City of Derby Strategic Plan 2020-22

(Updated September 2020)

Contents:

Address: Farmhouse Road, Sinfin, Derby, DE24 3AR

School type: Academy   **Gender of entry**: Mixed   **Headteacher:** Mr Phil Smith

Age range: 11-16   **Number of pupils**: 990   **School capacity:** 1050

English as an Additional Language: 54%   **Pupil Premium**: 41.6%

SEND: 17.2% (11 EHCP) **Average A8 estimate from FFT** 3.2   **Mobility** = 25%

Expenditure: Staffing 19/20 (target 75%) 79%

Information about this school

City of Derby Academy is an averaged sized comprehensive school. CODA was re-brokered to QEGSMAT in September 2017. It predominately serves the Derby City Wards of Sinfin and Normanton. These are the two most challenging wards in the city and also have the highest levels of deprivation. The Academy is truly multi-cultural with 39 different languages spoken. It is in the lowest 20% of all schools for deprivation and the prior attainment of pupils in all year groups is well below the national average in Reading, Writing and Maths. The IDSR recognises CODA as being in the lowest quintile for deprivation and prior attainment.

In addition, CODA supports a large number of students with a range of needs including safeguarding.

External Agency Involvement						
	Aut 1	**Aut 2**	**Spr 1**	**Spr 2**	**Sum 1**	**Sum 2**
How many social care referrals have been made relating to pupils during this half term?	18	18	16	10	10	8
How many social care referrals have been made relating to pupils on your site by other agencies during this half term?	19	25	14	15	20	14
How many pupils have been supported through Early Help arrangements during this half term?	14	14	11	17	19	22
How many pupils have been supported through Child in Need Plans during this half term?	10	23	20	22	17	22
How many pupils have been supported through Child Protection Plans during this half term?	11	11	13	11	7	7
How many referrals have been made to the Designated Officer/LADO in relation to concerns about members of staff during this half term?	0	0	0	0	0	0

Strengths

Curriculum designed to meet the needs of all learners, including Connect, Ignite, dual language and EAL pathways leading to improved behaviour and engagement. Low NEETs, particularly in comparison to the other schools in the city.

Outcomes for students have improved year in year since CODA was re-brokered and secured a new Headteacher. This year's results were the best ever in the schools' history and 43% of students achieved a pass (4+) in both English and mathematics, and 22% (5+). The Progress 8 figure has

Improving Life Chances for All Students

improved from -1 (before re-brokering) to -0.46 in 2019 and the CAG Progress 8 calculation in 2020 is -0.10. A fantastic achievement.

Attendance has shown dramatic improvements. 2016-17 (93.08%), 2018-19 and now 2019-20 (94.5%) which is above national average for similar schools

Fixed term exclusions have reduced significantly, particularly for SEN and Pupil Premium. Exclusion rates are low compared to other schools in the city and CODA is the 7th lowest school out 17 across the city and top for permanent exclusion as there have been non since 2018. Behaviour around school and in lessons has improved. Students are 'buying in' to the paradigm shift evidenced by the numbers achieving the 95% ratio and attending rewards trips is increasing. I September 2019 this was 90%. In addition, there is a positive climate.

There is strong teaching in English and the HoD has recently been designated SLE status by Chellaston teaching school. Other areas of strength are triple science, art, maths, geography, business. In addition, there have been improvements in the quality of teaching and learning across the school, particularly in subject knowledge, feedback, planning and literacy.

There is a focus on well- being and inclusivity. Pastoral care at CODA is effective. There are numerous strategies to improve student well-being including many led by student ambassadors/counsellors. Safeguarding is highly affective with quality support for vulnerable students including those on child protection.

Since March 2020 the school has embedded a number of successful strategies [Appendix 4] to support learning remotely and for those students eligible for face to face development. In addition, the plans for future remote learning and the recovery curriculum are clear, embedded and will have impact.

The school has also documented the many levels of support and strategy embedded since March 2020 to support the school vision of improving the life chances of all students. [Appendix 5]

Vision and Culture

The vision at the City of Derby Academy is to 'improve the life chances of all students'. We passionately believe that this will happen when students are on the curriculum pathway that suits their individual strengths, potential and aspirations.

In addition, we are passionate about preparing all students for life in modern day Britain by supporting their academic curriculum with learning opportunities that will develop their personal character. Therefore, as a school, invest in developing the character of all students through our Character Development curriculum.

Character Development and school culture is underpinned by the 3Rs. These are: -

- Respectful
  - o Polite, positive and patient
- Responsible
  - o Prepared, punctual and well presented
- Ready to Achieve
  - o High aspirations, participating and persevering

All of the curriculum pathways are broad, balanced and deep, whilst providing students with the knowledge, understanding and skills to support a successful transition to their next stages of life. This success will be supported by well thought out schemes of learning that have 'learning', 'pedagogy' and 'improving life chances' at their heart whilst taking into account the context of the diverse school community we welcome.

At the City of Derby Academy, we believe that academic outcomes are important and we expect our students to achieve national progress standards. However, we do not believe that all students will benefit from a traditional EBacc curriculum. We continually strive to develop skills such as self-confidence, self-belief and self-esteem so students are equipped to be successful in their next stages of life through ensuring all students engage in the CODA Additional Curriculum Promises [Appendix 2]

We are proud that we offer a wide range of curriculum pathways that support all of the students at the City of Derby Academy. These include an Accelerated, Standard, EAL, Ignite and Connect pathway which all support the diversity of educational need in school.

Things we are proud of at CODA

- The school vision of 'improving the life chances for all students' is evident in every area of the school.
- We have a diverse school community and there is a lovely family/community approach across the school. The 3Rs are an integral part of school life and character development.
- There is an evident culture, based around the 3Rs. Relationships and 'championing' students is evident every day
- Outcomes for students at Level 2 are significantly improving and students are making expected progress to their peers nationally.
- Expectations are high.
- Students are at the heart of every decision we make as a school.
- An exciting academic and pastoral curriculum, which holds the 3I's at its core.
- The curriculum is delivered on many 'levels' which suit the needs of learners. This also includes a successful 'Connect' provision.
- SMSC is excellent – Silver quality mark as recognition.
- Safeguarding is effective and although there are a large number of referrals concerns are dealt with

- Operation working such as pleasant lunchtime/break time. Areas such as the canteen, Bistro, Astroturf are positive places to be.
- The Academy Council is a strong and integral part of the school – student voice, Prefects, Head Students
- There is a plethora of opportunities/activities/clubs. This includes the Trips, Outward bounds opportunities, Cadets, DofE, Sports Day, Debating team, Residentials, Connect Residential, Choir, Dance, Choir, ELS activities, subject clubs and many more.
- The rewards system genuinely rewards students for meeting school expectations – Activity Days, Class Charts shop, general rewards, Headteacher Blog etc.
- The school is passionate about supporting others – E.g. Charity Days
- Ensuring students leave CODA with the skills and knowledge to be successful in their next stages of life – A great careers programme.
- Behaviour is good. Negative incidents are declining.
- CODA is an active member of the wider community. Parents' Evening and parent events receive fantastic feedback and events such as the Parents' Evening in Normanton are a great success.
- Wellbeing for both staff and students is of the highest priority and surveys indicate the school community feels valued and supported.
- The school supports the development of all staff and invests in the future through successful apprenticeships, PGCEs, Teach First, NQT, RQT programmes. Feedback from them all is of the highest order.
- Wellbeing is at the heart of the school. Not only does CODA have a wellbeing leader and support team, there are over 30 students trained to support the wellbeing of others. There are dedicated wellbeing spaces and provisions in place as well.

Main Key Performance Indicators

KPI Targets for 2021

Key Stage 4 Outcomes	2018 Actual	2019 Actual (Stable)	2020 Target (FFT school est)	2020 CAG (Stable)	2021 Target (FFT school est)
Attainment 8	31	34 (36)	36 (34)	37 (37)	37 [39]
Progress 8	-0.63	-0.46		-0.1 (-0.11)	
% 4+ English & Maths	33	41 (47)	42 (37)	42.3 (46.9)	42 [48]
% 5+ English & Maths	17	17 (22)	20 (20)	21.1 (23.4)	23 [28]
% Ebacc Entry	44	67 (70)	15%	16%	15
Ebacc APS	2.8	3.14 (3.4)	2.9	3.2 (3.3)	3.2
Absence					
Whole School Absence	7	5.5	5%		5%
Whole School PA	21.9	14.4	16%		15%
Pupil Premium Abs	9.3	7.23	7%		7%
Pupil Premium PA	30.6	22.3	20%		17%

KPI Targets for 2022

- Progress 8 score exceeding 0
- Attainment scores, including A8 and %E&M, exceeding national expectations (for similar schools)
- Attendance consistently above 95%
- BFL scores are consistently high – 1.5
- FTE's are below national averages (for similar schools)
- 0 NEETs
- Small variance in gaps between DLG (below accepted thresholds)

CODA TEACHING, BEHAVIOUR & ASSESSMENT 2020-21

INTENT

At CoDA, our vision is to improve the life chances of all students. The effective teaching of a broad, balanced ambitious, appropriate and accessible curriculum enables students to gain the knowledge, skills and qualifications they need for the next stages of their education, employment and training and to become successful and responsible citizens in modern Britain.

IMPLEMENTATION

CoDA's expectations underpinned by the Teachers' Standards and are clarified by the

- *CoDA Classroom Code*
- *CoDA Behaviour Code*
- *CoDA Assessment and Feedback Code*

Our Performance Management processes assume that staff are consistently meeting these expectations, and we monitor this through our Quality Assurance (QA) processes. Our QA processes allow leaders to review the quality of education and to focus on developing practice where necessary. These processes consist of:

Used as evidence for Performance Management *and* Departmental/Whole-school SEF	Lesson observations	- Up to three per year, lasting between 10 minutes and 1 hour - Carried out by Middle Leaders and/or SLT - Subject Leaders select the group and the primary foci - Staff are given 5 days advance notice - Feedback helps staff to reflect on the effectiveness of their practice and how to enhance it further

	Curriculum Conversations & Book Looks	• Three per year, carried out by Middle Leaders and/or SLT • Curriculum Conversations are used to discuss schemes of learning, pedagogy, assessment, student progress and intervention strategies to get students 'back on track' Book Looks focus on: • curriculum coverage • presentation (attitudes to learning) • spelling, punctuation and grammar (SPaG) • frequency and impact of assessment and feedback

Used for Departmental/Whole-school SEF	**Climate Walks Work Sampling Student Voice**	• Up to six per year (once every half-term or term)
		• Carried out by Middle Leaders and/or SLT to monitor:
		  o curriculum coverage
		  o quality of teaching and attitudes to learning
		  o frequency and impact of assessment and feedback

Performance Management also helps to improve the quality of teaching by requiring staff to be proactive in developing their own pedagogical content knowledge and teaching practice. All staff attend regular 'directed time' twilight INSET sessions, and may attend optional sessions throughout the year.

IMPACT

- The quality of teaching is consistently effective
- Students' attitudes to learning are positive
- Students' work is of good quality
- Students make progress in terms of knowing more, being able to do more and remembering more
- Students gain the knowledge, skills and qualifications that prepare them for future education, employment or training

CODA ASSESSMENT & FEEDBACK CODE

CoDA's vision is to improve the life chances of all students. By helping students to learn, pass examinations and gain qualifications we are helping them to access post-16 opportunities for further learning, training and employment.

Regular assessment prepares students for examinations and allows teachers to identify what students are doing well and how they could improve. Frequent feedback and opportunities to make corrections and improvements allow students to make progress and achieve the best possible grades.

At CoDA, teachers *ARE* expected to…

1. Ensure learning outcomes are clear, actionable and subject-specific.
2. Explain, instruct, demonstrate and model.
3. Set appropriately challenging tasks so students can practice and apply new learning.
4. Proactively check learning and books (for SPaG and presentation) during lessons.
5. Involve students in learning reviews/plenaries at the end of lessons.
6. Set *regular* tests and quizzes which involve self and peer-assessment.
7. Set and mark *at least one* summative assessment per term.
8. Use assessment to identify and address gaps in learning through responsive teaching.
9. Provide feedback (e.g. display/discuss correct answers and improvements).
10. **Ensure that <u>students act on feedback</u> to make corrections and improvements.**

"The only thing that matters with feedback is the reaction of the recipient. That's it. Feedback that is not acted upon by the student is a waste of time."

At CoDA, teachers may but *ARE NOT* expected to…

1. Write generic comments in books e.g. "well done" or "try harder".
2. Write corrections/answers for students in books.
3. Write comments relating to "strengths" or "weaknesses" in books.
4. Write the same or similar comments in every student's book.
5. Mark work or provide feedback for any purpose other than to support student progress.
6. Mark work or provide feedback for any for any audience other than students.
7. Provide feedback to a 'false' timetable that isn't connected to the learning process.
8. Record feedback provided to students.
9. Record the results of tests or quizzes.
10. Log or indicate when verbal feedback has been given.

CoDA whole-school expectations - additional guidance

(1) Students are often 'novice' learners (i.e. have little, if any, prior knowledge), so teachers should use a direct instruction approach: clear, well-structured explanations supported by model answers and worked examples, with opportunities for students to practice. Teachers should also adopt 'dual-coding' (visual *and* verbal) strategies to facilitate learning.

(2) Sometimes students struggle or just don't "get it". ***Teaching should therefore be responsive***: re-teach, but think about rewording explanations and adapting resources e.g. using graphic organisers to scaffold understanding.

(3) Lessons should end with a plenary / review of learning linked to the intended learning outcomes. This could involve a verbal summary, discussion and Q&A, or students could complete a '*green pen statement*' (GPS) e.g. "I can now explain X". Students could also use this time as an opportunity to identify what they need help with.

(4) **There should be *at least two* 'low stakes' mini assessments per half-term which involve self/peer assessment and students writing corrections and making improvements**.

(5) In order to prepare students for GCSE exams, **there should also be *at least one* teacher-marked summative assessment per term** which must be 'authentic'. Especially at KS4 (but also KS3 where appropriate) this means using timed exam-style questions from recall and criterion-referenced mark schemes. These should be standardised and moderated across a department.

(6) Ideally, departments should also ensure that summative assessments have a **70:30** ratio of content recently taught and topics previously taught to develop students' retention and recall over time to help prepare them for examinations.

(7) Students and parents must be informed of summative assessments in advance to allow them to prepare.

(8) Feedback can take a variety of forms. Whatever format is used, feedback must be:
- limited to the most obvious and achievable improvements until students have mastered the 'basics'
- ***Subject-specific*** and ***actionable*** so that students know ***precisely*** what to do.

(9) For students to self- and peer-assess more complex work effectively (e.g. extended writing) it is essential that:
- learning outcomes are subject-specific and actionable
- students are trained to self- and peer-assess e.g. by using a visualiser to model live marking
- time is provided for self- / peer-assessment
- teachers moderate self- and peer-assessment to check that it's accurate

(10) ***"The only thing that matters with feedback is the reaction of the recipient. That's it. Feedback that is not acted upon by the student is a waste of time.*** **(Dylan Wiliam).** It is essential that staff build "fix it time" into sequences of lessons so that student can receive and act on feedback in order to make corrections and improvements.

(11) Each term, staff are expected to use the Go4Schools system to enter a "Current Predicted" grade (i.e. the most likely grade a student will achieve *at the end of KS4* based upon assessments to date and professional judgment) and comment on the "3Rs". For Y11 students they may also have to enter a "Working At" mock grade.

(12) All students have a 'Flightpath'. This is usually based upon their KS2 prior attainment and indicates the GCSE grade they *should* achieve at the end of Y11. Students can be grouped or banded:

- Into low/middle/higher 'ability' bands (this is most appropriate for KS3)
- By GCSE 'target' grades 9-1 (this is more appropriate for students at KS4, although ability bands could still be used)

Whatever ability group or banding is used, ***it is essential that departments outline the knowledge, skills and understanding that students should be able to demonstrate in order to be 'on track' each term*** (PLCs, or equivalent, should be in place to illustrate these departmental learning intentions). N.B. "Current Predicted" grades must be based on students' performance over time and professional judgment, not just their performance on one assessment (which would indicate a "Working At" grade).

(13) Whilst the progress of all students is a priority, students who are not predicted to achieve their Flightpath grade should receive targeted intervention using a 'Diagnose-Therapy-Test' (DTT) approach, especially in KS4.

(14) Work scrutiny/"Book Looks" will focus on the frequency and impact of assessment and feedback on student progress and will be used to confirm if whole-school expectations are being met.

CODA Behaviour Code

Make the right choice!

Student behaviour	Stage	Teacher actions
You are meeting expectations. Well done!	**0**	• Praise and rewards • Award Class Charts points
You refuse to follow a reasonable request.	**1**	• First verbal warning
	2	• Second verbal warning • Remove 3R point(s)
Your behaviour means that you are not learning. **Your behaviour is disrupting teaching and learning.**	**3**	• Third verbal warning • Request SLT 'On Call' • Remove 3R point(s) • **Issue detention** SLT will either: 1. Return you to lesson 2. Remove you to a buddy room 3. Escort you to Referral Room
You are involved in a serious incident.	**4**	• Request SLT 'On Call' SLT will: 1. Escort you to Referral Room 2. Arrange a detention or exclusion

Academy Improvement Objectives 2020-21

OUR CURRICULUM
To offer a broad, balanced and creative curriculum, which enables our young people to achieve the very best outcomes and leave education well prepared for the next steps in their lives by;

1. Continue to ensure that all students have access to a broad and balanced curriculum which aims to "improve the life chances of all students" by focusing on both personal and academic development. This includes further development of our silver SMSC award, British Values, PSHE/RSE, Character Development, and Careers Education provision.
2. Continue to ensure that the curriculum provides students with memorable experiences and fulfils our additional curriculum promises.
3. Continue to ensure that students have access to an inclusive curriculum where appropriate. This includes the ongoing development of Extended Learning (including Ignite, Numeracy and Literacy catch up), CONNECT provision, Vocational provision and EAL Support. Continue to invest in resources, e.g. CATs, to identify where additional support is needed.
4. Continue to support, monitor and evaluate curriculum development, focusing on how well the curriculum identifies gaps in knowledge then plans effective sequenced learning which is also accessible by all. This also includes an effective remotely accessible curriculum for when CODA is closed
5. Continue to develop and embed assessment and monitoring protocols to systematically identify students whose progress/behaviour/attendance is cause for concern, and to implement early intervention strategies to "narrow the gaps". This includes Pupil Premium and Catch Up strategies and the role of the Family Support Worker.
6. Maintain improvements in student outcomes. In addition to improved reading, writing and numeracy ability, this includes headline measures for all students (including disadvantaged and SEND students) i.e. P8 and A8 across all elements (particularly "Open" subjects), %EM4/5 and NEET figures.
7. Maintain a challenge and support culture to ensure leaders and staff are continually developing and refining their curriculum including the improvement of underperforming faculties (SEF meetings and Raising Achievement Plans).
8. Develop a robust strategic curriculum response to the COVID-19 school closure, beginning with a review of remote learning strategies and how these can be improved ("adjustment" phase), and strategies to support students who have lost considerable amounts of curriculum time in school ("recovery" phase). Ensure the 'gaps' do not widen following the remotely accessible curriculum.

OUR TEACHING & LEARNING
To deliver high quality teaching, learning and assessment and effective leadership at all levels by;

1. Continue to ensure that teaching provides effective learning opportunities which support the school vision of "improving life chances for all students". By tackling social disadvantage and enabling students to gain the necessary knowledge, skills and qualifications to become successful and responsible citizens in modern Britain.
2. Re-establish then maintain the whole-school focus on consistently applying the:
   - CODA Classroom Code (CCC), with a particular focus on making learning accessible to all students (including students with SEND, EAL and low prior attainment) e.g. using Reciprocal Reader, modelling and dual coding approaches.
   - CODA Behaviour Code (CBC), as part of the school's wider "Paradigm Shift" approach, to maintain high standards of behaviour for learning, with a particular focus on "Bangbala Strategies" and the appropriate use of praise/rewards and warnings/sanctions. Review and amend the CBC to ensure clarity where appropriate.
   - CODA Assessment Code (CAC), with a particular focus on regular low-stakes formative assessments to develop memorisation and recall, authentic and reliable summative

assessments to check progress, and "Fix It Time" for students to make corrections and improvements.

3. Further develop the use of assessment (using PIXL's "Question Level Analysis" and "Diagnose, Therapy, Test" approaches) across all subjects, in conjunction with Go4Schools, to identify students and groups of students who are underperforming in order to target interventions (including re-teaching) to address misconceptions and "close gaps" in learning.

4. Continue to review and update Quality Assurance (QA) processes so that they are a robust and reliable means to check for "transformational consistency" and adherence to the CODA Codes, and to identify strengths and areas for development as part of departmental and whole-school evaluation. This will include one Lesson Observation with a CODA Behaviour Code focus.

5. Continue to develop a culture of self-development amongst all staff. Embed coaching to support development.

OUR CULTURE

To support the culture and individuality of each school/academy in our Trust, building strong communities in and around them by;

1. Maintaining an effective BFL policy which inspires colleagues and students to embrace the 'Paradigm Shift'.
2. Effective rewards plan in place. Including Activity Days (>95%), Attendance awards, HT Blogs, etc. All students have the option of going on trips and activities during the year through the additional curriculum promises.
3. Student voice/student council and student support groups enhance the school vision of 'improving the life chances for all students'. Student (well-being, language, ECO) ambassadors and prefects participate fully in school life and school development.
4. An effective provision supporting student mental health and well-being.
5. Further development to CODAs engagement with the wider community.
6. Primary Liaison is of a high quality and inspires younger students to want to come to CODA as well as supporting effective transition.
7. Ensuring that safeguarding is effective and there is an evident safeguarding culture.
8. CODA is involved in fundraising, environmental and other charitable work.

OUR WORKPLACE

To offer a rewarding and stimulating workplace for staff by;

1. Develop a robust strategic curriculum response to the COVID-19 school closure, including a high profile INSET/CPD focus prior to and for the first term after reopening ("recovery" phase) to support staff returning to work.
2. Developing staff so that they feel valued through a quality CPD programme. This includes investing in our staff through a range of ITE and apprenticeship opportunities.
3. Promoting and prioritising staff well-being.
4. BlueSky, G4S, CHRIS and other technologies (E.g. Microsoft teams) used effectively by all staff.

OUR ENVIRONMENT

To provide a strong, secure and financially sustainable environment by;

1. School systems are effective and support data protection requirements.
2. Provide cost effective heating. Finish boiler work and plans.
3. Plans to extend the school for vocational breadth and/or a sixth from are written.
4. CODA is effectively branded so the school vision of 'improving life chances of all students' is experienced by all.
5. Budgeting and reviewing of budgets is effective.

Academy Improvement Objectives 2020-22

Focus	Objectives
Our Curriculum: **To offer a broad, balanced and creative curriculum, which enables our young people to achieve the very best outcomes and leave education well prepared for the next steps in their lives by;**	1. All students have access to the variety of curricula. The curriculum meets the needs of all learners. 2. Students achieve in line with their peers. 3. All students progress onto an aspirational post 16 pathway – 0 NEETS. 4. The curriculum is holistic and fully integrated. Including character development curriculum being at the heart of the school culture. Students leave CODA with the skills to be good citizens. 5. School attendance is consistently above national average (roughly 94.5%). 6. Catch up funding supports all students who are not secondary ready to perform in line with their peers. 7. Eligibility funding ensures identified students perform as well as their peers. 8. A robust process for identifying eligibility is in place. 9. CODA continues to provide memorable experiences and fulfil our additional curriculum promises. 10. Literacy (Reading) and Numeracy are at the heart of the school, driving improvement in outcomes. There is an effective reading culture at CODA. 11. Sixth form provision is planned and embedded. 12. School PAN is extended.
Our Teaching Learning: **To deliver high quality teaching, learning and assessment and effective leadership at all levels by;**	1. Teaching & Learning development provides effective learning opportunities for all students. This will include ensuring that all learners have high levels of accessibility with learning. 2. Effective quality assurance processes. This process will provide an accurate picture of the strengths and areas for development at a whole school, departmental and individual level. 3. Securing a feedback policy supporting the school vision of 'improving the life chances for all students'. 4. Empowering leaders at CODA with the skills to provide an effective provision/education. All colleagues are given opportunities to develop subject knowledge to support learning. 5. Time is planned and devoted to complete the data loop both for academic and character development. 'Fix it' time is used effectively to develop all students. 6. Developing an effective philosophy and provision to teach the students with the following focus groups: low and middle prior attainment; Mobile; Non EAL; Boys (generally) and Eligible. 7. Students are screened and assessed effectively, identifying methods of support. Effective use of GLS assessments as well as all other CODA screening tools. 8. Go4Schools is used effectively by all staff. 9. Effective use of SEF (school, faculty and pastoral – only twice a year) and Quality Assurance supports school development.
Our Culture: **To support the culture and individuality of each school/academy in our Trust, building strong communities in and around them by;**	1. An effective BFL policy which inspires colleagues and students using the 'Paradigm Shift'. 2. Student 'Character' development in place. The role of the form tutor and 'tutor time' is effective. 3. Student voice/student council and student support groups enhance the school vision of 'improving the life chances for all students'. 4. An effective provision supporting student mental health and well-being 5. Further development to CODA engagement with community events. 'Adapting to culture not changing it!'. 6. CODA is effectively branded so the school vision of 'improving life chances of all students' is experienced by all. 7. Effective rewards plan in place. Including Activity Days (>95%), Attendance awards, HT Blogs, etc. 8. Primary Liaison is of a high quality and inspires younger students to want to come to CODA as well as effectively supporting transition.

	9. CODA is recognised as being a healthy eating ambassador.
Our Workplace: To offer a rewarding and stimulating workplace for staff by;	1. Developing staff so that they feel valued and provide effective experiences for the students at CODA. 2. Promoting and prioritising staff well-being. CODA is involved in fundraising and other charitable work. 3. Investing in our own CODA staff. 4. BlueSky, G4S, CHRIS and other technologies (E.g. Microsoft teams) used effectively by all staff. 5. Ensuring that safeguarding is effective.
Our Environment: To provide a strong, secure and financially sustainable environment by;	1. School systems are effective and support data protection requirements. 2. Provide cost effective heating. 3. Providing efficient catering at CODA. 4. Budgeting and reviewing of budgets is effective.

Improving Life Chances for All Students

Appendix 1

CODA Classroom Code

Confident start

- Be **DYNAMIC AT THE DOOR** – "connect and correct"
- Have a "**DO IT NOW**" starter activity ready
- Take the **REGISTER** within 10 minutes
- Share and clarify measurable **LEARNING OUTCOMES**

Order

- Pre-empt negative behaviour with a **SEATING PLAN**
- Emphasise expectations – **3Rs** and "**QUALITY AUDIENCE**"
- **BE VIGILANT** – challenge off-task behaviours and low-level disruption when it arises.
- Use "**BANGBALA STRATEGIES**" to reward/discourage behaviours e.g. "**PIP and RIP**"
- **USE SANCTIONS CONSISTENTLY** e.g. remove 3 Rs points, issue detentions

Delivery

- Ensure **EXPLANATIONS AND INSTRUCTIONS ARE CLEAR AND CONCISE** and supported with visuals.
- Ensure **RESOURCES AND TASKS ARE APPROPRIATE** e.g. Age-appropriate text resources.
- **MODEL & DEMONSTRATE** to facilitate understanding e.g. use "**WAGOLLs**"
- Maintain an **APPROPRIATE PACE** to maximise progress.
- Provide time for **CHALLENGING TASKS** that make students think e.g. ranking and justification

Assess

- Embed frequent **LOW STAKES TESTING & QUIZZES** to support recall
- **CHECK FOR LEARNING** regularly – "**PLAYERS NOT SPECTORS**" e.g. Q&A, mini whiteboards, RAG cards, etc.
- Provide regular **FEEDBACK AND "FIX IT TIME"** and ensure students use it productively
- **REVIEW & REFLECT ON LEARNING** with a plenary linked to the learning outcomes
- **UPDATE TARGET STICKERS** on books/folders to track progress over time

Appendix 2 - City of Derby Academy – Additional Curriculum Promises

At the City of Derby Academy, we believe in improving the life chances for all students. We believe that providing opportunities beyond the classroom will develop our students with the skills and qualities needed for their next stages of life. Therefore, any student who comes to CODA will experience these additional opportunities.

QUESTION	EXPLORE	GIVE	SUCCEED
THROUGH	THROUGH	THROUGH	THROUGH
• Experiencing a variety of religions and cultures and developing British Values • Developing personal skills including empathy, confidence, resilience, kindness etc. • Building, designing and creating a variety of things, including cooking a meal • Developing oracy skills and participating in debates • Being involved in politics at a school, local or national level • Listening to outside speakers	• An outward-bound experience including navigating in the countryside • Going on school trips • Experiencing a first class SMSC, mental health and sexual education • Representing the school or performing in front of your peers • Experiencing at least 10 different sports/hobbies • Work experience	• Volunteering in the wider community • Supporting other children and your peers in school • Supporting the school through your 'Pledge Passport' • Participating in a team • Being involved in charity work and fundraising	• Being prepared for your next stages in life • Interview experience • Developing leadership skills • Visiting a major employer • Understanding basic life skills such as financial awareness, maintenance, personal hygiene etc. • Participating in celebration events • Memorable experiences

Improving Life Chance for All Students

CoDA CURRICULUM

CITY OF DERBY ACADEMY

Improving the life chances of all students

What is the whole-school curriculum INTENT?
• Our curriculum is broad, balanced and ambitious and designed to improve the life chances of all students
• Our curriculum helps our students to develop personally and intellectually
• Our curriculum reflects our local context and addresses social disadvantage by giving all students the knowledge, skills and experiences they need to become successful and responsible citizens in modern Britain
• Our curriculum is designed and adapted to be accessible to all students, including those with SEND
• Our curriculum is planned and sequenced cumulatively so that new knowledge and skills build on what has been taught before
• Our curriculum addresses knowledge and skills gaps and prepares students for Key Stage 4 and beyond
• Our curriculum builds towards clearly defined 'end points' and it is clear what students need to know be able to do and remember to reach those end points
• Our curriculum defines learning and progress in terms of students knowing and understanding more, being able to do more and remembering more

How do we IMPLEMENT our curriculum?							
CODA *BEHAVIOUR* Code				**CODA *CLASSROOM* Code**		**CODA *ASSESSMENT & FEEDBACK* Code**	
CONFIDENT START				**ORDER**	**DELIVERY**	**ASSESSMENT**	
Meet and greet	Correct at the door	Clarify high expectations		Use seating plans	Provide the "big picture"	Recap & build on prior learning	Diagnostic checks to identify gaps in learning/misconceptions
		Insist on a "quality audience"			Highlight/repeat the key ideas	Present material in small steps	Regular low-stakes retrieval practice to strengthen retention
		Focus on the "3Rs"	Be vigilant	"PIP & RIP"	Clear explanation/instruction	Model/demonstrate/scaffold	Questioning & discussion	Self-testing/peer-assessment
"Do it now" tasks	Share and clarify learning outcomes	Praise and reward when appropriate			Dual coded resources	Reading and vocabulary	Responsive teaching	Feedback & "Fix it Time"
		Tackle low-level disruption immediately			Guided & independent practice	Appropriate pace & challenge	Clear end points	Termly summative assessment
		Use praise, warnings and sanctions fairly and consistently			Provide time for rehearsal/elaboration/review		Question Level Analysis	Targeted interventions

What IMPACTS are we aiming for?
• Students' work across the curriculum is of good quality
• Students are learning the curriculum and are making progress: they know and understand more, can do more, and can remember more
• Students gain appropriate skills and qualifications and are ready for their next stage of education, employment or training
• Improved outcomes, behaviour and attendance
• Improved spelling, reading and comprehension age scores
• Students read widely and often with fluency and comprehension appropriate to their age
• Students are able to apply mathematical knowledge, concepts and procedures appropriately for their age

How do we check that our intended curriculum is being delivered effectively?								
SEF	Schemes of Learning/PLCs	Observations	Climate Walks	Book Looks	Curriculum Conversations	Student Voice	Formative and summative assessment	Observations

Improving Life Chance for All Students

CITY OF DERBY ACADEMY

CODA CURRICULUM VISION: *TO IMPROVE THE LIFE CHANCES OF ALL STUDENTS*

CODA CURRICULUM INTENT: *To help our students develop the knowledge and skills they need to become successful and responsible citizens in modern Britain*

The CoDA Curriculum

Is BROAD, BALANCED & AMBITIOUS

PERSONAL DEVELOPMENT

CoDA "3Rs" CULTURE	RESPECTFUL	RESPONSIBLE	READY TO ACHIEVE
	Polite, Positive and Patient	Prepared, Punctual and Well-Presented	High Aspirations, Participation and Perseverance

SPIRITUAL	MORAL	SOCIAL	CULTURAL

BRITISH VALUES	Democracy	Rule of Law	Respect & Tolerance	Individual Liberty

CHARACTER DEVELOPMENT	PIXL LORIC	Understand the role of being a good citizen	Understand the world of work and post-16 choices	Know how to keep safe	Level Best	CONNECT key work

Pledge Passports	Combined Cadet Force	Additional Curriculum Promises	Choir concerts	Activity Days, trips and events	Clubs	Sport fixtures	Debating Society	Careers education & Work Experience	Fundraising	Duke of Edinburgh Award	Princes Trust Achieve Award

INTELLECTUAL DEVELOPMENT

Academic (EBacc), Vocational and Technical Pathways Y7-11

Linguistic	Mathematical	Scientific	Technological	Social	Physical	Aesthetic	Creative

Helps to keep our children SAFE & HEALTHY

PSHE CURRICULUM

Internet safety education	Physical Health and Fitness	Mental Wellbeing	Healthy Eating	Drugs education	Health, Basic First Aid and Changing Adolescent Body	Relationships & Sex Education	Anti-bullying Anti-racism Anti-extremism

Is APPROPRIATE & ACCESSIBLE

READING FOCUS

Testing and early intervention	Age-appropriate text	Explicit vocabulary teaching	Reciprocal Reader	Reading aloud	Daily reading	Reading rewards

PP STRATEGY

Breakfast Club	Homework Club	Quality Teaching	Feedback	Reading support	Ignite Curriculum	Mentoring	PASS Surveys	Library	Combined Cadet Force	Outward Bounds

EXTENDED LEARNING

Ignite Curriculum	Core Subject Catch Up	SEMH support: Our Space, Box Clever, Excel and Sensory Room	Emotional Wellbeing Ambassadors	Numeracy lessons	Literacy lessons	Learning Mentors	Morning Meet and Greet	Lunchtime Clubs	Read it, Write it

EAL SUPPORT

New arrivals focus group	Read, Write Inc.	Language Ambassadors	Reading and comprehension focus groups

CONNECT

ACES informed	Attachment informed	Trauma informed

REMOTE LEARNING

Live online "interactions"	Pre-recorded online lessons/feedback	Online/offline subject content	Online/offline tasks and low-stakes assessments

Is COHERENTLY PLANNED

Essential knowledge and skills are identified	Learning is sequenced cumulatively so that new knowledge builds on what has been learned before	Challenge increases over time	Learning builds towards clear end points	The curriculum *is* the progression model

How do we know?

Whole-school and Departmental SEF	Academy Improvement Plan	Curriculum & Assessment Reviews	Department Action Plans	Schemes of Learning	Standardised assessments

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How do we deliver our curriculum?

CODA *BEHAVIOUR* CODE	CODA *CLASSROOM* CODE	CODA *ASSESSMENT & FEEDBACK* CODE
CONFIDENT START	ORDER / DELIVERY	ASSESSMENT

Meet and greet	Correct at the door	Clarify high expectations	Use seating plans	Provide the "big picture"	Recap and build on prior learning	Diagnostic checks to identify gaps in learning/misconceptions
		Insist on a "quality audience"		Highlight the key ideas	Present material in small steps	Regular low-stakes retrieval practice to strengthen retention and recall
		Focus on the "3Rs"	Be vigilant	"PiP & RiP"	Clear explanation/instruction	Model/demonstrate/scaffold	Questioning & discussion	Self-testing/peer-assessment
"Do it now" tasks	Share and clarify learning outcomes	Praise and reward when appropriate		Dual coded resources	Reading & vocabulary	Responsive teaching	Feedback and "Fix it Time"
		Tackle low-level disruption		Guided & independent practice	Appropriate pace & challenge	Clear end points	Termly summative assessment
		Use warnings and sanctions fairly and consistently		Provide time for rehearsal/elaboration/review		Question Level Analysis	Targeted interventions

How do we know?

Observations	Climate Walks	Book Looks	Curriculum Conversations	Student Voice	Summative assessment analysis

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What are we aiming for?

PERSONAL DEVELOPMENT			INTELLECTUAL DEVELOPMENT	
IMPROVED ATTENDANCE	*IMPROVED BEHAVIOUR*		*IMPROVED OUTCOMES*	
Children feel safe in school		Children are happy in school	Students' work across the curriculum is of good quality	Improved spelling, reading and comprehension age scores
Improved punctuality to school and lessons	Fewer classroom call outs	Improved PASS Survey results	Students are learning the curriculum over time and as a result they know more, can do more, and can remember more	
Fewer behaviour incidents	Fewer exclusions	Improved "3Rs" ratios	Students read widely and often with fluency and comprehension appropriate to their age	
External awards	SMSC Quality Mark (Silver achieved (2019)	Gatsby Benchmarks achieved	Students are able to apply mathematical knowledge, concepts and procedures appropriately for their age	

How do we know?

Students are ready for next stage of education, employment or training	Improving A8 score	Improving P8 score	Improving %EM4	Improving %EM5	Improving SEND A8/P8 score	Improving PP A8/P8 score
SEF	Climate Walks	Book Looks	Lesson observations	Curriculum Conversations	Internal assessments	GL Assessment reports	Staff Voice	Student Voice	Parent Voice	NEET data	IDSR/ASP/FFT

Improving Life Chance for All Students

Appendix 4

Remote Learning 2020

CITY OF DERBY
ACADEMY
Improving the life chances of all students

Rationale

CODA's vision is to improve the life chances of all students. To achieve this vision, the curriculum continues to be designed and adapted to be as accessible as possible. To date, curriculum accessibility has focused on in-class differentiation, dual-coding, and whole-school reading strategies, but the Covid-19 pandemic has highlighted the need for the curriculum to be *remotely* accessible during periods of school closure.

The development of a remotely accessible curriculum will help us to support students learning at home during the current lockdown scenario and during the "recovery" phase. Moreover, the current scenario has presented an opportunity to enhance and future-proof our provision; a "hybrid/blended" curriculum that has been designed to be remotely accessible will also be beneficial during periods of:

- Potential pandemic-related lock downs in the future
- School closure due to adverse weather or operational issues
- Student absence
- Staff absence and supply cover
- Revision and intervention

Platforms and systems

There are several platforms and systems available to staff and students for the purposes of communication/feedback, setting and receiving work, and assessment, including:

- ClassCharts (setting work)
- Microsoft Outlook (email)
- Microsoft Teams (setting and submitting work, online discussions/meetings/live lessons and feedback)
- Microsoft Forms (quizzes and surveys)
- Presentation creation software e.g. Loom
- EdLounge

Whilst the development of a remotely accessible curriculum is a priority, we recognize that not all students have access to digital technologies currently and will make appropriate adjustments e.g. providing printed resources until students have access.

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Staff expectations

June – July 2020

All teaching staff must watch the videos on the remote learning Teams channel to trial methods of remote learning.

All teaching staff must have produced one videoed presentation to aid remote learning (using any software) and uploaded an example piece into the remote learning Teams file 'Examples of learning videos'.

All departments must have completed a department meeting using Teams and trialed a Teams live event.

From September 2020

Whenever student cohorts are not in school full time, each child will have, in every subject:

- One opportunity to interact with a teacher per 3 timetabled lessons. Interactions to take place on Teams (in timetabled lesson time to minimize clashes) either in a meeting/tutorial format or a live event.
- Work provided (on ClassCharts and in posting home files if requested) equivalent to timetable load
- Work will include at least one low stakes test and 1 video presentation per week (core subjects) or per fortnight (non-core subjects)

Faculties can arrange and organize the Teams sessions in a way that best suits their needs. This could involve more than one teacher, more than one class, small groups etc.

Ongoing development work

All departments will develop a bank of remote learning presentations and resources to cover the three key pillars of each unit of work. These resources will be saved centrally and used, in conjunction with Edlounge, for students who are isolated, excluded or unable to attend school.

Student expectations

All students are expected to participate in the live interactions that they are invited to attend.

- Students will receive training on how to use Teams to access live interactions. Training for parents will also be available through the school social media channels.
- When students cannot access live interactions, they should immediately contact the school and we will endeavor to support you to find a solution.
- Students will not have to enable their cameras if they choose not to (there is no student cameras on Teams live events).
- If students use their camera then they should be appropriately dressed in a public area of the house.

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- Students are expected to adhere to the school behaviour code, which remains operational in remote learning.

Training & support for staff

We recognize that making videos and using Teams for lessons will take many staff out of their comfort zone.

Online training videos will be provided for these activities and all training materials are available in the 'Remote Learning' Team. Remote and in person support will also be scheduled.

If you need further IT support please contact the helpdesk.

If you need further training support then please contact Cathy Russell.

Video presentations

- We recommend using Loom video (Google Chrome extension) but any other form of video presentation is acceptable. Other straightforward formats include Powerpoint recordings and videos made with the visualisers.
- Videos can be a really powerful tool to provide explanations, models, demonstrations and feedback.
- The link to presentations can be shared on Classcharts or videos can be downloaded and shared on Teams.

Live interactions on Teams

- Live interactions can be a meeting/tutorial using Teams meeting or a lesson/feedback using Teams live events.
- IT will set up Teams that are appropriate to your faculty. You can then invite students to one off or reoccurring meetings.
- We recognize that the uptake on these may not be high to begin with. Students will be trained on how to use Teams in September.
- You may choose to team teach a live interaction with another teacher or, if you take it alone, to record the session to safeguard yourselves. Live events are recommended to be run by 2 adults and, as such, are an excellent CPD opportunity.
- Once using Teams you can share your screen and use other apps (e.g. Activ inspire, Kahoot or whiteboard.fi) to support learning.
- You can choose to deliver a whole lesson or to provide specific feedback/model etc. Interactions should be a maximum of 1 hour, but we would recommend to keep them much shorter.

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CODA Remote classroom codes

N.B. Whether the curriculum is delivered in school and/or remotely, the fundamental aspects of effective teaching, learning and assessment practice set out in the CODA Codes will be maintained wherever possible. These codes have been amended slightly to highlight expectations for remote delivery.

CODA (REMOTE) CLASSROOM CODE	
Confident start	• Share and clarify **LEARNING OUTCOMES** • Share the **BIG PICTURE** so students understand how the lesson fits into the sequence of their learning.
Order	• Emphasise your expectations of teams meetings with students (e.g. when to mute, put hands up, and what is acceptable in the chat)
Delivery	• Ensure **EXPLANATIONS AND INSTRUCTIONS ARE CLEAR AND CONCISE** and supported by visuals ("live" streaming and/or pre-recorded presentations) • Ensure **RESOURCES AND TASKS ARE APPROPRIATE** e.g. reading age-appropriate text resources • **MODEL & DEMONSTRATE** to facilitate progress e.g. use "WAGOLLs**"** (" live" streaming and/or pre-recorded presentations)
Assess	• Embed frequent **LOW STAKES TESTING & QUIZZES** skills to support recall and memorisation (Microsoft forms, teams assignments) • Provide opportunities for **FEEDBACK AND "FIX IT TIME"** and to **REVIEW & REFLECT ON LEARNING** (email, teams assignments, teams meetings, etc.)

CODA (REMOTE) Assessment and Feedback code
At CoDA, teachers *ARE* expected to…

1. Ensure learning outcomes are clear, actionable and subject-specific.
2. Explain, instruct, demonstrate and model **("live" streaming/pre-recorded)**
3. Set appropriately challenging tasks so students can practice and apply new learning.
4. Involve students in learning reviews/plenaries at the end of (E.G. **Teams meetings)**
5. Provide *regular* 'mini' assessments which involve self and peer-assessment – **once per week (core) / fortnight (non-core)**
6. Provide feedback e.g. display/discuss correct answers and improvements – **this can be done via email or Teams meetings/live events**
7. Use assessment to identify and address gaps in learning through responsive teaching.

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CODA (REMOTE) BEHAVIOUR CODE		
Student behaviour	**Stage**	**Teacher actions**
You are meeting expectations: Participating in a Teams meeting Sending work by email	**0**	• Praise and rewards • Award Class Charts points
Your behaviour does not meet expectations. **Your behaviour means that you are not learning and/or you are preventing others from doing so**	**1-3**	• First verbal warning • Mute • Remove from Teams chat
You are involved in a serious incident.	**4**	Refer to HoD, with support available from SLT • Email/use of Teams may be blocked • Parents will be contacted • Other sanction if appropriate

Keeping safe while working remotely

All staff are bound by the Acceptable User policy.

We are incredibly proud that our staff have responded so positively to keeping our core purpose of supporting young people going in such testing times. We are now working remotely on a scale not tested or fully planned for. The following guidance is intended to support you as colleagues in these new circumstances. If you have any queries at all, please don't hesitate to contact your headteacher or HR of the Trust.

Please be aware of the following;

The Acceptable user policy still applies and is valid in these new circumstances, please familiarise yourself with it and if you have any queries, please contact your Headteacher. This file can be found in Admin staff common (K), Shared Documents, Policies and Procedures, Acceptable Use.

The Social Media policy for staff is also still applicable. The only alteration is around using home phones/mobiles for contacting students or parents. While this isn't ideal, we are in unprecedented times and don't have enough school devices to maintain the levels of contact our students need and our staff are willing and able to provide.

Therefore, our advice in appendix to this policy is, if you are willing to use a personal phone please do so. Please DON'T share your personal phone number with students/parents. Ask them to email you and request a call if required.

Please use the prefix 141 if calling from a landline to protect your number. Please check and ensure you can block your caller id appearing if you are using a mobile.

If you have any communication with student or parent which gives you any cause for concern, please contact your headteacher (or DSL) as soon as possible.

Please do not set up any unofficial lines of communication, if in doubt, speak to your headteacher.

Below are some things you must consider IF delivering virtual lessons:

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● No live streaming without explicit permission from SLT. (N.B. using Teams is not live streaming)

● Teaching videos should be pre-recorded so that if any issues were to arise, the video can be reviewed.

● Recorded teaching material, for example, should not be recorded in bedrooms; and give consideration to what can be viewed in the background.

● Staff must wear suitable clothing when recording.

● Recorded material must not be sent to individual students only groups.

● Language must be professional and appropriate when communicating with students.

● Staff must only use platforms specified by senior managers and approved by our IT network manager / provider to communicate with students. Using the 3CX phone system is the most secure way of contacting parents as it will make a receive calls using the school phone account and number.

Improving Life Chance for All Students

Appendix 5

COVID19 Ofsted Response – City of Derby Academy

We are proud that the school vision of improving life chances was evident, and has been evident, throughout the corona virus pandemic. This document has been written in preparation for the four main areas of investigation if Ofsted were to visit CODA during Covid 19 guidance. The 'CODA Lockdown response and summary' report t sets out the strategic responses, strategies and initiatives that the leaders at CODA put in place.

Before Lockdown, CODA had been on a three-year improvement trend. Leaders believed that they had been through the 'stabilise' phase and had successfully moved onto the 'improve' phase of school development. The latest SEFs had graded the school as 'good' and there are many areas in which the school excelled and were incredibly proud of. (Please see CODA strategic plan 2020-21)

The main areas of improvement before the Lockdown were: -

- Curriculum Design. Learners on the correct pathways. Better places options and multi-layered appropriate curricula. This includes a bespoke alternative provision. Outcomes last year were only 1 NEET. This was the best result in the city
- Outcomes had improved from nearly -1 in 2017 to -0.46 in 2019. The CAG predictions had the P8 figure at -0.1
- Attendance had risen from 92% to nearly 95%. The school is now above national averages for similar schools
- Positive behaviour has increased dramatically and the 'paradigm shift' philosophy is working across the school community. Nearly 90% 0f the school community qualify for activity day rewards and the schools FTE and P Ex have dropped dramatically. CODA is now the lowest permanently excluding school in city and 7th out of 17 for FTE in the city. A stark improvement from 3 years ago

In all of the embedded strategies, supporting all members of the community with learning and wellbeing has been the golden thread. Although the culture of the 3Rs has not been developed face to face we have endeavoured to maintain this culture remotely.

The three main areas of development and support have been

1. Learning (either remotely or face to face)
2. Emotional and wellbeing support
3. Physical support - this includes resources to support learning and food.

As a testament, and recognition, of the efforts of the whole school community, these strategies were developed and embedded in challenging circumstances beyond the corona virus itself. In addition, not all staff were equal in this pandemic and their personal efficiency, with either remote learning or face to face support, was itself mixed. This is because staff had to deal with their own circumstances such as looking after their own children, helping family members who were shielding or dealing with their own health concerns.

Improving Life Chance for All Students

1. <u>Identifying the barriers schools have faced and are still facing in managing the return to full education for pupils.</u>

Historic barriers, which CODA has overcome

a. Accessibility of the curriculum to ALL. 40% of our cohort have struggled to access remote learning that is web/online based.
    i. detailed and rigorous setting of work and posting home strategy in place.
    ii. Some laptops and technology provided.
    iii. Invites into school for vulnerable families.
    iv. Invites into school to use resources
    v. Touch base phone calls with all students to identify barriers and endeavour to resolve.
    vi. Students are being trained to use all remote learning platforms.
    vii. Staff have had extensive development and training with remote platforms.
    viii. There has been a remote learning protocol written which sets out expectations for remote learning both when there are school closures but also to support the face to face curriculum
    ix. Work booklets and website lists activities provided
b. Providing food for the hungry and disadvantaged. Social care of our catchment.
    i. Providing lunch either by home visit or locality drop offs
    ii. Providing all children in school (vulnerable and KW) with a free lunch and break
    iii. Providing food vouchers at the expense of the school. Government portal took too long to access – 4 weeks.
c. Wellbeing support
    i. Weekly phone calls to vulnerable children
    ii. KW and V school
    iii. Tutor touch base and exploratory phone calls
    iv. Safeguarding support for those at risk and those becoming at risk. Particularly self-harm and DV
    v. Preparing a recovery wellbeing curriculum
    vi. TFTF access
d. Changing Strategic plans in short time frames whilst consulting with all members of the community. This consultation has supported full

engagement

e. CAG
f. Risk Assessment and planning document writing. Including videos and other ways to reduce anxiety and breed airport consistency
g. Physical set up of schools to meet SD guidelines including cleaning rotas and equipment
h. Cost of implementing the above
i. Amending and embedding policy documents including BFL
j. Space and staffing restrictions
k. Overcoming political unrest which drives parental fear/anxiety – those who will not attend
l. CSDG and staff anxiety/safety support/reductions
m. Changes to teaching model/set up/practice
n. Rooming including clearances and resources for 'bubbled' curriculum
o. How we offer a broad curriculum whilst maintaining SD guidelines?

Historic barriers, which CODA still needs to overcome

- Accessibility to the curriculum.
  - Providing data packages for parents
  - Opening up the school for longer period s for families/students that need access to hardware/software
  - Hardware for staff – all staff need laptops. Schools were not ready for remote learning!
  - Ongoing development for staff to use the range of remote learning apps/programmes. Staff need skilling up and investment into their IT literacy
  - Edlounge to be used more effectively.
  - Key pillar videos in all subjects to be made
- Wellbeing support
  - Embedding recovery (academic and wellbeing) curriculum over short and long term
  - Increasing support when more students enter the school
  - Maintaining our current (outstanding) Wellbeing provision under SD guidelines and 'bubble' restrictions
- Physical set up of schools to meet SD guidelines
  - Monitoring and improving provision and rooming
  - Adapting curriculums physically and pedagogically
- Cost of implementing the above
- Space and staffing restrictions
  - Cover for isolating staff
- Overcoming political unrest which drives parental fear/anxiety – those who will not attend
- CSDG and staff anxiety/safety support/reductions

Improving Life Chance for All Students

2. <u>How leaders are ensuring pupils resume learning the school's curriculum, including the blend of classroom teaching and, where necessary, remote education.</u>

- Academic recovery curriculum
  - Challenge and support meetings for ARC
  - Modified curriculums
- Medium term plans on website and shared widely
- Remote learning protocols written and embedded
- Contingency plans written
- Operational support in bubbles to ensure that the broad curriculum is as effective as possible
- Regular reviews including community voice
- Wellbeing and pastoral support to support return to school culture
- Wellbeing recovery curriculum
- Ongoing development and INSET for remote learning and recovery curriculums

3. <u>How pupils are settling back into expected routines and behaviours.</u>

- To date KW&V school routines have been effective
- Stats needed
- Year 10 attendance at 50%
- Year 10 behaviour and attitudes were very good
- <u>Other comments to come when school is open</u>

4. <u>How any identified and specific health and well-being issues for particular pupils are being addressed and what may be needed at local and/or national level to support this.</u>

- Recovery curriculum
- Half termly wellbeing surveys
- Wellbeing support available – a plethora of avenues
- TEAR and ACES models trained for in school and used every day
- Wellbeing leader and team appointed
- Regular touch bases of staff to share concerns about children – on top of CPOMS
- Joined up curriculum between long term recover curriculum, character

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development and PSHE/RSE etc.

- Tutor phone calls through lockdown were recorded and concerns raised through the year, SG and wellbeing teams
- Identified students and families will have a structured support system
-

5. Safeguarding.
    a. Is effective and will continue to be
    b. Is the focus of what we do!
    c. There is a AG culture in the school
    d. SG team in place and liaising with internal and external support when needed
    e. SG already have identified concerns during the lockdown period and have plans in place

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