

Raising Standards Curriculum

About the Program

INTENT

To ensure the best possible outcome for all our students by setting high expectations for staff and students and by sharing a variety of effective and inspiring teaching strategies.

To establish a culture of collaborative working and support.

Improve the impact of leadership and management by ensuring that there is greater consistency in the work of middle leaders to secure and sustain improvements of the progress of all students.

To ensure that students take responsibility for their own learning.

To support the improvement of teaching and learning throughout the academy

Ensure that work is appropriately challenging for the most able pupils.

Implementation

Parent workshops

The aim of the sessions will be to ensure that your child is fully prepared for their GCSE examination and you are aware of what strategies to use to support.

As human beings, belonging really matters. We are built for connection and belonging. At certain points in our lives this really matters, especially at the point of transitions. Children and young people want and need to feel that they belong, they need routines. Students love it when parents are interested in what they do.

Research says that parent engagement drastically increases progress. Working together, teachers and parent will help students form good habits and be motivated.

Small groups of parents will meet with the RSL periodically to ensure that the parents are confident that they know how best to support their child in the run up to the GCSE examinations.

High Attainers

Being a specialist Media school the majority of our students are high attaining students in media. We will improve the quality of teaching, learning and assessment for the Academy's higher attainers by making sure that all teachers expectations of what pupils can achieve are consistently high and that work is appropriately challenging. We will do this by

- Establish a thorough and systematic approach to identifying MAGT students in KS4 and KS5.
- Ensure that teaching is sufficiently challenging for the most able students.
- Coordinating enrichment opportunities and establishing links with external agencies.
- Systematic analysis of data.
- MAGT mentoring.
- Establish an ethos of independent learning.

Peer Mentoring

A dual approach will be adopted towards mentoring. Pastoral and Academic.

Y10 pastoral mentoring program starts as soon as the GL assessment data is available.

Y13 trained mentors will support Y11 students in the run up to their GCSE exams. All Y13 mentors will be working towards an ASDAN peer mentoring qualification.

Y11 Boys group pastoral mentoring, this group was identified by the pastoral team. Meeting every Monday / Tuesday during form time.

Meeting with subject leads after each data collection point will be used to identify which students will be invited for academic mentoring.

Data Analysis

All Y10 students will sit GL assessment tasks upon entry into the academy. The data will be used to identify trends - Reading ages, ethnicity analysis, pupil premium, curriculum content and question level analysis.

Individual meetings with subject leads immediately after GL data has been collated to establish skills progression for the year group.

Throughout the year data is analysed after each data collection the focus being on the Departmental goals that have been identified that were based on the GL assessment targets.

Identification of Lead measures after first internal data collection. Lead measures are a measure of the most high-impact things a team must do to reach the goal. Lead measures must be predictive and can be influenced by team members.

RSL will analyse data after first each data collection point and support subject leads to identify lead measures.