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)

September 2020

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	
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	
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	
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	
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	
Open communication channels to ensure parents, staff and students can raise concerns quickly - Regular reminders to parents to contact from tutor/HOY with any specific concerns	JFU/SLT/HOY	Term 1 Term 2 Term 3 Term 4 Term 5	• Feedback from stakeholders is positive (Microsoft forms?)	

		Term 6		
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	
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	
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 absence 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	
• 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 (Add % for 2019/20)	
• 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 (Add % for 2019/20)	

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 1st 2020	• Functioning timetable for a COVID secure school and reserve timetables for different scenarios are in place	

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		
All subject teachers to be aware of students who are regularly missing their lessons and supporting their learning	HoY	Ongoing		
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		
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		
Standing agenda item at Faculty meetings: monitoring of absent students		Term 1		
HoY to be the link between parents/guardians and school, subject staff to inform HoY				

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

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- 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 1st 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 1st 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	
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	

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: *Ways to reduce Workload in your School* might be helpful or possible in the context of KGGS 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	
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	ZAn & Team Leaders in school	Nov 2020	- Colleagues in different teams report having been consulted about workload	
b. Conduct discussions about workload with a sample of staff in different roles and teams	ZAn & Middle Leaders	Dec 2020	- A representative sample of staff have engaged in discussions	
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	ZAn & AKn	Termly	- 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	ZAn & AKn	Termly	- 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	
b. Invite HOYs and Pastoral Leaders to contribute to assessment of COVID-related workload issues	ZAn (in consultation with TDo & SMc)	Dec 2020	- HOYs and pastoral leaders have been consulted	
c. Explore how new technologies might reduce workload	ZAn PMa MDo	May 2020	- New technologies impacting positively on workload issues	
d. Evolve provision for Remote Learning; cross-team monitoring of students at risk of underachieving; and catch-up - in light of the workload agenda	ZAn	Termly	- Remote Learning and catch-up is successful for those students who need it, because it is manageable for staff	
e. Update parents about our Remote Learning offer as it evolves	ZAn	When req'd	- 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	ZAn	Aut 2020	- Book/folder checks show M&F Protocol is working in practice	
b. Replace full written prose reports with more focused BROMCOM up-dates to parents/carers	PSm	Aut 2020	- All students and their families receive information about progress on time as planned	
c. Compose & implement (inc. CPD) a communications protocol or policy with workload in mind	ZAn & SLT	Aut 2020	- Staff received training & CPD re: how to manage enquiries	
d. Address other key workload issues identified by staff – via the means and processes outlined above	ZAn & SLT	June 2020	- Staff report changes have had a positive impact on workload	