

Wirral Grammar School for Girls: School Development Plan 2018-19

Objective 1

To develop Key Stage 3

- To develop and build on **transition programme** Years 6-7
- To support the progress of **weaker performing groups**
- To embed systems to develop **progress in KS3**
- To develop the **independent learning** programme
- To develop **intervention and mentoring** programme

Objective 2

To consolidate work with KS4 and Sixth Form

- To develop the **independent learning** programme
- To support the progress of **weaker performing groups**
- To continue to embed **intervention and mentoring** programme
- To continue to embed **sixth form enrichment** programme

Objective 3

To develop assessment and tracking systems used in school for greater consistency

- To create and develop an **online DSEF** for each department to track its work
- To develop and use the **skills descriptors** in reporting
- To continue to embed the **use of SIMS** to track and monitor behaviour and commendation

Objective 4

To develop new computer network

- To ensure that staff and pupils are able to **use the network** to maximise learning
- To ensure that staff, parents and pupils are compliant with the legal restraint of **GDPR**

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Objective One: To develop Key Stage 3

This is an acknowledgement that many of the problems that our pupils face at GCSE stem from areas built up lower in the school in terms of engagement with private study. When we review and support subjects, the way that KS3 feeds into Y11 success will be a big part of our analysis. Where we talk to KS4 pupils they don't always translate positive lesson and staff learning patterns into working independently and taking confidence in problems solving. Work has already been done on this, in areas of problem solving or skills based learning. We need to look at how this process creates an integrated and effective learning journey from Year 6 to Year 11 and then into Sixth Form, looking at and supporting areas in KS4 and Sixth Form that are still under development or are in need of improvement

We need to consolidate the transition work (6-7) which has started in 2017-18	ED to lead	<ul style="list-style-type: none"> Carry out a survey of Y7 to see what impact we have had To understand and develop skills they are already using To include a session at the start of the year to reflect on where this programme is going To emphasise Maths and English
To target Disadvantaged Pupils and any other identified underperforming group to boost their progress	JT and ML to lead	<ul style="list-style-type: none"> To use KS3 schemes of work to develop work to support this group To use DSEF to track the impact of this work To use mentoring and intervention strategies to narrow any attainment gaps
We need a programme to develop independent learning, with a real focus on KS3 leading to GCSE	JT to lead	<ul style="list-style-type: none"> to introduce Elevate work into KS3 To develop homework projects which develop these skills To revisit KS3 SOW to look at the above and the use of DIRT time To run pupil voice to check effectiveness of the programme To build a timeline to show how this is being done
We need to consolidate and develop the intervention programme, building the work done with Y11 in 2017-18 and develop study Hall support We need to consolidate the Year 10 – 7 mentoring programme and the “Helping Hands” 12-lower school mentoring programme	JT to lead	<ul style="list-style-type: none"> JT to work on rationale for study hall ML to develop logistics for study hall ED to coordinate KS3 intervention To develop the use of subject mentors To analyse the impact of this work as it goes along, to ensure the right support is targeted to the right needs To provide effective form tutor training.
We need to develop a new programme of “Wirral Girls Challenge” to develop outreach and volunteering skills	EC to lead	<ul style="list-style-type: none"> Use links with <i>volunteer for Wirral</i> Have in planner pages for volunteering Develop process of programme: complete task for a term gets the award Audit impact of programme
Cost implication: <ul style="list-style-type: none"> Staff cover to allow primary visits Costly linked to setting up of study hall Use of Elevate sessions 	<i>By the end of this process we will see:</i> <ul style="list-style-type: none"> A clear transition programme building on the work done in 2017 Each department to have developed independent learning strategies to develop problem solving, critical thinking. To assess the impact of these through departmental review To have in place a Study Hall programme which supports the most vulnerable learners To allow those with greater gaps between potential and outcome to move those forward, evidenced through data analysis To have a “one stop” process for academic mentoring, pastoral mentoring and intervention mentoring. At present the three systems seem to operate independently. 	

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Objective two - To consolidate work with KS4 and Sixth Form

Much of the work we have been developing over the last two years has been focussed on new courses for GCSE and A Level. This is clearly an ongoing process and one that will continue to development directive support. The specifics areas identified here are part of our ongoing work here, but shows particular areas of emphasis

We need to make organisation, independent study and targeting weaker groups a focus for departmental work	JT and ML to lead	<ul style="list-style-type: none"> departments to work to target weaker students within lessons Develop use of DSEF to track and coordinate in line manager process
To target Disadvantaged Pupils and any other identified underperforming group to boost their progress	JT and ML to lead	<ul style="list-style-type: none"> To use KS3 schemes of work to develop work to support this group To use DSEF to track the impact of this work To use mentoring and intervention strategies to narrow any attainment gaps
Cost Implications: <ul style="list-style-type: none"> Effective use of network may have training implications. Otherwise negligible 	<i>At the end of this process</i> <ul style="list-style-type: none"> Gaps should be narrowed for DPs, different academic groupings and other vulnerable areas where target and P8 indicates a different outcome to that shown on PG To see evidence of how this is being done in DSEF, Department Review and through line manager meetings 	
We need to look at how we support Sixth Form enrichment study support	TAJ to lead	<ul style="list-style-type: none"> Develop EPQ in Sixth Form Audit the take up of enrichment work
Cost Implications: <ul style="list-style-type: none"> provision of suitable courses 	<i>At the end of this process</i> <ul style="list-style-type: none"> All Sixth Form should have received (had the potential to receive?) an extra enrichment course of study which is additional to the three A levels Analysed through pupil voice in Year review Evaluated through take up 	
We need to develop a new programme of "Wirral Girls Challenge" to develop outreach and volunteering skills	EC to lead	<ul style="list-style-type: none"> Use links with <i>volunteer for Wirral</i> Have in planner pages for volunteering Develop process of programme: complete task for a term gets the award Audit impact of programme
Cost Implications: Provision of badges to reward programme	<i>At the end of this process</i> <ul style="list-style-type: none"> There will be a clearly structured programme Its impact will be measured in year review strategies 	

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Objective Three: To develop assessment and tracking systems used in school for greater consistency

This year will see all of Years 7-9 on a consistent grading system which is commensurate with Year 10-11. Departments need to be clear about how this works, and ensure that the processes they use to track and develop pupils in these years gives a realistic picture of progress to parents, pupils and the school. We also want to develop the replacement criteria for "effort" to make greater use of these as descriptors of skills which are supportive of Objective one.

To review and develop the SIMS process for tracking and supporting achievement and behaviour	JT to lead	<ul style="list-style-type: none"> Achieve a consistent use of the SIMS system to allow form staff and HoYs, subject staff and leaders to coordinate behaviour and commendation process
<p><i>At the end of this process</i></p> <ul style="list-style-type: none"> <i>SIMS will be used consistently to record concern and praise (10-11) points across the school</i> <i>CLG can use it to track behaviour and potential problems</i> <i>This will be audited in Dep Review (and, ultimately, DSEF 2019)</i> 		
To develop departmental criteria for the skills gradings used on record cards	ML to lead	<ul style="list-style-type: none"> To use skills grading as developed by SLT and CLG To use skills analysis to inform intervention
To ensure that departments are consistently setting KS3 grading based on programmes developed over last two years	ML to lead	<ul style="list-style-type: none"> to ensure that KS3 grading are consistent within departments To ensure that the KS3 gradings are consistent with an ongoing 11-16 process
Cost Implications: <ul style="list-style-type: none"> CPD - effective use of network and SIMS to allow staff to use system effectively 	<p><i>At the end of this process</i></p> <ul style="list-style-type: none"> <i>SoW will show grade descriptors for each level of success in KS3</i> <i>We will have identified skills shortfalls</i> <i>We will apply the judgements consistently across the school</i> <i>We will measure how well this is tracked through Dep review, Line manager meetings etc</i> 	

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Objective Four: To develop new computer network

A new system will be in place for September. This, combined with changes in national legislation protecting data security, will have some, limited, impact on the work of the school.

Ensure staff are able to use and understand the new network	ML to lead
Ensure staff are clear about the implications of GDPR changes on their professional responsibilities	ML to lead
<ul style="list-style-type: none">• One INSET session and one INSET twilight• Ongoing maintainable costs• Audit of packages used to check GDPR compliance• Ongoing legal training	<i>At the end of this process</i> <ul style="list-style-type: none">• <i>Staff will be able to use the new system correctly</i>• <i>Staff will act in compliance with GDPR</i>

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INSET programme

Day 0/1

Key Stage 3 development of assessments, SOW, Independent learning, skills development etc

Form Tutor training

New Network

Twilight Programme

10 September - New Network/ ICT

3 October KS3 departmental time

17 October KS3 whole school meet

7 November Year 11 Intervention

INSET day 19 October