



# SIDMOUTH COLLEGE IMPROVEMENT PLAN 2021-2022



Quality of Education	Personal Development	Behaviour & Attitudes	Sixth Form	Leadership & Management
<p>The <b>curriculum</b> sets out the knowledge and skills that students will gain at each stage (<i>intent</i>). The curriculum will be developed and assessed in order to support students to build on their <b>knowledge</b> and apply their <b>skills</b> (<i>implementation</i>). All students, including the most <b>disadvantaged</b> students and students with <b>SEND</b> will achieve positive outcomes (<i>impact</i>), as a result of a high-quality curriculum. (SBP)</p>	<p>The <b>wider curriculum</b> through impactful <b>enrichment</b> enables all students including the most <b>disadvantaged</b> and students with <b>SEND</b>, to have increased confidence, responsibility through student leadership opportunities, and experiences both within the College and their wider community. (KWI)</p>	<p>The culture of <b>behaviour</b> and <b>attitudes</b> within the college are positive, calm and orderly, led by all and implemented with consistency. The college has high expectations for behaviour and respect for others. Students are committed to their learning. Relationships between students and staff reflect a positive and respectful culture. (MJW)</p>	<p>To ensure that all students, including the most <b>disadvantaged</b> students and students with <b>SEND</b>, through high quality <b>teaching</b> and <b>assessment</b>, make substantial and sustained progress from their identified and recorded starting points in their study programs, given disruptions to their planned program of study following Covid-19. (SH)</p>	<p>There is a <b>clear and ambitious vision</b> for providing high-quality education to all students including the most <b>disadvantaged</b> students and students with <b>SEND</b>. Sidmouth College has strong, shared values, policies and practice. (SBP)</p>
<p>Within all lessons, teachers check students understanding effectively and provide high quality <b>feedback</b> to all groups of students including the most <b>disadvantaged</b> students and students with <b>SEND</b> to ensure they make progress. (JIH)</p>	<p>The <b>curriculum</b> provides opportunities for the spiritual, moral, social and cultural development of students. (SBP)</p>	<p>The culture of <b>safeguarding</b> permeates the life at the college which acts in the best interests of students, identifies and secures help for those students in need. (MJW)</p>	<p>Students to develop personal, social and independent learning skills through an effective <b>personal development</b> programme, which includes PSHE and RSHE. (SH)</p>	<p>Develop a focused and highly effective <b>professional development programme</b> for teachers and staff which translates into improvements in the teaching of the curriculum. (SBP / JIH)</p>
<p><b>Assessment</b> is planned strategically throughout the curriculum. Data collection is proportionate and sustainable and used to inform all stakeholders. (AL)</p>	<p>There is a <b>positive and respectful</b> College culture which is supported by opportunities for <b>praise</b> and <b>reward</b>. Students are motivated and have opportunities to share their views. (KWI)</p>	<p>The <b>mental health</b> and <b>wellbeing</b> of the college community is at the core of its ethos and values. (MJW)</p>	<p>For all students including the most <b>disadvantaged</b> students and students with <b>SEND</b> to achieve high levels of <b>attendance</b> and punctuality. Where this is not the case, swift action will be undertaken. (SH)</p>	<p>Through a model of <b>distributed leadership</b> all leaders/key stakeholders take responsibility for delivering a rigorous <b>QA programme</b> that has accountability for all and drives improvement across the College. (JIH)</p>
<p>Teachers prioritise <b>assessment</b>. Through delivery of an effective <b>recovery curriculum</b> teachers use assessment to allow students to embed knowledge into long term memory (connect existing knowledge with new) through interleaving. <b>"Students know more &amp; remember more"</b>. (JIH)</p>	<p>The <b>PSHE curriculum</b> is carefully planned and sequenced, reflecting the needs of all learners, is age and stage appropriate, meets the requirements of the RSHE 2020 guidance and enables pupils to make informed decisions about their wellbeing, health and relationships and builds their self-efficacy. (LW/MJW)</p>	<p><b>Attendance</b> for all students including the most <b>disadvantaged</b> students and students with <b>SEND</b> is high and if this is not the case, swift and appropriate actions are taken. (MJW)</p>	<p>The continued design and implementation of a post 16 <b>enrichment</b> program, significantly affected by Covid 19 in 2020, in order to prepare students for employment or progress towards higher levels of study. Through the activities, planned, students should also contribute to society both inside and outside of college. Communication of the enrichment program to all stakeholders to be a key focus. (SH)</p>	<p><b>Disadvantaged provision</b> is embedded into College structures at all levels and impacts student progress and school experience significantly. Collective understanding on how disadvantage impacts learning with a focus on developing <b>strong relationships</b>. (AL)</p>
<p>The curriculum provides opportunities for students to improve their <b>literacy</b> skills. Students including the most <b>disadvantaged</b> and students with <b>SEND</b> are able to read to an age-appropriate level with fluency and comprehension. Teachers ensure that their own speaking, listening and writing support pupils in developing their language and <b>vocabulary</b> well. (AL)</p>	<p>Students are prepared for their <b>next stage</b> of education, training or employment at each key stage of their learning supported by our business partners, colleges and training providers, to show (demonstrate) "Improved <b>Employability Skills</b>" Where face to face interactions are not possible we will continue to develop the virtual events we have piloted to ensure we are continuing to meet the Gatsby Benchmarks. (NY)</p>			<p><b>Governors</b> understand their roles and carry them out effectively. They ensure that the College has a clear vision and strategy. That resources are well managed and that leaders are held to account for the quality of education. (AD)</p>