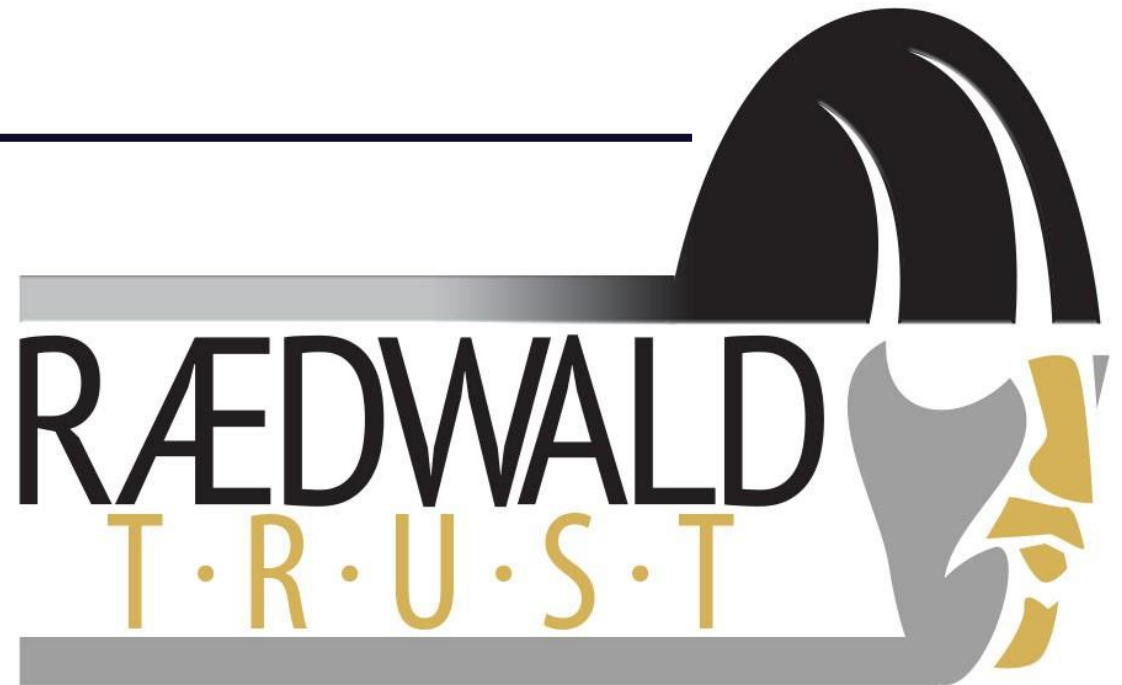


# PEDAGOGICAL TEAM IMPROVEMENT PLAN

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SEPTEMBER 2019

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## Pedagogy and SEND

### 1. Academy Priorities, Areas for Development (AfD), Key performance Indicators (KPI) Summary 2019 – 2020

#### Priority 1: Enabling inspirational leadership and management

AFD	Area for Development	KPIs	Actions	Evaluation RAG					
				1/6	2/6	3/6	4/6	5/6	6/6
AFD 1.1	Develop our trust improvement system providing a strong growth platform for inspirational leadership at all levels and across all academies.	<ul style="list-style-type: none"> <li>Senior leaders and Trust team able to easily access monitoring systems to track Quality of Education, Teaching and Learning, SEND and PPG to promote whole school improvement.</li> <li>Trust wide documents to support Quality First Teaching and an inclusive pedagogy.</li> <li>Information effectively communicated to our commissioners to ensure our provisions are held to account.</li> </ul>	<ul style="list-style-type: none"> <li>Development of Notes of Visit framework, learning walk, lesson observation templates and SEND drop-in sheets.</li> <li>Development of Trust wide document for Quality of Education and Teaching and Learning</li> <li>Ongoing monitoring of offer and attendance across sites</li> </ul>						
AFD 1.2	Create a culture of determined leadership across the trust, rooted in growth and possibility.	<ul style="list-style-type: none"> <li>Development of Trust wide SEND teams at individual sites who will drive expectations and Trust initiatives forward for all pupils.</li> <li>Establishment of positive relationships with external partners (within mainstream and AP) nationally.</li> </ul>	<ul style="list-style-type: none"> <li>SEND leads and SEND champions identified at all sites, attending regular strategy meetings and supporting site leaders to embed inclusive pedagogy.</li> <li>Senior Leaders at RT sites supported to lead positive dialogue with LA commissioners ensuring high aspirations and collaborative work is facilitated.</li> </ul>						

			<ul style="list-style-type: none"> <li>Staff encouraged to upskill and remain aligned with National strategies through involvement at conferences and external training opportunities.</li> </ul>						
AFD 1.3	Design and implement a trust wide Governance Plan aimed at advancing governance capacity to hold leaders and academies to account.	<ul style="list-style-type: none"> <li>Notes of visit reporting format established.</li> <li>Reporting for SEND and PPG standardised and reported to SEND Trustee</li> </ul>	<ul style="list-style-type: none"> <li>Development of reporting strategy to be finalised and part of regular practice.</li> </ul>						
AFD 1.4	Embed accountability structures to ensure spending decisions always impact learner outcomes.	<ul style="list-style-type: none"> <li>Half termly data reviews that open dialogue with Heads of School about progress, pupil outcomes and PPG expenditure.</li> </ul>	<ul style="list-style-type: none"> <li>Trust wide tracking methods agreed at each site.</li> <li>Half termly meetings scheduled with Heads of School and SEND leads.</li> </ul>						
AFD 1.5	Strengthen the framework of Trust and Academy policies and procedures that meet statutory requirements, take account of local contexts, and support ethical accountability measures.	<ul style="list-style-type: none"> <li>Embed SEND policy, Teaching and Learning policy/handbook and Quality of Education handbook for Trust wide staff.</li> </ul>	<ul style="list-style-type: none"> <li>Consultation on Teaching and Learning policy for Trust-wide use, across all key stages.</li> <li>Roll-out of QofE handbook</li> </ul>						
AFD 1.6	Maximise opportunities offered by investment in digital capability to increase effective, agile, working practices across the Trust.	<ul style="list-style-type: none"> <li>Evaluate hardware needs to support SEND learners</li> </ul>	<ul style="list-style-type: none"> <li>Investment in targeted digital programmes to support SEND needs of pupils across the Trust.</li> </ul>						

## Priority 2: Delivering High Quality Learning

AFD	Area for Development	KPIs	Actions	Evaluation RAG					
				1/6	2/6	3/6	4/6	5/6	6/6
AFD 2.1	Implement an ambitious programme of exceptional learning for all learners through focused, challenging, pupil target setting.	<ul style="list-style-type: none"> <li>Embed and finalise ILP template across the Trust</li> <li>Deliver trust wide Pedagogical Principles and SEND expectations across all of our classrooms</li> </ul>	<ul style="list-style-type: none"> <li>Creation of document that makes communication of ILP data on SchoolPod clear and accessible, for daily use by all staff.</li> <li>Communication and implementation of Trust wide inclusive pedagogy through Curriculum group and SEND teams.</li> <li>Consistent use of observation and feedback to ensure Quality First Teaching is supported in all classrooms.</li> </ul>						
AFD 2.2	Assure all pupils of a wide curriculum offer built on prior experience, future aspiration and an unfaltering faith in the transformative impact of exceptional education	<ul style="list-style-type: none"> <li>Deliver the pupil charter for all learners in our organisation, offering opportunity for student leadership, character education and challenge.</li> </ul>	<ul style="list-style-type: none"> <li>Joint committee of student leaders established (from all sites) to take part in Trust wide decisions regarding the pupil charter.</li> <li>Establishment of regular meeting timetable to ensure Trust wide initiatives are supportive and aligned with pupil voice.</li> </ul>						

### Priority 3: Securing Safe and Energising Learning Environments

AFD	Area for Development	KPIs	Actions	Evaluation RAG					
				1/6	2/6	3/6	4/6	5/6	6/6
AFD 3.3	Work with our partners in social care, health and education, to secure our young people's access to the support they require, at the time they require it	<ul style="list-style-type: none"> <li>Establish Trust wide, centralised point of reference for external contacts and services that support learners in all key stages.</li> </ul>	<ul style="list-style-type: none"> <li>Collate existing known contacts, sharing knowledge and positive collaboration between sites and in the wider professional community.</li> </ul>						
AFD 3.4	Offer the maximum time of learning to all learners and, where a reintegration timetable is necessary, ensure we are doing all we can to increase contact hours	<ul style="list-style-type: none"> <li>Centrally review any pupil on a reintegration timetable every three weeks.</li> <li>Ensure each pupil has a full-time offer of education.</li> <li>Work with Local Authority officers and other professionals to ensure all stakeholders are focussed on full time school attendance.</li> </ul>	<ul style="list-style-type: none"> <li>Systems for regular monitoring and feedback established centrally.</li> <li>Reporting framework for all sites accessible via online platform.</li> <li>Supportive mechanisms in place when complex cases arise.</li> </ul>						

### Priority 4: Empowering Supportive, Skilled and Nurturing Staff

AFD	Area for Development	KPIs	Actions	Evaluation RAG					
				1/6	2/6	3/6	4/6	5/6	6/6
AFD 4.2	Invest in colleagues across the trust through a system of professional development aligned to the RT Pay Policy	<ul style="list-style-type: none"> <li>SEND teams and curriculum teams supported to strengthen knowledge and deliver ongoing CPD opportunities to all sites within the Trust.</li> </ul>	<ul style="list-style-type: none"> <li>Regularly offer and update opportunities for professional development in line with the RT Pay policy and system of professional development.</li> </ul>						

**Priority 5: Forging Focused Partnerships and Collaborations Benefitting Pupil Outcomes**

AFD	Area for Development	KPIs	Actions	Evaluation RAG					
				1/6	2/6	3/6	4/6	5/6	6/6
AFD 5.1	All stakeholders (including pupils and parents and carers) have a strong voice in influencing the work of the schools	<ul style="list-style-type: none"> <li>RT Pupil Charter communicated to key stakeholders to positively influence engagement.</li> <li>Active research into development of new traded services that meet needs of the locality.</li> <li>Senior leaders supported to develop skills needed to forge new relationships with a wide array of clients/stakeholders driving capacity for development of new traded services offered.</li> </ul>	<ul style="list-style-type: none"> <li>Pupil voice (across all sites) communicated regularly to external partners (including parents/carers and pupils).</li> <li>RT staff census into development of new traded services. Outreach team and Pedagogical team links developed to implement new traded services.</li> <li>Sales strategies and development training offered to senior leaders.</li> </ul>						
AFD 5.3	Strengthen opportunities to learn from 'pupil voice' and influence	<ul style="list-style-type: none"> <li>Systematically gather feedback from pupils across sites, evaluating development opportunities from key points raised.</li> <li>Set up a Raedwald Trust Children's Committee securing learners influence on organisational operation and strategy.</li> </ul>	<ul style="list-style-type: none"> <li>Creation of EYFS – KS4 Pupil Voice committee.</li> <li>Pupil voice communicated at Trust level to impact future development across all sites and organisational strategy.</li> </ul>						
AFD 5.4	We will learn from best practice, research and enquiry from other settings, schools and education systems in the UK and other countries.	<ul style="list-style-type: none"> <li>Actively participate with national bodies such as NAHE, NASEN etc</li> <li>Engage in university level research opportunities to develop wider professional understanding of the children and young people the RT support.</li> </ul>	<ul style="list-style-type: none"> <li>Attendance and membership with appropriate national organisations.</li> <li>Guest lecture opportunities with University of Essex, discussing pupils permanently excluded from mainstream education (including risk</li> </ul>						

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			<p>factors and strategies of support).</p> <ul style="list-style-type: none"><li>• Joint research project with the University of Essex Psychology and Sociology departments established through joint funding applications and partnership.</li></ul>							
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## 2. Monitoring and evaluation of the action plan

In order to ensure rapid progress towards these outcomes the actions and KPIs will be monitored in the following way:

- a. Academy based monitoring, including Learning and Education Committee

*The school based lead for each of the AFDs in the plan will have overall responsibility for the implementation of the action plan for that priority. The lead will RAG the completion of the actions as follows:*

- *RED: the action is not yet started and/or there is a high risk of slippage or non-completion.*
- *AMBER: the action has started though not yet completed, there is some slippage but not cause for concern.*
- *GREEN: the action is fully complete as specified*

*Completion of the actions is intended to lead to the impact as outlined in the KPIs.*

*The Lead will RAG rate the each area for the Head Teacher who in turn will grade the success measures and sign off on the accuracy of the impact assessment for the CEO and Trust Board.*

- b. Trust based monitoring

*The CEO will receive a progress report on the actions plans through the Head Teacher Executive Group. There will be an evaluation of progress towards the success measures of each AFD. On a cycle across each meeting the academy based leads will present the evidence of impact to the Head Teacher for scrutiny by the HEG and Trust Board. The success measures will be RAG rated by the Trust Board based on a scrutiny of the evidence and data presented to the CEO at each HEG meeting.*