

Island School Development Plan

This plan builds on the work of previous plans, and various aspects of this plan are direct continuations of work done last year.

Lenses through which this plan should be viewed.

While they may not be specifically mentioned as points in the plan, there are four lenses through which each item should be viewed. This means that for each item we should say to ourselves, and each other, “How should we act on this when looked at from each of these viewpoints?”

1. **Redevelopment and Relocation – The Decant**
Still planning for a move in summer 2017, we ask how each priority item will affect and is affected by this move to two schools
2. **The IB Middle Years Programme**
With the advent of the MYP in the lower school when we are ready for it, how do we move each item forward with that goal on the horizon?
3. **The ARR “Evidencer”**
How can an evidence based assessment system, built around learning conversations help us achieve each goals?
4. **The Island School Community**
This is the overriding lens. With the potential stress on our community due to decant, and the opportunity to celebrate it with the 50th anniversary, how can we act to strengthen the community, and use the community to further our progress?

Priority Areas

The Learning <u>Journey</u> (LJ) How can we ensure that the Learning Journey plays an active and meaningful working role across the school?			
Rationale	Key people	When	Action
The LJ should be descriptive and aspirational so we need to know where it is exemplified and changes should be made to align with the LJ	Faculty Leaders, SLA, MGS	By Dec 2016	Departments and Faculties identify exemplars of the LJ happening and find targets for further ways to make it happen. MGS to offer training session on Sept 15th
Professional Reflection and Development is about how we enhance our practice. Working in partnership with colleagues is excellent CPD. The Learning Review Group from last year has structured ways for this to happen. The LJ needs to become a lived experience for all.	All staff	By Dec 2016	Individuals work in pairs or small groups on a particular section of the LJ, collaborating and observing, using the structures that have been trialled. Staff members will start the year by selecting partners. Staff members use the Evidencer as a portfolio tool to log and reflect on their development. The year will conclude with all staff celebrating their findings Bugs, inconsistencies and frustrations in the use of the Evidencer for this are ironed out
The LJ should mean as much to students as to teachers and parents. They should be able to see their own learning in this context.	SLA, MGS	All year	New SLA to promote LJ among student body Promote to parents, and see how they understand it
Our work on the Skills framework has begun to be genuinely trans-disciplinary. This needs to be continued and extended. The MYP provides a particular focus for skills (ATLs) in all subjects.	Curriculum Leaders All staff KXS, AW Skills Grp. New Grp.	By Nov. All year All year Oct – Easter Easter	Relaunch with staff, including feedback from last year(s) Follow up on note making and discussion skills Link to staff work on LJ, above, and use of portfolio 12 staff trained in Literacy for Learning by KXS and AW Research Skills. Strategies to be developed and used appropriately across year groups Revision Skills. Strategies to be shared with students and faculty. Both of these last two are considered enhancements of the Student Toolkit Share the mapping between ATLs and the 5 Cs with all, and on the website

The MYP, with its emphasis on enquiry, trans-disciplinary learning and concept based learning requires us to see how this fits with our current learning patterns.	SLT, Curriculum Leaders	September Term 1 Term 1 All year	Share the basics of the MYP structure and language with all staff Look at what we already teach by enquiry, through concepts and across disciplines in each subject area Visit other schools. Prepare for ESF CPD day on MYP. Plan what we need to do, to change or describe differently to start adopting MYP in 2017/8. Aim for implementation in years 7/8 in 2018/9
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Supporting Learning through Conversation and Evidence

How can we move from Assessment to Evidence and make sure all learning conversations are maximally effective?

Rationale	Key people	When	Action
Students have identified personalized one-to-one conversations with subject teachers (both in class and separately arranged) as being the most effective way to help them improve their learning.	Curriculum Leaders Guidance leaders	All year	Teachers prioritise facilitating and improving these conversations They are discussed and worked on through CPD Departments discuss in planning time
Use ARR Evidencer to promote effective conversations	CB, KJL, PB, Iain Checkland (ESF) Year 7 teachers, and others	Term 1	Complete the system to a level where we can roll it out for year 7, Activities and possibly BTEC courses. The requirements for this are: <ul style="list-style-type: none"> ● Completed development on assessment, portfolio, ease of use ● Training of staff ● Training of students ● Introduction to parents ● Continued development and improvement.
Who students speak to, and how often it happens has been identified as important. We need to see how TFL supports these needs	Interested group	Start Term 1 and make plans for the future.	A group to focus on: <ul style="list-style-type: none"> ● What should TFL look like ideally? ● Frequency v depth: (Getting the right balance ● Ensuring continuity of personnel (relationship). ● Creating a timetable structure to support this. ● Creating a tutor group (& tutoring/reference writing) structure to support this. ● Look at ARR Evidencer as a possible tool

There are mixed views on the value of parents consultations and how to make them better	Interested group	Start Term 1 and make plans for the future	To focus on: <ul style="list-style-type: none"> • Create a questionnaire for parents (Y8-13) • Establish what Parents' Consultations are for. • Resolve conflicting opinions to find optimum solution • Create a structure to support this. • Link this with the work of those looking at the TFL purpose and structure
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<h2 style="color: #0056b3;">Structures</h2> <p style="text-align: center;">?</p>			
Rationale	Key people	When	Action
<p>For any change or improvement we need to find the time to do this. Given that there is only a finite amount of time in a day, a week or a term.</p> <p>Anything with timetable implications needs to be concluded before the timetable and the staffing is decided for the next year</p>	Interested group	Term 1, And all year	<p>How do we plan the school day/week/year to facilitate:</p> <ul style="list-style-type: none"> • The best learning conversations including TFL and consultations • The best distribution of teaching time / study time • Planning and collaboration time • Time for activities and engagement with the new local communities • The demands of the MYP • The demands of current programmes: IB, APL, Island Futures • Collaboration across campuses

Appendix

Abbreviations used

For staff names see the staff list [here](#)

Others.

IB International Baccalaureate

IBDP International Baccalaureate Diploma Programme

MYP IB Middle Years Programme

PYP IB Primary Years Programme

ATL The IB Approaches to Teaching and Learning. This is their version of the skills framework we use in school

ALP Applied Learning Pathway. A senior graduation programme alongside the IBDP

BTEC British applied learning courses leading to A level equivalent qualifications

SLT The Senior Leadership Team of Island School

SLA The Senior Learning Advisors. A group of students that advise on learning from the student point of view

TFL Tutoring For Learning. Sessions with a student, parents and form tutor, led by the student to discuss their learning across all of school life

Island School

School Development Plan Overview



Context

The purpose of the School Development Plan is to guide action to improve the running of the school. It is separate from budgeting and arranging the operation of school in the 2016/17 academic year.

In reviewing this plan Council is asked to consider whether we are asking the right questions and which of the questions are the highest priority.

Review of the 2015/16 School Development Plan

2015/16 School Development Plan

Results achieved

A) Teaching, Learning and Guidance: How do we know our students?

1. How is students' learning understood by all stakeholders?
 - a. How will a new assessment and reporting (ARR) system help students and other stakeholders know the students and their progress?
 - b. How does formative assessment inform our practice?
 - c. How do we build our students' ability to reflect on their learning?
2. How do teachers/tutors know how to respond to students' specific needs?
 - a. How is our skills framework used to support learning and wellbeing?
 - b. How can we empower students with their learning?
 - c. How does our teaching support all learners?
 - d. How do our tutors support all students?
3. How do leaders know the strengths and needs of staff members they are leading? And how do staff members know the strengths and needs of their colleagues?
 - a. How do teachers learn from each other and collaborate to enhance practice?
 - b. How do leaders increase the confidence and capacity of teams they lead?
4. How are teachers/tutors supported in all aspects of their role?
5. How do we understand where we are with developments in teaching and learning?
 - a. How do we use the Curriculum review and the CIS 5-year review to understand our current status measured against our definitions of good learning?
 - b. How do we know that our student provision serves them well?

Many sessions have been held with parents and students. These have been with current parents at events such as the year 11 graduation exhibition and the year 8 Solo Exploration as well as information evenings and through TFL. We have also spent time with future or prospective parents by presenting at all our partner primary schools and having induction sessions for new parents outside ESF. The level of understanding has improved but is still incomplete.

Assessment is based more and more on students compiling evidence of their learning, so their progress becomes manifest. This means teachers can see the progress and use it to improve their courses. These steps inform 1b and c as well as section 2

The learning review has been trialled in a variety of ways this year and will now be rolled out to all staff. Lessons have been observed, co-planned, reviewed and reflected on using a number of techniques. Students have been followed through the week to get a longitudinal picture of their experience.

House staff spend more time going into tutor groups and working alongside the tutors. There is more emphasis on helping tutors do their role than on doing it for them

Feedback from the learning Conversations group has given data on how students react to the different conversations we have, and which are the most effective.

Results achieved

2015/16 School Development Plan

6. How do we prepare for future challenges?
 - a. How do we ensure we maintain school spirit, ethos and a cohesive approach across the two schools during the decant?
 - b. How do we move forward with the planning of the new building so that it meets the educational brief?

There has been continuous discussion on this and it remains ongoing. A significant chunk of the decant staffing budget will go into enhancing the house system.

We will review our values statement at the start of next term with a view to emphasising the community aspect. The new building will have a more prominent physical central areas for houses. The path will ensure the maintenance of the inclusive transparency that is part of the spirit

B) Finance and Health & Safety

1. How do we raise staff understanding of managing budgets?
2. How do we identify areas where we can save costs and increase revenues?
3. How do we plan staffing budget for the decant ?
4. How do we plan equipment budget for the decant?
5. How do we generate sponsorship or donations for our programmes and activities?
6. How do we ensure the current site remains safe?
7. How do we manage incidents and accidents efficiently?

Work has been done with budget holders and the results have been positive. Cost saving has been key and revenue increase is through the Spirit Fund.

Staffing budget for decant has been done and approved. Equipment budget in process. Site constantly surveyed.

New Accident Form helps respond to issues. ESF help on the risk register is getting there.

Questions addressed by the 2017/18 School Development Plan

Engaging all staff in initiatives started in 2015/16: The community ethos. How do we include more about the community in our Values statement, so that this and the Learning Journey infuse all our work leading to the 50th anniversary, the relocation and the introduction of the MYP

1. **Observations and reflections.** All staff looking at their own and their peers' practice through The Learning Journey and using the new ARR to reflect and evidence this.
2. **Learning conversations in class.** Raising awareness of the quality and importance of the conversations we have with students as they reflect The Learning Journey.
3. **Skills and the ATLS.** We continue the work of the last two years to embed the skills and extend them.
4. **Using the new ARR evidencer.** We plan to role this out initially for year 7, and for TFL.
5. **Starting preparation for the MYP.** Understanding the nature of the challenge and the opportunities this offers.
6. **Preparing for relocation.** We all need to be aware what the decant means for us, our colleagues and our students.

Future decisions to be tackled by working groups in 2016/17

1. How will the school day, week and year look by 2018 with respect to:
 - a. Consultations
 - b. TFL
 - c. Meetings and collaborative planning
 - d. Extra curricular activities
 - e. Timetable
2. How should student leadership look after relocation?
3. How should tutor groups look?
4. Preparing for MYP
 - a. How do we understand where we are with year 7 and 8 and how do we look forward to the needs of the MYP curriculum.
 - b. How will the timetable change for MYP
 - c. How will teaching and learning change for MYP, and the skills/ATLs agenda?
5. Preparing for decant
 - a. Community and the decant
6. Tools for improving teaching & learning,
 - a. How can we ensure that the Learning Journey plays an active and meaningful working role across the school?
 - b. The new ARR: How can we make the new assessment and evidence system respond to the Learning Journey
7. Proposed groups
 - a. Learning conversations: How can we best support and guide students' learning by recognizing and valuing; raising self-esteem and positive mindset; adopting appropriate structures?
 - b. Structures: school day, timetable, tutor groups etc.
 - c. Skills, inquiry, and concepts in Teaching and Learning: How do we use the Teaching and Learning review to enhance practice for all?
 - d. Community: What do we mean by the Island School community and how can we enhance it?

Island School 2016/17 Development Plan Objectives and Actions

The **purple** circle is the starting point for all our activity and thinking. The school values should include more on Community. The Learning Journey is a yardstick against which we measure ourselves.

The **blue** circle contains the future horizons we need to keep in view.

The **red** circle has the activities within which we will work as groups.

