

HCC Detailed Development Plan 16-17: January 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.

| 1) Improving the Quality of Learning | | | |
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| TARGET To make students better learners we aim to.... | ACTION We will.... | IMPACT The students will have.... | Monitoring |
| a) Raise student aspiration by instilling a culture of high expectations in our community | <ul style="list-style-type: none"> • Review schemes of learning to ensure that students are given opportunities to experience learning opportunities above their phase/ ARE - MCA • Deliver lessons that 'teach to the top' and 'scaffold down' - MCA • Review and refine our use of questioning specifically as a tool to engage and challenge students - MCA • Have higher expectations of the consistency and standard of Home Learning from students – MCA • Highlight, at every opportunity, our expectations for students' exemplary attitude to learning - MCA • Use the praise and rewards system to support students to relish the challenge/ struggle - RRO • Engage early and effectively the parents of those underperforming students - RRO | <ul style="list-style-type: none"> • Higher level of 3 and 4LOP in English, Maths and other subjects. • Higher proportion of students gain A*/A grades. • Increase in A*-B grades or equivalent at A-Level. • Reduction in U grades (Post-16). • Reduction in gap between vulnerable and non-vulnerable groups. • Better support for SEND students means they make expected progress • Average mark improves for longer answer questions • More robust and personalised targets • Students are more expressive, | <ul style="list-style-type: none"> • Oct INSET - evidence of learning obs in PE, Comp., Science and Maths • Oct INSET - evidence of TtT in PE • Oct INSET - evidence of Q in Science and Maths • Oct/Jan INSET - RRO delivery of 'Squeeze the 3s' • Oct INSET - Change Team on Home Learning - staff, student and parent survey Qs designed • Students being mentored in every tutor group 7-11 • Oct INSET - New P and C point criteria agreed and in use • Summit Meetings – include an SEN and Safeguarding update and strategies entered into class profile • Rewards and Sanctions data |

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| | <ul style="list-style-type: none"> • Identify underperforming students more quickly and support with appropriate interventions - RRO • Develop a comprehensive mentoring system for underperforming students in Years 7-11 - RRO • Continue to embed aspiration raising activities in the life skills curriculum and other events. E.g. Exeter University outreach work. – AHO/HBO • To implement and fully engage the Sixth Form Recruitment Plan - SBU/ GSM • Celebrate successes of Honiton scholars in the community through regular programme of press releases - GSM • Embed most able strategies, resources and plans within all subject SOL - NMI • Support Departments to deliver most able extension weeks, thereby developing a thirst for knowledge. – NMI • Embed the use of CATS as a tool to support learning - NMI / AHO | <p>both verbally and in written work</p> <ul style="list-style-type: none"> • Student Surveys demonstrate an increased interest in career choices and 6th form. • Greater number of most able students to attend extra-curricular activities. • Appropriate and contextualised use of project based learning • Increased engagement of most able students and parents in college activities / development • Embedded use of universal provisions (Wave 1 - Universal) to inform teachers planning • Wave 2/3 - Targeted / Specialist interventions are impact assessed as to their effectiveness and VFM | <p>shared and used by HOD</p> <ul style="list-style-type: none"> • Nov/Feb Parents Forum - discussion of parental engagement and advertisement of parent gateway • 6th recruitment strategy meetings ongoing • revised GANTT chart for academic year created • New Prospectus • roll-out of L2 PS programme • New style Open Evening - feedback v positive • currently targeting students not yet 'committed' to HCC • Weekly Newsletter and regular articles in papers; fed by HCC Press Team • English and Maths use CATS to set year 7 classes • Jan INSET - Home Learning Responses now with the CT. (Assembly pending and another audit due) • Jan INSET – NMI session on Boxall Profile strategies for staff • SLE support in MFL, Science, B&V and Create • Science has adopted the extension week and teacher interest lessons for the summer term. |
| <p>b) Tailor our teaching approaches to develop greater mastery across all key stages</p> | <ul style="list-style-type: none"> • Continue to embed time for students to respond to feedback to develop mastery of subjects - MCA • Create opportunities (in the curriculum and enrichment) that encourage students to develop their reasoning skills - MCA | | <ul style="list-style-type: none"> • Oct INSET - evidence from all departments that embedding Mastery in their planning/delivery • Oct INSET - inspirational talk from Heads of Offwell and Stockland • 6th Form Professional Development Trios |
| <p>c) Promote opportunities for students to confidently articulate their learning</p> | <ul style="list-style-type: none"> • Give regular opportunities for students to practise writing 'developed' answers - MCA • Place greater emphasis on high quality verbal communication in classroom (speak like a | | <ul style="list-style-type: none"> • Oct INSET - change of format so that all Depts aware of work on articulacy (Hums, Eng and Computing) |

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| | scientist) - MCA <ul style="list-style-type: none"> • Provide opportunities (within the curriculum and enrichment) for discussion and debate - MCA | | <ul style="list-style-type: none"> • 'No Pen Days' trialled - updates to follow • Jan INSET – input on 'Learning Forums' and 'Learning Logs'/ 'Reflective Journals' from Awliscombe and Littletown • 6th Form Professional Development Trios |
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| 2) Striving for 'Success for All' | | | |
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| TARGET To raise attainment and support students to make more rapid progress we aim to.... | ACTION We will.... | IMPACT The students will have.... | Monitoring |
| a) Adapt and renew how our curriculum and assessment strategies work together at all key stages | <ul style="list-style-type: none"> • Review the regularity of data collections. - AHO • Ensure that assessment and reporting is fit for purpose according to the needs of each Key Stage. - AHO • Ensure that HoDs have time to review and sample data collections to create greater confidence. - AHO • Use new and current partnerships to create and implement rigorous methods for moderation of teacher assessments. - AHO • Work with HoDs to ensure that baseline assessments are in place for September 2016. - AHO • Set up appropriate and sustainable systems for liaising with Primaries within departments - MCA • Continue to roll out the current system of Life Skills/ PSHE and CEG to Key Stage 4. - AHO | <ul style="list-style-type: none"> • Teachers who know and plan for their vulnerable groups. • Staff who are able to articulate new grading system in order to advise students re feedback. • Optimal access to funding streams for vulnerable students • Parental responses in Parent Evening surveys show a rise in satisfaction in reporting data sent home. • Higher proportion of class profiles are up to date with clear strategies present and being acted on • Clear referral pathways leading to better identification of need and support • Reduced in school variation • 3 and 4LOP improves in English, Maths and other subjects. • Higher proportion of students | <ul style="list-style-type: none"> ✓ MFL attended HLC to network and share resources - due to share expectations for year 6 with all primaries ✓ Heads invited to speak at our INSET days to build understanding and trust ✓ Regularity of data collections was reviewed and now set at once a term. ✓ Key Stage 3 assessment and reporting has been remodelled. ✓ Baseline assessments for Year 7 in place for September 2016. ✓ Jan INSET – NMI sessions on Boxall Profile for KS3 students identified as most at risk of underachieving ✓ Academic intervention flow-chart actioned and students identified for intervention. ✓ Full coverage of Year 11 intervention sessions. ✓ Adapted data collection method to increase reliability of predictions. |

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| <p>b) Empower teachers to close the gap between different groups of students</p> | <ul style="list-style-type: none"> ● Embed use of class profiles as a tool for sharing best practice – MCA ● Staff are to use the students reading ages, and where necessary IEPs, effectively in the planning and preparation of lessons - NMI ● Ensure that data given to teachers is understandable and fit for purpose - AHO ● Underperformance is clearly identified in the data. NMI/AHO ● All teachers know and use the 'Academic Intervention' flow-chart' - AHO ● Subject specific writing needs are identified by teachers and put in place - NMI ● Implementation of external writing CPD- NMI ● LSAs to continue to access, and where appropriate feed into, Department SOL - NMI ● Embed the use of tablets within the lessons and further develop novel strategies for effective access to the curriculum - NMI | <p>gain A*/A grades.</p> <ul style="list-style-type: none"> ● Increase in A*-B grades or equivalent at A-Level. ● Reduction in U grades (Post-16). ● Reduction in gap between vulnerable and non-vulnerable groups. ● August '17 results show greater accuracy when comparing teacher assessments to results. ● Whole school P8 estimate is within 0.1 tolerance. ● Teachers will evidence the need and use of additional adults ● Departments identify underperforming groups and take appropriate action | <ul style="list-style-type: none"> ✓ Class profiles of key students in 10&11 shared on data/intervention board ✓ Oct INSET - AND sessions delivered by NMI focusing on high profile students to support strategies for class profile ✓ Use of IEPs evident during learning walks in Maths, Science and English ✓ Disadvantaged students specific learning walks to monitor provisions ✓ Pastoral and AND Team supporting importance of class profiles through communications with staff ✓ Specialist high need writing program has been delivered to 3 members of staff. This is designed to support students who cannot retain information. ✓ Invigorwrite programs imbedded as a more able writing program. ✓ Tables are now being used successfully in both English and Maths. There is a greater use within in Hums. However other subject areas will need further work. ✓ Disadvantage student revision school (6hrs per week) with 95% attendance since Jan 2017 |
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| 3) Sustaining the Pace of Improvement | | | |
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| TARGET To promote Leadership at all levels we will..... | ACTION We will.... | IMPACT The College will aim to have.... | Monitoring |
| <p>a) Wholly engage with appropriate aspects of CPD programme to maximize our professional development</p> | <ul style="list-style-type: none"> ● Participate in programme of activities for 'Leadership at all Levels' as appropriate- MCA ● Contribute to INSET sessions for areas of expertise (particularly staff operating at 'Expert level') - MCA ● Keep up to date with recent research in education MCA | <ul style="list-style-type: none"> ● Reduced in-school variation ● Leading edge practice ● An increase in the number of staff-led initiatives ● Evaluation shows staff and student emotional well-being is better | <ul style="list-style-type: none"> ✓ Meetings to coordinate the delivery of Professional Development Programme underway (begins Nov) ✓ JWR and SBU delivered sessions for teacher ✓ SMA and KBL delivered sessions for LSAs |

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| | <ul style="list-style-type: none"> ● Expand the use of 'Trios' and peer learning walks to develop peer support and deeper investigations into pedagogy - MCA ● Support 'Expert' teachers to share their expertise and continue to develop themselves - MCA (ref to teaching standard?) ● Continue to support Peer Learning walks (within departments and cross-curricular) - MCA | <ul style="list-style-type: none"> ● An increase in good or better lessons ● Staff engaged in action research ● Contributed to educational publications ● Greater engagement and focus on classroom based activities ● A confident and happy staff body (staff survey) ● An increase in staff turnover due to promotion ● Staff body that embraces the appraisal process as positive professional and ongoing dialogue ● Move from a knowledge-driven profession to a knowledge-creating profession- MCA | <ul style="list-style-type: none"> ✓ GSM, MBR, KTA, PGU, IST contributing to Change Teams ✓ CT Reading Group first book reviews ready to share ✓ Oct INSET - tools to support Peer Learning Walks and Trios shared ✓ 'Review of Professional Development 15-16' printed and circulated ✓ Increase in Peer LWs in HT2 |
| <p>b) Place further positive emphasis on appraisal as the primary vehicle for our professional development</p> | <ul style="list-style-type: none"> ● Dedicate time to support the professional conversation required - GSM ● Make this a coaching conversation wherever possible/appropriate - MCA ● Commit to regular personal reflection and evaluation against the teacher standards and appraisal targets. - GSM ● Implement Perspective Appraisal system for Associate Staff - GSM/MBU | | <ul style="list-style-type: none"> ✓ 1st Oct INSET - MCA presentation to all teachers and 'programme of professional development' shared ✓ Emphasis and guidance on importance of regular focus on PD and appraisal communicated ✓ Report on 2015-16 cycle and targets for 2016-17 round submitted to P&P committee ✓ WWW/EBI shared with staff ✓ currently trialling Perspective with associate staff volunteers ✓ Leadership Professional Development promoting the use of coaching conversations ✓ Pilot group of Associate Staff are trialling Perspective appraisal system |