# HCC Detailed Development Plan 17-18: June 2017

**Our Mission Statement**

- 'Success for All'

**Our Vision**

- Everyone at HCC **believes in themselves** and their **potential** to succeed because they are **empowered** to **develop their own solutions** and **shape their own futures.**

**Our Values**

- Respect for learning
- Respect for each other
- Respect for the environment

**NB: Targets/Actions apply to all Key Stages.  As a College we understand that early action usually results in greater impact.**

| Title | Objective | IMPACT | Monitoring |
|---|---|---|---|
| **1. Improving the quality of learning** | | | |
| **1.a. Raise student aspiration by instilling a culture of high expectations in our community** | | | |
| 1.a.i. Aspiration | • Understand our cohort and community by introducing a working party – GFI, SGI, DBO) - **AHO**[1] <br><br> • Understand the community we serve by analysing the public data. | • Teachers more aware of their audience and the struggles that students might have. <br> • Better able to target aspirational activities of students. | ✓ Report to FGB as a special topic - Mar '18 <br> ✓ Learning walks show information being used in the classroom - ongoing |
| 1.a.ii Aspiration | • Support our students to know what success feels like in our lessons (through modelling and scaffolding) and develop strategies to overcome barriers to learning[2]- **MCA** | • Positive climate for learning for all groups <br> • Positive and understanding relationships between staff and students | ✓ LWs and LOs feedback – Half-termly <br> ✓ Ps and Cs (ratio) |
| 1.a.iii. Aspiration | • Refine how we support students to develop their independent working skills across subjects (particularly for home learning/revision but also within the classroom) - **MCA**[3] | • College-wide strategy developed and promoted to all <br> • Students standard of home learning/revision improves | ✓ LWs and LOs <br> ✓ College-wide half termly <br> ✓ Depts. Termly <br> ✓ Parent Survey |

---

[1] Action from SMA involvement in Data Workload Review Group, JCTSA (2017)

[2] '*Growth mindset: what interventions might work and what probably won't?*', Nick Rose, Evidence into Practice (Feb 2015)

[3] '*Homework: its uses and abuses*', Prof. S Hallam, Institute of Education, University of London

| | | | ✓ |
|---|---|---|---|
| 1.a.iv. Aspiration | ● Review 'classroom climate' at HCC to ensure all our actions support the 'right to learn'[4] - **MCA** | ● 'Calm, purposeful and collaborative' atmosphere across the college<br>● Students and teacher relationship based on 'trust and challenge'<br>● All involved recognise the importance of the 'right to learn' for all[5]<br>● Parents support teachers when their children are distracting the learning of others | ✓ LWs, LOs, Dept. Reviews<br>✓ Student voice<br>✓ Parent voice<br>✓ Staff voice |
| 1.a.v. Aspiration | ● Have a consistently high expectation of presentation in books/folders etc.- **MCA** | ● Redrafted and improved work supports long-term learning of key content<br>● Students take pride in presenting work with care<br>● Students understand the importance of their books as a source, and evidence, of their learning | ✓ Work samples<br>✓ LWs and LOs<br>✓ Dept. Reviews |
| 1.a.vi Aspiration | ● CEIAG (PP from Yr 7) - **AHO**<br>● Introduce a systematic system that allows all disadvantaged students to have structured careers interviews from Year 7 at least twice a year | ● Raise PP students' aspirations<br>● Allow students to explore their careers ambitions | ✓ Tutors to know possible career paths for all PP students Feb '18<br>✓ Report by MHU to ELT Termly |
| 1.a.vii. Aspiration | ● Embed and improve the support and challenge for PP students (targeted and whole school support) **AHO** | ● Reduction in concern points<br>● Increased engagement within lessons<br>● Reduction in gap between PP and none PP<br>● Increased confidence in relation to school | Numbers of C Points (termly)<br><br>Number of P Points (termly)<br><br>Teacher feedback (½ termly)<br><br>Reduction in numbers of PP students on CAB/BSP/BSP (termly)<br><br>Improving P8 score<br><br>STQ or similar base line with mod and end assessment (termly)<br><br>Feedback from student specific mentors (termly) |
| 1.a.viii. Aspiration | ● Pastoral Mentoring - **RRO** | ● Establishment (after review) of universal mentoring system<br>● Identified students better engaged with college | ✓ Student voice<br>✓ Ps and Cs<br>✓ Progress data |

---

[4] '*What makes great teaching?'* R Coe et. al (October 2014)

[5] '*To what extent is behaviour a problem in English schools? Exploring the scale and prevalence of deficits in classroom climate'*, T Haydn (2014)

| | | | |
|---|---|---|---|
| 1.a.ix.Aspiration | ● Explore ways of engaging parents/careres of all students, but especially those of disadvantaged students, with teaching and learning - **MCA** | ● Increase in Parent attendance at Parent Workshops and Forums in the wider community<br>● Foster greater understanding and respect for the teaching community (to counter negative media and press coverage)<br>● Parent/Carers understand college goals and support decisions as a result | ✓ Attendance figures<br>✓ Parent Voice<br>✓ Pc and Cs |
| 1.a.x Aspiration | ● Most Able - **MCA** | ● Fuller engagement in the wider school life<br>● Increase in P points<br>● Proportional increase in P8 in comparison to HPA students and whole school<br>● Students actively engaging in Most able specific activity's highlighted within departmental plans | Greater numbers of most able attending clubs and/or school committees (termly)<br><br>Number of P points (½ termly)<br><br>Proportional increase in P8 score (termly)<br><br>Most able activities well attended and student voice collected (termly) |
| 1.a.xi Aspiration | ● Use the praise and rewards system to support students to relish the challenge/ struggle (Awards Evening, Celebration Assembly, Graduation)– **RRO**[6] | ● Re-designed awards evenings and celebration assembly<br>● Wider recognition of students' achievement | ✓ Stakeholder surveys |
| 1.a.xii Aspiration | ● Set-up Intervention working party – **AHO**<br>● Evaluate the impact of intervention strategies 16/17<br>● Plan for intervention strategy 17/18 | ● Intervention is further refined and more focussed.<br>● Interventions are *'meaningful, manageable and motivating'*[7] | ✓ Report to ELT and Teaching and Learning Nov '17<br>✓ Further update to ELT and Teaching and Learning Mar '18 |
| **1.b Pastoral culture** | | | |
| 1. b. i) Pastoral culture | ● Review the current "respect for" behaviour principles and further establish HCC's "pastoral culture"<br>● Effectively communicate this culture to students, staff and parents<br>● Use induction processes to further develop this culture (supply staff, new teachers, new students) -**RRO** | ● All stakeholders understand the college's pastoral culture<br>● Consistency of approach is improved | ✓ Stakeholder surveys<br>✓ Ps and Cs |
| 1.b.ii) | ● Increase "visibility" of Senior and Middle leaders provides behaviour support for classroom teachers - **RRO** | ● Challenging groups identified and targeted for learning walks<br>● Disruption to classes is minimized | ✓ LWs<br>✓ Behaviour processes monitored |

---

[6] '*Growth mindset: what interventions might work and what probably won't?*', Nick Rose, Evidence into Practice (Feb 2015)

[7] *Eliminating unnecessary workload around marking: Report of the Independent Teacher Workload Review Group* (2016)

| 1.b.iii) | ● Improve the overall attendance level and the attendance of PP and SEN students - **RRO** | ● Teachers/tutors have an increased awareness of attendance issues | ✓ Attendance figures in PDBW report every half term<br>✓ Tutors monitor attendance weekly |
|---|---|---|---|
| **1.c Tailor our schemes of learning to develop greater mastery across all key stages** | | | |
| 1.c.i) Mastery<br><br>Etc. | ● Collaborate in teams to review and refine *'sequences of learning'* and resources required (KS3/4/5) - **MCA** | ● Resourced SoL available for teachers to complete their working planning<br>● Common misconceptions identified and shared<br>● Planning for mastery (AfL, DIRT, Interleaving and spacing)<br>● Staff workload shared and lighter | ✓ Dept. minutes<br>✓ SoL Review<br>✓ Staff survey |
| 1.c.ii) | ● Improve our 'quality of instruction' and 'use of questioning to support learning' – INSET day focus[89] - **MCA** | ● Strategies embedded in SoL and classroom practice | ✓ LWs and LOs, Dept. Reviews |
| 1.c.iii) | ● Departments create appendix to the Assessment and Feedback policy that can be shared with parents<br><br>● Assessment and feedback reviewed at Post-16 and policy updated if necessary - **MCA** | ● Assessment is more *'meaningful, manageable and motivating'*<br><br>● Parents clear on expectations | ✓ Review Appendices<br>✓ Newsletters and Information Evenings<br>✓ Parent Survey<br>✓ Work sample |
| 1.c.iv) | ● Support 6th Form Students with independent study skills - **SBU** | ● 6th Form students producing and compiling own reference materials | ✓ 6th Form survey<br>✓ LWs and LOs |
| 1.c.v) | ● Review of student working methods within the classroom at KS5 (within depts. and possibly across) - **SBU** | ● Students working practices in the lessons support the feedback and assessment processes<br><br>● Student compiled notes form effective revision materials<br><br>● Students feel prepared for the step-up to University | ✓ LWs, LOs and Dept. Reviews<br>✓ Student Voice |
| 1.c.vi) | ● Focus on improving students' presentation of their learning (written and oral) - **MCA** | ● Work is better presented<br><br>● Students will take pride in presenting their work with care | ✓ Work samples<br>✓ LWs, LOs and Dept. Reviews |
| 1.c.vii) | ● Refine a college-wide approach to DIRT - **MCA** | ● Students, staff and parents clear on the purpose and process | ✓ LWs, LOs and Dept. Reviews<br>✓ Work samples |

[8] *What makes great teaching?'* R Coe et. al (October 2014)
[9] *'Principles of Instruction'* B Rosenshine (2012)

| 1.c.vii) | ● Set-up Data and Reporting working party to review *'purpose, process and validity'* (Mocks, ref. To Workload doc.) - **AHO** [10] | ● Teachers have fit for purpose data and are able to integrate this into their planning via class profiles <br><br> ● Collect less and use more | ✓ Working party to report to ELT and Teaching and Learning governors – Feb' 18 <br> ✓ Update to ELT and Teaching and Learning – May '18 |
|---|---|---|---|
| 1.c.viii) | ● Continue to review Feedback Fortnight and communicate the purpose and process to parents - **MCA** | ● Teachers able to focus on quality feedback and impact on learning <br><br> ● Students able to respond swiftly to 'real-time' feedback <br><br> ● Parents able to see progress being made in their child's learning | ✓ LWs, LOs and Dept. Reviews <br> ✓ Work samples <br> ✓ Parent survey <br> ✓ Newsletters and Information Evenings |
| 1.c.ix) | ● Review department transitions between KSs to ensure 'readiness' for next stage - **MCA** | ● Curriculum time evaluated and used most efficiently to support progress (eg. avoiding unnecessary repetition or slow progress due to undeveloped core skills) | ✓ LWs, LOs and Dept. Reviews <br> ✓ Work samples |
| **1.d.** *To raise the standards* of students communication skills (i.e. in oracy, written work and, presentation skills) | | | |
| 1. d. i) Communication skills | ● Continue to use 'Talk for writing' style approaches to support students to improve the standard of their written responses -**MCA** | ● Improvement in students responses to 'longer answer' questions at KS4 and 5 | ✓ LWs, LOs and Dept. Reviews <br> ✓ Work samples |
| 1.d.ii) | ● Celebrate written and oral responses (through display, praise, assemblies etc.)- **MCA** | ● Students understand expectations and can see strategies being used to reach these higher standards | ✓ LWs, LOs and Dept. Reviews <br> ✓ Work samples <br> ✓ Assemblies <br> ✓ Displays |
| 1.d.iii) | ● Students to undertake a programme of oracy within their English lessons - **AHO** | ● Students are better equipped to use their oracy and therefore through 'talk for writing' are better able to answer extended answer questions <br> ● Students improving in the spoken element of English GCSE, | ✓ Report to ELT and Teaching and Learning governors twice in the year – Dec'17 and Mar '18 |
| 1.d.iv) | ● Give regular opportunities for students to practise writing 'developed' answers - **MCA** | ● Improvement in students responses to 'longer answer' questions at KS4 and 5 | ✓ LWs, LOs and Dept. Reviews <br> ✓ Work samples |

---

[10] '*Eliminating unnecessary workload associated with data management*', Report of the Independent Teacher Workload Review Group (2016)

| | | | |
|---|---|---|---|
| 1.d.v) | • Place greater emphasis on high quality verbal communication in classroom (speak like a scientist) - MCA<br>• Provide opportunities (within the curriculum and enrichment) for discussion and debate - **MCA** | • Standard, confidence and frequency of subject specific language increases in classroom dialogue<br>• All Departments offer structured opportunities for students to improve their oral presentation skills | ✓ LWs, LOs and Dept. Reviews<br>✓ Student voice |

| **2. Sustaining the pace of improvement** | | | |
|---|---|---|---|
| **2.a Focus on leadership of learning**[11] | | | |
| 2.a.i) Leadership of Learning | • Create a Department Meeting schedule - **GSM** | • HoDs confidently leading departments to support College objectives and provide professional challenge at all levels throughout the year | ✓ Schedule in place<br>✓ CLC survey |
| 2.a.ii) | • Change Teams led by MLS/UPs - **AHO** | • Provide leadership opportunities for MLS and UPS practitioners | ✓ Report to ELT and Teaching and learning governors twice in the year. Dec'17 and Mar '18 |
| 2.a.iii) | • Offer opportunities for Departments to work together as 'Challenge partners'- **MCA** | • Departments work together to get an external view of their chosen foci | ✓ Dept. Reviews<br>✓ CLC survey |
| 2.a.iv) | • Extend the Educational Research reading group - **MCA** | • Range of staff attending to share ideas and feed into the L&T briefing<br>• Reading supports areas of professional development identified in appraisal conversation | ✓ L&T Briefing minutes<br>✓ LWs and LOs<br>✓ Teaching Standards monitoring |
| 2.a.v) | • Create HoL 360 - **RRO** | • Pastoral team able to reflect and improve leadership skills specific to their role | ✓ Teaching Standards monitoring |
| 2.a.vi) | • Continue to share good practice and develop pastoral provision through targeted and effective CPD - **RRO** | • HOL engage in CPD with other schools | ✓ Teaching Standards monitoring<br>✓ LWs and LOs |
| 2.a.vii) | • Use S2S support network to moderate key pieces of assessment - **AHO** | • Assessments are *'a reliable and defensible measure of attainment'* | ✓ Report to ELT and Teaching and Learning governors three times a year. Dec '17, Mar' 18 and July '18 |
| 2.a.viii) | • Use 'Trios' and peer learning walks to develop peer support and deeper investigations into pedagogy – **MCA** | • Increase in peer learning walks<br>• Impact reflected in Dept. minutes, teaching standards, appraisal monitoring | ✓ Teaching Standards monitoring<br>✓ LWs and LOs<br>✓ Dept. meeting minutes |

[11] *What makes great teaching?'* R Coe et. al (October 2014)

| 2.b. Place further positive emphasis on appraisal as the primary vehicle for our professional development | | | |
|---|---|---|---|
| 2.b.i) Appraisal and Professional Development | • Align teaching and support staff appraisals - **MBU** | • Whole College synchronisation of targets and actions. | ✓ Teaching Standards and Associate Staff Standards monitoring<br>✓ Dept. meeting minutes |
| 2.b.ii) | • Promote and engage appraisees in reading and research - **GSM** | • Professional conversations indicate greater awareness of best practice and/or action research | ✓ Teaching Standards monitoring<br>✓ Dept. meeting minutes |
| 2.b.iii) | • Dedicate regular time to support the professional conversation – MCA<br>• Make appraisal a coaching conversation wherever possible/appropriate - **MCA** | • Staff body feels better supported without negative impact on wellbeing<br>• Commit to regular personal reflection and evaluation against the teacher/associate staff standards and appraisal targets<br>• Greater success with individual targets and so overall success of development plan | ✓ Teaching/Associate Standards monitoring<br>✓ LWs and LOs<br>✓ Dept. meeting minutes<br>✓ Assoc. Staff meeting minutes<br>✓ Staff survey |
| 2.b.iv) | • Share ELT targets with staff and promote link to our development plan - **GSM** | • Professional transparency will raise importance of Development plan and increase level of success | ✓ Staff survey |
| 2.b. Managing and sustaining workload | | | |
| 2.c.i) Managing and sustaining workload | • Class profile development (rag rated, IEP info, LSA involvement, Pastoral strategies) - **MCA** | • Planning supports effective delivery for individuals<br>• workload | ✓ Teaching Standards monitoring<br>✓ LWs and LOs<br>✓ Dept. meeting minutes<br>✓ Progress for vulnerable/disadv. groups |
| 2.c.ii) | • Review how time could be allocated to support the class profile being embedded into planning and intervention work - **MCA** | • Workload | ✓ Teaching Standards monitoring<br>✓ LWs and LOs<br>✓ Dept. meeting minutes<br>✓ Progress for vulnerable/disadv. groups |
| 2.c.iii) | • Set-up working parties to review key areas of workload.  - **AHO** | • Most efficient use of time to maximise outcomes for students | As monitoring in the detailed sections. |