



# CITY OF DERBY ACADEMY

City of Derby Strategic Plan 2021-23  
(Updated September 2021)

## Contents:

1. Introduction and school context
2. Vision and Culture
3. Things we are PROUD of
4. Key Performance Indicators [KPIs]
5. CODA Teaching, Assessment and Behaviour
6. Curriculum Vision [Appendix 1, 2 and 3]
7. Academy Improvement Objectives 2021-22
8. Academy Improvement Objectives 2021-23
9. Appendices

# 1. Introduction and School Context

**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:** 993 (record numbers)      **School capacity:** 1050

**English as an Additional Language:** 57%      **Pupil Premium:** 45.4%

**SEND:** 21.3% (18 EHCP) **Average A8 estimate from FFT** 3.6      **Mobility** = 20%

**Expenditure: Staffing 21/22 (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. In addition, this 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?	19	18	19	18	24	24
How many social care referrals have been made relating to pupils on your site by other agencies during this half term?	21	25	27	23	38	28
How many pupils have been supported through Early Help arrangements during this half term?	18	20	18	16	17	16
How many pupils have been supported through Child in Need Plans during this half term?	29	32	24	23	20	19
How many pupils have been supported through Child Protection Plans during this half term?	8	10	14	12	13	13
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	1

## Strengths

The school vision of improving life chances is genuinely at the heart of everything in school. The curriculum is multi layered and designed to meet the needs of all learners, including Connect, Ignite, dual language and EAL pathways and is leading to improved behaviour and engagement. Although aspirations in communities are low, there are a lot of developmental opportunities including CEG so that students are well prepared for their next stages in life. In supporting this, there are 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 50% of students achieved a pass (4+) in both English and mathematics, and 25% (5+). The Progress 8 figure has improved from -1 (before re-brokered) 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, 2019-20 (94.5%) which is above national average for similar schools. Through the pandemic attendance at CODA was 93% which is significantly above national average for all schools. (83.4%)

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 7<sup>th</sup> lowest school out of 17 across the city and top for permanent exclusion as there have been none 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. In September 2019 this was 90%.

There is strong teaching in English and other areas of strength are art, history, science, business studies, dance, sports science, H&SC, MFL. 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. There are many layers of support for both staff and students and staff are trained in ACEs and trauma informed learning. 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 effective 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. Supporting the school vision during the pandemic is something we are incredibly proud of. [Appendix 8]

## 2. 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 personal development of all students through our Personal Development curriculum.

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

- Respectful
  - Polite, positive and patient
- Responsible
  - Prepared, punctual and well presented
- Ready to Achieve
  - 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 3]

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, although students are not limited to, an Accelerated, Standard, EAL, Ignite, Vocational and Connect pathway which all support the diversity of educational need in school.

### 3. 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 personal development 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. This includes many additional offers such as equine therapy, counselling, key work, forest school.....
- SMSC is excellent – Silver quality mark as recognition.
- Safeguarding is effective and although there are a large number of referrals concerns are dealt with effectively.
- 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. A new Community Engagement Action Plan has been written and will be implemented to build on this success as events re-open post COVID-19.
- Wellbeing for both staff and students is of the highest priority and surveys indicate the school community feels valued and supported.
- Wellbeing initiatives supporting awareness raising including charitable work with Blurt foundation Buddy box initiatives and Mind Pause boxes.
- The school supports the development of all staff and invests in the future through successful apprenticeships, PGCEs, Teach First, ECT, 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 staff that have been trained in accredited Mental Health First Aid to support the wellbeing of others. There are dedicated wellbeing spaces and provisions in place as well.
- In a review of students requiring wellbeing support in September 2021 40 students are receiving support for Wellbeing related issues from the pastoral team in school and 30 were receiving more specific wellbeing interventions from the Wellbeing team on a 1-1 basis or specific therapy intervention. All students raised on CPOMs for wellbeing are monitored weekly to ensure support is in place.
- A new 'Reading for Pleasure' plan is being embedded in 2021-22 and there is a growing reading culture across the school.

## 4. Main Key Performance Indicators

### KPI Targets for 2022

Key Stage 4 Outcomes	2018 Actual	2019 Actual (Stable)	2020 CAG (Stable)	2021 TAG	2022 Target
Attainment 8	31	34 (36)	37 (37)	35 (37)	36
Progress 8	-0.63	-0.46	NA	NA	NA
% 4+ English & Maths	33%	41% (47%)	42.3% (46.9%)	49.8 (53.9)	50%
% 5+ English & Maths	17%	17% (22%)	21.1% (23.4%)	24.9 (27.2)	22%
% Ebacc Entry	44%	67% (70%)	16%	21.4%	7.1%
Ebacc APS	2.8	3.14 (3.4)	3.2 (3.3)	3.29	3.00
<b>Absence</b>					
Whole School Absence	7	5.5	NA	6.8%	5%
Whole School PA	21.9	14.4	NA	22.7%	16%
Pupil Premium Abs	9.3	7.23	NA	9.7%	7%
Pupil Premium PA	30.6	22.3	NA	35.4	20%

### 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)

## 5. CODA Teaching, Assessment and Behaviour

### INTENT

At CoDA, our vision is to improve the life chances of all students by nurturing their personal development and by helping them to achieve the best academic outcomes possible. 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 Codes (see appendices):

- *CoDA Classroom Code* [Appendix 4]
- *CoDA Behaviour Code* [Appendix 6]
- *CoDA Assessment and Feedback Code* [Appendix 5]

Our QA processes [Appendix 7] allows leaders to forensically review the quality of education in their subject/responsibility areas using a variety of methods. Unpicking how their curriculums have been designed and sequenced, as well as analysing how it has been implemented by their teams, the CoDA codes are the backbone of the implementation of the curriculum for staff. Judgements are made at a department level. The QA processes help leaders to identify strengths and areas for development, that they can build upon. Departments will complete 1 intensive QA day during the year, as well as

completing climate walk, student discussion, work scrutiny, curriculum conversations with their teams during the rest of the school year.

Our Performance Management processes assumes that staff are consistently meeting these expectations. Therefore, we use Performance Management as a tool for staff development. Using observations (self, peer or leadership) as an informal method to encourage staff to proactively develop their own pedagogical knowledge and teaching practice. All staff attend regular 'directed time' twilight INSET sessions. Staff can 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

## 6. Curriculum Vision [Appendix 1, 2 and 3]

## 7. Academy Improvement Objectives 2021-22



### 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. Embedding a curriculum that is ambitious and enables all students to make progress.
2. Ensuring that the CODA curriculum is inclusive and gives all students opportunities to develop and achieve as an individual.
3. Prioritising and embedding 'reading' across the curriculum.
4. Developing the Personal Development curriculum to be cohesive and prepares all students for life in modern day Britain.
5. Further improve the CEAIG provision, meeting the Gadsby benchmarks and supporting all students to access an appropriate post-16 pathway.
6. Ensuring that all students participate in enrichment activities that provide 'memorable experiences' and are linked to our academic and personal development curriculum.






### OUR TEACHING & LEARNING

**To deliver high quality teaching, learning and assessment and effective leadership at all levels by;**

1. Continuing to develop effective pedagogical knowledge and practice and ensure this is consistently implemented through the CODA codes.
2. Ensuring lessons are planned effectively so they are **accessible** to ALL learners.
3. Enhancing the use of assessment and feedback to support learning and achievement.
4. Developing all leaders to monitor, evaluate and improve the Quality of Education.
5. Continuing to develop quality learning experiences for students who are learning out of lessons.



	6. Developing a culture of self-development amongst all staff by embedding self/peer observations.
	<b>OUR CULTURE</b>
	<b>To support the culture and individuality of each school/academy in our Trust, building strong communities in and around them by;</b>
	<ol style="list-style-type: none"> <li>1. Rewarding students who meet/surpass our expectations and supporting the 'paradigm shift' BFL protocols.</li> <li>2. Providing all students with an effective pastoral care which includes student voice, mental health and wellbeing.</li> <li>3. Ensuring that safeguarding is effective and there is a culture of vigilance.</li> <li>4. Being involved in fundraising, environmental and other charitable work.</li> <li>5. Building good links with and becoming the school of choice for our feeder primary schools.</li> <li>6. Ensuring student attendance is high and persistence absence reduces.</li> <li>7. Reviewing and adapt the Family Engagement Action Plan in response to the COVID 19 pandemic.</li> <li>8. Securing, supporting and developing effective governance.</li> </ol>
	<b>OUR WORKPLACE</b>
	<b>To offer a rewarding and stimulating workplace for staff by;</b> <ol style="list-style-type: none"> <li>1. Continuing to develop staff so that they feel valued through an effective CPD programme.</li> <li>2. Supporting collaboration with colleagues across the MAT.</li> <li>3. Promoting and prioritising staff wellbeing.</li> <li>4. Developing and rewarding staff through effective performance management.</li> <li>5. Working with external providers to develop our workforce of the future.</li> <li>6. Embedding an effective communication protocol.</li> </ol>
	<b>OUR ENVIRONMENT</b>
	<b>To provide a strong, secure and financially sustainable environment by;</b> <ol style="list-style-type: none"> <li>1. Securing financial stability by running a balanced budget, including at all sub-levels in school.</li> <li>2. Providing investment into ICT and supporting the Trust ICT strategy.</li> <li>3. Writing and embedding a 'future of CODA' plan which includes an ERP, 11-18 provision and future income streams.</li> <li>4. Developing the school site so it maximises learning opportunities and supports the improvement priorities above.</li> <li>5. Ensuring that CODA is a safe place to work. [environmentally, emotionally and GDPR]</li> </ol>

## 8. Academy Improvement Objectives 2021-23

Focus	Objectives
<b>Our Curriculum: To offer a broad, balanced and creative curriculum, which enables our young people to</b>	<ol style="list-style-type: none"> <li>1. All students have access to the variety of curricula. The curriculum meets the needs of all learners.</li> <li>2. Students achieve in line with their peers.</li> <li>3. All students progress onto an aspirational post 16 pathway – 0 NEETS.</li> <li>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. Personal development curriculum is reviewed and changes embedded.</li> </ol>

<p><b>achieve the very best outcomes and leave education well prepared for the next steps in their lives by;</b></p>	<ol style="list-style-type: none"> <li>School attendance is consistently above national average (roughly 94.5%).</li> <li>Catch up funding supports all students to perform in line with their peers.</li> <li>Eligibility funding ensures identified students perform as well as their peers.</li> <li>A robust process for identifying eligibility is in place.</li> <li>CODA continues to provide memorable experiences and fulfil our additional curriculum promises.</li> <li>Reading is at the heart of the school, driving improvement in outcomes. There is an effective reading culture at CODA.</li> <li>Sixth form provision is planned and embedded.</li> <li>School PAN is extended and post 16 and ERP plans written and submitted.</li> </ol>
<p><b>Our Teaching Learning: To deliver high quality teaching, learning and assessment and effective leadership at all levels by;</b></p>	<ol style="list-style-type: none"> <li>Teaching &amp; Learning development provides effective learning opportunities for all students. This will include ensuring that all learners have high levels of accessibility with learning.</li> <li>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.</li> <li>Securing a feedback policy supporting the school vision of 'improving the life chances for all students'.</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>Students are screened and assessed effectively, identifying methods of support. Effective use of GLS assessments as well as all other CODA screening tools.</li> <li>Go4Schools is used effectively by all staff.</li> <li>Effective use of SEF (school, faculty and pastoral – only twice a year) and Quality Assurance supports school development.</li> </ol>
<p><b>Our Culture: To support the culture and individuality of each school/academy in our Trust, building strong communities in and around them by;</b></p>	<ol style="list-style-type: none"> <li>An effective BFL policy which inspires colleagues and students using the 'Paradigm Shift'.</li> <li>Student 'Character' development in place. The role of the form tutor and 'tutor time' is effective.</li> <li>Student voice/student council and student support groups enhance the school vision of 'improving the life chances for all students'.</li> <li>An effective provision supporting student mental health and well-being</li> <li>Further development to CODA engagement with community events. 'Adapting to culture not changing it!'.</li> <li>CODA is effectively branded so the school vision of 'improving life chances of all students' is experienced by all.</li> <li>Effective rewards plan in place. Including Activity Days (&gt;95%), Attendance awards, HT Blogs, etc.</li> <li>Primary Liaison is of a high quality and inspires younger students to want to come to CODA as well as effectively supporting transition.</li> <li>CODA is recognised as being a healthy eating ambassador.</li> </ol>
<p><b>Our Workplace: To offer a rewarding and stimulating</b></p>	<ol style="list-style-type: none"> <li>Developing staff so that they feel valued and provide effective experiences for the students at CODA.</li> <li>Promoting and prioritising staff well-being. CODA is involved in fundraising and other charitable work.</li> </ol>

workplace for staff by;	<ol style="list-style-type: none"> <li>3. Investing in our own CODA staff.</li> <li>4. BlueSky, G4S, CHRIS and other technologies (E.g. Microsoft teams) used effectively by all staff.</li> <li>5. Ensuring that safeguarding is effective.</li> </ol>
Our Environment: To provide a strong, secure and financially sustainable environment by;	<ol style="list-style-type: none"> <li>1. School systems are effective and support data protection requirements.</li> <li>2. Provide cost effective heating.</li> <li>3. Providing efficient catering at CODA.</li> <li>4. Budgeting and reviewing of budgets is effective.</li> </ol>



## Appendix 1

### CoDA CURRICULUM



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

How do we deliver our curriculum?	CODA CLASSROOM CODE				CODA BEHAVIOUR CODE				CODA ASSESSMENT & FEEDBACK CODE					
	CONFIDENT START		ORDER			DELIVERY			ASSESSMENT					
	Meet and greet	Correct at the door	High expectations		Seating plans	Review prior learning		Present material in small steps		Diagnostic checks to identify gaps in learning				
			Insist on a "Quality Audience"			Clear explanations and instructions		Model and demonstrate		Checks for learning		Responsive teaching: rephrase, reteach		
			Focus on the "3Rs"		Be vigilant	"PIP & RIP"	Effective questioning		Promote discussion		Regular low-stakes assessment		Termly summative assessments	
	Do it now tasks	Share and clarify learning outcomes	Use rewards and warnings/sanctions consistently			Pace and challenge		Appropriate resources		Self and peer assessment		Feedback and "Fix It Time"		
					Explicit vocabulary teaching		Reciprocal Reader		Question-level Analysis (QLA)		Targeted interventions			
How do we know?	Climate Walks		Work Scrutiny		Student Surveys		Student Conversations		Curriculum Conversations		Professional Development objectives			

What are we aiming for?	PERSONAL DEVELOPMENT						INTELLECTUAL DEVELOPMENT									
	IMPROVED ATTENDANCE			IMPROVED BEHAVIOUR			IMPROVED OUTCOMES									
	Children feel safe in school		Children are 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			Students read widely and often with fluency and comprehension appropriate to their age						
	Fewer behaviour incidents		Fewer exclusions		Improved "3Rs" ratios											
	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 9EM4		Improving 9EM5		Improving SEND A8/P8/EM score		Improving PP A8/P8/EM score	
	SEF	Climate Walks	Book Logs	Student Conversations	Curriculum Conversations	Internal assessments	GL assessment reports	STAR Readline data	STAR Staff Voice	Parent Voice	NFFT data	UDSR/ASD/FFT				



### APPENDIX 3 - 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
<p>THROUGH</p> <ul style="list-style-type: none"><li>• Experiencing a variety of religions and cultures and developing British Values</li><li>• Developing personal skills including empathy, confidence, resilience, kindness etc.</li><li>• Building, designing and creating a variety of things, including cooking a meal</li><li>• Developing oracy skills and participating in debates</li><li>• Being involved in politics at a school, local or national level</li><li>• Listening to outside speakers</li></ul>	<p>THROUGH</p> <ul style="list-style-type: none"><li>• An outward-bound experience including navigating in the countryside</li><li>• Going on school trips</li><li>• Experiencing a first class SMSC, mental health and sexual education</li><li>• Representing the school or performing in front of your peers</li><li>• Experiencing at least 10 different sports/hobbies</li><li>• Work experience</li></ul>	<p>THROUGH</p> <ul style="list-style-type: none"><li>• Volunteering in the wider community</li><li>• Supporting other children and your peers in school</li><li>• Supporting the school through your 'Pledge Passport'</li><li>• Participating in a team</li><li>• Being involved in charity work and fundraising</li></ul>	<p>THROUGH</p> <ul style="list-style-type: none"><li>• Being prepared for your next stages in life</li><li>• Interview experience</li><li>• Developing leadership skills</li><li>• Visiting a major employer</li><li>• Understanding basic life skills such as financial awareness, maintenance, personal hygiene etc.</li><li>• Participating in celebration events</li><li>• Memorable experiences</li></ul>



Appendix



## CODA Classroom Code 2021-22

<b>C</b> onfident start	<ul style="list-style-type: none"><li>• Be dynamic, meet and greet at the door - <b>“CONNECT AND CORRECT”</b></li><li>• Have a starter activity ready and take the register (within 10 minutes) - <b>“DO IT NOW”</b></li><li>• Share and clarify achievable, measurable and appropriately challenging <b>LEARNING OUTCOMES</b></li><li>• Highlight how the lesson fits into the sequence of learning - <b>“SHARE THE BIG PICTURE”</b></li></ul>
<b>O</b> rder	<ul style="list-style-type: none"><li>• Pre-empt negative behaviour with <b>REHEARSED ROUTINES</b> e.g. room entry, seating plans</li><li>• Establish and maintain high expectations using the 3Rs - <b>“QUALITY AUDIENCE”</b></li><li>• Challenge off-task behaviour and low-level disruption when it arises - <b>“BE VIGILANT”</b></li><li>• Use strategies fairly and consistently to reward/discourage behaviours - <b>“PRAISE IN PUBLIC, REPRIMAND IN PRIVATE”</b></li></ul>
<b>D</b> elivery	<ul style="list-style-type: none"><li>• Present material in <b>SMALL STEPS</b> (using ‘dual coding’ where appropriate) in a <b>LOGICAL SEQUENCE</b></li><li>• Ensure explanations and instructions are <b>CLEAR AND CONCISE</b></li><li>• Ensure all students can access the curriculum e.g. adapt delivery/resources/tasks - <b>“BE RESPONSIVE”</b></li><li>• Explicitly teach <b>KEY TERMS</b> and provide opportunities for <b>RECIPROCAL READER</b> strategies</li><li>• Scaffold tasks to facilitate learning (and use “WAGOLLS” where appropriate) - <b>“MODEL &amp; DEMONSTRATE”</b></li><li>• Provide appropriate time for guided/independent practice - <b>“I DO, WE DO, YOU DO”</b></li><li>• Ensure tasks provide appropriate challenge and extension - <b>“THINK HARD, TRY HARD”</b></li><li>• Revisit the learning outcomes and key learning points - <b>“HIGHLIGHT AND REVIEW”</b></li></ul>
<b>A</b> ssess	<ul style="list-style-type: none"><li>• Check learning regularly e.g. questioning, debate/discussion, mini whiteboards - <b>“DO THEY ALL GET IT?”</b></li><li>• Embed frequent low stakes retrieval tests to strengthen recall and memorisation - <b>“DO THEY ALL REMEMBER IT”</b></li><li>• Respond quickly to address mistakes/misconceptions and provide feedback - <b>“MOVE LEARNING FORWARD”</b></li><li>• Ensure students use feedback to make corrections and improvements - <b>“FIX IT TIME”</b></li><li>• Use assessment evidence to target re-teaching/intervention - <b>“CLOSE THE GAPS”</b></li></ul>



## APPENDIX 5

### CODA ASSESSMENT & FEEDBACK CODE 2021-22

CoDA's vision is to improve the life chances of all students by preparing them for post-16 learning, training and employment opportunities and for life in modern Britain. We do this by nurturing their personal development and by helping them to achieve the best academic outcomes possible. To help achieve our vision, we focus relentlessly on curriculum improvement and high quality teaching.

However, as Dylan William states: *"Only through some kind of assessment process can we decide whether teaching has had its intended effect"*. Effective assessment practice, therefore, is crucial to the realisation of our vision as it helps us to monitor the impact of what we teach and how we teach. The assessment and feedback expectations at CODA are below:

At CoDA, teachers **ARE** expected to...



1. Link all assessments to curriculum 'end points' (i.e. what students *should* know, understand and be able to do) and **ONLY** to what has been taught.
2. Use diagnostic assessment to determine what students already know and build new learning on that.
3. Use formative assessment in lessons to identify what critical knowledge, understanding or skills students may be struggling with.
4. Use frequent low stakes retrieval practice/tests/quizzes (self-/peer-marked) to strengthen memory and recall (**at least once per fortnight**).
5. Use authentic summative assessment to determine student progress i.e. what they know, understand and can do (**at least once per term**).
6. Try to incorporate both recently taught and previously taught topics into summative assessments to strengthen memory and recall (70:30 ratio)
7. Adapt and scaffold assessments to reduce unnecessary cognitive load (e.g. writing frames, checklists, chunked tasks, partially completed tasks, etc.).
8. Help students to prepare for assessments e.g. facts sheets, model answers, knowledge organisers.
9. Help students to prepare for assessments by highlighting and rehearsing different memorisation strategies.
10. Use standardisation and moderation to ensure marking is accurate and assessment evidence is reliable.
11. Use assessment evidence (e.g. Question Level Analysis) to identify and address gaps in learning through re-teaching and intervention.
12. Use assessment evidence to improve the curriculum (e.g. by updating lesson resources or by engaging with topic-specific staff training).
13. Involve all students in their learning through self- and peer-assessment where appropriate (e.g. display answers, model marking using a visualiser)
14. Ensure all feedback (verbal/written, individual/whole-class, teacher/peer) is specific and actionable so students know precisely what to do.
15. Ensure students have sufficient "Fix It Time" to make necessary corrections/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."*





Just to be clear, at CoDA, teachers **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 low stakes tests or quizzes.
10. Log or indicate when verbal feedback has been given.

### What is 'specific and actionable' feedback?

Below are four examples of feedback that require students to act (and avoid meaningless comments such as "add more detail"):

Feedback type	Intended impact of feedback	Examples of <i>specific and actionable</i> feedback
1. Re-learn and re-test...	To avoid future mistakes and improve recall.	"Use "read, cover, write, check" techniques to remember <i>these</i> equations / spellings / facts / details / quotations..., <i>then</i> complete <i>this</i> quiz".
2. Rehearse / Repeat...	To consolidate specific knowledge, skills or understanding.	"Answer <i>these</i> questions on number bonds / the use of future tense ...; improve your shading/cutting skills by doing <i>these</i> tasks..."
3. Redraft / Re-do, but include...	To improve performance.	"Redraft/re-do your essay/paragraph/graph/drawing by <i>correcting V...</i> , <i>stating W...</i> , <i>adding X...</i> , <i>including Y...</i> , <i>explaining Z...</i> "
4. Research and record...	To help a student to deepen their knowledge understanding.	"Read <i>this</i> document/visit <i>this</i> website... and record what you find out about <i>X...</i> , then apply it to your work in future."



APPENDIX 6



# CODA Behaviour Code

## Make the right choice!

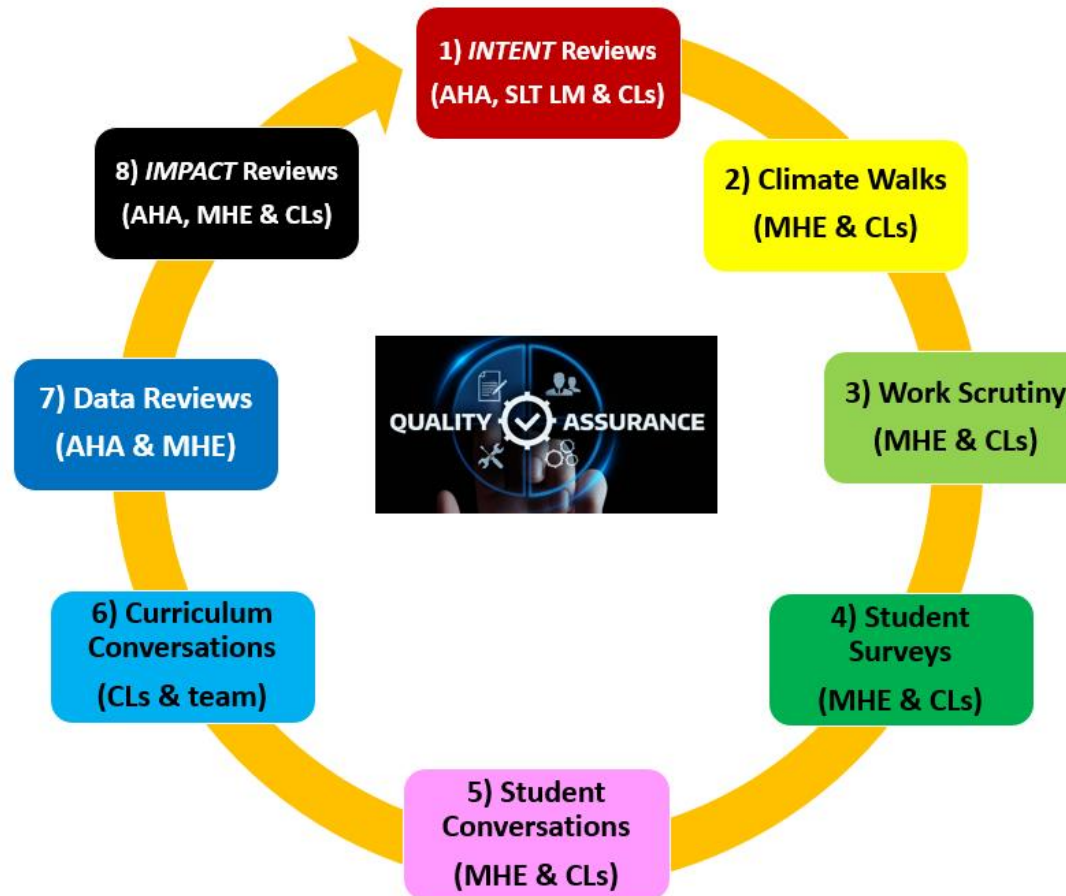


Student behaviour	Stage	Teacher actions
<b>You are meeting expectations. Well done!</b>	<b>0</b>	<ul style="list-style-type: none"><li>• Praise and rewards</li><li>• Award Class Charts points</li></ul>
<b>You refuse to follow a reasonable request.</b>	<b>1</b>	<ul style="list-style-type: none"><li>• First verbal warning</li></ul>
	<b>2</b>	<ul style="list-style-type: none"><li>• Second verbal warning</li><li>• Remove 3R point(s)</li></ul>
	<b>3</b>	<ul style="list-style-type: none"><li>• Third verbal warning</li><li>• Request SLT 'On Call'</li><li>• Remove 3R point(s)</li><li>• <b>Issue detention</b></li></ul> <p>SLT will either:</p> <ol style="list-style-type: none"><li>1. Return you to lesson</li><li>2. Remove you to a buddy room</li><li>3. Escort you to Referral Room</li></ol>
<b>Your behaviour means that you are not learning.</b>  <b>Your behaviour is disrupting teaching and learning.</b>		
<b>You are involved in a serious incident.</b>	<b>4</b>	<ul style="list-style-type: none"><li>• Request SLT 'On Call'</li></ul> <p>SLT will:</p> <ol style="list-style-type: none"><li>1. Escort you to Referral Room</li><li>2. Arrange a detention or exclusion</li></ol>



APPENDIX 7 – Quality Assurance

Quality of Education – 8 phases of the Quality Assurance “feedback loop”





QEGSMAT QUALITY OF EDUCATION FRAMEWORK	
<b>1. Curriculum plans</b>	<p>a) Curriculum leaders have a clear and appropriate curriculum rationale, which is at least as ambitious of the National Curriculum.</p> <p>b) Curriculum leaders have shared their curriculum plans with the school community.</p> <p>c) The curriculum ensures a smooth transition from previous Key Stage, building on prior learning and identifying/addressing knowledge and skills gaps.</p> <p>d) The curriculum is sequenced logically to ensure continuity and progression</p> <p>e) The curriculum has clear, specific 'end points' that are used to measure progress.</p> <p>f) Curriculum resources and assessments have been adapted to meet the needs of all learners</p>
<b>2. High expectations and positive attitudes</b>	<p>Teachers:</p> <p>a) Have high expectations of all students regardless of background and ability.</p> <p>b) Create a positive and respectful classroom culture in which they clearly know and care about students and their learning.</p> <p>c) Demonstrate consistently the positive attitudes, values and behaviour which are expected of students</p> <p>d) Encourage and motivate all students to work with positive attitudes, helping them to become resilient learners and to take pride in their achievements.</p>
<b>3. Effective behaviour management</b>	<p>Teachers:</p> <p>a) Ensure that students follow appropriate routines to create a safe and orderly environment for learning.</p> <p>b) Are vigilant and tackle low-level disruption quickly and effectively.</p> <p>c) Are vigilant and if bullying, aggression, discrimination or derogatory language occur they are dealt with quickly and effectively.</p> <p>d) Use praise, warnings and sanctions fairly and consistently in accordance with the school's behaviour policy.</p> <p>e) Employ behaviour management strategies that are appropriate to students' needs and behaviours.</p> <p>f) Exercise appropriate authority in a way that maintains good relationships with students</p>
<b>4. Secure subject and curriculum knowledge</b>	<p>Teachers:</p> <p>a) Possess secure subject knowledge which allows them to:</p> <ul style="list-style-type: none"> <li>• present new material in a logical sequence in line with the planned curriculum</li> <li>• explain confidently, clearly and accurately</li> <li>• anticipate and tackle questions and misconceptions effectively</li> </ul> <p>b) Ensure that their own speaking, listening and reading of English support students to develop their own language and vocabulary well.</p> <p>c) Take responsibility for developing students' reading skills and vocabulary.</p>
<b>5. Lesson structure and use of time</b>	<p>Teachers possess secure pedagogical knowledge and understanding of how students learn and how to structure lessons and use lesson time productively to support learning and long-term memorisation. For example;</p> <p>a) Use starter tasks to engage students, share the "big picture", recap and build on prior learning.</p> <p>b) Share and clarify measurable and achievable learning outcomes linked to the planned sequence of learning.</p> <p>c) Present material in small steps in a logical sequence.</p> <p>d) Highlight and recap the key ideas during and after each step.</p> <p>e) Select, adapt and/or design resources that are accessible to all (including those with lower ability, SEND and EAL).</p> <p>f) Set work that is appropriately challenging.</p> <p>g) Model, demonstrate and scaffold to reduce cognitive load.</p> <p>h) Provide appropriate time for guided/independent practice (rehearsal/elaboration).</p> <p>i) Review the key learning points of the lesson.</p>
<b>6. Assessment and feedback to support learning</b>	<p>Teachers:</p> <p>a) Understand how their subject is assessed externally and apply this to their teaching and assessment practice.</p> <p>b) Use questioning, discussion and other formative assessment strategies to develop understanding and to identify gaps in learning/misconceptions.</p> <p>c) Adapt their teaching during lessons in response to mistakes/misconceptions to prevent students falling behind.</p> <p>d) Use regular* formative low-stakes assessments (retrieval practice) to strengthen retention and recall.</p> <p>e) Use formative and summative assessment* to allow students to demonstrate that they know more, understand more, can do more, and can remember more.</p> <p>f) Plan lessons and/or activities to address the mistakes and misconceptions identified by formative and summative assessment.</p> <p>g) Provide clear, actionable feedback* to help students identify what they need to do to improve.</p> <p>h) Ensure that students act on feedback provided*.</p> <p>* in line with the school's assessment and feedback policy</p>
<b>7. Outcomes Impacts???</b>	<p>a) The planned curriculum is being taught, lessons do allow students to build on the knowledge and skills they learned previously.</p> <p>b) There is clear evidence that students are learning the planned curriculum (they know more, can do more and remember more)</p> <p>c) Students can read with fluency and comprehension appropriate to their age (or making progress)</p> <p>d) Subject residuals show students make/are making progress in line with targets set.</p> <p>e) All groups are making progress in line with targets set.</p>



## APPENDIX 8 - Remote Learning 2020

### Remotely Accessible Learning 2021-22

#### Staff Guidance



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*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
- Homework , 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:

- 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/edclass
- Clickview, Mathswatch, Bedrock
- ClassCharts (awarding behaviour points)
- Workbooks



Whilst the development of a remotely accessible curriculum is a priority, we recognize that not all students have access to digital technologies currently. We will work with all students to ensure that they have appropriate access to digital technologies and will also make appropriate adjustments e.g. providing printed resources when necessary.

### **Staff expectations**

**From September 2020 – updated 09/20**

Any self-isolating staff will

- Set their lessons as normal, including appropriate assessments. Providing the cover work by 2:30 on the day before (from the second day of absence).
- Work full time on remote learning (and assessment) materials to support their department
- Provide live (or videoed) interactions when it is appropriate/they are timetabled to do so

This will be monitored by their line manager. Staff will be provided with an adequate laptop to complete the work above.

**All students and staff can be in school, individuals are unable to be in class for any reason**  
**- updated 05/21**

Any students who are not in class will have access to:

- Medium term plans on the school website
- Learning resources (minimum key learning points - 3 per topic) located in MS Teams for each subject area
- Access to additional learning resources on Clickview, Bedrock, Mathswatch and edclass with instructions in a booklet and on the website about how to access it
- Hybrid lessons may be organized by teachers where appropriate
- Printed resources (where specifically requests are made to the year teams)

Staff will be emailed a daily list of students who will be working remotely to help them to support students.

Some students, who access a part time timetable, may also be given a seat on edlounge for additional remote learning support.

**Year group(s)/whole classes or whole school not being allowed in school due to positive COVID test(s) - updated 05/21**



Whenever student year groups or whole classes are not in school full time, each child will follow their timetabled lessons remotely.

- Classes will be invited to Microsoft Teams meetings which will be set up by teachers for each lesson, including registration.
- Teachers will deliver the lesson remotely. This may be for all or part of the lesson. Students will interact with the teacher and complete the work on paper or computer for the duration of the lesson. Short breaks will be provided between lessons.
- Resources for learning will be stored on Microsoft Teams.
- Teaching will follow the amended CODA code. See appendix.
- Assessment will follow the amended Assessment and Feedback code. See appendix. This will include at least one low stakes test per week for core subjects, or fortnight for non-core, and one formal assessment per term.
- Medium term plans on the school website with links to suitable web activities
- Access to edlounge, Clickview, Bedrock and Mathswatch. Instructions are available in a booklet and on the website about how to access these.

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

#### **Ongoing development work – updated 05/21**

All departments will develop a bank of remote learning presentations and resources to allow students to work remotely. This will be a minimum of the three key pillars of each unit of work. These resources will be saved for all students on MS Teams and used, in conjunction with Edlounge, for any students who are unable to attend lessons. These will be fully operational from September 2021, but may still be developed from this point onwards.

The resources saved on MS Teams can be used by all students for home work and revision.

Staff will need to continue to train students in the use of MS Teams so that they can access the remote learning work.

#### **Student expectations**

Students will have access to a wide range of learning and revision materials which they can access at any time for home learning. While students are learning in school they can use the resources for revision and consolidation homework. When students engage in home learning they will receive additional classcharts points.

Any self-isolating students are expected to engage in work set on MS Teams. If students do not engage with the work set then they may be asked to attend after school catch up.

When school is remote, students are expected to attend remote lessons. Registers will be completed by staff for all lessons. Attendance concerns will be dealt with by the pastoral, attendance and SLT teams. If students do not engage with the work set then they we may



be able to support by providing IT hardware, invited in to school on a rota, or they may be asked to attend after school sessions when the school reopens.

- Students will receive training on how to use Teams to access live interactions by their Year teams. Training materials are already on the school website and will be advertised on social media.
- 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.
- If students use their camera then they should be appropriately dressed in a public area of the house.
- 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 but any other form of video presentation is acceptable. Other straightforward formats include Powerpoint recordings, recording all or part of a Teams meeting, 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 will be taught in the place that the lesson is normally delivered on the timetable. They will take place using Teams meetings.
- Teachers must have set up their own Teams (either for single classes or whole year groups). 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 record the session to use later.
- 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 introduction/feedback/model etc. Interactions should be a maximum of 50 minutes, allowing a 10 minute break. We would recommend to keep them much shorter and then either arranging to come back on towards the end of the lesson or staying online to answer questions and support via the chat.



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## **Appendix 9**

### **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% Of 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 7<sup>th</sup> 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.



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

**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 periods 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

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

- 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. How pupils are settling back into expected routines and behaviours.

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

4. 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.

- 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 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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