Pillar 1 of the Pastoral Framework</b>
<b>3c.</b> Embed strategic leadership through the consistent use of the Excellence Framework to drive self-evaluation, coaching, and improvement – including termly Health Checks and impact-focused line management.	

## BVC CIP 2025–2026 – Phased Priority Rollout

### Autumn Term Focus

#### **“Embedding high expectations in every classroom”**

##### **Teachers and TAs**

- **1a.** Embed consistent teacher-led routines to improve attentiveness, especially for vulnerable students.
- **1b.** Embed PRIDE expectations so students’ work consistently shows care, effort, and value – with clear evidence of assessment, feedback, and students’ response to next steps.
- **2a.** Embed a robust culture of checking understanding and progress for SEND students during Phases using explicit instruction and responsive teaching.
- **2b.** Ensure teacher planning and responsive teaching routines reflect strategies from learning plans.

##### **Leaders**

**Commented [CM1]:** 507 lessons assessed. Starts of lessons at 1.05. Ends of lessons at 1.13. Engagement at 1.08.

**Commented [CM2R1]:** We need to get the snapshot of over time please @Merry, Mr M

**Commented [CM3R1]:** Behaviour and Relationships/Wellbeing check is in December.

**Commented [MM4R1]:** This compares to starts at 1.19, ends at 1.32 and engagement at 1.21 in 2024-25.

**Commented [CM5]:** PRIDE is at 1.11.

**Commented [CM6R5]:** Student work healthcheck is this week.

**Commented [CM7]:** @Merry, Mr M Please can "Checking Understanding" show on the power bi please? It is on the form but not pulling through.

**Commented [MM8R7]:** Checking understanding is at 1.08.

**Commented [CM9]:** SEND score at 1.15.

**Commented [MM10R9]:** This was 1.17 in 2024-25.

- **3a.** Strengthen middle leadership by increasing lesson visits to quality assure, give feedback, and develop staff.
- **3b.** Implement and embed a Leadership Calendar that maps all key quality assurance, review, and development activities.

**Commented [CM11]:** 507 lesson visits

**Commented [MM12R11]:** Of these, 152 are by curriculum leaders and 81 by pastoral leaders. There is significant variation by faculty (curriculum leaders) and by year group (pastoral leaders). This compares with 237 by curriculum leaders and 224 by pastoral leaders for the whole of 2024-25.

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## Spring Term Focus

### ***“Securing consistency and deepening impact”***

- **1c.** Use behaviour, ATL, punctuality, and attendance data more systematically and earlier to identify students at risk of disengagement or underachievement and implement timely interventions.
- **2c.** Ensure schemes of learning and resources are inclusive and adapted for SEND students, with embedded Tier 3 vocabulary strategies (e.g. Frayer Model).
- **3c.** Use the Excellence Framework as the common language for self-evaluation, coaching, and improvement – including termly Health Checks and strategic, impact-focused line management.

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## Summer Term Focus

### ***“Embedding and sustaining excellence”***

- **2d.** Develop and implement rigorous assessment processes for SEND students at KS3 and KS4, ensuring assessment tasks are accessible, responses are reviewed for progress over time, and data is used to inform teaching, intervention, and curriculum planning.