



### SIDMOUTH COLLEGE IMPROVEMENT PLAN 2022-2023

Quality of Education	Personal Development	Behaviour & Attitudes	Sixth Form	Leadership & Management
<p>The <b>inclusive curriculum</b> identifies the <b>key</b> knowledge and skills that students will gain at each end goal. Teachers will know what is being taught and what the end goal is and will refine the specific knowledge to be taught. All students, including the most <b>disadvantaged</b> and students with <b>SEND</b> will be able to access the planned inclusive curriculum.</p>	<p>Attendance to <b>enrichment</b> is tracked to ensure that all students including the most <b>disadvantaged</b> and students with <b>SEND</b> are engaging with clubs and activities. A broad enrichment offer enables all students to develop confidence and responsibility through student leadership opportunities, and experiences both within the College and their wider community across <b>all subjects</b> of the curriculum.</p>	<p><b>Re-invigorate</b> positive behaviour systems and <b>consistency of approach</b> by all to maintain a calm and orderly college environment. Ensure students <b>attitudes</b> to their education are <b>positive</b> and lessons are not disrupted. Through effective staff approaches, students <b>engage positively</b> in lessons and staff use <b>routines and de-escalate</b> intelligently when required.</p>	<p>To ensure that all teaching and learning principles are embedded into key stage 5 lessons and that <b>self-supported study</b> enables all students, including the most <b>disadvantaged</b> and students with <b>SEND</b>, to make substantial and sustained progress.</p>	<p>All stakeholders are to take <b>responsibility</b> for the continued improvement of the College, and will work consistently to deliver the improvement plan. <b>Accountability</b> for the success of College priorities will be dependent on this collective responsibility and ownership.</p>
<p><b>Adaptive teaching:</b> In all lessons <b>assessment</b> is used effectively to monitor student learning. High quality <b>feedback</b> is provided to all groups of students including the most <b>disadvantaged</b> and students with <b>SEND</b> to ensure they make progress.</p>	<p>Tutors lead and develop a positive culture, including praise and high expectations to <b>develop</b> tutees <b>broader development</b>, cultural capital and readiness to learn. Students <b>experience routines</b>, led by each member of staff and are dealt with consistently.</p>	<p>Adults have <b>high expectations</b> for being prepared for learning through being, <b>prompt, prepared and presented</b>. <b>Staff support whole college processes and routines</b> whilst maintaining positive relationships.</p>	<p>All students, including the most <b>disadvantaged</b> and students with <b>SEND</b>, to fulfil expectations required for <b>planned learning hours</b>.</p>	<p>The leadership of the college will work with governors to focus <b>strategically</b> on securing both the future stability and continued improvement of the College. An outward facing approach to <b>collaborative</b> working will align the College with the wider government education agenda.</p>
<p>To develop our <b>pedagogy</b> around <b>Rosenshine</b> and embed principles of instruction into all lessons. Through effective implementation, all students make strong progress in developing knowledge and their ability to retrieve essential information.  <b>“Students know more &amp; remember more”</b></p>	<p>Praise and reward is consistently recognised within the college community to promote a <b>positive culture</b> through the actions of each individual. <b>Departments and subjects develop clear approaches to recognise the positivity that exists within learners through competition and the rewards system</b>. Houses celebrate the contribution at every opportunity.</p>	<p>Students’ attendance improves to ensure that regular attendance can be maintained by all. Where early intervention is required, students are supported effectively to reintegrate, where appropriate. Students are <b>prompt</b> to begin their learning and staff use <b>agreed expectations and systems</b>.</p>	<p><b>Promote</b> the sixth form, both within the College and with the wider community. In addition the sixth form will also play an <b>active role</b> in whole college events including those that are related to the House system.</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</p>
<p><b>Assessment</b> is planned so that it is closely <b>aligned to curriculum</b> and pedagogical decisions. Teachers can use assessment to more precisely identify the causes of underlying gaps in knowledge and understanding. Assessment reporting is used to inform all stakeholders.</p>	<p>In PSHE all students are empowered to understand themselves and their role in society, they reflect on their <b>values</b> and behaviour and are able to openly discuss their personal development.</p>	<p>Safeguarding permeates the life at the college and <b>decisions</b> made are made in the <b>best interests of vulnerable learners</b> and their families. The college maintains an attitude of ‘it could happen here’.</p>	<p>Ensure that effective tutoring and PD sessions equip students with the skills and knowledge needed to develop <b>academic resilience</b> and to take responsibility for their own well-being.</p>	<p>Develop a bespoke and highly effective <b>professional development programme</b> which impacts on the delivery of the curriculum. CPD is mapped and encompasses development across all areas of the CIP.</p>
<p>The curriculum provides opportunities for students to improve their <b>disciplinary 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 students in developing their <b>vocabulary</b> and overall literacy.</p>	<p>Students are prepared for their next stage of <b>education, training or employment</b> at each key stage of their learning supported by our business partners, colleges and training providers.</p>	<p>Staff and students’ <b>mental health</b> and <b>well-being</b> within the college community is at the fore of every decision made. Students support the wellbeing of each other and have high levels of respect for each other.</p>	<p><b>Quality assurance</b> will continue to drive progress through all subjects offered in the sixth form, including GCSE English and Maths resit programs.</p>	<p><b>Governors</b> understand their roles and carry them out effectively through monitoring visits which include student voice. 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.</p>