

**School Development Plan**  
**Liskeard School and Community College**  
**2021/22**



Part of South East Cornwall Multi Academy Regional Trust

# SMART Pocket guide 2021/22 integrated in all SDPs

Core priorities agreed by the Headteachers. All priorities written into all SDPs/BDPs alongside their own school priorities.

5 Year Strategic Goals 2017-2022	L e a r n	L e a d	C o m
<b>SMART Learners</b>			
1. <b>Remove disadvantage</b> <i>Good progress in learning for ALL</i>	✓		✓
2. <b>Challenge our most able</b> <i>Question deeply for understanding.</i>	✓	✓	✓
3. <b>Personalise learning for all</b> <i>Broad balance inc. Skills &amp; Knowledge</i>	✓		✓
<b>SMART Leaders</b>			
4. <b>Develop leaders at all levels</b> <i>Active coaching by all middle leaders</i>	✓	✓	
5. <b>Excellent governance</b> <i>Training, expectations and challenge</i>		✓	
6. <b>Inspire excellence</b> <i>Critical friends, sharing &amp; peer review.</i>		✓	
<b>SMART Communities</b>			
7. <b>Grow sustainably</b> <i>Building capacity ahead of growth.</i>		✓	
8. <b>Schools as 'Community Hubs'</b> <i>Active child citizens, parents engaged</i>			✓
9. <b>Grow partner networks</b> <i>Outward facing alliances, local &amp; global</i>		✓	
<b>Business improvement</b>			
10. <b>Policy framework</b> <i>All are legal, agreed &amp; reflect practice.</i>			
11. <b>Estates rolling programme</b> <i>5yr capital process, buildings and ICT.</i>			
12. <b>Business management services</b> <i>Progress in all areas of the BMSC</i>			

## Learning: Teachers and TAs become Pedagogy Specialists

1. All subject curricula spiral around a small number of core concepts, applied to new contexts regularly.
2. All T&TAs can describe INTENT of how each lesson strengthens understanding of a named concept and why taught now in this sequence of progression.
3. All T&TAs measure IMPACT of learning using concepts to find gaps in understanding (and req. knowledge) that may have been worsened by the pandemic.
4. At least one of the 24 Sub skills in SECRET will be embedded in practice in each subject/school including opportunities for peer and self-reflection.
5. Early Career Framework is in place with all ECTs on compliant structured agreed pathways.

## Leadership: Middle leaders (ML) form the 'engine room'

6. All SDPs are based on a 5 year vision shared with ML.
7. All ML expected to engage in professional reading.
8. Some level 5+ MLs engage in each aim of the SDP to Harts level 6 based on a scope defined by SLT.
9. All ML can cite effective coaching from SLT or peers.
10. All subject or DDP aims offer at least Hart 5 for staff.
11. Most staff can cite effective leadership coaching.
12. Most impactful STAR project curated by each ML.
13. LGC use leadership ladders to develop their role.
14. 5 leaders on external courses, 3 on CACE courses.
15. An ML researched proposal makes it into SDP 22/23.

## Community: Increased parental involvement

16. One engagement per term supports parents to help their child learn. SLT engage LGC at Hart 4 for each.
17. Team Around the School TAS for each location maintains an active membership of at least 10.
18. Teams expertise is built on through projects e.g. A level courses, student voice in TAS, parental engagement.

## Business Development Plan:

19. Embed induction for all new staff and leadership structures for OMs and Trust officers.
20. Premises, Facilities Management and H&S services increase the number of Trust SLAs
21. Central rolling programme of all ICT services resulting from SLAs agreed annually with Heads.
22. Explore Asset control functions across the Trust and adopt a common approach.
23. New websites for all schools agreed collaboratively so more staff can post securely.
24. Explore opportunities for bringing together our training offer, best practice and successes.
25. Explore measures in place and develop a strategy for long term reduction in carbon emissions.

# Summary of Aims and Values

## Introduction

On the next page are our **key aims 2022-2024**. Targets are aspirational, but realistic. Exam outcomes are based on contextual information for each relevant cohort.

Section A is our **Whole School Development Plan 2021 - 2022**. The Pocket Guide shows where in the strategic implementation process each priority currently sits (using the EEF's Guide to Implementation):



Section B is our **Business Development Plan**.

## Whole School Development Plan - Intent

### Culture & Leadership - *TeamLiskeard* - Developing Courage, Resilience & Kindness in Everyone

Attendance – achieving above average attendance by making attendance everyone's responsibility

Behaviour – reducing low level disruption; building students' confidence and emotional resilience; preventing discrimination

Careers – achieving the Gatsby Benchmarks and embedding careers into subject curricula

Staff Leadership – developing classroom practitioners to be pedagogical experts through coaching and a commitment to professional development

Student Leadership – increasing numbers of students taking up leadership positions and giving students a greater voice

### Curriculum & Learning - Maximising Learning Time to Create Independent, Articulate & Reflective Learners

Oracy and vocabulary – improving students' vocabulary and oracy skills through our Oracy Strategy

Metacognition – developing staff and students' understanding of metacognition and effective ways to learn

Progress for all – improving outcomes for disadvantaged learners through our PP Strategy and by using data effectively to identify learning gaps

Curriculum 1 - developing our subject curricula so that core concepts are defined and able to be tracked

Curriculum 2 - expanding our alternative provision within school through development of a Forest School and Rural/Animal Studies

Curriculum 3 - providing greater opportunities for students to develop their cultural capital

### Community & Environment - Working with Others to Make a Difference

Parental Engagement - providing further opportunities for parents to understand the learning process and how they can support at home

Environment - achieving the Eco-School Award

Community - expanding *TeamLiskeard* through TAS (Team Around the School) to increase collaboration for the benefit of the community

	August 2022	August 2023	August 2024
<b>GCSE Exam Outcomes</b>	<p>65% achieve 4+ in English and Maths, 40% achieve 5+ PP achieve 50% and 25%</p> <p>Average grade of 4.7 (A8 = 47) PP achieve 4.1</p> <p>Progress gap of those considered 'disadvantaged' to be no more than 0.2 (P8).</p> <p>Ebacc entries = 40% (Y10 for 2022/23)</p>		
<b>6<sup>th</sup> Form Outcomes</b>	<p>Average grade = B- L3VA &gt; 0.2 Re-sit &gt; 0.5</p> <p>Progress to be in the top 10% nationally (ALPS 2)</p>		
<b>Student destinations</b>	<p>Maintain the high no. of students remaining in education, employment or training 6 months after leaving (&gt;95%)</p> <p>Maintain high % of those applying to university securing their first choice place (&gt;90%). Maintain high % attending one of the Russell group universities (&gt;30%)</p>		
<b>Teaching</b>	<p>Teaching is of high quality across every faculty in every key stage and outstanding in at least 4 (OFSTED 'Good' and 'Outstanding' descriptors)</p> <p>All teachers are committed to their own professional development (100% complete a STAR project, 100% complete coaching cycle, 100% attend the required CPD sessions and 100% engage in professional research/reading)</p>		
<b>Learning</b>	<p>Attendance is above 95%, PA &lt; 13%</p> <p>Average ATL scores are good/excellent (2.0 or lower) in every year group</p>		
<b>Student Welfare</b>	<p>Pastoral care of students is outstanding (as per the relevant OFSTED grade descriptors)</p>		
<b>Leadership</b>	<p>All staff meet their minimum leadership level expectations (as per the SMART leadership ladders) and 67% meet the next level up</p> <p>Leadership of all senior and middle leaders is outstanding (OFSTED descriptors)</p> <p>Leadership of governors is outstanding</p> <p>Student leaders make a positive impact on the school (as determined by students and staff). The number of student leaders increases by 10%</p>		
<b>Curriculum</b>	<p>All HOFs can clearly articulate their curriculum intent, how it is implemented and its impact. Core concepts are agreed and common misconceptions are assessed.</p> <p>All faculties' SOW explicitly develop the whole school values and explicitly link to career progression</p> <p>The curriculum is broad and balanced and its design maximises student outcomes and progression</p>		
<b>Community</b>	<p>The numbers of parents recommending the school to others remains high (&gt; 85%). The lowest % of parents attending any parents evening will be &gt; 85%. Attendance at parent workshops will increase by 10%.</p> <p>4 employer encounters for each year group 8/8 Gatsby Benchmarks are achieved</p>		
<b>OFSTED</b>	<p>Overall effectiveness is Good/Outstanding</p>		

# The Pocket Guide to School SDP 2021/22



## School Development Plan Pocket Guide

Culture & Leadership	Intent	2020 2021	2021 2022	2022 2023
1. Attendance	Attendance > 95% PA < 13%	Deliver	Sustain	Sustain
2. Behaviour	Reducing low level disruption Building students' confidence Preventing discrimination	Prepare	Deliver	Sustain
3. Careers	Achieving the Gatsby benchmarks and embedding careers into subject curricula	Deliver	Sustain	Sustain
4. Staff Leadership	Developing classroom practitioners to be pedagogical experts through coaching and a commitment to professional development	Prepare	Deliver	Sustain
5. Student Leadership	Increasing numbers of students taking up leadership positions Giving students a greater voice	Prepare	Deliver	Sustain
Curriculum & Learning	Intent	2020 2021	2021 2022	2022 2023
6. Oracy & Vocabulary	Improving students' vocabulary and oracy skills through our Oracy Strategy	Deliver	Deliver	Deliver
7. Progress for All	Improving outcomes for disadvantaged learners through our PP Strategy and by using data effectively to identify learning gaps	Prepare	Deliver	Deliver
8. Curriculum Development	1. Core concepts & misconceptions 2. Forest School & Animal Care 3. Greater cultural capital opportunities	Prepare	Deliver	Sustain
Community & Environment	Intent	2020 2021	2021 2022	2022 2023
9. Parental involvement	Providing opportunities for parents to understand the learning process and how they can support at home	Deliver	Deliver	Sustain
10. Environment	Achieving the Eco-school Award	Prepare	Deliver	Sustain
11. Community Engagement	Expanding TeamLiskeard through TAS (Team Around the School) to increase collaboration for the benefit of the community	Explore Prepare	Deliver	Sustain

Aim 1	Intention	Attendance – achieving above average attendance by making attendance everyone’s responsibility						
	Goal	Starting Point: Starting Point: 94 %, PA = 15% (March 2020). 94.3%, PA 19% (April 2021) Success Criteria: 95.1%, PA < 13%						
Strategies including costs	Groups	Hart	Implementation Plans	Owner	Review and notes	Learning	Leading	Comm.
Strategies planned in order to bring about these improvements.	Target= S/holder	1T,2A, 3R, 4L,5I, 6C, 7S		Who by when?	Key data or evidence is highlighted in turquoise.			
Review current systems and processes in school with LSCC’s EWO and Attendance Officer, including use of data to help target students and groups of students for intervention.	Staff	6	Attendance system, rewards, procedures and associated letters are reviewed, updated and agreed by EWO, AO and HOYs.	<b>By Sept LGC</b> ALL, ZB				
	Staff	3	End of term review shows that agreed system, rewards and procedures have become routine. Autumn term data shows like for like uplift compared to 2019.	<b>By Jan LGC</b> ALL, ZB				
	Staff	3	Autumn and Spring data shows uplift compared to 2019. ALL & ZB review impact of changes and amend for 2022/23 if required.	<b>By May LGC</b> ALL,ZB				
Gain buy-in from all student-facing staff that improving attendance is everyone’s responsibility. Train tutors and teachers in effective ways to improve attendance.	Staff	1	Sept INSET is used to help staff understand their roles and train tutors/teachers in effective ways to improve attendance.	<b>By Sept LGC</b> ALL, ZB				
	Staff	1	All tutors are following agreed procedures and know which individuals to target for intervention.	<b>By Jan LGC</b> ALL, ZB				
	Staff	3	HOYs assess impact of tutors’ involvement on individuals’ and TG attendance	<b>By May LGC</b> ALL,HOYs				

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<b>Aim 2</b>	<b>Intention</b>	Behaviour – reducing low level disruption; building students’ confidence and emotional resilience; preventing discrimination
	<b>Goal</b>	Starting Point: Low Level disruption noted in some lessons. Cases of anxiety and self-harm has risen during Covid. Cases of hurtful and/or discriminatory behaviours, although not high, occur in all year groups. Success Criteria: reduction in strike 2s. Reduction in FTE days and no. of students being excluded. Restorative processes embedded across each year group. Sexual harm and discrimination issues are rare, as confirmed by students.

Strategies including costs	Groups	Hart	Implementation Plans	Owner	Review and notes	Learning	Leading	Comm.
Strategies planned in order to bring about these improvements.	Target= S/holder	1T,2A, 3R, 4L,5I, 6C, 7S		Who by when?	Key data or evidence is highlighted in turquoise.			
Improve our behaviour systems to ensure all identified routines have clearly defined expectations.	Staff Students	5	All routines requiring improvement are identified, e.g. lining up in corridors. Clear expectations are agreed for each of them and communicated to staff and taught to students. Our BfL policy is updated and shared with all stakeholders.	<b>By Sept</b> <b>LGC</b> CSK				
Monitoring systems are in place to ensure consistent delivery of our BfL policy.	Staff	3	A monitoring system to ensure the consistent application of our BfL policy is embedded and has itself become routine, e.g. corridor sweeps after lesson changeovers	<b>By Nov</b> <b>LGC</b> CSK				
	Staff	5	All staff needing to improve their classroom management will have received additional bespoke support and made progress in their practice.	<b>By May</b> <b>LGC</b> CSK				
A restorative practice (RP) approach is embedded within the normal day to day practice across the school.	Staff	2	Our RP Lead provides an introduction and overview to all staff during Sept INSET. An RP action plan is created by our RP Lead and agreed by SLT	<b>By Sept</b> <b>LGC</b> CSK/RPL				
	Staff Students	3	The RP action plan is rolled out. Targeted staff and students are trained/supported as per the plan.	<b>By Nov</b> <b>LGC</b> CSK/RPL				
	Staff (SLT)	4	A review of the initial impact of RP is completed and the RP action plan is amended as required.	<b>By Mar</b> <b>LGC</b> CSK/RPL				
Use Emotion Coaching to support students’ ability to	Students	7	Students self-assess their levels of resilience (and courage and kindness), citing examples of when they have been resilient (courageous and kind).	<b>By Sept</b> <b>LGC</b> <b>ALL</b>				

<b>Aim 2</b>	<b>Intention</b>	Behaviour – reducing low level disruption; building students’ confidence and emotional resilience; preventing discrimination						
	<b>Goal</b>	Starting Point: Low Level disruption noted in some lessons. Cases of anxiety and self-harm has risen during Covid. Cases of hurtful and/or discriminatory behaviours, although not high, occur in all year groups. Success Criteria: reduction in strike 2s. Reduction in FTE days and no. of students being excluded. Restorative processes embedded across each year group. Sexual harm and discrimination issues are rare, as confirmed by students.						
<b>Strategies including costs</b>	<b>Groups</b>	<b>Hart</b>	<b>Implementation Plans</b>	<b>Owner</b>	<b>Review and notes</b>	<b>Learning</b>	<b>Leading</b>	<b>Comm.</b>
Strategies planned in order to bring about these improvements.	Target= S/holder	1T,2A, 3R, 4L,5I, 6C, 7S		Who by when?	Key data or evidence is highlighted in turquoise.			
reflect and make positive choices. Explore resources that can be used in PSHE to develop resilience.	Staff	6	Review tutor time activities and PSHE SOW with the aim of incorporating additional resources and strategies to build resilience	<b>By Nov</b> <b>LGC</b> DPP/ELL				
	Students	7	Students re-assess their level of resilience (and courage and kindness), citing new examples of when they have been resilient (courageous and kind).	<b>By May</b> <b>LGC</b> ALL				
Implement a SMART wide collaborative approach to address ‘toxic masculinity’, tackle peer on peer abuse and sexual harm.	Staff Students	6	Working parties from the three secondary schools meet to discuss work achieved so far and possible next steps.	<b>By Sept</b> <b>LGC</b> CSK/DSS				
	Staff	6	Plan of action established and set in motion. Review begins to establish possible opportunities within the curriculum to rethink masculinity	<b>By Nov</b> <b>LGC</b> CSK/RPL				

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Aim 3	Intention	Careers – achieving the Gatsby Benchmarks and embedding careers into subject curricula						
	Goal	Starting Point: 7/8 Gatsby Benchmarks achieved. Whole school approach implemented but not embedded. Success Criteria: 8/8 Gatsby Benchmarks achieved. More meaningful employer encounters or links through subject curricula						
Strategies including costs	Groups	Hart	Implementation Plans	Owner	Review and notes	Learning	Leading	Comm.
Strategies planned in order to bring about these improvements.	Target= S/holder	1T,2A, 3R, 4L,5I, 6C, 7S		Who by when?	Key data or evidence is highlighted in turquoise.			
Link curriculum learning in KS3 to careers, especially in English, maths and science (Gatsby BM4)	Staff		English to embed their careers curriculum learning programmes into Year 8 schemes of work. Science and Maths to explore where the KS3 curriculum naturally lends itself to careers input.	By Jan LGC WAB/HOF				
	Staff		English to embed their careers curriculum learning programme into Y9 schemes of work. Science and Maths to work on Year 7.	By May LGC WAB/HOF				
	Staff		Science and Maths to embed their careers learning programme into Y8 schemes of work.	By Jul LGC WAB/HOF				
Increase the use of labour market intelligence and employer encounters to raise students' awareness of local careers and job market (Gatsby BM2)	Students Parents		Labour market information in the Y9 Options Booklet to be used by SLT as a discussion aid in Options interviews. All year groups to have had at least two employer encounters.	By Mar LGC WAB				
	Students		Specific LMI lessons introduced into the Y9 careers SOW.	By May LGC WAB				
	Students		Student voice and tutor feedback gained about the LMI lessons. Lessons tweaked as a result of feedback. All year groups to have had at least 4 employer encounters.	By Jul LGC WAB				

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<b>Aim 4</b>	<b>Intention</b>	Staff Leadership – developing classroom practitioners to be pedagogical experts through coaching and a commitment to professional development								
	<b>Goal</b>	Starting Point: Appraisals show positive attitudes from staff towards their own development and practice Success Criteria: All staff have a sound understanding of the LEARNING PROCESS, engage in PROFESSIONAL READING/RESEARCH, complete a STAR PROJECT of their choice and engage in a COACHING cycle								
<b>Strategies including costs</b>	<b>Groups</b>	<b>Hart</b>	<b>Implementation Plans</b>			<b>Owner</b>	<b>Review and notes</b>	<b>Learning</b>	<b>Leading</b>	<b>Comm.</b>
Strategies planned in order to bring about these improvements.	Target= S/holder	1T,2A, 3R, 4L,5I, 6C, 7S				Who by when?	Key data or evidence is highlighted in turquoise.			
A whole school push to ensure all classroom practitioners are pedagogical experts: <ul style="list-style-type: none"> <li>• Subject experts</li> <li>• T&amp;L experts</li> <li>• Behaviour experts</li> <li>• Pastoral experts</li> </ul>			Review T&L policy and align with SMART model of learning. Launch amended policy with staff through INSET, appraisals and School Improvement Meetings. A whole school coaching programme is agreed. Book Club and National College webinars promoted to staff			<b>By Nov</b> <b>LGC</b> CSK/CHS/ALL				
			All STAR projects agreed through appraisals Coaching programme is underway, including targeted support for those most in need. Engagement of staff with Book Club and NC webinars is monitored and further promoted as required. See note in Aim 8 about use of Lesson observations to develop 'subject experts' (curriculum intent).			<b>By Jan</b> <b>LGC</b> CSK/CHS/ALL				
			All staff complete self-review on: <ul style="list-style-type: none"> <li>• The impact of their STAR project</li> <li>• Impact of coaching on their practice</li> <li>• Impact of professional reading/research</li> <li>• Their understanding of the learning process</li> </ul>			<b>By Jul</b> <b>LGC</b> CSK/ALL				

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<b>Aim 5</b>	<b>Intention</b>	Student Leadership – increasing numbers of students taking up leadership positions and giving students a greater voice						
	<b>Goal</b>	Starting Point: Student Council has been revamped (Liskeard Leads), Eco-council has been established and a number of other opportunities are available (Peer mentors, RP Champions, Anti-bullying ambassadors) Success Criteria: Increased numbers signing up for leadership roles, especially of those identified as ‘disadvantaged’.						
<b>Strategies including costs</b>	<b>Groups</b>	<b>Hart</b>	<b>Implementation Plans</b>	<b>Owner</b>	<b>Review and notes</b>	<b>Learning</b>	<b>Leading</b>	<b>Comm.</b>
Strategies planned in order to bring about these improvements.	Target= S/holder	1T,2A, 3R, 4L,5I, 6C, 7S		Who by when?	Key data or evidence is highlighted in turquoise.			
Review current leadership positions and opportunities for student voice.	Staff	1	Create one side summary for staff and students detailing student leadership positions and pathways for progression. HOYs and tutors target disadvantaged individuals (and their parents) to encourage them to apply.	By Sept LGC DSS/ALL				
	Students	3	All positions (except for Peer Mentors and Prefects) filled. Students trained accordingly. Analysis of uptake from disadvantaged students completed.	By Nov LGC DSS				
	Students	3	Peer Mentors and Prefects appointed and trained.	By May LGC DSS/HBS				

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<b>Aim 6</b>	<b>Intention</b>	Oracy and Vocabulary – improving students’ vocabulary and oracy skills through our Oracy Strategy								
	<b>Goal</b>	<p>Starting Point: Staff have a good understanding of the importance of oracy and associated classroom strategies. Oracy Strategy has been launched with a focus on the social and emotional strands. Oracy has been explicitly incorporated into Y7 SOW. Words of the Week now embedded.</p> <p>Success Criteria: The Oracy Strategy continues as planned. All Y7 &amp; 8 students complete an English Speaking Board qualification.</p>								
<b>Strategies including costs</b>	<b>Groups</b>	<b>Hart</b>	<b>Implementation Plans</b>			<b>Owner</b>	<b>Review and notes</b>	<b>Learning</b>	<b>Leading</b>	<b>Comm.</b>
Strategies planned in order to bring about these improvements.	Target=S/holder	1T,2A, 3R, 4L,5I, 6C, 7S				Who by when?	Key data or evidence is highlighted in turquoise.			
Review our Oracy Strategy and Plan of Action in light of the changes made due to Covid.	Staff	6	Assign SLT Associate to take lead on Oracy. Oracy Strategy reviewed and plan of action proceeds as planned.			<b>By Sept LGC</b> CSK/DLW				
	Staff	4	Mid-year review - assess progress made. Amendments made to the plan as necessary.			<b>By Mar LGC</b> CSK/DLW				
	Staff Students	4	Final review of the year including student feedback on impact of Oracy Strategy on their experiences in class and on their learning/confidence.			<b>By Jul LGC</b> CSK/DLW				
All Year 7 & 8 students complete an English Speaking Board qualification	Staff	6	English and Drama staff have received training on the ESB qualifications. Strategy for delivery through English and Drama lessons is agreed and in place			<b>By Nov LGC</b> CSK/DLW /JLB				
	Students	2	First tranche of ESB assessments are scheduled			<b>By Mar LGC</b> JLB				
	Students Staff	6	All Year 7 & 8 assessments are completed Plans for Y7 to 9 are agreed and in place for 2022-23			<b>By Jul LGC</b> CSK/DLW /JLB				

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<b>Aim 7</b>	<b>Intention</b>	Progress for all – improving outcomes for disadvantaged learners through our PP Strategy and by using data effectively to identify learning gaps						
	<b>Goal</b>	Starting Point: Disadvantaged students continue to make less progress than their peers overall. Success Criteria: A new assessment and data system is in place which is used to effectively identify students for intervention and their learning gaps. The PP Strategy helps remove any barriers to learning.						
<b>Strategies including costs</b>	<b>Groups</b>	<b>Hart</b>	<b>Implementation Plans</b>	<b>Owner</b>	<b>Review and notes</b>	<b>Learning</b>	<b>Leading</b>	<b>Comm.</b>
Strategies planned in order to bring about these improvements.	Target=S/holder	1T,2A, 3R, 4L,5I, 6C, 7S		Who by when?	Key data or evidence is highlighted in turquoise.			
In light of new DFE guidance, PP Strategy is reviewed, agreed and in place.	Staff	4	New template is used to compile strategy. Link to EEF research/evidence is explicit. Signed off by LGC.	<b>By Sept</b> LGC CSK				
	Students	1	PP Strategy/Plans proceed as expected, monitored by CSK/ALL and LGC.	<b>By Mar</b> LGC, CSK				
A new data system focusing on use of ranking to measure progress is in place and being used to identify students for intervention.	Staff	5	Overview of new system is shared with staff during Sept INSET. The mechanics of the system is in place in time for first round of assessments and Progress Check. Faculties are supported as required to ensure assessments and moderation process align with the need to rank students each term.	<b>By Nov</b> LGC DPP				
	Staff	1	GRAPs and RAG meetings use the new data system to identify students for intervention and agree follow-up actions.	<b>By Jan</b> LGC DPP				
Covid tutoring funding is being used effectively to raise achievement and reduce the disadvantaged gap.	Staff	5	Once funding is confirmed, DPP, CSK & ALL to determine best use of tutoring options, inc post-16 E&M funding	<b>By Sept</b> LGC CSK/DPP				
	Students	4	First tranche of tutoring intervention is completed	<b>By Jan</b> LGC DPP				
	Students	4	Second tranche of tutoring intervention is completed Impact of first tranche is analysed	<b>By May</b> LGC DPP				

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<b>Aim 8</b>	<b>Intention</b>	Curriculum 1 - developing our subject curricula so that core concepts are defined and common misconceptions are identified and assessed Curriculum 2 - expanding our alternative provision within school through development of a Forest School and Rural/Animal Studies Curriculum 3 - providing greater opportunities for students to develop their cultural capital						
	<b>Goal</b>	Starting Point: 1. Core concepts are defined/agreed in almost all subjects. 2. Forest School is being trialled with small groups (summer 21) and Animal Care course is up and running, but requires further investment. 3. Students have missed out on ECA opportunities due to the pandemic, but a Cultural Capital Award scheme has been launched. Success Criteria: 1. All teachers are able to articulate the core concepts in their subjects and identify and assess (?) common misconceptions. 2. Forest School is rolled out to greater numbers and improves targeted students' confidence and engagement. The number and variety of animals on site increases and are used to support emotional well-being as well as supporting the delivery of the Animal Care course. 3. An increase to the number of educational visits and ECA opportunities for KS3.						
<b>Strategies including costs</b>	<b>Groups</b>	<b>Hart</b>	<b>Implementation Plans</b>	<b>Owner</b>	<b>Review and notes</b>	<b>Learning</b>	<b>Leading</b>	<b>Comm.</b>
Strategies planned in order to bring about these improvements.	Target= S/holder	1T,2A, 3R, 4L,5I, 6C, 7S		Who by when?	Key data or evidence is highlighted in turquoise.			
<b>Curriculum 1 - developing our subject curricula so that core concepts are defined and common misconceptions are identified and assessed</b>	Staff	4 to 7	All teaching staff have read the SMART Learning Model. Further discussions between SMART MLs (Nov INSET) ensure core concepts are agreed in all subjects. Lesson observations include a discussion about lesson 'intent', which core concept is being developed and how it links to previous and subsequent learning. Work on concept progression statements and/or common misconceptions has begun	<b>By Nov</b> <b>LGC</b> DPP CSK				
	Staff	5	Second rounds of lesson observations see greater understanding and articulation from all teachers about intent & concepts. Concept progression statements and/or common misconceptions are completed for KS3.	<b>By Mar</b> <b>LGC</b> CSK DPP				
	Staff	5	Discussions through lesson observations continue to ensure all teaching staff are secure in their understanding of what the core concepts are in their subject, how they progress through their curriculum and what the common misconceptions are.	<b>By Jul</b> <b>LGC</b> CSK DPP				
<b>Curriculum 2 - expanding our alternative provision within school through development</b>	Students	6	Facilities and resources for the expansion of Animal Care are in place. Animal technician has been appointed. Forest School is set up to support 30 targeted students	<b>By Sept</b> <b>LGC</b> WAB/ALL				

<b>Aim 8</b>	<b>Intention</b>	Curriculum 1 - developing our subject curricula so that core concepts are defined and common misconceptions are identified and assessed Curriculum 2 - expanding our alternative provision within school through development of a Forest School and Rural/Animal Studies Curriculum 3 - providing greater opportunities for students to develop their cultural capital
	<b>Goal</b>	Starting Point: 1. Core concepts are defined/agreed in almost all subjects. 2. Forest School is being trialled with small groups (summer 21) and Animal Care course is up and running, but requires further investment. 3. Students have missed out on ECA opportunities due to the pandemic, but a Cultural Capital Award scheme has been launched. Success Criteria: 1. All teachers are able to articulate the core concepts in their subjects and identify and assess (?) common misconceptions. 2. Forest School is rolled out to greater numbers and improves targeted students' confidence and engagement. The number and variety of animals on site increases and are used to support emotional well-being as well as supporting the delivery of the Animal Care course. 3. An increase to the number of educational visits and ECA opportunities for KS3.

Strategies including costs	Groups	Hart	Implementation Plans	Owner	Review and notes	Learning	Leading	Comm.
Strategies planned in order to bring about these improvements.	Target= S/holder	1T,2A, 3R, 4L,5I, 6C, 7S		Who by when?	Key data or evidence is highlighted in turquoise.			
of a Forest School and Rural/Animal Studies	Staff	6	Animals are being cared for by students and staff through an agreed rota. A trial for their use to support students' emotional health and well-being has begun. Impact of Forest School is analysed. Second tranche of students are identified and begin.	By Jan LGC ALL WAB				
	Students	3	The impact of the provision on academic outcomes, attendance, behaviour and mental health is completed.	By May LGC WAB				
Curriculum 3 - providing greater opportunities for students to develop their cultural capital	Students	1	Cultural Capital Award Scheme is re-launched to whole school.	By Sept LGC ???				
	Staff	5	A review of all planned clubs, trips, educational visits and in-school events for the year ahead is completed and mapped against each year group and pupil group. If required additional opportunities are considered. A plan for all Y9 students to participate in the DofE Bronze Award expedition is explored.	By Nov LGC DPP				
	Students	3	ECA Review is completed to analyse engagement and impact on pupil groups, i.e. FSM6	By Jul LGC DPP				

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<b>Aim 9</b>	<b>Intention</b>	Parental Engagement - providing further opportunities for parents to understand the learning process and how they can support at home						
	<b>Goal</b>	Starting Point: BYGUT events in place for E/M/Sc. Tutor meetings were used effectively during the pandemic to establish tutor/parent relationships. Success Criteria: Additional tutor events in place to discuss key events and documents with parents (parent pack to be given out at the start of autumn term). Parents confirm they feel better equipped to support at home.						
<b>Strategies including costs</b>	<b>Groups</b>	<b>Hart</b>	<b>Implementation Plans</b>	<b>Owner</b>	<b>Review and notes</b>	<b>Learning</b>	<b>Leading</b>	<b>Comm.</b>
Strategies planned in order to bring about these improvements.	Target= S/holder	1T,2A, 3R, 4L,5I, 6C, 7S		Who by when?	Key data or evidence is highlighted in turquoise.			
Increase opportunities for parents to meet with staff to discuss the learning process and how they can help at home.	Parents	1/2	All parents are offered a tutor meeting in which they receive a 'parent pack' containing useful information. Meetings are used to discuss how to use the pack and how to help at home. An in-house video is created and shared at the meetings (to ensure a consistent message) to explain the Progress Checks and what the attitude and progress scores actually mean.	<b>By Nov</b> <b>LGC</b> ALL/DPP				
	Parents	1/2	BYGUT events have been re-introduced following Covid and are well attended	<b>By Jan</b> <b>LGC</b> DPP				

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<b>Aim 10</b>	<b>Intention</b>	Environment - achieving the Eco-School Award						
	<b>Goal</b>	Starting Point: Member of staff confirmed as Eco-lead. Eco-council re-established. Success Criteria: Eco-School Award is achieved by July 2022						
<b>Strategies including costs</b>	<b>Groups</b>	<b>Hart</b>	<b>Implementation Plans</b>	<b>Owner</b>	<b>Review and notes</b>	<b>Learning</b>	<b>Leading</b>	<b>Comm.</b>
Strategies planned in order to bring about these improvements.	Target= S/holder	1T,2A, 3R, 4L,5I, 6C, 7S		Who by when?	Key data or evidence is highlighted in turquoise.			
The Eco-council takes the lead on achieving the Eco-School Award, supported by a designated member of staff.	Students	3	Aims for the year and Eco-school initiative/project agreed by Eco-council. Specific areas of the school are assigned for 'eco-work', e.g. areas for planting trees, wild meadow	<b>By Sept LGC</b>				
	Students	2	Project work is well underway. Eco-council communicate advice, guidance and the progress they have made to whole school via assemblies, newsletter, Instagram and noticeboard	<b>By Jan LGC</b>				
	Students	3	Preparation for Eco-School Award is in place ready for the assessment	<b>By July</b>				

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<b>Aim 11</b>	<b>Intention</b>	Community - expanding TeamLiskeard through TAS (Team Around the School) to increase collaboration for the benefit of the community						
	<b>Goal</b>	Starting Point: TAS set up by SMART CEO - 3 meetings to date Success Criteria: Greater communication and collaboration between local organisations to support young people						
<b>Strategies including costs</b>	<b>Groups</b>	<b>Hart</b>	<b>Implementation Plans</b>	<b>Owner</b>	<b>Review and notes</b>	<b>Learning</b>	<b>Leading</b>	<b>Comm.</b>
Strategies planned in order to bring about these improvements.	Target= S/holder	1T,2A, 3R, 4L,5I, 6C, 7S		Who by when?	Key data or evidence is highlighted in turquoise.			
Ensure we have relevant representation at each calendared meeting; engage in discussion where possible and commit to completing any follow-up actions.	Staff Students	6	First two meetings attended as calendared. Any follow-up actions completed	By Jan LGC ALL				
	Staff Students	6	Second two meetings attended as calendared. Any follow-up actions completed	By May LGC ALL				
	Staff Students	6	Third two meetings attended as calendared. Any follow-up actions completed	By Jul LGC ALL				

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