

# HUNTINGTON SCHOOL

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## SCHOOL DEVELOPMENT PLAN 2021-2023



### OUR PURPOSE

To inspire confident learners who will thrive in a changing world.

### OUR VALUES

We expect all members of our school community to value: **Respect, Honesty and Kindness.**

## VISION 2022

In 2022 Huntington will be a school where we have students making exceptional progress in their studies way beyond what even they themselves think they are capable of making, where we can be as sure as we ever can be that every student sets off into the world with the personal skills and aptitudes to thrive and a set of examination results of which they can be proud.

In 2022 Huntington will be a school where we have a challenging, inclusive curriculum, one which is built upon the foundations of reading, writing and arithmetic, and is shaped according to what our students need to know, understand and do in order to thrive for the rest of their lives.

In 2022 Huntington will be a school where we have a highly functioning Pastoral system, one where our pastoral and academic systems operate seamlessly together as one to ensure that every child at Huntington has a champion.

In 2022 Huntington will be a school where we have the highest expectations of students and ourselves, where every student, no matter his or her starting point, is expected to work as hard as he or she can, and behave as well as he or she can, without qualification.

In 2022 Huntington will be a school where we have truly great, evidence-based teaching & learning, where we have collaborated as a whole staff on finding out what works and we evaluate our practice regularly against what we know works.

In 2022 Huntington will be a school where we have the very best training programme for our staff, where every single colleague has a high quality development programme mapped out for them the moment they begin working at our school.

In 2022 Huntington will be a school we have the unqualified support of our parents, where parents have the highest aspirations for their children, where they work with us, not against us, in educating their children.

In 2022 Huntington will be a school where we cherish wellbeing, where every single one of us is wholly committed to our work, but has time to enjoy life beyond Huntington School, with family and friends, so that the school/home balance is in true harmony and we embody a celebratory, sustainable approach to life.

In 2022 Huntington will be a school where we have a core set of values that we live by, where our core values – Respect, Honesty and Kindness – direct our every interaction to the point where they are woven through us like the words in a stick of rock.

In 2022 Huntington will be a school where we have the highest reputation, one we genuinely deserve, where our excellence is manifest, where we are working at the heart of a MAT, our Research School is leading national developments in teaching & learning, and the best teachers and support staff want to come and work here – and students from all around want to come and learn here – because they know they will thrive.

# SCHOOL DEVELOPMENT PLAN 2021-23

## **PRIMARY** FOCUS:

**DEVELOP OUR QUALITY  
ASSURANCE SYSTEMS**



## STRATEGIC OBJECTIVE

**TO CREATE QUALITY ASSURANCE  
SYSTEMS THAT DEVELOP OUR  
CURRICULUM & ASSESSMENT  
STRUCTURES ACROSS THE  
SCHOOL**

## STRAND TWO

**MITIGATING THE IMPACT OF THE  
PANDEMIC**



## STRATEGIC OBJECTIVE

**DEVELOP SYSTEMS, STRUCTURES  
AND INITIATIVES TO MITIGATE  
THE IMPACT OF THE PANDEMIC**

**PRIMARY FOCUS:** *To create Quality Assurance (QA) systems that develop our curriculum and assessment structures across the school*

- Up-skill the SLT to support Subject Leaders with key curriculum decisions/changes.
- Improve the quality of Line Manager Support.
- QA the impact of our CPD focus and create a cyclical approach to reviewing and adapting CPD.
- Develop a set of success criteria for our pastoral team, whereby they can be effectively supported and developed.

	Action	Advocate(s)	Timescale	Monitoring	Impact	Cost/resources
T E A C H I N G & L E A R N I N G	1. <b>Train the SLT to support Subject Leaders:</b>	JLE/GRL (JMT)	June 21 (training)	<ul style="list-style-type: none"> <li>• Regular <i>feedback</i> through SLT meetings, with a specific agenda item every two weeks</li> </ul>	<ul style="list-style-type: none"> <li>• Subject Leaders become more expert at curriculum design and SLT can QA this process effectively.</li> <li>• Student outcomes improve as the links between curriculum, teaching &amp; assessment become stronger.</li> </ul>	Time Training (JMT)
	a. Devise a training programme that supports the SLT to quality assure the curriculum provision in the subjects they line manage.	MAS	July 21	<ul style="list-style-type: none"> <li>• Through <i>subject reviews</i> that focus on the quality of the curriculum to support effective teaching and learning.</li> </ul>		
	b. Re-deploy SLT Line Managers across the range of subjects to gain momentum and be the catalyst for change.	GRL/JK	July 21 Sept 21 (Training Days)	<b>Ongoing</b>		
	c. Create and deliver a Curriculum Design training programme for Subject Leaders through CDG– we all need to be <i>speaking the same language</i> and have the same aligned purpose.	GRL/NIC	Sept 21	<b>Ongoing</b>		
	d. Create a structure that allows the SLT to have key insight into curriculum design across each subject domain, incorporating rigorous subject reviews.			<b>Governor monitoring:</b> <ul style="list-style-type: none"> <li>• Monitor work/outcomes through attendance at CDG meetings.</li> <li>• Monitor Departmental outcomes/impact by attending CAF meetings</li> <li>• Scrutiny of Subject TLF plans by link-governors.</li> <li>• Regular updates through <i>Teaching &amp; Learning</i> committee</li> </ul>		

T E A C H I N G & L E A R N I N G	<p>2. <b>Improve the quality of Line Manager Curriculum support:</b></p> <p>a. Calendar <i>sacrosanct</i> meetings with SLT/SL throughout the year that focuses on curriculum/teaching &amp; learning and seeks to QA provision.</p> <p>b. Create an overview of how these meetings will be structured and what training/QA will be targeted in each one.</p> <p>c. Train the SLT in how to conduct effective LM meetings that aim to support, QA and challenge.</p>	NIC/GRL	June 21	<ul style="list-style-type: none"> <li>• Regular <i>feedback</i> through SLT meetings.</li> </ul>	<ul style="list-style-type: none"> <li>• As SLs are challenged more rigorously with regards to all aspects of T&amp;L, we develop more effective school leadership.</li> </ul>	<p>Time that is allocated on the school calendar.</p> <p>Time for training.</p>
		GRL/NIC/JLE	Sept 21	<ul style="list-style-type: none"> <li>• <i>IRIS</i> conversations between LM/SLT – model good practice and disseminate accordingly.</li> </ul>		
		MAS/NIC	Sept 21	<p><b>Governor monitoring:</b></p> <ul style="list-style-type: none"> <li>• Monitor work/outcomes through Subject Leader link visits.</li> <li>• Monitor Departmental outcomes/impact by attending CAF meetings.</li> <li>• Scrutiny of Subject CAF plans by link-governors.</li> </ul> <p>Regular updates through <i>Teaching &amp; Learning</i> committee</p>		

T E A C H I N G & L E A R N I N G	3. <b>QA the impact of our CPD focus and create a cyclical approach to reviewing and adapting CPD:</b> a. Look at how we can triangulate the impact our CPD to tangible outcomes achieved in the classroom that lead to improved student outcomes. b. Create clear mechanisms/processes to allow us to impact the quality of our CPD and, in light of this, review and adapt where necessary.	NIC  NIC/JLE	Sept 21	<ul style="list-style-type: none"> <li>• Regular <i>feedback</i> through SLT meetings.</li> <li>• Liaison with Research School to understand the best evidence-based approach to reviewing and assessing our CPD model.</li> </ul>	<ul style="list-style-type: none"> <li>• CPD that is impactful and well-evaluated will lead to an improvement in teaching that will, in turn, translate to improved student outcomes.</li> </ul>	Time for training.
				<b>Governor monitoring:</b> <ul style="list-style-type: none"> <li>• Monitor work/outcomes through attendance at CDG meetings, including evaluation of CPD strands.</li> <li>• Monitor Departmental outcomes/impact by attending CAF meetings.</li> <li>• Regular updates through <i>Teaching &amp; Learning</i> committee</li> </ul>		
S T U D E N	4. <b>Develop greater accountability/QA across our pastoral structures/systems:</b> a. Determine and create an accountability structure for	MRB	July 21	<ul style="list-style-type: none"> <li>• Regular <i>feedback</i> through SLT meetings.</li> <li>• Pastoral Team feedback</li> </ul>	<ul style="list-style-type: none"> <li>• A more effective QA system around our pastoral care will lead to better</li> </ul>	Time for planning

T P E R F O R M A N C E	pastoral positions within the school (e.g. HOY/KSPL). Decide upon how QA will be conducted.  b. Improve our PD model so that it better supports the development of our pastoral leaders.	MRB/NIC	Sept 21		consistency and ultimately students feeling better supported.	
				<b>Governor monitoring:</b> <ul style="list-style-type: none"> <li>• Monitor work/outcomes through attendance at Student Performance committee.</li> <li>• Monitor pastoral outcomes through link visits.</li> <li>• Monitor behaviour &amp; attendance data through <i>Student Performance</i> meetings.</li> </ul>	<ul style="list-style-type: none"> <li>• Behaviour will improve further.</li> <li>• Attendance will improve further and especially for our most vulnerable cohorts.</li> </ul>	

See **IMPLEMENTATION PLAN A**

# IMPLEMENTATION PLAN A – IMPROVE QA RELATING TO CURRICULUM DESIGN

## Putting Evidence to Work: Implementation plan/Logic model template

**Plan title:** Improve quality assurance related to curriculum design and implementation across all subjects resulting in coherence, consistency and improved accountability.

What is the problem you are trying to address, from the perspective of		
<b>Senior Leadership Team/Line Managers</b> <ul style="list-style-type: none"> <li>To develop the expertise of the Senior Leadership Team (SLT) in terms of curriculum design and subject expertise to lead, guide and support Subject Leaders through effective Line Manager meetings. Invest time and resources to train Line Managers to effectively monitor and review all aspects of curriculum design including assessment.</li> <li>To ensure our rhetoric is not beyond our practice in relation curriculum design and pedagogy. All aspects of the school's evidence based CPD is effectively embedded throughout the curriculum.</li> <li>To develop an effective and transparent mechanism to evaluate the implementation of curriculum design and CPD that is supportive yet accountable</li> </ul> <b>Subject Leaders:</b> <ul style="list-style-type: none"> <li>All Subject Leaders are experts in curriculum design and assessment. Mechanisms put in place to support subjects/subject leaders with the opportunity to share best practice across the school.</li> <li>Have an effective and transparent system that evaluates the implementation of curriculum development work. We need to be confident that the training carried out at CDG is implemented throughout all subjects.</li> </ul>	<b>Students:</b> All students have access to high quality teaching and learning across curriculum areas.	<b>Attainment:</b> <ul style="list-style-type: none"> <li>Underachievement in subject areas is prioritised and support implemented to improve pedagogy and thus student outcomes.</li> <li>Our disadvantaged students need to make the same progress as other groups.</li> </ul>

Intervention Description <i>What are the active ingredients for the intervention? What activities and behaviours will you see when it is working?</i>	Implementation activities <i>How will it be done?</i> <i>Training – Resources – Monitoring – Coaching – Incentives etc.</i>	Implementation outcomes <i>How will you know it is working?</i> <i>Fidelity – Reach – Acceptability – Feasibility – Relevance etc.</i>	Student Outcomes <i>How will students benefit?</i>
<b>Active ingredient 1: SLT/Line Manager training</b> Research school to plan deliver a training programme to upskill SLT in curriculum design, assessment and implementation. This will allow for the effective monitoring of the implementation of the work carried out at Curriculum Development Group.	<b>Active ingredient 1: SLT/Line Manager training</b> <b>Training/Resources</b> Calendared SLT training sessions, led by Research School, with a focus on curriculum design. Subject specific reading/training materials made available to help effectively monitor departments. CDG training materials delivered at SLT meeting. CDG training programme to be published at the start of each academic year. Evaluate SLT Line Management of subject areas. <b>Monitoring</b> Half termly meetings, with Subject Leaders, to review TLF planning document and the implementation of curriculum design aligned to CDG schedule.	<b>Short term (Summer 2021)</b> <ul style="list-style-type: none"> <li>We have developed the Line Manager meeting and planned the training materials to upskill SLT to review subject curriculum. Line Managers feel confident to review subject curriculum.</li> <li>The CPD programme for 2021-23 is planned, sequenced and ready to be launched Sept 2021.</li> <li>We have established the format, protocols and carried out the training for Subject Reviews.</li> </ul> <b>Medium term (June 2022)</b> <ul style="list-style-type: none"> <li>Carried out a number of Subject Reviews and using the finding to support individual departments.</li> <li>Line management meeting are purposeful and SLT are more aware of curriculum and assessment within subjects.</li> <li>Metacognitive pedagogy will be more evident throughout all teaching and learning.</li> </ul> <b>Long term (July 2023)</b> <ul style="list-style-type: none"> <li>We have a highly effective, systematic and consistent quality assurance system, led by Line Managers, with development and improvement at its core.</li> <li>Have highly effective and trained subject leaders who are experts at curriculum design and the subject curriculum will be clearly sequenced, with progression and assessment seamlessly planned.</li> </ul>	<ul style="list-style-type: none"> <li>Students will achieve a better education/ outcome as a result of an improved curriculum delivery across the school.</li> <li>Students develop detailed knowledge and skills across the curriculum and, as a result, achieve well.</li> <li>Students become more independent learners,</li> <li>P8 score improves across the school.</li> <li>P8 score for vulnerable students is positive.</li> </ul>
<b>Active ingredient 2: Line Management meetings</b> A refocus of line manager meeting content to primarily focus on curriculum design and the implementation of the school's CPD model. The TLF plan to be used as the focus of the development work.	<b>Active ingredient 2: Line Management meetings</b> <b>Training/Resources</b> Two meetings each half term: one focussed on curriculum design the other student outcomes and day to day management. <ul style="list-style-type: none"> <li>Clear agenda for each meeting standardised across Line Managers.</li> <li>Key questions document produced to monitor progress in curriculum design and the golden thread development aims.</li> </ul> <b>Monitoring</b> <ul style="list-style-type: none"> <li>Publish outcomes of line manager meetings to be shared with SLT.</li> <li>CDG meeting includes 'Shine the light on good practice' presentation.</li> <li>Good practice to be shared at Teaching and Learning Governors' meetings.</li> </ul>		
<b>Active ingredient 3: Subject Review</b> We currently have limited accountability measures for Subject Leaders. We will introduce subject reviews carried out by SLT. The subject reviews will have clear protocols and be developmental. The focus will be on curriculum design, pedagogy and implementation of the subject/whole school development targets.	<b>Active ingredient 3: Subject Review</b> <b>Training/Resources</b> SLT training on how to carry an effective Subject Review. The training will take place during the Autumn term 2021. The protocols/objectives and focus will be clearly articulated to Subject Leaders. <b>Monitoring.</b> <ul style="list-style-type: none"> <li>From Jan 2022 a subject review will take place each half term with clear protocols.</li> <li>Sharing of outcomes throughout SLT.</li> </ul>		
<b>Active ingredient 4: Continuous Professional Development.</b> To ensure a two-year CPD is carefully planned and sequenced. All teaching staff will be supported to develop their current pedagogy related to	<b>Active ingredient 4: Continuous Professional Development.</b> <b>Training/Resources</b>		



metacognition and self-regulation resulting in students become independent learners.	<p>Re-launch and continue the training on metacognition and self-regulated learning. The WTFL sessions will be carefully planned and sequenced using the best evidence-based research. WSTLF will involve the sharing of good practice from across subject areas.</p> <p><b>Monitoring.</b></p> <ul style="list-style-type: none"> <li>▪ SLT and Line Manager meetings.</li> <li>▪ Work review and Learning walks evidence.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Professional evidence-based understanding of metacognitive pedagogy will be evident throughout all teaching and learning using the best research to improve self-regulation and student outcomes</li> </ul>	
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**STRAND 2: Develop systems, structures and initiatives that will mitigate the impact of the pandemic on students and staff.**

- Increase the capacity of pastoral support available to students.
- Continue to support and develop *staff wellbeing*.
- Plan a *catch-up* programme that will support our most disadvantaged students.
- Develop our IT provision so that it maximises the quality of our teaching & learning as well as centralising our communications system.
- Connect the school to the community through improving the *external face* of the school.

Action		Advocate(s)	Timescale	Monitoring	Impact	Cost/resources
S T U D E N T  P E R F O R M A N C E	5. <b>Increasing our pastoral care/capacity:</b>	MRB	Sept 21	<ul style="list-style-type: none"> <li>• Student voice (Sept 21)</li> <li>• Student voice (Nov 21)</li> <li>• SIMS Data (Oct 21)</li> <li>• Parent voice (Nov 21)</li> </ul>	<ul style="list-style-type: none"> <li>• Improved behaviour data.</li> </ul>	Time. Training (Level 3 Safeguarding).
	a. Restructure and monitor/review our pastoral system so that students can be better supported – deploying a <i>Year Group</i> model and appointing two AHTs to increase capacity.					
	b. Develop our Rewards system so that student achievement is recognised and celebrated.	Junior LT TMP/KP	Sept 21		<ul style="list-style-type: none"> <li>• Improved student outcomes, as a result of better engagement.</li> </ul>	Time Training for staff £1500 p.a.
	c. Improve the attendance of all students and especially those that are disadvantaged by focusing on structures, routines and interventions.	MRB	Mar 22	<ul style="list-style-type: none"> <li>• Student voice (June 21)</li> </ul>	<ul style="list-style-type: none"> <li>• Improved attendance (&gt;95% for all students).</li> </ul>	£3245 for family wellbeing support coordinator.
	d. Develop an internal <i>Early Help</i> system that supports students who may be struggling with their mental health.		Jan 22	<ul style="list-style-type: none"> <li>• SIMS attendance Data (Oct 21)</li> <li>• FAM Data (November)</li> <li>• Student questionnaires</li> </ul>	<ul style="list-style-type: none"> <li>• Improved progress scores for our most disadvantaged.</li> <li>• Less referrals to CAMHS/FEHAs</li> </ul>	Time Training
SEE IMPLEMENTATION PLAN B						

				<p><b>Governor monitoring:</b></p> <ul style="list-style-type: none"><li>• Monitor the success of our new rewards and achievement system by scrutinising student/parent voice.</li><li>• Monitor attendance through Student Performance committee – focusing on the data.</li><li>• Monitor mental health by focusing on the impact of early help; whether that be the work of the School Wellbeing Worker (SWW) and/or the school counsellor. This impact could be demonstrated by before/after surveys.</li></ul>		
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S T A F F I N G	<p><b>6. Supporting staff wellbeing:</b></p> <p>a. Establish a range of effective feedback mechanisms: a suggestions box, a regular staff wellbeing survey (TES) and systematic review of school systems by the Wellbeing Committee, to that ensure staff wellbeing is at the heart of decision making and school improvement.</p> <p>b. Develop and deliver staff training to support colleagues to manage and improve their own wellbeing.</p> <p>c. Continue to expand the socials, benefits and perks we offer to cultivate collegiality and make Huntington somewhere colleagues want to come to work.</p> <p>d. Ensure our CPD allows colleagues to feel valued, appreciated and invested in; use the STARK/9 box processes to identify and fulfil career goals with bespoke training opportunities.</p> <p>e. Plan a training programme for our support staff, allowing them to develop their expertise in key areas of their designated responsibility.</p>	PEH	Ongoing	<ul style="list-style-type: none"> <li>• Suggestions box</li> <li>• Responses to TES wellbeing survey</li> <li>• Feedback through Wellbeing Committee</li> </ul>	<ul style="list-style-type: none"> <li>• Reduced sickness absence.</li> <li>• Reduction in absence related to stress.</li> <li>• Improved staff retention/a reduction in turnover.</li> <li>• Improvement in priority areas identified through TES survey such as collegiality</li> </ul>	<p>Cost of TES survey (included in our ongoing membership)</p> <p>Time of Wellbeing Committee members</p> <p>Time of PEH/NIC to develop training</p> <p>Cost of external providers - £1000</p> <p>Cost of gifts - £2000</p> <p>Time of staff involved in STARK conversations</p> <p>Time of PEH/NIC in developing training offer and of those involved in the training.</p>
			Launch Sept 21			
			Ongoing	<p><b>Governor monitoring:</b></p> <ul style="list-style-type: none"> <li>• Monitor staff wellbeing through:               <ul style="list-style-type: none"> <li>(i) Staff surveys (TES)</li> <li>(ii) Attendance data</li> <li>(iii) Recruitment data</li> </ul> </li> </ul>		
			Sept 21			

S T U D E N T  P E R F O R M A N C E	<p>7. <b>Plan a <i>catch-up</i> programme:</b></p> <p>a. Plan, deliver (and evaluate) a small-scale 1:1 tuition intervention for Y10 students in English, maths and Science.</p> <p>b. Using the EEF Tiered Approach Model, devise a Covid Recovery Implementation Plan that best serves the needs of our students. <b>SEE IMPLEMENTATION PLAN C</b></p>	JLE/GN/GRL	<p>June – Sept 21</p> <p>Sept 21</p>	<ul style="list-style-type: none"> <li>Evaluate student outcomes from 1:1 interventions in Autumn assessment series (Nov 2021).</li> <li>Student voice (July 2021)</li> </ul> <p><b>Governor monitoring:</b></p> <ul style="list-style-type: none"> <li>Monitor through Student Performance; <i>Key Performance Indicators</i>.</li> <li>Monitor through link-visits with Subject Leaders</li> </ul>	<ul style="list-style-type: none"> <li>Student outcomes improve for those that were involved, with the learning gap reduced significantly.</li> <li>Subject Leaders have a better understanding of how to deliver (and evaluate) small-scale interventions. This shared understanding is then disseminated to all Subject Leaders across the school.</li> </ul>	See <b>IMPLEMENTATION PLAN C</b> for a breakdown of costs.
	<p>8. <b>Connecting to the community</b></p> <p>a. Improve external communications (through the purchase of ClassCharts) with parents so that information {on their child} is received in a timely and efficient way.</p> <p>b. Develop our social media profile, using it as a celebration of student work and achievement.</p> <p>c. Improve the external face of the school website, whilst exploring</p>	<p>MAS/SEM</p> <p>PJE/JRV</p> <p>SEM/JRV</p>	<p>Sept 21</p> <p>July 21</p> <p>Sept 21</p>	<p>Parent voice (October 21) Student voice (October 21)</p> <p><i>Social media engagement data (October 21).</i></p>	<ul style="list-style-type: none"> <li>Improved parental engagement and support of the school.</li> <li>Improvement in Y6/7 admission numbers as a</li> </ul>	£7000 (ClassCharts)

	potential new web providers for further expansion/development.	TMP/KP/FOHSY	Sept 21		result of reputational gains.	£6000 (FOHSY)
	d. Recruit external providers who would be willing to come in to school and help improve our extra-curricular provision.			Review of provision: Nov 21		
	e. Develop stronger community links, including student projects, whereby opportunities exist where students are encouraged to give something back to the wider community.	GN/TMP/KP	Oct 21	Evaluation of work/projects undertaken		Time for planning
				<b>Governor monitoring:</b> <ul style="list-style-type: none"> <li>• Through parent-voice/feedback.</li> <li>• Through student-voice/feedback</li> </ul>		

## IMPLEMENTATION PLAN B – DEVELOPING OUR PASTORAL CARE

### Putting Evidence to Work: Implementation plan/Logic model template



Plan title: Developing our pastoral systems to improve the quality of our care and support

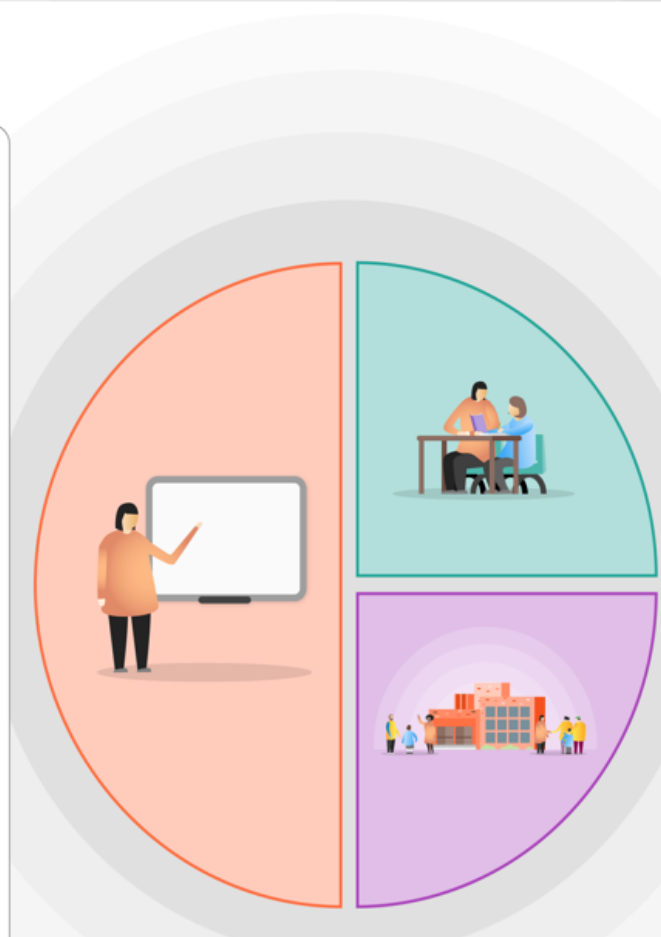
What is the problem you are trying to address, from the perspective of:		
<p><b>Classroom teachers:</b> We wish to eradicate low-level disruption in the classroom for our teachers. We also wish to create a pastoral system where the classroom teacher knows how to seek support quickly and becomes upskilled in being able to support students using a teacher/tutor-first approach. We also want to improve consistency of approach across the school.</p> <p><b>Subject Leaders:</b> We want to free-up busy Subject Leaders so that they are spending far less time dealing with behavioural issues that crop up across their respective departments.</p> <p><b>Pastoral Leaders:</b> We need to try and find greater capacity in the current pastoral team so that pastoral leaders have more time to support our students. We also need to find a structure whereby pastoral leaders can implement a more consistent approach.</p>	<p><b>Students:</b> Students need a more consistent approach from their pastoral teams so that routines becomes normalised and universally accepted. Students need greater time &amp; capacity from their pastoral teams so that they are fully supported in the following ways:</p> <ul style="list-style-type: none"> <li>• With their behaviour;</li> <li>• With their attendance;</li> <li>• With their safety and wellbeing;</li> <li>• With their mental health.</li> </ul>	<p><b>Attainment:</b> Our most disadvantaged students make relatively less progress. This is for a myriad of reasons, but scrutiny of the data suggests the following issues:</p> <ul style="list-style-type: none"> <li>• Poor attendance;</li> <li>• Poor (parental) engagement;</li> <li>• Poor self-regulation;</li> <li>• Low aspirations.</li> </ul>

Intervention Description <i>What are the active ingredients for the intervention?</i> <i>What activities and behaviours will you see when it is working?</i>	Implementation activities <i>How will it be done?</i> <i>Training – Resources – Monitoring – Coaching – Incentives etc.</i>	Implementation outcomes <i>How will you know it is working?</i> <i>Fidelity – <u>Reach</u> – Acceptability – Feasibility – Relevance etc.</i>	Student Outcomes <i>How will students benefit?</i>
<p>We want to restructure and add capacity to the current pastoral team so that we have a system that supports students and staff.</p> <p>For this system to work, we would like to see:</p> <ul style="list-style-type: none"> <li>• An <b>improvement in behaviour</b> as a result of greater consistency, but also greater capacity within the team to pick up issues.</li> <li>• An <b>improvement in the wellbeing of students</b> because their needs are being fully supported.</li> <li>• <b>Teachers feeling empowered by the system</b>, knowing how to seek support if/when required.</li> <li>• An <b>improvement in the attainment &amp; progress of disadvantaged students</b>.</li> </ul>	<p>We will look to revert to a Year Group system, with added capacity of two AHTs (KS3/4 Pastoral) as a link between HOY and DHT Pastoral. We will also retain two Progress Leaders (KS3/4).</p> <ul style="list-style-type: none"> <li>• We will put out a consultation paper which articulates our proposed structure (12.2.21)</li> <li>• We will interview and appoint two AHTs (24.2.21)</li> <li>• We will appoint HOYs and KSPLs (1/3/21)</li> <li>• We will map out logistics re. office spaces (April 21)</li> <li>• We will train staff/tutors with regards to how the new system will work (May/June 2021)</li> <li>• We will ask the AHTs to work on a new Rewards System (May 2021)</li> <li>• We will sort out the logistics concerning sanctions and how they fit with our behaviour systems (June 21)</li> <li>• We will write to parents explaining the new system and signposting where they can find support (July 21)</li> </ul>	<ul style="list-style-type: none"> <li>- We will see a reduction in the number of behaviour comments within SIMS.</li> <li>- There will be a marked improvement in how students play out our core values of respect, honesty and kindness (baseline data v post-test questionnaire).</li> <li>- We will see an improvement in the school's overall attendance and especially the attendance of our disadvantaged students.</li> <li>- We will see a reduction of the number of students who need external agency support with their mental health. We will target an early help approach.</li> <li>- Longer term, we will see an improvement in the progress and attainment of all students, but most specifically those who are disadvantaged/vulnerable.</li> </ul>	<p>Students will achieve better educational outcomes as a result of improved behaviour/wellbeing and attendance.</p>

## IMPLEMENTATION PLAN C – COVID RECOVERY OVERVIEW

## 1 Teaching

- CPD**
- Staff CPD programme – Effective T&L Strategies to improve vulnerable student outcomes through TLFs, training day input and IQ process. To recap and build on previous vocabulary and cognition/metacognition training with self-regulation, developing independence and resilience.
  - Pastoral CPD – Effective learning Behaviours and PSHE/RSE through PDC
  - SLT line management training and CDG – Curriculum and Assessment development and QA through subject line management coaching
  - New enhanced PSHE & RSE Co-ordinator role (2a to 2c + time) - to lead the curriculum development of this subject through the IM3 period and effective use of assemblies and form time. Supported in content selection, sequencing and implementation by the Research School
  - New E-learning Co-ordinator role (2c + time) – to lead and support the development of staff and student IT knowledge and skills to enhance learning and maintain Teams skills
  - New Whole School Literacy Co-ordinator role (2a + time in form time) – to lead the development and effective implementation of a Tutor Read Aloud programme for a minimum of two 20 minute form sessions a week. To work with the RS Literacy Lead to support whole school literacy development and be trained by the RS (next 2 years?)
  - Purchase of class sets of books for the Tutor Read Aloud programme
  - Maths Recovery Co-ordinator role to be incorporated into one of the KS3 posts. To lead the recovery programme in maths and train and support 6<sup>th</sup> form tutors to deliver the recovery programme across the next 2 years.



### Issues to discuss or still to resolve:

- Do these actions target all of the issues that have emerged at Huntington?
- Financial costs to confirm for the rest of this academic year and into 2021/22 and 22/23
- Must make sure we don't 'double cost' this plan with the PP strategy or other funding
- How/when are we going to get started and co-ordinate all of these elements? How are we going to monitor progress and evaluate effectiveness? How do we make Covid recovery everyone's responsibility?
- Literacy, maths recovery roles and TA 2/3 job descriptions and logistics before summer?
- Exploring and recruiting extra-curricular providers before summer?

## 2 Targeted academic support

- Enhanced transition with a summer reading programme for the weakest readers in the 2021 Y6 cohort (approx. 25)
- Science intervention with approx. 26 Y10 students in the final half term of summer 2021, + further groups across 2021-23?
- Maths intervention in all years across 2021-2023 – to trial a 6<sup>th</sup> form tutor model
- English intervention in Y7 and 10 initially, expanding into other year groups where necessary across 2021-23
- Other subject specific intervention as needed through 2021/22
- Additional investment in resources, new TA 3 and intervention time for TA team so they can deliver Catch Up Literacy/Numeracy to Y8>9 as well as Y7>8
- Alternative provision fund for key students in Y9>11
- Expansion of AQA Unit Awards L1 certificates for appropriate students
- Purchase of extra-curricular opportunities and relevant resources for identified students across all year groups

## 3 Wider strategies

- Pastoral restructure to create new AHT roles, Year Heads and Key Stage Progress Leaders to support increased demand for social, emotional and behaviour needs
- Train 2/3 new ELSAs, to use more structured well-being support packages and relaunch of Mental Health Champions
- Employ a school counsellor to support the pastoral team and vulnerable students, proactive role for the whole school
- Adoption of Class Charts system to enhance the impact of our data/SEND register information and school rewards and sanctions. Also, to improve parental communications to support learning (particularly extended learning) and good attendance
- Additional investment in Learning and Work Advisors from CYC or invest more time in school-based aspirations support
- Enhanced extra-curricular provision at lunch and after school from school staff and external providers with free or subsidised places for our most vulnerable to support a range of academic and non-academic opportunities



Covid Recovery Costings			
	One-off Cost	Annual Cost	Notes
<b>Teaching</b>			
CPD	£0	£0	Already included in budget
PSHE Co-ordinator	£0	£3,823	
E-Learning Co-ordinator	£0	£6,696	
Literacy Co-ordinator	£0	£2,873	
Tutor Read Aloud Books	£2,500	£0	
Maths Recovery Co-ordinator	£0	£0	Included in current staffing
<b>Targeted Academic Support</b>			
Enhanced Transition	£300	£0	Book packs for 25-30 new entrants
Science Intervention	£300	£0	Based on 5 weeks, for 5 staff, 5 sessions??
Maths Intervention	£200	£0	Based on 5 weeks
English Intervention	£300	£0	Based on 5 weeks
Other Subject Intervention	£300	£0	Based on 5 weeks
New TA3	£0	£300	
Alternative Provision (AP) Fund	TBC	TBC	Evolve £60 per session; Ad Astra £600 per month(?)
AQA Unit Awards L1	TBC	TBC	£40 each
Extra-curricular Opportunities	TBC	TBC	CommEd charge £5-£10 per week for sessions
<b>Wider Strategies</b>			
Pastoral Restructure	£0	£0	Already included in budget
New ELSAs	TBC	TBC	£20 per person via CYC
School Counsellor	£0	£27,500	Estimated cost based on Grade 6
Class Charts	£0	£9,500	Committed to 3 years
Learning & Work Advisors	£0	£700	
Enhanced Lunchtime Extra-curricular activities	TBC	TBC	
	£3,900	£51,392	