

WSFG School Improvement Plan 2017/18: The G.R.E.E.N. School

Key themes:

1. **Intelligence for G.R.E.E.N. Learning:** focus on Teaching & Learning
2. **Professional Intelligence for G.R.E.E.N. Learning:** focus on the Curriculum
3. **Strategic Intelligence for G.R.E.E.N. Learning:** focus on Continuing Professional Development (CPD) of staff

Theme 1: Intelligence for G.R.E.E.N. Learning

1. Resilient Learning Behaviours

Students and teachers demonstrate resilient learner behaviours both within and beyond their own classrooms

What this will look like:

- Staff and students use the **GREEN learning line and learning power language** of routines explicitly.
- New **home learning** strategy introduced following outcome of research. □
Students demonstrate increasing levels of resilience.

Students and teachers act as resilient lead learners and are able to take responsibility for setting expectations for themselves and others in terms of learning routines and team collaboration.

What will this look like?

- Students are confident in reflecting on and improving their own work following **feedback**.

2. Energy for Learning

All staff maintain energetic working relationships with students. Classroom management is characterised by high energy and respectful relationships.

What will this look like?

- Launch the **SIMS behaviour module** for GREEN rewards and sanctions to reflect Growth, Resilience, Energy, Empathy and Newness in the classroom and beyond.

High levels of trust ensure interactivity and learning dialogue, which challenges and extends students to apply, evaluate and create.

What will this look like?

- Students develop high quality **peer and self-assessment**.

Students respond well to the high level of challenge and expectations in a climate where they have high self-confidence and self-esteem so that they are able to take risks with their learning.

What will this look like?

- Students demonstrate a high level of challenge in exercise books.

3. Variety of teaching approaches (Newness)

Innovative practice is shared and coached within the school to ensure a consistent approach across the curriculum.

What will this look like?

- Trial **coaching system** triads with a view to launch in 2018-19.
- Effective questioning to improve learning is embedded
- CPD programme consists of a variety of teaching approaches. Each faculty focuses on one approach and researches its effectiveness on one selected group of KS3 students.
- Students lead in creating and providing questions to stimulate dialogue.
- **GREEN lessons** to incorporate explicit links to questioning.

4. Culture of growth, research, progress and reflection

As a result of reflection and researching, teachers develop ideas and resources based on sound pedagogy and knowledge.

What will this look like?

- CPD **passport offer** on Wednesday and Thursday to be established with a comprehensive array including growth mindset training.

Teachers trial, evaluate and refine resources that are transferable both within and outside the school.

What will this look like?

- Micro **research** is established to feed into faculty SEAs. Research published and share across our networks.

Theme 2 : Professional Intelligence for G.R.E.E.N. Learning

1. GREEN curriculum design

The approach to curriculum is holistic, coherent and integrated. Decision-making is driven by the GREEN vision, which is shared by the whole school community. The GREEN values are evident across all stages and in all subject areas. All stakeholders can recognise how GREEN shapes the curriculum.

What will this look like?

- **KS3 curriculum review** to include a wide range of stakeholders as well as Erasmus + application for funding for international visits.
- The curriculum fits in with the constraints of the **budget**.
- Continue to review **KS4 curriculum** in light of progress 8 and commitment to exceptional outcomes within a broad curriculum offer and extra-curricular activities.

2. Engagement and empathy with key stakeholders

Student, staff, parent, and governor involvement are a part of regular feedback and the improvement planning cycle.

What will this look like?

- **Website and Greensheet** reflect stakeholder involvement with the capture student and parent views - short specific surveys with analysis and follow-up.
- There are a number of parent information evenings. Key stakeholders understand how the GREEN curriculum works to meet the needs of every student.

There is proactive and creative (Newness) use of media and technology to reach and engage relevant audiences locally as well as regionally, nationally or further.

What will this look like?

- SIMs **learning gateway** to be established and appropriate parental Apps trialled and established.
- Use of website to publish results.

- Build **PASS profile** into school calendar.
- Sharing International Schools' curriculum work e.g. E-twinning

Governors are an active part of school improvement.

What will this look like?

- Governors make a difference through a proactive role in the school through school visits and excellent attendance at Governors' meetings.

Theme 3 : Strategic Intelligence for G.R.E.E.N. Learning

1. Leadership through GREEN

GREEN vision, values and beliefs, which influence decision making at every level of the organisation, are enacted and embedded in the actions of all stakeholders

What will this look like?

- Embed **GREEN vision** into daily practice within and beyond the curriculum.

Internal self-evaluation is energetic and valued by staff as a continual growth process that promotes reflection and resilient school improvement.

What will this look like?

- A whole school strategic approach to data to ensure **all groups** of students are supported and identified if not making exceptional progress.
- Year team reviews introduced.
- Extra-curricular offer is rigorously monitored through **SIMS activities**.
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2. Professional Learning

The school is resilient and energetic in supporting the professional learning of staff at all levels and the majority of staff leave for promotion, including headship.

Staff to share and collaborate beyond their school and location, engage regularly with colleagues regionally and nationally or internationally, both online and in person. Members of staff support the professional learning of colleagues within other schools and the impact of their work can be evidenced through work published or showcased nationally or internationally. The school acts as a centre for professional learning – offering support and training to staff both within and outside our school community.

What will this look like?

- There are **partnerships** with schools and organisations at local, regional, national and international level. Initiatives such as Erasmus+ and engagement with hub groups have a clear impact on staff and students. The school works closely and advises within organisations such as leading edge, challenge partners and the SSAT.
- Teaching school and/or local hub work.
- Via Leading Edge, FfEE and Challenge Partner link and, post Ofsted Outstanding judgement, via Teaching School and World Class School status.

A wide range of robust data contributes to decisions about performance management.

What will this look like?

- The **SchoolIP** system is fully established to enable a smooth and fair PM system.

3. Resilient use of the budget to energise Teaching & Learning

There is a rigorous and consistent GREEN approach to financial planning, which considers the impact of activities and the school's strengths and areas for development.

What will this look like?

- Budget planning and actions to meet the needs of the financial constraints.