

# Main Priorities for iCollege development 18-21

## The Shared Vision

**By 2019 / 20 we will be able to say that:**

We offer excellent alternative educational provision in which each of our learners:

- Achieves their highest possible educational outcomes.
- Develops a strong positive attitude.
- Makes the best possible positive contributions to the launch pad for their chosen future.

## Delivering the Vision

Our team of staff and governors, working collaboratively, with our stakeholders, will provide a relevant and holistic curriculum, underpinned by strong leadership and teaching of the highest quality that inspires learners.

Our team will:

- Teach, challenge and encourage our learners to meet and exceed target grades in all their subjects.
- Provide a relevant and holistic curriculum that enables learners to achieve nationally recognised qualifications.
- Ensure high levels of numeracy, literacy and communication skills for every learner.
- Engender a strong sense of personal responsibility and respect for others.
- Make effective use of data to drive self-evaluation and improvement of learner outcomes.
- Be passionate about focusing energies, technology and other resources to create and maintain an engaging learning environment appropriate to each learner and each subject.

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- Be passionate about learning and the creation of a positive learning ethos and culture that fosters key life skills, including independence, communication, resilience, flexibility, integrity and self-discipline.

- Place our provision in the top 10% nationally on average data for achievement of value-added outcomes.

We will rely on

- All team members – learners, staff, governors and stakeholders, having clear accountabilities.
- Parents and carers being well informed and engaged with our provision.

Our culture and ethos

- Help every learner do the very best they can.
- Inspire students and staff alike.
- Actively engage all our stakeholders.
- Works constantly to meet the needs of current and future learners.

Above all we are a vibrant community which learners, staff and governors are proud to belong to

## Targeted Priorities for 19/20

### Leadership and Management (SEF grade 2 with aspects of 1)

- Continue to review iCollege structure; action from Heads Funding Group / financial implications - amber 18/19
- Develop Outreach / Primary / Pod provision to be cost effective and efficient – red 18/19
- Review processes for referral KS1 and 2; establish links with primary PPP, Primary PAR, Primary Strategic Behaviour Review, SEN, Therapeutic Thinking Support Team, other providers etc – amber 18/19; on-going
- Establish iCollege culture and ethos through consistent use of policies, systems and procedures, alongside ‘building the team’ – annually and on-going

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<p>with staff changes and new cohorts</p> <ul style="list-style-type: none"> <li>• Connectivity / communication / actions from IT Working Group / GDPR / website/ effectiveness – amber 18/19</li> <li>• LA strategic development – implementation of Therapeutic Thinking model at iCollege</li> <li>• Financial probity; sound financial management – red 18/19</li> <li>• Student / parent voice</li> <li>• Staff resilience and well-being / staff morale</li> <li>• New build - and temporary accommodation; 'Integration' to Moorside</li> <li>• Shared 'vision' for improvement priorities across leadership; joint SDP and GDP</li> </ul>
<p><b>Continue to reduce costs to HNB, development of solutions to support schools, financial sustainability of iCollege, self-reflection, website, compliance.</b></p>
<p><b>Behaviour and Attitudes (SEF grade 2 with aspects of 1)</b></p>
<ul style="list-style-type: none"> <li>• 'Team-teach' – training for new staff. Annually and on-going / rolling programme. Therapeutic Thinking by academic year 20/21 non-aversive approach</li> <li>• ELSA training for staff as identified in appraisal</li> <li>• Bespoke support for learners</li> <li>• Monitoring / reporting off-site provision that isn't OA;</li> <li>• 'Package' well-being / mental health offer and policy / student resilience etc.</li> </ul>
<p><b>SEMH support; safe and supportive environment; continue to raise standards; balance academic with well-being</b></p>
<p><b>Quality of Education (SEF grade 1/2)</b></p>
<ul style="list-style-type: none"> <li>• Training and development of UNQ teachers; on-going with staff changes</li> <li>• Appraisal on SIMS</li> <li>• Outstanding teaching / deep learning; lesson observations, identified training, appraisal; continuous and on going</li> <li>• SIMS access / agreed data recording systems – amber 18/19</li> <li>• Raising standards in primary provision: safe environment, staff well-being, referral from and return to mainstream – implementation of 'Inspiration; A proposal for the future'</li> <li>• Primary phonics and reading</li> <li>• Further shaping and refining learner work; building resilience, memory etc</li> <li>• Refine assessment system to better identify gaps in learning / learner potential achieved!</li> <li>• SAPs upgraded to include behaviour, and well-being support etc, as well as academic to improve transition between sites</li> <li>• Progress 8 developments / national data comparison all key stages remains strong</li> </ul>

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<ul style="list-style-type: none"> <li>Review curriculum and suitability of qualifications</li> </ul>
<p><b>Raising knowledge, expectations and standards; identification of interventions; access to national qualifications</b></p>
<p><b>Personal Development (SEF grade 1/2)</b></p> <ul style="list-style-type: none"> <li>Review new PSHE curriculum</li> <li>Monitor learner and parent voice / evidence actions</li> <li>Track personal development across curriculum and learner school day / SMSC threaded through</li> <li>High expectations for cultural capital / broad horizons</li> <li>Careers curriculum provision – Gatsby</li> <li>Improving breadth and mapping of safeguarding in the curriculum</li> </ul>
<p><b>Robust reporting; learners reaching potential</b></p>
<p><b>6<sup>th</sup> form provision (SEF grade 2)</b></p> <ul style="list-style-type: none"> <li>Further develop curriculum- academic and vocational</li> <li>Further develop <b>Careers</b> programme to ensure appropriate next level of study/employment etc.-monitoring and evaluation of.</li> <li><b>Conduct and attitudes</b> including in non-qualification or enrichment activities and/or work experience, prepare them for employment or progress to higher levels of study.</li> <li>Improve levels of <b>punctuality and attendance</b></li> <li><b>Ethos</b>- encourage increased independence for post 16 students</li> </ul>