Sixth Form Strategic Plan Detail – Academic Year 2017 /18
## Sixth Form

**Key Priority 1: Achieving Success - All students (including identified groups) across all key stages secure at least good outcomes in relation to starting points**

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<tr>
<th>Area for development</th>
<th>Key actions and strategies</th>
<th>Staff Lead</th>
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| Continue the rise in outcomes for key groups of students including disadvantaged and most able. | 1. Complete full review of outcomes through post exams meetings to identify patterns, trends etc.  
2. Devise and implement action plan after each data point to focus on key groups.  
3. Further extend the focus of key groups in all accountability meetings – including SLT link meetings and Raising Standards meetings.  
4. CPD training for the use of ALPS Connect | JCR | Sept/Oct 2017  
Post data points | Outcomes for 2018 will shows a rise above the national average point of zero taking into consideration student's starting points.  
Key groups of learners will secure improved outcomes in line with their peers and above the national average for other students nationally.  
Achieve an overall ALPS 3 for academic qualifications and an ALPS 2 for applied general. | PIXL6 subscription and related time and costs.  
ALPS Connect  
Time through leadership CPD, departmental CPD and whole school CPD.  
See calendared raising standards meetings. |
| Continue to maximise outcomes across subjects with a particular focus on Biology, English Language and Literature, History and MFL. | 1. Review all areas in light of 2017 validated results.  
2. Draft action plans for each area to address deficit. Pay particular attention to teaching, learning and assessment – where relevant teams to be supported through informal and formal support .  
3. Implement changes to assessment – PPE, unseen, no teacher to mark their own classes' papers.  
4. Continue to update actions | JCR/CTL’s | September/Oct 2017  
By September | Identified subjects will perform in line with the best performing subjects in the academy obtaining at least an ALPS 4.  
Year 13 students who return an E/U grade are given the opportunity to reflect on their pathway (Meetings held in the summer). Those continuing with students are offered bespoke support to ensure progress at the end of the Key stage is better than at the end of Year 12. Retention between years reflects IAG. | PIXL apps purchased.  
Attendance and relevant WLC and PIXL6 conferences to share best practice – see calendar.  
ALPS Connect |
as further needs are identified.

5. The starting points of students continue to be reviewed on entry to both at Y12 and Y13 to ensure they are on the best programme of study and that they have the best chances of success. Progress for those students ‘at risk’ of underperformance is continually tracked.

6. The curriculum offer, including the allocation of guided learning hours, is continually reviewed to ensure the curriculum is fit for purpose and best supports all students to make outstanding progress and secure outstanding outcomes.

On-going across the year

January 2018

The curriculum provision across key stage 5 best meets the needs of all students and supports all students and groups of students to make good progress and secure good outcomes given their starting points.
Key Priority 2: Securing Success - Teaching, learning and assessment are all highly developed across all subjects and lead to excellent outcomes and progress for all students across all key stages.

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| Teaching to the top and ensuring that all learning represents stretch and challenge for all students. | 1. Share with staff the handbook, research and key strategies.  
2. Revisit through departmental and whole school CPD.  
3. Identify and share best practice through leadership bulletin, CPD and briefing.  
4. QA regularly and revisit teachers where expectations fall below what is expected.  
5. Positive recognition postcards for students and staff in line with this development. | JCR/MVE | From launch 4th Sept.  
As per calendar | Evidence from student outcomes and assessment data shows that students are being stretched and challenged and as a result is securing improved grades in line with their aspirational targets.  
Evidence from work scrutiny and learning walks shows that best practice increases over time and the majority of learning observed has teach to the top underpinning the planning and execution.  
Where teaching lacks stretch and challenge action plans and informal / formal support in place and as a result teaching is rapidly improving. | Costs of teaching and learning handbook.  
CPD as calendared.  
Attendance at any related training.  
Cost of resources key reading texts including – What every teacher needs to know about Psychology, Teach like a Champion 2.0, Progress – learning without limits. |
| Developing and embedding metacognitive approaches to learning | 1. Share with staff the handbook, research and key strategies.  
2. Deliver whole school CPD to ensure pedagogy is sound and secure.  
3. Follow up with departmental CPD.  
4. Identify best practice and share resources through whole school and leadership CPD.  
5. Curriculum teams are supported to recall exam scripts and examples of work that represent model answers for students to access.  
6. Creation of any relevant resources as the year progresses. Learning Mats; exemplar work. | JCR/MVE | Launched on 4th September  
As per calendar | An increase in teaching is using metacognitive approaches to learning to promote critical thinking and independence in learning.  
Discussions with students reveal that they are able to effectively evaluate their work and understand how to improve their work.  
Evidence from work scrutiny shows that students are engaging regularly in metacognitive processes as part of their learning. This would include using the purple pen to address feedback; students have access to success criteria; modelled exemplar answers | Costs of teaching and learning handbook.  
Costs of related resources for learners and teachers.  
| Developing a feedback culture where feedback makes a difference to learning and progress. | 1. Share with staff the handbook, research and key strategies.  
2. Deliver whole school CPD to ensure pedagogy is sound and secure.  
3. Follow up with departmental CPD.  
4. Identify best practice and share resources through whole school and leadership CPD.  
5. QA cycle as per calendar and leaders to revisit where expectations are not met. | MVE/JCR | Launched on 4th September  
As per CPD/QA calendar. | As a result of effective feedback students are making greater rates of progress and are securing higher outcomes.  
Learning walks, work scrutiny and evidence from talking to students shows that feedback is an integral part of their learning process. This evidence shows that feedback is specific, helpful and acted upon by learners. | See calendar in terms of CPD and QA process. |
| --- | --- | --- | --- | --- | --- |
| Ensuring there is a positive climate for learning in every classroom and around the academy. | 1. Share with staff the handbook, research and key strategies.  
2. Reinforce via standards for success agenda within the Post 16 context as agreed in summer term 2017.  
3. QA as part of learning walk and learning capture.  
4. Revisit and address where necessary. | MVE/JCR | Launched on 4th September  
Revisited with students through assemblies and form learning regularly. | As a result of all staff establishing high standards for success both in classrooms and around the academy students make increased rates of progress and secure higher outcomes.  
Learning walks, work scrutiny and evidence from speaking to students shows that learners are thriving in a positive climate for learning. | Costs of teaching and learning handbook. |
| Establish and communicate a robust assessment schedule that is shared with staff, students and parents/carers. | 1. A clear assessment schedule is created and followed throughout the year including all mocks allowing for regular exam style assessment. | JCR/Data | Launched September 17 | Student performance will continue to improve and evidenced in the summer 2018 results. | Cost of flyers produced for the parents forum held 18/09/17 |
Key Priority 3: Developing Success – All colleagues are supported to develop their practice and pedagogy through continuous and collaborative high quality professional development and partnerships.

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<td>Further develop and embed mentoring for colleagues where teaching, learning and assessment are variable and not yet consistently good.</td>
<td>1. Identification of where teaching is not year consistently good. 2. Diagnostic lesson review to understand the deficit areas. 3. Implementation of action plan, and informal / formal support– to include mentoring of teachers where learning is not securely good. 4. Identification of mentors within teams and from lead practitioners – where relevant mentoring training to be given as part of personalised CPD. 5. Include as part of QA and feedback cycle.</td>
<td>MVE/JCR</td>
<td>Identification from initial 3 weeks at start of half term. To include intelligence from Appraisal and last year’s capture. On-going and in line with support in place.</td>
<td>Where teaching, learning and assessment are not securely and consistently good plans are in place to support this – colleagues are assigned a mentor and reviewed on a 6 weekly cycle. As a result of the mentoring and appropriate level of support teaching in these areas is improving rapidly.</td>
<td>Time from CPD and meeting time.</td>
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<td>Further develop and embed coaching as a model for sustained and lasting improvement for teachers.</td>
<td>1. Discrete post 16 CPD sessions target teaching at KS5 as a skill. Sessions on delivery to P16 students are modelled and coaching pairs are established to offer models of good practice. CPD regarding assessment.</td>
<td>JCR</td>
<td>November 2017 onwards</td>
<td>All colleagues understand coaching and are able to practice the model as shared in ISTRIDE. As a result colleagues are self-empowered and able to develop practice which is seen in the classroom, through learner outcomes and progress and discrete P16 sessions.</td>
<td>Time from CPD and meeting time.</td>
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Develop a strategic plan in preparation for moving BTEC provision from QCF to the new style framework.

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<td>1. A robust approach to reform is taken in subject areas, both from tranche 1, tranche 2 and BTEC subjects, leading towards assessment at the end of Key Stage and at the end of Year 12.</td>
<td>CTLs/JCR(BTEC)</td>
<td>September 2017 onwards</td>
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<td>2. Staff are given access to resources and opportunities to develop and enhance their understanding of the subject matter, the skills tested and the methods of assessment — including marking and feedback.</td>
<td></td>
<td>Good practice and access to exam board support is shared across faculties so that opportunities are not missed. Activities in preparation for reform, particularly with regard to assessment criteria, are addressed in results meetings through the year and discussions take place regarding the robustness of predictions. Links with other institutions are publicised and utilised.</td>
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<td>3. Specific exam board exemplars and schemes of work are signposted and staff have access to the collections of materials produced by those responsible for administering the tests.</td>
<td></td>
<td>Time in leadership meeting to discuss findings. Some CPD time to be devoted to the sharing of these ideas and the setting up of links with other partners in education.</td>
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Key Priority 4: Standards for Success – All students maintain the highest standards for success across all aspects of academy life.

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<td>Raising further attendance levels for students.</td>
<td>1. Students at risk of attendance falling below 95% are identified early – patterns of attendance to be analysed and discussions to take place with students identified to identify barriers. 2. Attendance to remain a focus in assemblies and allocated Tutor Time and with PPT’s. 3. 100% attendance to form part of attendance lottery. 4. Weekly year group attendance to be reviewed with an agreed follow up actions for key groups of learners and individuals. 5. Implementation of strategies based on personal need to be employed.</td>
<td>RSP</td>
<td>Ongoing from 4&lt;sup&gt;th&lt;/sup&gt; September. To be visited on a weekly basis.</td>
<td>The attendance of a minority of students improves and as a result the average attendance within the sixth form rises and remains above the national figure.</td>
<td>Related funding for strategies on needs basis.</td>
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<td>Improve the use of ALPS Connect as a tool for analysing and identifying key groups of students.</td>
<td>1. To ensure that all leaders are making effective use of data to identify key pupils, groups of pupils and subject areas where progress and outcomes are at risk of not meeting minimum expectations. 2. At Post 16, particular attention is paid to key priority groups of pupils including: • Pupils entering Year 13 with E/U grades at GCE AS Level or mocks. • Non FSM learners • High Attainers And the following subject areas, based on CTL/SLT Link/JCR</td>
<td>CTL/SLT Link/JCR</td>
<td>September 2017 onwards</td>
<td>Post 16 KPI's are met in the summer of 2017 (Actual Yr13, Mock Yr120)</td>
<td>Relevant resources from department budgets</td>
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performance for Summer 2017:
- History,
- English Language and Literature.
- Biology
- MFL

Where these are identified targeted support and interventions are in place in line with the PIXL model of intervention. This targeted intervention is tracked and regularly reviewed to monitor the impact.

| Implement MYEd as a communication tool for parents. | 1. After each assessment point this information is communicated with parents/carers via the MYEd app. | JCR | Launched September 17 | Communication is clear and supported by parents/carers. | Cost of flyers produced for the parents forum held 18/09/17 |
Key Priority 5: Supporting Success – All students are supported to live balanced, healthy lives that are rich with both academic and extra-curricular opportunities.

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| Further enhance and extend Parental/Carer engagement.    | 1. To improve parental engagement and support through a series of calendared events that actively encourage and support parents to engage with the academy and increase parental support in their child’s learning at Key Stage 5.  
These sessions are registered to track attendance and engagement and are evaluate to ensure where possible the provision can be improved.  
Events to include:  
- Increased number of parent teacher consultation with a view to replacing written reports and providing more personalised feedback on academic progress.  
- Parents forums – to increase the engagement of parents with key priority issues for the academy – to include a focus on reporting, understanding assessment changes, homework etc. | JCR/RSP    | As per calendar across the academic year | Calendar of events is securely in place and well attended by both parents and students. Non-attendance is followed up. Feedback from the events evidences a high satisfaction rating. | Costs of refreshments and materials handed out.                   |
| Develop student voice so it plays an active role within the sixth form. | 1. To further develop the role of Student Leaders within the sixth form whereby they are supported to actively participate in the development of teaching and learning. They may also be used to help positively market the sixth form within the lower school, acting as role models and mentors. | RSP | September 2017 onwards. | Student Leaders play an active role in the school and are actively supporting the further development of teaching and learning. This can be seen through:
- Their involvement with CPD where relevant.
The increased understanding in teaching and learning via learning walks. They can speak confidently and articulately to visitors and understand the impact of their conversations. They represent the academy outside the school environment, including at other educational establishments. | Training time and any related costs |
| Further improve IAG to ensure that it is fit for purpose, allowing students to access appropriate courses. | 1. To continually develop our enrichment and IAG programme to reflect changing student profiles, qualifications, UCAS tariff and the jobs market. This will specifically include our statutory obligations to promote and support the new apprenticeships, as well as the development of pathways towards university | JCR/RSP/DGR | September 2017 onwards. | Bespoke pathways are in place, supported by external experts, which promote awareness of alternative routes to employment. Changes to previous tariffs are shared with staff and key stakeholders, including parents. Enrichment will be established and regular, supported by members of the wider academy and some experts from industry where possible. It will be given sufficient curriculum time for students to embed skills and experiences. | Cost associated with visiting speakers. Time from curriculum in June to deliver some programmes. Staffing costs to support enrichment. |
| Improve and develop the marketing of the sixth form across a variety of formats. | 1. Ensure a full marketing campaign is in place for prospective new entrants to post 16. This is to include all marketing material and prospectus, use of presentations and taster days for Ossett and Horbury students. | JCR/RSP/DGR | September 2017 onwards. | All college entry KPI's are met | Costs associated with marketing |