

## OUR VISION - ASPIRE / CHALLENGE / ACHIEVE

Giles Academy aims to provide an good quality education which enriches students' ambition and love of learning and equips them with the skills, knowledge and cultural capital they need to access aspirational Post-16 pathways, meet the responsibilities and experiences of later life and to Aspire / Challenge / Achieve.

TARGET:	TARGET:	TARGET:	TARGET:	TARGET:
<b>A. LEADERSHIP &amp; MANAGEMENT</b>	<b>B. QUALITY OF EDUCATION</b>	<b>C. BEHAVIOUR &amp; ATTITUDES</b>	<b>D. PERSONAL DEVELOPMENT</b>	<b>E. OVERALL EFFECTIVENESS</b>
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STRATEGIC OBJECTIVE IN BRIEF:	STRATEGIC OBJECTIVE IN BRIEF:	STRATEGIC OBJECTIVE IN BRIEF:	STRATEGIC OBJECTIVE IN BRIEF:	STRATEGIC OBJECTIVE IN BRIEF:
<p>To support students and staff to have a successful transition back into the school environment in Sept 2021</p> <p>Intent: To move the current two year KS3 programme (2019/20) to a three year KS3 Curriculum - (NB: keep focus on End of KS4 [P8 Score] so the school moves towards national average)</p> <p>Introduce the SLAT appraisal process – i.e. higher focus on succession planning, retention &amp; development of staff appropriate to their career stage</p> <p>Introduce the SLAT sensible approach to a sustainable reduction in teacher workload</p> <p>To build links with the SLAT schools - to share good practice &amp; participation in SLAT HUBS</p> <p>To develop improved use of E-technology – i.e. SIMS/ MY Concern / website / Show My Homework &amp; TEAMS / GCSE POD</p> <p>Improve KS2-3 transition, including promotion and marketing of Giles to build on student numbers</p> <p>Back to Basics: Improve Staff, Students &amp; Governors understanding of T&amp;L strategy and the new national agenda</p> <p>Focus on Governor recruitment</p>	<p>Intent: To support ALL subject areas to improve – i.e. move progress towards in line with national average; including reviewing examination boards; SOW; assessment; etc. (with HUB support)</p> <p>Implementation: Develop the department approach to curriculum implementation &amp; intervention (4<sup>th</sup> 'I') to further embed learning automaticity</p> <p>To work with students to identify and bridge (close) any gaps in knowledge following a full return to school 'as normal' - Sept 2021</p> <p>Embed (4<sup>th</sup> 'I') intervention programmes for students to build independence; resilience; resourcefulness</p> <p>Implement, develop and embed the SLAT T&amp;L quality assurance processes – via Deep Dives; lesson visits; work scrutiny and launch the three school model to support subject improvement</p> <p>Support teachers to deliver lessons that match SLAT T&amp;L principles and stretch and challenge - the HUB approach</p> <p>Improve systems for setting and monitoring student targets KS3 &amp; KS4</p> <p>Assessment: Introduce SLAT policy to include low; mid; high stakes &amp; 'Forensic Marking Samples'. NB: Include adaptations for Term 1 &amp; 2 following the Sept return</p>	<p>Work to meet the requirements of the SLAT 4 Point Behaviour Plan (adapted from the 8 Point Behaviour &amp; Safety Plan implemented in the period of COVID-19 lockdown) - including segregated yards; new uniform standards; no headphones/mobile phones; rewards; behaviour policy</p> <p>Develop a whole school Behaviour for Learning strategy, to ensure robust support for all learners to maintain their drive for learning, catch up and meeting targets</p> <p>Improving aspiration: Improve quality and challenge of homework &amp; independent learning tasks</p> <p>Introduce student Reward &amp; Positive Behaviour systems, especially in light of the Sept full return to school and develop the SLAT approach, i.e. for students requiring more praise</p> <p>Attitudes to school: Implement systems to gauge student voice regularly</p> <p>Experience of school: Put in place student exit surveys to gauge successes and areas to improve on</p>	<p>Implement a PSHE / SMSC programme at KS3 &amp; 4 in line with SLAT expectations – in particular to reflect the support students will need following the COVID - 19 lockdown:</p> <ul style="list-style-type: none"> <li>• Careers</li> <li>• PSHE</li> <li>• Communication (Literacy / Reading)</li> <li>• Disadvantaged</li> <li>• Relationships</li> <li>• Celebration / Pride / Respect</li> </ul> <p>Introduce the appropriate systems to promote wellbeing and positive mental health strategies - a robust whole school approach to raising awareness</p> <p>Aim to raise aspirations through an improved careers provision, to reflect the impact of COVID on the changing job / careers market and to meet the needs of the Gatsby benchmark</p> <p>Develop and embed a new school Disadvantaged Strategy to ensure that any gaps in student learning or welfare are bridged – i.e. through tutoring; mentoring; intervention; etc.</p> <p>Safeguarding: To fully update policy; procedure and practice following the inadequate Ofsted judgement 2019 (and to be in line with current Government guidance); ensuring appropriate training for staff &amp; to significantly improve support for all students</p>	<p>Curriculum Impact: Meeting the new national agenda - training for staff and self-assessment of the school provision, with some external validation</p> <p>Introduce a system for ongoing Department Deep Dive initial 'looks' for 2021:</p> <p>English / Maths / Science Geography / History / RE / Art &amp; DT Vocational BTECs</p> <p>Develop &amp; embed strategies for an increased focus &amp; greater challenge, in the areas of:</p> <ul style="list-style-type: none"> <li>• Attendance</li> <li>• SEN</li> <li>• Aspiration &amp; Confidence – all learners</li> <li>• Most Able</li> <li>• Disadvantaged</li> <li>• Safeguarding</li> </ul> <p>Review the Options process in Year 9, by improving careers advice and encouraging EBacc student participation, whilst recognising and promoting 'individual student choice'</p> <p>Improve overall effectiveness in order to review &amp; explore the potential to reintroduce Post 16 provision at Giles</p> <p>Improve regular communication with all stakeholders, so they learn to 'know their school well'</p>