Biggleswade Academy Improvement Plan 2018-2019

Reviewed termly

Senior Leadership Team-

Academy Principal:	**S Flynn**
Vice Principal:	**M Steer**
Associate Principal:	**R Monti (DSP Safeguarding & CLA)**
Associate Principal:	**B Wilson**
Associate Principal:	**A Whiteway**
Associate Principal:	**D Briars**

Written in conjunction with SIP for Biggleswade Academy Early Years
Head of Early Years: **E Wyatt**

School Improvement plan 2018-19 (S. E. Flynn)

Priority 1: **Embed Principles of Instruction Strategy across the school:** In the form of Maths Mastery and Reading for Mastery				Priority co-ordinator: **S Flynn** **M Steer** **B Wilson** **A Whiteway** **D Briars** R Monti		
Objective	Specific actions	Success Criteria	Timescale	Partners	Monitoring	Resources
What are we targeting to address our priority area?	*What will we do to achieve our objective?*	*How will we know that we have succeeded?*	*When will the work be completed?*	*Who else will be involved? Parents, health, education etc.*	*Who, when and how?*	*Cost, time, man hours etc.*
● Agreed methods of approach to each aspect of Maths/Reading across Year 1-8 for consistent, high expectations and age related curriculum coverage and outcomes through use of Maths Mastery and Mastery for Reading (whole class)	● Moderation opportunities to ensure high and clear expectations of the pupils Maths and Reading methodology ● The use of mathematical vocabulary by pupils and staff ● Use of fluency, reasoning and regular opportunities for pupil problem solving. ● The teaching of lesson for Mastery purposes - embedded across the Academy	● Embedded approach to Maths Mastery and Reading for Mastery teaching embedded across the Academy ● All year groups following National Curriculum and pupils fully prepared for KS1 and KS2 SATs. ● Continuation of high standards of Maths and English in KS3 ● Cross curriculum Numeracy opportunities to further embed pupils knowledge and understanding of mathematical concepts through application of mathematical techniques	● July 2019	● Parents	● SEF ● MS ● BW/AW/DB ● ZA/MH ● KW/JW	Curriculum Budget Investment budget CPD time
● Consistent use of resources across year groups and Academy	● Provision of sufficient resources to all teaching teams to support specific learning methodology ● Provision of detailed personalised feedback to staff regarding the quality	● Innovative use of technology to support learning and to build on and support teacher lead outcome. E.g. Flurrish, Doodle Maths and Accelerated Reader ● Identification and closing of gaps				

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Regular and planned CPD opportunities to feedback on teaching methods and build on teaching skills	of their classroom practice. • Lesson observations to be short and high frequency; a minimum of 20 minutes per half-term. • Multiple observations with developmental feedback will replace one-off lesson observations with judgements	in knowledge of new to BA staff • Early development of 'BA' methods of teaching and non-negotiables. • Additional, group support, for struggling practitioners				
December 2018 Review and evaluation:		**Success:**			**Next steps:**	
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March 2019 Review and evaluation:		**Success:**			**Next steps:**	
July 2018 Review and evaluation:		**Success:**			**Next steps:**	

Priority 2: **Wellbeing and associated teacher workload – Time management, professional support, shift in emphasis from marking to feedback**					**Priority co-ordinator:** **S Flynn** M Steer B Wilson **A Whiteway** D Briars R Monti		
Objective	Specific actions	Success Criteria	Timescale	Partners	Monitoring	Resources	
What are we targeting to address our priority area?	*What will we do to achieve our objective?*	*How will we know that we have succeeded?*	*When will the work be completed?*	*Who else will be involved? Parents, health, education etc.*	*Who, when and how?*	*Cost, time, man hours etc.*	
• Development and implementation of a feedback policy that gives priority to pupils	• Use of work scrutiny processes to track evidence of improvement via redrafting, consolidation and GDS opportunities– not evidence of teacher	• Impacts on staff approach, knowledge, skills and interactions with the pupils • Staff able to reflect on individual	• July 2019	• SLT • AW • Mike Culley (Occupatio	SEF SLT	Training budget	

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improving work based on feedback given in any form.	marking. ● Consistent, timely and high quality feedback provided for all pupils. ● Triangulate book progress with assessment progress.	lesson outcomes and plan subsequent lessons accordingly		nal Pyschologist) – 'Workload and Avoiding Burnout'		
● Training and modelling of feedback methodology for all staff	● Planning and feedback sessions, discussions and debates which allow the teams to agree ways forward to improve pupil progress and attainment. ● Provide opportunities for staff to share practice through workshops and training during INSET and staff meetings.	● Greater time spent on lesson planning and delivery, resulting in increased outcomes for pupils		● BAGC/CEOs (CPET/CMAT)		
● Addressing workload, sharing clear expectations and supporting staff to achieve effective time management	● Staff CPD on time management and good practice ● Facilitating opportunities for professional dialogue	● Staff managing their time more effectively ● Open culture with increased evidence of professional conversations and sharing good practice taking place ● Reduced staff absence				

December 2018 Review and evaluation:		Success:		Next steps:	
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March 2019 Review and evaluation:		**Success:**		**Next steps:**	
July 2018 Review and evaluation:		**Success:**		**Next steps:**	

Priority 3: **Behaviour & Welfare – Restorative Practice:** Changing adult behaviour (towards pupils, towards other staff, towards other stakeholders)	**Priority Co-ordinator:** S Flynn M Steer B Wilson A Whiteway

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				Debbie Briars **R Monti**			
Objective	Specific actions	Success Criteria	Timescale	Partners	Monitoring	Resources	
What are we targeting to address our priority area?	*What will we do to achieve our objective?*	*How will we know that we have succeeded?*	*When will the work be completed?*	*Who else will be involved? Parents, health, education etc.*	*Who, when and how?*	*Cost, time, man hours etc.*	
● Secure a Restorative Climate for Learning	● Staff will experience and contrast traditional and restorative patterns of thinking and talking – and reflect on the implications for professional practice and development ● Staff will explore key principles and create specific practice methods to build and strengthen social connection, and establish a sense of belong within a class and the Academy community ● Staff will consider and experience specific ways of thinking and talking about conflict and wrongdoing with pupils to help develop self regulation	● Staff apply core restorative principles to establish the climate for learning ● Regular reviews of progress and strengthen practice e.g. Restorative Dialogue ● Staff will have a framework to validate, challenge and unify the thinking, language and practice used to build the self-regulating relationship climate the Academy seeks to create: *The BA Way*	● Sept – Dec ● Dec – Feb ● Feb – April ● April - July	● Progress Leader ● Class teachers ● ALL Academy staff	● RM ● SEF ● SLT ● Progress Leaders	Twilight CPD Staff meeting	
● Establish a Core Group and Practice Lead	● Core Group and Practice Lead lead the process and ensure a maintained, sustained and developmental way of thinking and practice within the Academy	● Core staff group plan and facilitate formal Restorative meetings ● Core staff group lead, facilitate and support colleagues developing Restorative Practice					

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• Practice Lead to be part of a Locality Best Practice Community Networks	• Practice Leads will share best practice and support one another identifying areas of further need across locality schools	• Continued development of Restorative Practice methodology, ensuring becomes embedded throughout Academy				

December 2018 Review and evaluation:	Success:	Next steps:
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March 2019 Review and evaluation:	**Success:**	**Next steps:**
July 2018 Review and evaluation:	**Success:**	**Next steps:**

Priority 4: Curriculum - Define Excellence – every subject; every year group. (Intention, Implementation and impact).				Priority co-ordinator: S Flynn **M Steer** **B Wilson** **A Whiteway** **D Briars** R Monti		
Objective	Specific actions	Success Criteria	Timescale	Partners	Monitoring	Resources
What are we targeting to address our priority area?	*What will we do to achieve our objective?*	*How will we know that we have succeeded?*	*When will the work be completed?*	*Who else will be involved? Parents, health, education etc.*	*Who, when and how?*	*Cost, time, man hours etc.*

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• Ensure a shared understanding of a high quality curriculum.	• Provision of collections of accessible exemplar work and questions that defines real excellence for any age group, referencing national standards and exceptional exemplars from similar schools.	• Monitoring demonstrates high quality writing and outcomes across all subject areas	• July 2019	• Curriculum Leaders • Progress Leaders • Teaching staff • Other schools • Mary Myatt - CPD tbc	• SLT • Curriculum Leaders • Progress Leaders	• PPA – grouped timetable planning time
• Curriculum areas to provide clear guidance to staff/pupils about what exactly should be learned in each subject and at each age group	• Clear, routine pedagogical practices are used that systematically check for recall through spaced retrieval practice and routine micro-testing.	• High quality and timely tracking of progress and attainment across all subjects • Lessons taught successfully to a high standard and defined timeline. • Curriculum is challenging, engaging and fit for purpose • Shared good practice to result in high expectations and outcomes regardless of year group.				
• Curriculum Leaders and teachers are supported in reviewing, modifying and developing existing curriculum	• Impact of curriculum development via book monitoring, planning and delivery is monitored • I CAN assessment format to be reviewed and updated to ensure fit for purpose and ensures high expectations for staff and pupils • Detailed curriculum plan to ensure the implementation of new schemes of work in foundation subjects are planned effectively • Regular and independent team	• Pupil skill, resilience levels and success rate increases as a result of structured and timely problem solving opportunities • High quality lessons are delivered • Pupils make good or better progress across all subject areas				

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Ensure clear and effective communication between all involved	planning to share innovative ideas that focuses on learning and mastery. • All staff to be clear on intent of taught curriculum and impact on pupils	• Shared good practice to result in high expectations and outcomes regardless of year group.				
December 2018 Review and evaluation:		**Success:**			**Next steps:**	
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