

KGGS School Development Plan 2020-21

SDP Focus – 2020/21

1. Review the **impact** of the school being closed due to **Covid-19** on both students and staff to ensure **measures are in place** to address the issues that may arise and ensure gaps in curriculum knowledge and understanding are identified early and corrective actions implemented ([JFU/TDO/ZAN/SMC](#))
2. Monitoring of **attendance** alongside appropriate support where needed. ([TDO/JFU/SMC](#))
3. Embed the new management information system (**Bromcom**) to ensure the functionality being delivered is an effective and easy to use system for all staff with early evaluation of its effectiveness on the desired goals ([PSM](#))
4. Review of **teacher workload** using the DFE document: *Ways to reduce workload in your school*, as a starting point. Review and update practices to ensure workload is manageable and sustainable ([ZAN](#))

Focus 1

*Review the **impact** of the school being closed due to **Covid-19** on both students and staff to ensure **measures are in place** to address the issues that may arise and ensure gaps in curriculum knowledge and understanding are identified early and corrective actions implemented*

Objectives

- To ensure the full and safe return of all students and staff to KGGS
- Keep abreast of any new developments and ensure the necessary structures are in place to maintain the safety of all
- Concerns raised by students, parents and staff are addressed quickly and efficiently
- Quickly identify gaps in learning and ensure strategies to address these are actioned
- Effective use of the Covid-19 catch up premium
- To protect, reinforce and build on the existing strong work ethic of students and provide them with the resources they need
- Ensure students are not disadvantaged in their learning as a result of the Covid-19 pandemic and missed time in school
- Ensure an efficient remote learning plan is in place in case of students needing to self-isolate or lockdown and the school having to close
- To produce a timetable that leads to COVID secure school and reserve timetables for different scenarios

Actions (including any CPD needs)	Responsibility	By when	Success criteria	RAG rating
Clear guidance setting out the strategies in place to ensure both student and staff safety is prioritised. Regular updates to all parties - ½ termly heads newsletters - Regular staff briefings	JFU	Term 1 Term 2 Term 3 Term 4 Term 5 Term 6	• Staff and students attendance is high in recognition that they feel safe • Leaders are flexible in their approach and will amend approach where needed • Clear communication channels to all stakeholders	
• All students were able to safely return in September. • Monthly head teacher newsletters • Regular updates on students testing positive (Initially case by case before moving to weekly updates) • Mass testing programme in place to allow testing of key worker and vulnerable students and weekly testing of staff • System in place for distributing LFD testing kits and registering of results following return to school in March • Risk Assessment updated in accordance with the Government roadmap • Since returning in March, 97% attendance rate in years 7-11 and 94.6% in year 12 and 95.2% in year 13.				
Mechanisms in place regularly reviewed and then amended or changed where needed	JFU/SLT	Ongoing	• Clear communication channels to all stakeholders via which concerns can be raised and addressed	
• The mechanisms and systems in school have continued to evolve in light of any changing guidance • Regular communication with all stakeholders regarding the changes made • Latest guidance followed. Eg – The wearing of face coverings by students in classrooms and corridors				
Use of ASCL, the Key, Department of education daily updates, to incorporate any new guidance	JFU	Ongoing	• KGGS is fully compliant with the guidance set out	
• Attendance at relevant workshops, seminars and meetings – Lincs health protection team, ASCL, Lincs LEA, Lincs Secondary heads forum				

Increased awareness of all staff and clear processes in place for concerns to be raised regarding students with the safeguarding and pastoral teams to allow access to help as soon as possible	TDO/SMC		- The number of referrals is either in line or above normal figures - Continued training and completion of this by all staff	
- KCSIE 2020 document in place with all staff completing an online assessment regarding the guidance - All students attending tutor time each day allowing staff to complete a well-being check - Students identified needing additional support receive a phone call each week - Specific email address set up and communicated to students to contact if they need to raise a concern during times when working at home - Reporting of Safeguarding concerns now embedded across the staff through Bromcom with safeguarding team following up appropriately - Regular face to face mentoring of students across the school by pastoral staff - Engagement with outside agencies where appropriate				
Specific workshops to help students address the issues they may be encountering Yr11 – Mental health workshops Yr9 – RAF team building workshops		Ongoing	Workshops to address the issues are occurring	
The following workshops have been undertaken by students so far RAF team building year 9, Prepare to pass year 11, Educating Minds Y11, Risky Behaviour Y12				
Open communication channels to ensure parents, staff and students can raise concerns quickly - Regular reminders to parents to contact tutor/HOY with any specific concerns	JFU/SLT/HOY	Term 1 Term 2 Term 3 Term 4 Term 5 Term 6	Feedback from stakeholders is positive (Microsoft forms)	
- Open communication channels with parents and students. - Regular checks with students during national lockdown – Daily tutor checks and lesson attendance when working at home.				

- Weekly phone calls to students needing additional support - Use of Bromcom and Teams to communicate with students and families - Use of Microsoft Forms to gather opinions from students and families				
Schemes of learning are modified and updated to ensure any gaps in learning can quickly be identified and addressed	ZAN/HOF	Ongoing	- Gaps are quickly recognised and addressed - Effective use of the catch up premium	
- Low stake, in lesson assessment tasks are in place to help identify curriculum gaps - Additional staffing in both English and Maths to help support student needing intervention and additional help - Plan in place for the effective use of catch up funding				
HOF made aware of the Covid-19 catch up premium and bid for funding to help plug any gaps identified	ZAN	Term 1 Term 2 Term 3 Term 4 Term 5 Term 6	- Use of catch up premium outlined to HOF - All faculties bid for funding - Impact of funding helps to address gaps in learning	
Process for applying for funding outlined and completed by HOF				
All staff, students and parents are aware of the remote learning plan in place. - Cameras in classrooms facing the board - System in place to notify staff when students are absent due to Covid-19 - Greater use of Teams, so if a full lockdown occurs, this forum is used for the setting of work	JFU	September 2020	- All staff are using the remote learning system - Effective remote learning is able to take place - Positive feedback from stakeholders	

• System communicated to all parents • Feedback form for issues from learners at home which are then addressed as they arise – Repositioning of cameras, microphones installed in certain rooms, Teams groups set up rather than inviting students to each lesson • Greater use by staff as knowledge improved on the use of Teams and movement away from the academic drive • Purchasing of staff laptops and visualisers to aid the delivery of remote education				
• Student attendance is closely monitored • Regular contact with home of students causing concern • Mechanisms in place to ensure parents are confident to send their student into school	TDO/SMC	Term 1 Term 2 Term 3 Term 4 Term 5 Term 6	• Attendance is in line or better than 2019/20	
• Weekly meetings with HOY and TDo/SMc to identify any students whose attendance isn't +95% • Letters sent to parents of students whose attendance was below 85% • Weekly attendance report from Attendance officers to heads of Year • Use of iPads to sign in/out • KS5: parents contacted via email for absent students				
• Staff attendance is closely monitored • Regular contact with staff members causing concern	JFU/SLT	Term 1 Term 2 Term 3 Term 4 Term 5 Term 6	• Attendance is in line or better than in 2019/20	
• Updated system to ensure staff who hit a trigger point in line with the attendance point are flagged and the appropriate next steps are taken • Greater use of occupational health when required • Closer monitoring and use of HR advice to tackle poor attendance				

Produce a timetable adhering to the latest government guidelines including: • Staggered start, break, lunch and finish times • Allow for year group bubbles and minimise contact between students in different bubbles • Full delivery of the curriculum and the use of specialised teaching rooms Flexibility for the timetable to evolve in line with any new guidance	PSM	Sept 1 st 2020	• Functioning timetable for a COVID secure school and reserve timetables for different scenarios are in place	
• Working timetable in place to ensure the safe return of all students and staff alongside the full delivery of the planned curriculum. • Certain practical subjects are adapting their approach as a result of the national lockdown and all students being at home and not in school				

Focus 2

Monitoring of **attendance** alongside appropriate support where needed.

Objectives

- To improve attendance across the whole school to achieve an average of at least 90% in all 3 Key Stages. (KS3 and 4 – 96% target)
- To develop a strategy to address and support long term absence to ensure a consistent delivery of the full curriculum

Actions (including any CPD needs)	Responsibility	By when	Success criteria	RAG rating
Mechanism in place to ensure Heads of Year are fully aware and up to date with potential attendance concerns within their year group. CPD: Maximising the use of Bromcom so that HoY dashboard informs of attendance for year group.	TDo/SMc	End of Term 1		
• Despite the current lockdown, HOY are being informed by subject staff of student absence • A return to Bromcom registering of students at remote lessons to be implemented from 25/01/2021 • TDo and SMc are receiving weekly attendance reports • A new flow chart outlining the protocol for following up remote learning student absences has been communicated to all staff • Case study information being held by SLT				
All subject teachers to be aware of students who are regularly missing their lessons and supporting their learning	HoY	Ongoing		
• Re introduction of use of Bromcom to do this • HoY and SEND team supporting students in catching up following absence				
Heads of Year to have a system for monitoring absence and completion of missed work for students in their year group	TDo/SMc	End of Term 2		

- Each Head of Year is monitoring this - Still need to put in place a common system once we return to on-site education(Jan 2021) - May 2021: students re-integrated on case by case basis supported by Head of Year and SEND team				
Faculty Leaders to have a system for monitoring the absence and progress of students in their subject areas.	TDo/SMc (at FL meeting)	End of Term 2		
- FL meetings have been predominantly concerned with issues related to remote learning, assessments and TAGs - Progress of students continually monitored				
Standing agenda item at Faculty meetings: monitoring of absent students		Term 1		
Not currently implemented				
HoY to be the link between parents/guardians and school, subject staff to inform HoY				
This is continuing				

Focus 3

*Embed the new management information system (**Bromcom**) to ensure the functionality being delivered is an effective and easy to use system for all staff with early evaluation of its effectiveness on the desired goals [\(PSM\)](#)*

Objectives

- To ensure that the new MIS software (Bromcon, MCAS and e-timetable) is installed onto the school server
- To integrate the timetable from scheduler into e-timetable
- To integrate the timetable details form eportal into the new MIS system
- To ensure that updates are integrated smoothly into the software
- To ensure that the salient data is transferred to the new MIS
- To ensure that staff have a working knowledge of the new MIS by 3rd September then improve the knowledge of the software's functionality throughout the year
- To improve communication to all stakeholders through the new MIS
- To integrate the student payment system into the new MIS
- To develop a new reporting system using the new MIS
- To improve the timeliness and effectiveness of Faculty and Year Head data using the new MIS system

Actions (including any CPD needs)	Responsibility	By when	Success criteria	RAG rating
Timetable details are integrated into e-timetable and Bromcom	PSM	Sept 1 st at the very latest	Functioning timetable for a COVID secure school and reserve timetables for different scenarios	
Train staff in the use of the basic functionality of the MIS	PSM/MDO	Sept 3rd	Staff can log-on, take registers, access student information that is salient to their role	
Ensure that the MIS is working by 1 st September and is populated with the historical data plus the new class lists and student and staff details	PSM/HBA	Sept 1st	Class lists are ready for September 3rd and accessed by teachers	2 years of historical data is available in Bromcom
Launch the MCAS software	TDO/MDO	Sept 1st	Parents and students can access their details via MCAS	
Ensure that the MIS has the salient details for accountability and reporting purposes	PSM/ HBA	October	Back data is on the system	
Construct and integrate new data capture templates for the progress points in the reporting cycle	PSM/HBA	October	New templates are written, integrated and tested	
Train heads of faculty and heads of year in the use of the analysis and reporting tools in Bromcom	PSM	November	HOF and HOY reports are produced by January 2021	
Work on this target is ongoing and although some progress has been made this academic year, further work is still required.				

Focus 4

Review of **teacher workload** using the DFE document: *Ways to reduce workload in your school*, as a starting point. Review and update practices to ensure workload is manageable and sustainable ([ZAN](#))

Objectives

- To conduct a review of the contributing factors to work overload across the school - involving staff from different teams in a dialogue about how an acceptable work-life balance might be achieved
- To establish workload issues associated with, or caused by, the changes in education and working practices as a result of COVID 19
- To prioritise and address key areas where workload might be reduced or managed better

Actions (including any CPD needs)	Responsibility	By when	Success criteria	RAG rating
1. Local and National Workload agenda a. Explore which of the recommendations in the DFE document: <i>Ways to reduce Workload in your School</i> might be helpful or possible in the context of KGGGS b. Make contact with other schools to explore their approaches to workload management	ZAn & AKn	Nov 2020	- All of SLT invited to contribute their response to the DFE document and case-studies from other schools with which they are familiar - During COVID we have continuously reviewed workload reducing strategies – will continue from Sep 21	
2. Whole School Review of Workload Issues a. Administer and analyse the results of a questionnaire to all teaching & support staff, with a view to reviewing areas such as: marking & feedback; dealing with parental enquiries and complaints; communications and work emails; planning, preparation and assessment; and other relevant areas – advice/training related to managing parental enquiries to take place in 2021/22 b. Conduct discussions about workload with a sample of staff in different roles and teams c. Establish a Professional Dialogue between colleagues in small cross-team working groups to explore workload and the impact of changes associated with COVID – including Remote Learning – Dialogue to be continued from Sep 2021	ZAn & Team Leaders in school ZAn & Middle Leaders ZAn & AKn	Nov 2020 Dec 2020 Termly	- Colleagues in different teams report having been consulted about workload - A representative sample of staff have engaged in discussions - Different teams are represented in scheduled discussion group meetings - SLT have reviewed their concerns and suggestions	

3. Manage impact of COVID19 on Workload a. Via Faculty Leader briefings, assess, with Faculty Leaders, the workload issues associated with amending curricular content; managing marking and feedback in the period of year group bubbles or when working remotely; responding to student and parental enquiries; planning, preparation, and assessment; and catch up for student with gaps in their knowledge b. Invite HOYs and Pastoral Leaders to contribute to assessment of COVID-related workload issues c. Explore how new technologies might reduce workload d. Evolve provision for Remote Learning; cross-team monitoring of students at risk of underachieving; and catch-up - in light of the workload agenda e. Update parents about our Remote Learning offer as it evolves	ZAn & AKn ZAn (in consultation with TDo & SMC) ZAn PMa MDo ZAn ZAn	Termly Dec 2020 May 2020 Termly When req'd	- Faculty Leaders report they can manage curricular amendments and catch-up - Students have good access to the whole school curriculum - Students having been in catch-up programmes make good progress - Number of enquiries re: curriculum and progress from parents and carers is reduced - HOYs and pastoral leaders have been consulted - New technologies impacting positively on workload issues - Remote Learning and catch-up is successful for those students who need it, because it is manageable for staff - Positive feedback from parents and carers	
4. Address other Key Workload Issues a. Implement a revised Marking & feedback Protocol, appropriate in a COVID (and ordinary) context b. Replace full written prose reports with more focused BROMCOM up-dates to parents/carers c. Compose & implement (inc. CPD) a communications protocol or policy with workload in mind - <i>more work on this required from Sep 21</i> d. Address other key workload issues identified by staff – via the means and processes outlined above	ZAn PSm ZAn & SLT ZAn & SLT	Aut 2020 Aut 2020 Aut 2020 June 2020	- Book/folder checks show M&F Protocol is working in practice - All students and their families receive information about progress on time as planned - Staff received training & CPD re: how to manage enquiries - Staff report changes have had a positive impact on workload	