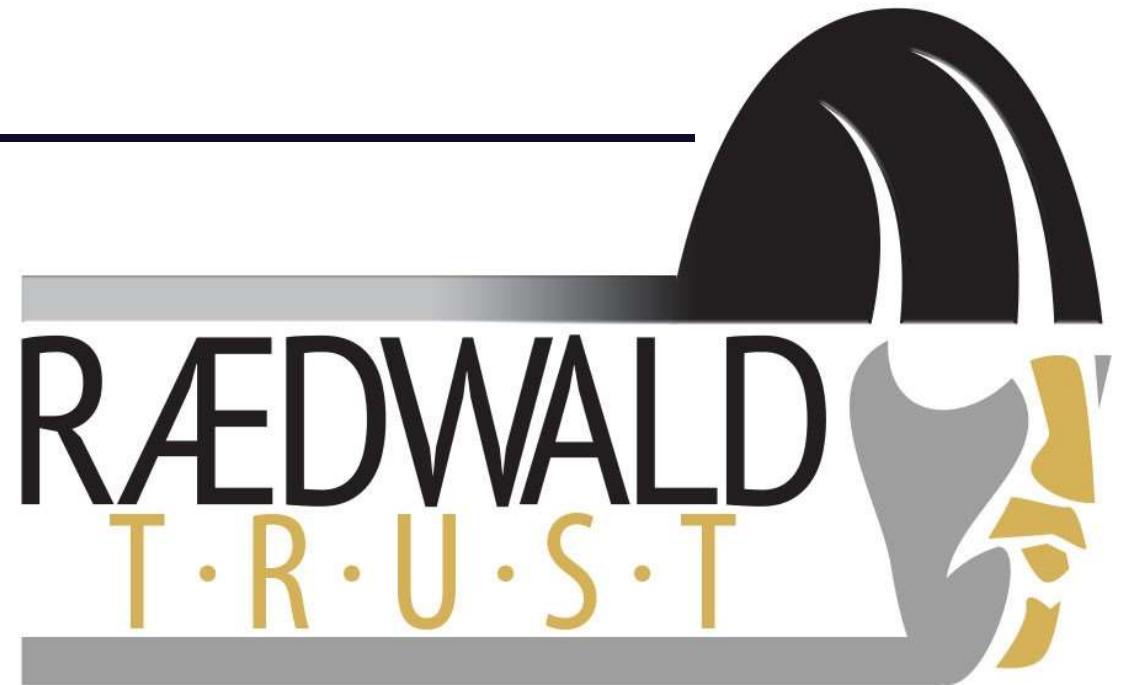


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# PEDAGOGICAL TEAM IMPROVEMENT PLAN

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DECEMBER 2020

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## Pedagogy and SEND

### 1. Academy Priorities, Areas for Development (AfD), Key performance Indicators (KPI) Summary 2020-2021

#### 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 well versed in RT curriculum and able to confidently articulate the components of their curriculum in terms of Quality of Education.</li> <li>Information effectively communicated to commissioners and mainstream settings about curriculum, pathways and pupil offers.</li> </ul>	<ul style="list-style-type: none"> <li>Curriculum support provided to site leaders via written communications, regular reviews and targeted support.</li> <li>Development of agreed induction practices across all sites that is supported by regular reviews and feedback.</li> <li>Reading strategy across all sites embedded, supported and reviewed on a termly basis.</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 curriculum middle leaders who will ensure curriculum expectations are consistent and aspirational across all sites.</li> <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>Appointment of curriculum leads who will continue to oversee Trust level curriculum development in key curriculum areas.</li> <li>Cross-trust curriculum areas to continue to meet and discuss implementation of site level curriculum.</li> <li>SEND team to develop site level practice and capacity of send champions to support teacher pedagogy.</li> <li>Site leaders to take responsibility for linking with mainstream schools and external commissioners to</li> </ul>						

			discuss and hold one another to account.						
AFD 1.3	Implement and refine a trust wide Governance Plan aimed at advancing governance capacity to hold leaders and academies to account	<ul style="list-style-type: none"> <li>LEC at a glance reports provide LEC team with the information that allows them to effectively interrogate and hold leaders to account with regards to curriculum provision, monitoring and delivery.</li> </ul>	<ul style="list-style-type: none"> <li>Refinement of LEC Head of School reporting mechanism</li> <li>Training for LEC around RT Curriculum, systems and interrogation</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>Trust level review of key policies linked to successful implementation of new pathways model.</li> </ul>	<ul style="list-style-type: none"> <li>Updated admissions policy</li> <li>Creation of pathway policies (and relevant associated paperwork)</li> <li>Review and amendments to referrals documentation and procedures</li> <li>Updated Dual Placement Agreements</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>Ongoing review of digital devices and connectivity as part of Trust wide digital school initiative.</li> </ul>	<ul style="list-style-type: none"> <li>Regular review meetings held with ICT strategy group</li> <li>Development of further CPD for staff to embed digital competency.</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>RT Pathways clearly defined by policy and procedure documents.</li> <li>Regular review cycle with pathway leaders established to ensure adherence to commissioning agreements.</li> <li>RT Curriculum fully embedded and evident through regular cycle of site level review.</li> </ul>	<ul style="list-style-type: none"> <li>Policy documents written and shared on website and with all leaders, mainstream schools and commissioners.</li> <li>Weekly cycle of review established for relevant pathways.</li> <li>Site leaders supported to drive expectations with regards to pupil outcomes linked to a rich and</li> </ul>						

		<ul style="list-style-type: none"> <li>Leaders supported to further refine use of the ILP to share pupil information, learning requirements and target strategies.</li> </ul>	<ul style="list-style-type: none"> <li>diverse curriculum offer.</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>RT curriculum fully embedded across all sites.</li> <li>All site leaders confident and able to discuss their site level curriculum offer.</li> <li>Further development of 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>External and central level reviews show curriculum offer embedded and effective.</li> <li>Pupil progress measures are regularly discussed by leaders who are clear about strategies to address poor pupil progress effectively and quickly.</li> <li>Student council reps established at all RT sites.</li> <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 a 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	<ul style="list-style-type: none"> <li>Maintain Trust wide, centralised point of reference for external contacts and services that support learners in all</li> </ul>	<ul style="list-style-type: none"> <li>Collate existing known contacts, sharing knowledge and positive collaboration between sites and in</li> </ul>						

	access to the support they require, at the time they require it	key stages.	the wider professional community.						
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 two weeks.</li> <li>Ensure each pupil has a full-time offer of education. Where this is not in place, ensure reintegration timetable policy is adhered to and teams are engaging in regular review of provision.</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>Head of Next Steps to regularly review and feedback on complex cases (weekly)</li> <li>Reporting framework for all sites accessible via online platform.</li> <li>Supportive mechanisms in place when complex cases arise through weekly admissions team meeting.</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	<ul style="list-style-type: none"> <li>RT Pupil Charter communicated to key stakeholders to positively</li> </ul>	<ul style="list-style-type: none"> <li>Pupil voice (across all sites) communicated regularly to</li> </ul>						

	strong voice in influencing the work of the schools	<p>influence engagement.</p> <ul style="list-style-type: none"> <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> <li>• Parents supported to engage with RT to drive improvements and respond to needs.</li> </ul>	<p>external partners (including parents/carers and pupils).</p> <ul style="list-style-type: none"> <li>• Development of RT Digital School initiative.</li> <li>• Development of termly RT Parent newsletter.</li> <li>• Research creation of RT Parent council.</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>• Continue to 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 factors and strategies of support).</li> <li>• Investigate joint research projects 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.*