

Self-Evaluation and Strategic Development Plan

Background and Context

School	Royal Wootton Bassett Academy	
Headteacher	Anita Ellis	
Number on Roll	1690	
Date	Monday 2 nd September 2024 Update Monday 4 th November 2024	

Summarise what defines your school	Link to 'School on a Page' Document
Governance Arrangements	<p>Effective governance provides scrutiny and challenge to the leadership and operations of Royal Wootton Bassett Academy to ensure that we deliver an excellent standard of education, and all-round opportunities to develop. Ascend Learning Trust is the legal entity for all our schools, and the Board of Trustees is ultimately responsible. The Local Governing Body (LGB) attached to Royal Wootton Bassett Academy has responsibilities delegated by the Board. The Scheme of Delegation is available on the school's website. Our LGB is accountable to the Board and is its local presence. The LGB meets with the Headteacher and members of the Leadership Team six times a year and also participates in a whole day Governors' Day at school. The LGB and the Board are regularly informed of the progress of the school via Headteacher Reports and strategy documents.</p>

Area for improvement from the previous inspection or from the IDSR

Issue	Actions taken	Impact
<p>Questioning strategies that develop whole class dialogue that deepens the learning for all.</p>	<p>Focus on QFT. Focus on Disciplinary Literacy and Oracy. CPD and Learning Forums. Questioning is one of the T&L Subject Strategies.</p>	<p>Climate Walks and QA reveal that Disciplinary Literacy and dialogue are developing in class. Student Learning Conversations remain positive around oracy and discussion. Further development needed for next year.</p>
<p>Staff consistently trusted their adaptive teaching strategies to hand ownership over the students.</p>	<p>Focus on QFT. Focus on developing Dyslexia Friendly resources. CPD and Learning Forums. TA CPD. Develop Independence as part of the Bassett Learner and Bassett Leader.</p>	<p>Climate Walks and QA reveal a widening selection of resources being built for mixed ability settings. SDP 24-25 has the further development of the Bassett Learner and Bassett Leader as a Priority.</p>

Area and Impact Evaluation	Impact Evidence			
	OUTSTANDING	GOOD	REQUIRES IMPROVEMENT	INADEQUATE
Quality of Education	<p>Our Quality of Education is a strength at RWBA and our knowledge of our strengths and areas for development is very strong.</p> <p>Our subject expertise is high, our Curriculum Intent is ambitious and very well embedded across all KSs and subjects. It is continuously evaluated and adapted by all colleagues including our PLT. Our focus is ensuring that Implementation is consistent across the school and that we are clear in our expectations of the 'Bassett Learner and the Bassett Leader'. We have ensured this with a simplified, dyslexic-friendly 'Bassett Lesson' (Activate, Demonstrate, Apply, Review) that has been well received and understood by Staff and Students. The connectedness of the curriculum between, books, students' understanding, teachers' knowledge and understanding of their own curricula sequencing benefits from constant review and QA/Feedback. Each term, we communicate our QA strengths and areas for development to all staff and our Faculty areas all receive a review (QARF) so that they can also understand the Impact of their delivery. The necessary work to evolve this journey is continuous (TD days that focus on evaluating and revising Curriculum Intent, Implementation and Impact and updating Learning Journeys; Termly reviews on T&L Areas of Focus (Challenge, QFT and Oracy), interweaving assessments into Learning Journeys, QA processes and Classroom Climate Walks, Bitesize CPD specific to each T&L Areas of Focus) and is planned and appropriately timed to manage staff workload to ensure high quality outcomes in all areas. The impacts of the curricula as they stand are strong with performance above the national average in KS4. At KS5, the T&L Areas of Focus will remain a large focus for 2024-25 as we look to strengthen our outcomes.</p> <p>All aspects of this element are at good to outstanding levels and our evaluations through the year so far (QA processes that include Climate Walks, Lesson Reviews, Student Learning Conversations, Teacher Rounds, Work Sampling, Coaching, Trust Reviews and Challenge Partner QA Review) demonstrate that we are moving from strength to strength in our evolution of the Bassett Lesson (Activate, Demonstrate, Apply, Review) with some aspects more deliberate and impactful than others. Collaboration across the school is strong as shown in the QARFs with peer involvement. Our breadth of the curriculum and enrichment are fully embedded across all KSs. Alongside this, the</p>			

	<p>principles of assessment, reporting, marking and feedback are clearly defined, used and understood by all stakeholders within RWBA and are also constantly benchmarked against impact and workload. We have reviewed and amended our Homework Policy as a result for 2024-25 and homework will now be called Independent Study to reflect the Bassett Leader expectations.</p> <p>Despite the decline from KS4 2023 data, there is still much to celebrate from the KS4 2024 and it indicates a positive picture. Our P8 (0.09) (last year 0.34) is still above national benchmarks for English and Maths thus demonstrating that our students achieve well here. All Prior Attainments have decreased since last year with LPA 0.14 (last year 0.38), MPA -0.1 (last year 0.41) and HPA 0 (last year 0.12). The gap still exists for our disadvantaged learners -0.78 (P8 -0.26). We were closing the gap pre-COVID and we continue to aim for improvements. For SEND, our P8 was -0.2 and this as declined against last year at 0.08. All data was largely in line with Term 4 and a significant improvement on Term 2 PPEs. Our strength areas from the initial data suggest Girls, LPA data and SEND. Our areas of focus are Boys, HPA and DA. Our SDP prioritises QFT techniques, Closing Gaps including PP, SEND, Girls and HPA, and Bassett Leader as we look to eradicate passivity by developing resilience and independence in all of our students. Improving Disciplinary Literacy and Oracy standards are fundamental to everything that we do and it is hoped with continued focus on QA and timely feedback, we will continue to improve in these areas.</p> <p>Despite having one of the highest numbers of entry in Wiltshire for EBACC subjects, our pathways are varied and adaptive. In Year 9, we brought our KS4 timetable into Term 6 and this has allowed students to use their KS3 knowledge and skill in a more developed way with the Teachers who would be timetabled for them in Year 10. This has improved their familiarity with subject matter, expectations and basic knowledge. We have mainstream, Alt Bacc and AP routes with strong links to local Colleges and other providers. We recognise the needs of our students when facing the local employment market as it requires Engineers and Financiers. Our STEM and Business Studies subject areas are amongst the most popular and effective in the school. Work Experience for Year 10 and Sixth Form provides students with real employment pathways in the local area. We focus on ensuring that our students leave RWBA with skills and knowledge that lead to further personal development or employability.</p>
<p>Behaviour and attitudes</p>	<p>The Bassett Way embodies a key set of values (Respect, WellBeing, Balance and Aspiration). High expectations are at its heart and excellent behaviours are habitual. As part of this ethos, we follow a Behaviour Policy that enables us to standardise the whole school approach to behaviour management and rewards. All procedures are published and explained to Students, Parents and colleagues and the expectations are made clear at the start of every new academic year and they are revisited throughout the year. Our new approach to no mobile phones was enthusiastically accepted by Staff, Parents and most Students using Term 6 in 2023-24 as a pilot term. Due to our communications and modelling practices, there were very few incidences and the Mobile Phone Policy is currently a great example of clarity, compliance and understanding.</p>

Teachers feel that they can 'teach' at Bassett without distraction and that confrontation is minimalised and swiftly dealt with. Students' reflection of each incident was a part of the process and we have seen a significant improvement in students' respect for themselves, their environment, the adults who support and teach them and their peers. Restorative conversations have shown students how to own their behaviours and avoid repetitive cycles. QA data, Behaviour data tracking and CPD 'Golden Nuggets' consistently show that persistent disruptive behaviour is reduced to a small number of students, the environment is calm for learning and behaviour and attitudes are very positive. Understanding behaviours is key to our ethos and in 2024-25, we will be embarking on learning more about Trauma related strategies.

As we review and adapt our Policies each year, we observe behavioural and safeguarding trends (via our Management Systems and CPOMs) and report on these to HOYs and HOFs/HODs every two weeks. Trends are spotted very quickly and actions are disseminated through the Monday Morning Bulletin, Tutor Weekly Bulletin and Line Management Meetings with LT. There are strong links between the Pastoral and Academic spheres in school and communications home are encouraged from TA and Class Teachers up.

We moved to a singular breaktime 2 years ago to support staff wellbeing, avoid work overload for break duties and to increase interactions between Year Groups. This continues to be a positive move and with additional monitoring of the toilets, our students have reported improved feelings of safety around school via the Annual Safeguarding Audit. Risky Behaviours and keeping oneself safe are a part of our Personal Development Time (PDT) and in 2024-25, we have changed the school day to have 2 lunches over a longer period of time, so that we can offer more extra-curricular activities and experience less disruption over the Period 5 timeframe. We have acquired new furniture for the Assembly Hall as an additional wet weather eating space, we have also rota'd PE Teachers to oversee multisports at break time and we have introduced girls only sessions.

We start the school day in Year Group Zones where the HOYs, SMs and a member of LT to begin the day in a positive and friendly manner. This helps us to identify any potential issues (uniform/punctuality/identifying negative moods). We wear fluorescent clothing to ensure that we are visible to students at all times but particularly at the start and end to the day, break and lunch time. The HT is visible on the school gate at the end of each day. The Deputies and all HOYs are present every morning in the centre of the school.

Along with our values, we have been a UNICEF Rights Respecting School for 6 years and we use the UNCRC across the curriculum to demonstrate and put into action, children's rights. These values and rights are used in weekly assemblies, iLearn sessions and through our Values posters. We celebrate UN recognised days and encourage the inclusion of these days across curriculum areas where relevant or appropriate.

We are working towards the School of Sanctuary Award and we have just been revalidated with a Silver Healthy Schools Award.

Suspensions are only used when we have exhausted the Behaviour Policy and we are always significantly under the Wiltshire LA and National averages.

Attendance at RWBA is very good. We ended 2023-24 on 92.5% attendance across the whole school, including Sixth Form. This was above national average. We have ended Term 1 2024-25 on 94.5%. We promote positive attendance to students and the home within our Parent Information Evenings. Our Attendance Officer (AO) and Student Managers (SMs) and TAs are relentless on communications with the home where attendance below our expectations happens. RWBA receives termly updates from the Trust regarding attendance and reports show areas for focus and actions to be carried out. We have had significant success with ECHP groups but for 2024-25, we are heavily monitoring and acting upon Year 9 attendance, although this did improve throughout last year, approximately 18 students who are Female/SENK and FSM6. Such is the quality of our data and monitoring that we can immediately identify trends and actions.

Our PP Co-Ordinator specifically monitors PP/FSM/Service/FSM6 and targets Parents with regular communication. Strategies that have worked well have included advanced notice and first booking for PP Parents and that has seen increased Parents Evening attendance, and bespoke interventions with PP Parents and Students on Futures Days for Year 11 and 9 where Careers Advice and next steps are discussed.

Lates to school in 2023-24 were reported at 1.52% (up from 0.98% in 21-22) and students are sanctioned for them. More students are traveling by car (largely due to transport costs) and there has been lots of disruption to roads with road works, but they are monitored every day.

RWBA has an extensive and solid Safeguarding Team where the DSL (Deputy Headteacher for Behaviour, Safeguarding and Well-being) is supported by a large team of DDSLs spread across the Pastoral Teams and Support Staff. We have created a new Safeguarding and Behaviour Manager role to support the DSL for 2024-25. We have 2 Counsellors and a Senior First Aider.

All Staff are trained on KCSiE (2024) and Trust wide Safeguarding Policies and there are clear mechanisms and procedures in place for all to follow on reporting of safeguarding incidences, allegations against adults/staff or self-referrals. All staff are Prevent and FGM trained. The Safeguarding Team all have Level 3 qualifications.

We are annually assessed by the Trust Safeguarding Consultant, Sarah Turner and whilst there are always actions to carry out, develop or embed, the outcomes are always positive. We also complete the Wiltshire LA Audit every year and this, too, is always positive.

	<p>As a school, we use CPOMs to record incidences or concerns and the data for this shows and ever-growing, ever-increasing picture of school interventions and involvement at a micro level. Our understanding of each student in their context is exceptionally informed.</p> <p>In August 2023, we ran our Pre-Loved Uniform giveaway where over 850 items were given out to over 500 families. We are very much aware of our commitments to our community during these economically difficult times. We continue to provide Pre –Loved uniform to all students free of charge.</p>
<p>Personal Development</p>	<p>We have taken a student-led approach towards dealing with bullying and how it is reported with Anti-Bullying Ambassadors, a Charter created from student input and a variety of surveys from national organisations to support the work we are doing in this area with particular focus on Mental Health and Social Media usage. We also started in 2023-24, a QR code anonymised reporting system located in the toilets and around school for students to report behaviours that they are not happy with, or ones that make them feel unsafe. We have adapted the QR code so that it can still be used off school site as this enables students to follow the Mobile Phone Policy. We promote a STOP Bullying campaign and ensure all incidents heard or seen by staff are reported and dealt with at a HOY level and recorded to track patterns. Student and Parent Surveys are very favourable in their perceptions to how bullying incidences are dealt with.</p> <p>We created CentrePoint in 2022-23 and this has been a fantastic space for all students to visit a trained Anti-Bullying Ambassador (Student and usually a Sixth Former) and talk things through if needed. Many of our Student Surveys demonstrate that students are happy to engage with peers and other students regarding difficulties that they face. It is perceived as a safe space for many of our neurodiverse students.</p> <p>On CPOMs at the end of 2023, we had 49 recorded incidences of bullying against a protected characteristics. 1 Disablist bullying incident. 332 friendship issues, 186 name calling, language or comments of a sexual nature. 132 inappropriate physical behaviours, 4 inappropriate touching of a sexual nature. 74 physical assaults. 35 racist or religious bullying. All of which are closed and appropriate actions taken.</p> <p>Our Inclusion Zone (Big Pod and Little Pod) and Sensory Room are a great respite for students in need of a calmer environment. A variety of therapies are on offer and bespoke packages of support are created by the Associate Leader (ALT) for Inclusion. The data again shows that this environment plays a significant role in supporting students with SEMH and EBSA attributes and it enables students to re-set. There were 6550 recorded visits to the Pods in 2023-24.</p>

ALT for Inclusion oversees AP, MH Support and our Inclusion Zones and works closely with AHT for SEND. As with all members of the LT, they report back every term on their areas with points of action, success and next steps. In 2023-24, ALT for Inclusion qualified as a MH Senior Lead and along with the DSL (also a MHSL), we now have a very effective approach to Mental Health.

Our passion at RWBA is developing 'the whole person', enriching the lives of the students we care for and this is obvious through our values; Respect, Wellbeing, Balance and Aspiration. Over many years, we have developed an extensive Personal Development Time (PDT) programme that includes themes such as Team Building, Positive Wellbeing, Careers, Enterprise, Mental Health Awareness, Healthy Lifestyles, Risky Behaviours, RSHE, International Links, Community Links, Diversity and Equality, e-Behaviours, Citizenship and Holocaust and Genocide Education. The programme is informed by the students themselves so that we can facilitate safe spaces for them to discuss and understand themes such as prejudicial behaviours so they can make informed and healthy life choices in the future.

We ensure that students are well equipped for the next stage of their education, employment or training. In 2024 the Academy had their Careers Mark Award re-validated and we wholeheartedly support opportunities with Careers Fairs for the whole school and Parents. We also support Year 10 and Year 13 Work Experience with actual placements and we are now working with Education Business Partnership (EBP) for a more bespoke approach to WEX. Year 10 also experience 'mock interviews' and 'speed careers' for Year 7.

We continue to have a strong focus on developing students' sense of responsibility for others and for the environment. Students comment that they "feel safe to be themselves". We have a very active Student Voice; this is represented through various groups including Student Parliament, Many Voices, One Bassett Diversity Group, and the School Health Promotion Council.

Our Personal Development programme has been recognised and is supported as an area of excellence by Challenge Partners. We have worked with a number of schools across the Trust and Challenge Partners as a best practice model that has been recreated within other schools. A Trust wide development group has been established which meets termly to discuss best practice and establish value for money regarding resources and speakers. In 2024, we were one of 25 schools nationally, running a pilot scheme of new RSE resources which is being evaluated and will provide us with data on specific RSE areas.

The ALT responsible for DIE has embedded these themes and opportunities for Personal Development further and he works very closely with our Head of Student Voice who has created a very successful and vocal Student Parliament where students have actually changed school policy, including an Anti-Bullying policy and a safe space called CentrePoint for students. There is also a Personal Development Team with responsibilities for Internationalism, Community Cohesion and Citizenship to ensure that each theme has been carefully planned and fully explained to 'non specialists' and after each delivery, there is full evaluation by staff and students.

<p>Leadership and Management</p>	<p>Royal Wootton Bassett Academy has a very strong and dynamic Leadership Team who are progressive, whose belief is in our vision and whose thinking is rooted in research around education and social influences. Leadership at RWBA is viewed positively in staff surveys and are held to be great role models. Familiarity with our communities is also exceptionally strong. Except for the Headteacher, all have teaching loads and are teaching role models, following the Bassett Lesson. All line manage and coach extensive areas, in subject and beyond subject areas and foster positive and effective working relationships with other colleagues. Over two thirds of the teaching staff have TLRs or paid responsibilities within and beyond the Academy and all engage in bespoke CPD packages specific for their need and time in career. For 2024-25, we will all use StepLab and follow coaching principles adhering to this format.</p> <p>We are a very cohesive and inclusive Academy where policies and strategies are made involving a wide range of colleagues and students. From the off-site CPD events that we have in June of each year to the Bite Size CPD offered each Thursday (virtually to allow all staff to engage at a time suitable for them via our You Tube Channel), key TLR holders deliver and present on specific areas focused around Teaching and Learning, SEND, Safeguarding, Diversity and Equality, or any other new initiatives that colleagues would feel it impactful to share.</p> <p>Performance Appraisals will be carried out in 2024-25 using the new ALT Professional Development Conversation (PDC). Prior to this, all colleagues used Perspective to record their development.</p> <p>We carry out RWBA and ALT wide staff surveys on a frequent basis that are specific to well-being and as a Trust, and individual LTs, we respond to colleagues' needs, particularly around workload and well-being issues. The final survey in 2023-24 revealed a very positive attitude towards working at RWBA with mental health support and consideration for workload sited as strengths. We have a working group who promote Balance for staff also. Our Trust HR are very proactive in communicating and sending out support strategies.</p>
<p>EYFS/Post 16</p>	<p>Year 13 Data for 2024:</p> <p>Average Invalidated A Level Grade is C+ and the grades A*-B, A*-C & A*-E percentages were very similar to national and all an improvement on the 2023-24 data. Applied General (BTECs) average grade was a Distinction and a considerable improvement on 2023-24 data.</p> <p>L3VA was -0.34 and was a significant improvement on 2023-24 and for Applied General was +0.42, again a significant improvement on 2023-24. Using Alps overall Quality Indicator (QI), A Level value-added was</p>

The BTEC QI was grade 6 when set against 2023 ALPS Client Data.

The data has shown that the T&L Areas of Focus around QFT, in particular challenging all students especially our HPAs is key. Our A*-A data was the only category to not improve on last year and our Bassett Leader and Bassett Learner aspects need to be developed and embedded further at KS5.

The provision for all students within the Sixth Form enables a wide choice of challenge both academically and in the goal of leaving as a positive contributor to our society. The curriculum is wide and enables real student choice, builds for the future and keeps relevant to the changing needs of the local economy. Lessons are delivered by specialist staff who have a passion for the subjects they deliver, often leading to students wanting to study subjects at a tertiary level which is why consistently our numbers to higher education are the highest in the local area.

We have been working on a more explicit approach to developing student resilience and independence. In Term 5 and 6, the Year 12s follow a Year 13 Ready programme where a variety of interventions, Invite Only Parents Evening and mentoring takes place to ensure they are ready for September. With more scrutiny throughout the year, we hope to build on the academic successes we have achieved in 2023-24.

Enrichment opportunities are wide ranging from charity work to in school mentoring/reading programmes, students can choose areas they feel will benefit them and this helps create a sixth form community feel. Our Sixth Formers volunteer to be Peer Educators, many become Reading or Antibullying Ambassadors for our younger students and their leadership in the Student Parliament and via the Sixth Form Leadership Team is proactive and special.

Academic achievement and expectations are high. This has consistently been the case with the curriculum providing challenge and skill sets which students can transfer to varied environments. High standards of work and behaviour are expected at all times and should this not be the case, robust procedures underpin the Sixth Form which can support students to get back on track.

The inclusion of face to face or virtual work experience and Duke of Edinburgh programmes into the curriculum help to raise the importance of social interaction beyond the classroom.

Whole School Strategic Development Plan - 2024/25

Priority 1	Action	Impact	Review date	Who is responsible?
QFT	To develop Formative Assessment further and assessing their accessibility and impact for all Learners.	To improve the quality of, and accessibility for all students to all learning.	Termly Review of Learning Cycles and Formative Assessments by Subject Areas.	DBe, SGu, PDa, Heads of Subjects, Class Teachers, TAs.
		To improve the recording for formative data to enable better tracking of progress for all stakeholders in school.	DBe and Heads of Subject after each Term. Include data and progression in Dept Meetings and RR Meetings.	DBe, Heads of Subject, Class Teachers.
	To build more adaptive resources for all Learners.	To improve the quality of, and accessibility to learning through resources.	Termly Review of Learning Cycles and resources by Subject Areas and PLT.	DBe, SGu, PDa, Heads of Subjects, Class Teachers, TAs.
		To ensure Dyslexia Friendly resources are developed.	Termly Review of Learning Cycles and resources by Subject Areas, PLT and RMe.	SGu, RMe, Heads of Subject, Class teachers and TAs.
	To embed Disciplinary Literacy further across all subjects.	To widen the opportunities for students to use and be exposed to Disciplinary Literacy in all subject areas and beyond into extra-curricular activities.	Termly Review of opportunities for Disciplinary Literacy in Learning Cycles and resources by Subject Areas, SGu and VNe.	SGu, Heads of Subject, Class Teachers and VNe.
	To develop the Independent Learner.	To promote the aspects for the Bassett Learner and Bassett Leader to develop independence for progression.	QA Cycles to identify good practice and examples of BL. Termly Report to LT through Evaluations	PDa, SGu and DBe and Heads of Subject.
		To apply strategies to enable all students to become more independent learners.	Record and share examples of impact. Record positive rewards received.	PDa, SGu and DBe and Heads of Subject, Heads of Year and Tutors.

Priority 2	Action	Impact	Review date	Who is responsible?
Closing Gaps	Attendance – closing gaps between Non, SEND and PP, working on EBSA strategies and the differences between Year Groups.	To improve attendance data.	Every week. Termly Reports. LM actions.	CFi, MRo, Year Teams. MCA, AEI, MRo and Cfi.
		To develop strategies for EBSA and to record actions that have had direct positive impact.	Every week. Termly Reports. LM actions.	CFi, MRo, KHe, AAs, KTh, SMs and HOYs
	To identify learning barriers for our Priority Groups and Students and act upon them earlier.	DA, SEND, those with low reading ages.	Every 2 weeks in LM. Termly Report to LT on PP/DA progress.	TKi, MRo, SMI, HTLAs, SGu, VNe, NMI and JHo.
		To develop further RWBA Reading Strategies and record actions that have had positive impact.	Termly Report to LT on Reading Interventions and Ages, progress in Reading Groups.	SGi, SMI, VNe, NMI and JHo.
	To provide more challenge for HPAs that will enable them to aspire to more.	Teaching strategies and interventions targeted at HPAs. What works?	Formative and Summative Assessment Data analysis. CPD and Bitesize opportunities. QA Cycles of strategies.	ABe, DBe and KSa and Raising Standards. PDa. PDa and SGu.
		To promote the aspects for the Bassett Learner and Bassett Leader to develop aspiration and independence for progression.	QA Cycles to identify good practice and examples of BL. Termly Report to LT through Evaluations.	ABe, DBe, SGu, PDa and KSh.
	To provide CPD and learning opportunities for colleagues to understand	To be more adaptive to students' needs using professional guidance and support to enable stronger and prolonged learning behaviours in the classroom.	CPD including Learning Forums, QA Cycles.	PDa and All Staff.
			Termly Staff and Student Feedback. Termly analysis of Behaviour Data.	PDa, SGu and All Staff.

	students' needs and barriers to learning, more.	Appropriate pathways created.	Graduated Responses and use of EduKey.	MRO, ERa, HOYs and SMs and KTh. SML, KHe and PLT.
		To enable girls to be more resilient to failure and to use strategies that will ensure their attendance to all lessons to experience success.	CPD including Learning Forums, QA Cycles. Termly Staff and Student Feedback. Termly analysis of Behaviour Data. Graduated Responses and use of EduKey.	PDa and All Staff. PDa, SGu and All Staff. MRO, ERa, HOYs and SMs and KTh. SML, KHe and PLT.
		Appropriate pathways created.		

Priority 3	Action	Impact	Review date	Who is responsible?
Bassett Leader	Development of the Bassett Leader, leadership within the classroom and beyond.	To support all Staff to be more adaptable in their various roles and to know the expectations of those roles.	CPD including Learning Forums, QA Cycles.	All Staff.
		Step Lab Coaching and CPD opportunities.	Termly Updates and Evaluations.	DBe, PDa, SGu, GKi and SHs and All Staff.
	To engage with and analyse impact of Performance Development Conversations.	All Staff to use new Performance Development Conversation (PDC) time effectively and to record their action points to fully engage with the process.	PDC Time – Termly.	All Staff.
		All staff to be empowered by the opportunities to personally develop through internal and external CPD/Coaching/Learning Forums/Teacher Rounds.	PDC Time – Termly.	All Staff.

	To cultivate Student Leadership.	To support all Students to see themselves as Leaders of their own paths, their own futures through the Bassett Learner/Bassett Leader. Reflective Learning practices.	CPD including Learning Forums, QA Cycles. Termly Staff and Student Feedback/Student Learning Conversations and presentation of work. Termly analysis of Behaviour Data.	All Staff.
		To use the new Personal Development Time (PDT) to develop the whole student so that they can become 'life-ready'.	Termly Reviews of iLearn and PDT and Student Learning Conversations around quality of delivery and skills developed.	DSo, CAI, DWi, HOYs and all Tutors.
	To promote Belonging.	To enhance the RWBA/Ascend sense of belonging through valuing colleagues, working collaboratively and being clear about what it means to be a part of the school and Trust.	Termly Staff Surveys. Termly Staff Voice. Termly Student Voice. Termly Student Parliament feedback to LT. Promoting RWBA and Trust Values through all events and activities.	All Staff and Trust Staff.
		To promote wellbeing and balance through better workload practices, finding more efficient ways of carrying out our roles Wellbeing Working Group. Break Activities, Lunch Clubs and After School Clubs.	Termly feedback on strategies. Use of Arbor.	All Staff.

Art and Photography

Priority 1	Action	Impact	Review date	Who is responsible?
QFT	To develop Formative Assessment further and assessing their accessibility and impact for all Learners.	<p>To improve the quality of, and accessibility for all students to all learning.</p> <p>Dyslexia friendly resources Levelled approach to briefs to allow access for all and extension work. Ease of assessment at each stage with clear criteria shared for formative assessment</p>	Termly Review of Learning Cycles and Formative Assessments by Subject Areas.	ARO
		<p>To improve the recording for formative data to enable better tracking of progress for all stakeholders in school.</p> <p>Use of department tracking system</p> <p>To moderate as a department for CPD and help non-specialist teachers</p> <p>Use of KS4 and 5 tracking grades and thorough feedback orally and in written form</p>	<p>DBe and Heads of Subject after each Term.</p> <p>Include data and progression in Dept Meetings and RR Meetings.</p>	ARO and AFA

		<p>Use of marking logs on the front of KS3 booklets and in the front of KS4/5 folders.</p> <p>Year 7 sketchbooks have a tracker for practical lessons, for students to evidence progress in all areas</p>		
To build more adaptive resources for all Learners.	<p>To improve the quality of, and accessibility to learning through resources.</p> <p>KS3 powerpoints are dyslexia friendly</p> <p>Explicit success criteria shared in KS3 sketchbooks and on powerpoints to allow wider range of access</p> <p>Using our 'context slide' to allow greater understanding of task and inform key word for the lesson</p> <p>Developmental briefs planned and variety of material areas and processes to adapt teaching for all.</p>	<p>Termly Review of Learning Cycles and resources by Subject Areas and PLT.</p>	ARO and dept	
	<p>To ensure Dyslexia Friendly resources are developed.</p> <p>KS3 books and KS4 and KS5 resources are being updated to be dyslexia friendly.</p>	<p>Termly Review of Learning Cycles and resources by Subject Areas, PLT and RMe.</p>	ARO	

	<p>To embed Disciplinary Literacy further across all subjects.</p>	<p>To widen the opportunities for students to use and be exposed to Disciplinary Literacy in all subject areas and beyond into extra-curricular activities.</p> <p>Use of keyword context slide to highlight keywords of the lesson to students.</p> <p>Material area 'Speak like a...' to analyse use of keywords and use as a word bank throughout lesson</p>	<p>Termly Review of opportunities for Disciplinary Literacy in Learning Cycles and resources by Subject Areas, SGU and VNe.</p>	<p>ARO</p>
	<p>To develop the Independent Learner.</p>	<p>To promote the aspects for the Bassett Learner and Bassett Leader to develop independence for progression.</p> <p>Use of questioning and collaboration toolkits</p> <p>Develop modelling processes to enable student leadership of learning</p> <p>Use of pupil EXPERTS in lessons to promote leadership and support peer to peer understanding</p> <p>Learning themes and journeys stuck to tables for visual reminders.</p>	<p>QA Cycles to identify good practice and examples of BL. Termly Report to LT through Evaluations</p>	<p>All staff</p>

		Use of visualisers to celebrate student successes and model expectations to the class		
		To apply strategies to enable all students to become more independent learners.	Record and share examples of impact. Record positive rewards received.	All staff

Priority 2	Action	Impact	Review date	Who is responsible?
Closing Gaps	Attendance – closing gaps between Non, SEND and PP, working on EBSA strategies and the differences between Year Groups.	To improve attendance data. Liaising with parents and year teams for persistent absence Providing work to the IER, Q5 and POD Intervention coursework catch up 3-5pm Monday -Thursday.	Every week. Termly Reports. LM actions.	All staff
		To develop strategies for EBSA and to record actions that have had direct positive impact. Work provided for students in POD and for home-based learning.	Every week. Termly Reports. LM actions.	All staff
	To identify learning barriers for our Priority Groups and Students and act upon them earlier.	DA, SEND, those with low reading ages.	Every 2 weeks in LM. Termly Report to LT on PP/DA progress.	All staff


		<p>Use of seating plans and sharing of best practice within department meetings.</p> <p>Use 'speak like a' to encourage oracy.</p> <p>Use of visualisers to celebrate student successes and model expectations to the class</p>		
		<p>To develop further RWBA Reading Strategies and record actions that have had positive impact.</p> <p>Following instructions – photo and video support for low ability</p> <p>Literacy corrected where spelling mistakes are identified</p>	<p>Termly Report to LT on Reading Interventions and Ages, progress in Reading Groups.</p>	<p>ARO</p> <p>All staff to implement</p>
	<p>To provide more challenge for HPAs that will enable them to aspire to more.</p>	<p>Teaching strategies and interventions targeted at HPAs. What works?</p> <p>Use of Bloom's question stems</p> <p>Use of question matrix</p> <p>Flipped learning strategies to encourage peer/peer support and celebrate students that excel in the subject.</p>	<p>Formative and Summative Assessment Data analysis. CPD and Bitesize opportunities. QA Cycles of strategies.</p>	<p>ARO</p> <p>All staff to implement</p>

	<p>Developmental briefs planned and variety of material areas and processes to adapt teaching for all.</p> <p>Artist of the Term – celebrate students excelling and encourage them to take art at GCSE/ A level – emails home</p>		
	<p>To promote the aspects for the Bassett Learner and Bassett Leader to develop aspiration and independence for progression.</p> <p>Strategies to fit with Bassett Lesson as to when each stage of learner and leader can be applied.</p> <p>Celebrate past student successes and show students where ART can take them! – university, apprenticeships!</p> <p>Use of visualisers to promote student achievement in the lesson and role model to others.</p>	<p>QA Cycles to identify good practice and examples of BL. Termly Report to LT through Evaluations.</p>	<p>All staff</p>
<p>To provide CPD and learning opportunities for colleagues to understand students' needs and barriers to learning, more.</p>	<p>To be more adaptive to students' needs using professional guidance and support to enable stronger and prolonged learning behaviours in the classroom.</p> <p>Appropriate pathways created.</p>	<p>CPD including Learning Forums, QA Cycles. Termly Staff and Student Feedback. Termly analysis of Behaviour Data.</p>	<p>All staff</p>

		<p>Staff to attend whole-school CPD sessions and engage in Bitesize.</p> <p>Ideas shared in department meetings each term.</p> <p>Linking CPD to the strategies we use in the department and being able to give examples</p>	<p>Graduated Responses and use of EduKey.</p>	
		<p>To enable girls to be more resilient to failure and to use strategies that will ensure their attendance to all lessons to experience success.</p> <p>Appropriate pathways created.</p> <p>Staff to attend whole-school CPD sessions and engage in Bitesize.</p> <p>Ideas shared in department meetings each term.</p> <p>All material area tasks for all designed to build resilience through growth of independence and problem-solving skills.</p> <p>Reassuring that ART doesn't always work first time and that you learn from problems and getting it wrong –</p>	<p>CPD including Learning Forums, QA Cycles.</p> <p>Termly Staff and Student Feedback.</p> <p>Termly analysis of Behaviour Data.</p> <p>Graduated Responses and use of EduKey.</p>	<p>All staff</p>

Dyson made over 3000 models before getting it right!

Priority 3	Action	Impact	Review date	Who is responsible?
Bassett Leader	Development of the Bassett Leader, leadership within the classroom and beyond.	To support all Staff to be more adaptable in their various roles and to know the expectations of those roles.	CPD including Learning Forums, QA Cycles.	All Staff.
		Link elements of Bassett Leader to strategies within department. E.g. identify in schemes of work what we are seeking to Role Model.		
		<p>Celebrating International Women's Day and International Women in Engineering Day and being good role models to the students</p> <p>Through line management – ensuring peoples voices are heard, helping prioritise work, resolve barriers</p> <p>CPD – not always management led</p>		
		Step Lab Coaching and CPD opportunities.	Termly Updates and Evaluations.	All staff.
		All Staff to use new Performance Development Conversation (PDC) time	PDC Time – Termly.	ARO and AFA

	<p>To engage with and analyse impact of Performance Development Conversations.</p>	<p>effectively and to record their action points to fully engage with the process.</p> <p>Specific departmental targets to be set for staff growth.</p> <p>Through line management – ensuring peoples voices are heard, helping prioritise work, resolve barriers</p>		
		<p>All staff to be empowered by the opportunities to personally develop through internal and external CPD/Coaching/Learning Forums/Teacher Rounds.</p> <p>Impact of CPD to be discussed in department meetings with ideas shared.</p> <p>To seek subject specific CPD to support examination groups and new exam specifications (specifically Level3 Engineering)</p> <p>To use department CPD to help develop non-specialist teachers and share best practice.</p> <p>We have a department awards badge at the end of the academic year to celebrate our successes!</p>	<p>PDC Time – Termly. </p>	<p>All Staff.</p>

	<p>To cultivate Student Leadership.</p>	<p>To support all Students to see themselves as Leaders of their own paths, their own futures through the Bassett Learner/Bassett Leader.</p> <p>Reflective Learning practices.</p> <p>Identify all opportunities within schemes of work for students to lead learning.</p> <p>Celebrate past student successes and show students where design and technology can take them! – university, apprenticeships!</p> <p>Use of visualisers to promote student achievement in the lesson and role model to others.</p> <p>Use of 'sous chefs' and 'site managers' in lessons to promote leadership and support peer to peer understanding/ demonstrations</p>	<p>CPD including Learning Forums, QA Cycles.</p> <p>Termly Staff and Student Feedback/Student Learning Conversations and presentation of work.</p> <p>Termly analysis of Behaviour Data.</p>	<p>All Staff.</p>
		<p>To use the new Personal Development Time (PDT) to develop the whole student so that they can become 'life-ready'.</p>	<p>Termly Reviews of iLearn and PDT and Student Learning Conversations around quality of delivery and skills developed.</p>	<p>All staff.</p>

	<p>To promote Belonging.</p>	<p>To enhance the RWBA/Ascend sense of belonging through valuing colleagues, working collaboratively and being clear about what it means to be a part of the school and Trust.</p> <p>Collaborative learning in lessons and use of collaboration toolkit.</p> <p>Sharing best practice through CPD</p> <p>Design and Technology 'secret friends' to promote team ethos and everyone being a valued member of the team</p> <p>DT teachers annual awards (as explained above)</p>	<p>Termly Staff Surveys. Termly Staff Voice. Termly Student Voice. Termly Student Parliament feedback to LT. Promoting RWBA and Trust Values through all events and activities.</p>	<p>All Staff.</p>
		<p>To promote wellbeing and balance through better workload practices, finding more efficient ways of carrying out our roles</p> <p>Wellbeing Working Group. Break Activities, Lunch Clubs and After School Clubs.</p> <p>Use of extra-curricular clubs and visits to grow sense of community. Each member of staff to offer one term for extra curricular clubs.</p> <p>Staff DT club – wreath making</p>	<p>Termly feedback on strategies. Use of Arbor.</p>	<p>All Staff.</p>

		<p>Design and Technology 'secret friends' to promote team ethos and everyone being a valued member of the team</p> <p>DT teachers annual awards (as explained above)</p> <p>'Cover buddies' - to share workload of setting cover</p> <p>DT/PE cake rota – for Wednesdays (usually a long day)</p>		
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Behaviour and Attendance

Priority 1	Action	Impact	Review date	Who is responsible?
QFT	To develop Formative Assessment further and assessing their accessibility and impact for all Learners. To track data outcomes from PRs regarding attitude to learn	To improve the quality of, and accessibility for all students to all learning. Identify barriers for some learners and ensure pathways, support and individual plans meet need.	Termly Review of whole school behaviour and attendance data (tracked weekly). Weekly review meetings between Curriculum DHT and Behaviour DHT.	Shared with all staff. Actions by HOY, SMs, HOD, LT.
	To track the fluctuations of attendance via FFT dashboard to identify impact on assessments.	To improve the recording for formative data to enable better tracking of progress for all stakeholders in school. Compare against attendance patterns.	Feed behaviour and attendance information into RR Meetings and into pastoral meetings.	MRO, DBe, Heads of Subject.
	To build more adaptive resources for all Learners. Student Passports will be reviewed on a regular basis linked to behaviour issues that are persistent.	To improve the quality of, and accessibility to learning through resources. Utilise the new position of Behaviour manager and Second in the PLT in improving the student ability to communicate need.	Termly cycle of review against behaviour data.	MRO, SMI, KTh, AMa
	To embed Disciplinary Literacy further across all subjects.	To ensure Dyslexia Friendly resources are developed.	Termly Review of Learning Cycles and resources by Subject Areas, PLT and RMe.	SGu, RMe, Heads of Subject, Class teachers and TAs.
	To embed Disciplinary Literacy further across all subjects.	To widen the opportunities for students to use and be exposed to Disciplinary Literacy in all subject areas and beyond into extra-curricular activities.	Termly Review of opportunities for Disciplinary Literacy in Learning Cycles	SGu, Heads of Subject, Class Teachers and VNe.

		Ensure reading is part of the iLEARn of IER, POD and in detention time in line with all other students.	and resources by Subject Areas, SGu and VNe. Termly	KTh, Era, MRo, KBr, KHe
	To develop the Independent Learner. Make Independent study, IER, RR, or suspensions more purposeful with regard to their reflection work. Change the conduct card criteria to reflect new Bassett language and link to rewards.	To promote the aspects for the Bassett Learner and Bassett Leader to develop independence for progression. Investigate the use of EdClass. Link, publish and collate the points associated with the new terminology of conduct cards. To apply strategies to enable all students to become more independent learners.	QA Cycles to identify good practice and examples of BL. Termly Report to LT through Evaluations Record and share examples of impact. Record positive rewards received.	PDa, SGu, DSo, MRo Afa, HOY. PDa, SGu and DBE and Heads of Subject, Heads of Year and Tutors.

Priority 2	Action	Impact	Review date	Who is responsible?
Closing Gaps	Attendance – closing gaps between Non, SEND and PP, working on EBSA strategies and the differences between Year Groups. Continue to respond to individual student need and build relationships.	To improve attendance data. Utilise FFT dashboard to track patterns of absence	Every week. Termly Reports. LM actions.	Cfi, MRo, Year Teams. Mca, AEI, MRo and Cfi.
	Make sure necessary communication is shared with teachers.	To develop strategies for EBSA and to record actions that have had direct positive impact. Create a step approach to ESBA escalate and management.	Every week. Termly Reports. LM actions.	Cfi, MRo, KHe, AAs, KTh, SMs and HOYs / SMs
	To identify learning barriers for our Priority Groups and Students and act upon them earlier.	All those who have patterns of absence	Every 2 weeks in LM. Termly Report to LT on PP/DA progress.	TKi, MRo, SMI, Cfi, DBE,

Utilise the data gathered (see QFT priority 1) and identify patterns of gaps in attendance to see how it impacts on learning areas.	To develop further RWBA Reading Strategies and record actions that have had positive impact.	Termly Report to LT	CFi
To provide more challenge for HPAs that will enable them to aspire to more.	What pathways are popular – why?	Termly review	Careers, DSO.
Career intervention programme targeted at HPA students. Monitor their profile to ensure on track.	To promote the aspects for the Bassett Learner and Bassett Leader to develop aspiration and independence for progression. Reward highest achieving with regard to the Leader and Learner profiles.	Termly house points and individual points.	Era, PDa, MRo, DSO HoH.
To provide CPD and learning opportunities for colleagues to understand students' needs and barriers to learning, more. Pastoral staff to develop knowledge in an area of need for their Year group and then cross share the skill.	To be more adaptive to students' needs using professional guidance and support to enable stronger and prolonged learning behaviours in the classroom. Improved attendance by meeting need.	On whole school CPD opportunities to meet and share.	PDa and All Staff. PDa, SGu and All Staff. MRo, ERa, HOYs and SMs and KTh. SMI, KHe and PLT.
	To enable girls to be more resilient to failure and to use strategies that will ensure their attendance to all lessons to experience success. Appropriate pathways created.	Termly analysis of POD data against gender. Termly analysis of Behaviour Data. Graduated Responses and use of EduKey.	PDa and All Staff. KBr / KHe PDa, SGu and All Staff. MRo, ERa, HOYs and SMs and KTh. SMI, KHe and PLT.

Priority 3	Action	Impact	Review date	Who is responsible?
Bassett Leader	Development of the Bassett Leader, leadership within the classroom and beyond.	To support all Staff to be more adaptable in their various roles and to know the expectations of those roles.	CPD including Learning Forums, QA Cycles.	All Staff.
	Develop the conduct card to promote the new criteria.	Launch the new cards linked with rewards.	Termly HOH assemblies and reports to LT, HOY.	PDa, MRo, Era, HOH, AFA. Sixth Form team.
	To engage with and analyse impact of Performance Development Conversations.	All Staff to use new Performance Development Conversation (PDC) time effectively and to record their action points to fully engage with the process.	PDC Time – Termly.	All Staff.
	Advertise the opportunities of learning more about attendance data tracker to this is a PDC choice.	All staff to be empowered by the opportunities to personally develop through internal and external CPD/Coaching/Learning Forums/Teacher Rounds.	PDC Time – Termly.	All Staff.
	Develop the expertise around ‘how to grow leadership’ in students.	Incorporate into CPD bitesize opportunities.		
	To cultivate Student Leadership.	To support all Students to see themselves as Leaders of their own paths, their own futures through the Bassett Learner/Bassett Leader.	Conduct card data tracked and communication home termly.	All tutors to complete tracker. PDa to review all communication home.
	Develop students’ opportunities as leaders. Lunch time supervisors, bus monitors, careers and link these positions to rewards.	Reflective Learning practices. Rewards for those who model this.		
		To use the new Personal Development Time (PDT) to develop the whole student so that they can become ‘life-ready’. Students to run sessions?	Termly Reviews of iLearn and PDT and Student Learning Conversations around quality of delivery and skills developed.	DSo, CAI, DWi, HOYs and all Tutors.
To promote Belonging. Promote opportunities for rewards and awards with the community.	To enhance the RWBA/Ascend sense of belonging through valuing colleagues, working collaboratively and being clear	Parent voice Termly Student Parliament feedback to LT. Promoting events.	All Staff and Trust Staff.	

		about what it means to be a part of the school and Trust.		
		To promote inclusion of all. To promote community events. Break Activities, Lunch Clubs and After School Clubs. Celebrate success	3 times a year to gain community feedback on inclusion and belonging.	All Staff but reviewed by LT.

Computer Science

Priority 1	Action	Impact	ACTION	Review date	Who is responsible?
QFT	To develop Formative Assessment further and assessing their accessibility and impact for all Learners.	To improve the quality of, and accessibility for all students to all learning and take charge of their own attainment and progress	Continual development of planetquery (PQ) testing system. PRE (in consultation with DKI)	Termly Review of Learning Cycles and Formative Assessments by Subject Areas.	DBe, SGu, PDa, Heads of Subjects, Class Teachers, TAs.
		To improve the recording for formative data to enable better tracking of progress for all stakeholders in school.		DBe and Heads of Subject after each Term. Include data and progression in Dept Meetings and RR Meetings.	DBe, Heads of Subject, Class Teachers.
	To build more adaptive resources for all Learners.	To improve the quality of, and accessibility to learning through resources.	All powerpoints available for all topics. OneNote available in dyslexia friendly format for all topics. ALL Use of khan academy for python and SQL Use of selected uni of Nottingham youtube resources	Termly Review of Learning Cycles and resources by Subject Areas and PLT.	DBe, SGu, PDa, Heads of Subjects, Class Teachers, TAs.
		To ensure Dyslexia Friendly resources are developed. Increase engagement and differentiation through adaptive self differentiated resources		Termly Review of Learning Cycles and resources by Subject Areas, PLT and RMe.	SGu, RMe, Heads of Subject, Class teachers and TAs.
To embed Disciplinary Literacy further across all subjects.	To widen the opportunities for students to use and be exposed to Disciplinary Literacy in all subject areas and beyond into extra-curricular activities.	Continually use of topic specific keywords in powerpoint, onenote and PQ - PRE / ALL	Termly Review of opportunities for Disciplinary Literacy in Learning Cycles and resources by Subject Areas, SGu and VNe.	SGu, Heads of Subject, Class Teachers and VNe.	

To develop the Independent Learner.	To promote the aspects for the Bassett Learner and Bassett Leader to develop independence for progression.	Continual and explicit use of Bassett lesson and learner / leader – ALL	QA Cycles to identify good practice and examples of BL. Termly Report to LT through Evaluations	PDa, SGU and DBe and Heads of Subject.	
	<p>To apply strategies to enable all students to become more independent learners.</p> <p>Use of standardised KS5 independent learner sheets</p> <p>Coursework deadline checklists for KS4 / 5</p>	<p>Planet query helps at ks3 with this, onenote test tracking for KS4 / 5</p> <p>Insert independent learner checklist into onenote and signpost for pupils. ZIS / DK1</p> <p>Overall coursework deadlines broken into small chunks consistently throughout the year instead of one terminal deadline.</p>	<p>Record and share examples of impact.</p> <p>Record positive rewards received.</p>	PDa, SGU and DBe and Heads of Subject, Heads of Year and Tutors.	

Priority 2	Action	Impact	ACTION	Review date	Who is responsible?
Closing Gaps	Attendance – closing gaps between Non, SEND and PP, working on EBSA strategies and the differences between Year Groups.	To improve attendance data.	Monitor data in meetings – DKI/ALL	Every week. Termly Reports. LM actions.	CFi, MRo, Year Teams. MCA, AEI, MRo and CFi.
		To develop strategies for EBSA and to record actions that have had direct positive impact.		Every week. Termly Reports. LM actions.	CFi, MRo, KHe, AAs, KTh, SMs and HOYs
	To identify learning barriers for our Priority Groups and Students and act upon them earlier.	DA, SEND, those with low reading ages.	Use of Arbor seating and pupil data. Adaptive teaching based on groups - ALL	Every 2 weeks in LM. Termly Report to LT on PP/DA progress.	TKi, MRo, SMI, HTLAs, SGu, VNe, NMi and JHo.
		To develop further RWBA Reading Strategies and record actions that have had positive impact.	Continue with typing.com to help with literacy and typing skills - ALL	Termly Report to LT on Reading Interventions and Ages, progress in Reading Groups.	SGi, SMI, VNe, NMi and JHo.
	To provide more challenge for HPAs that will enable them to aspire to more.	Teaching strategies and interventions targeted at HPAs. What works?	Use of HPA lists in data reviews. HPA extension and challenge built into topics. ALL	Formative and Summative Assessment Data analysis. CPD and Bitesize opportunities. QA Cycles of strategies.	ABe, DBe and KSA and Raising Standards. PDA. PDA and SGU.
		To promote the aspects for the Bassett Learner and Bassett Leader to develop aspiration and		QA Cycles to identify good practice and examples of BL. Termly Report to	ABe, DBe, SGU, PDA and KSh.

		independence for progression.		LT through Evaluations.	
To provide CPD and learning opportunities for colleagues to understand students' needs and barriers to learning, more.	To be more adaptive to students' needs using professional guidance and support to enable stronger and prolonged learning behaviours in the classroom.	Take part in CPD sessions and Bitesize - ALL	CPD including Learning Forums, QA Cycles. Termly Staff and Student Feedback. Termly analysis of Behaviour Data. Graduated Responses and use of EduKey.	PDA and All Staff. PDA, SGu and All Staff. MRO, ERa, HOYs and SMs and KTh. SMI, KHe and PLT.	
	Appropriate pathways created.				
	To enable girls to be more resilient to failure and to use strategies that will ensure their attendance to all lessons to experience success.	More active use of popular and famous women in computer science. ALL	CPD including Learning Forums, QA Cycles. Termly Staff and Student Feedback. Termly analysis of Behaviour Data. Graduated Responses and use of EduKey.	PDA and All Staff. PDA, SGu and All Staff. MRO, ERa, HOYs and SMs and KTh. SMI, KHe and PLT.	
	Appropriate pathways created.				

Priority 3	Action	Impact	ACTION	Review date	Who is responsible?
Bassett Leader	Development of the Bassett Leader, leadership within the classroom and beyond.	To support all Staff to be more adaptable in their various roles and to know the expectations of those roles.		CPD including Learning Forums, QA Cycles.	All Staff.
		Step Lab Coaching and CPD opportunities.	Complete Step Lab Tasks - ALL	Termly Updates and Evaluations.	DBe, PDa, SGu, GKi and SHs and All Staff.
	To engage with and analyse impact of Performance Development Conversations.	All Staff to use new Performance Development Conversation (PDC) time effectively and to record their action points to fully engage with the process.	Complete PDC Activities - ALL	PDC Time – Termly.	All Staff.
		All staff to be empowered by the opportunities to personally develop through internal and external CPD/Coaching/Learning Forums/Teacher Rounds.			PDC Time – Termly.
	To cultivate Student Leadership.	To support all Students to see themselves as Leaders of their own paths, their own futures through the Bassett Learner/Bassett Leader. Reflective Learning practices.	Potential to organise a new dept club (video game) run by year 12 / 13 pupils. DKI/PRE	CPD including Learning Forums, QA Cycles. Termly Staff and Student Feedback/Student Learning	All Staff.

			Pupils have positions / titles in robot club – DKI/PRE	Conversations and presentation of work. Termly analysis of Behaviour Data.	
		To use the new Personal Development Time (PDT) to develop the whole student so that they can become 'life-ready'.		Termly Reviews of iLearn and PDT and Student Learning Conversations around quality of delivery and skills developed.	DSO, CAI, DWi, HOYs and all Tutors.
	To promote Belonging.	To enhance the RWBA/Ascend sense of belonging through valuing colleagues, working collaboratively and being clear about what it means to be a part of the school and Trust. Promote belonging to pupils at a subject level.	Complete surveys and feedback forms. ALL Create positions in robot club. Recruit year 12/13 pupils as helps in robot club and video game clubs. Help create a link between lower and upper school. This will help create an aspirational progression through computer science as	Termly Staff Surveys. Termly Staff Voice. Termly Student Voice. Termly Student Parliament feedback to LT. Promoting RWBA and Trust Values through all events and activities.	All Staff and Trust Staff.

			a subject through role modelling from elder pupils.		
		To promote wellbeing and balance through better workload practices, finding more efficient ways of carrying out our roles Wellbeing Working Group. Break Activities, Lunch Clubs and After School Clubs.	Use of excel for powerful and efficient data management / analysis. Incorporate export of data from PQ to reduce dept workload on PRs.	Termly feedback on strategies. Use of Arbor.	All Staff.

CPD & Quality Assurance

Priority 1	Action	Impact	Review date	Who is responsible?
QFT	To develop Formative Assessment further and assessing their accessibility and impact for all Learners. Quality Assurance procedures to focus on formative teaching as part of Teaching and Learning focus areas. Bitesize CPD and learning forums to focus on formative teaching processes.	To improve the quality of, and accessibility for all students to all learning. To improve the recording for formative data to enable better tracking of progress for all stakeholders in school. QA evidence shows that formative processes within QFT are improving (Nov 24). CPD impact being measured throughout T2 QA. Bitesize videos for Formative Teaching sent to half of departments in term 1. Learning Forums for Formative Processes in January 2025.	Termly Review of Learning Cycles and Formative Assessments by Subject Areas. DBe and Heads of Subject after each Term. Include data and progression in Dept Meetings and RR Meetings.	DBe, SGU, PDa, Heads of Subjects, Class Teachers, TAs. DBe, Heads of Subject, Class Teachers.
	To build more adaptive resources for all Learners. Learning forums and Bitesize CPD to look at ways in which students become more independent through use of effective models and resources.	To improve the quality of, and accessibility to learning through resources. QA evidence shows that the use of adaptive strategies within QFT are improving (Nov 24). Bitesize on Adaptive Teaching sent to all staff. Learning Forums for Adaptive Teaching in January 2025.	Termly Review of Learning Cycles and resources by Subject Areas and PLT.	DBe, SGU, PDa, Heads of Subjects, Class Teachers, TAs.
		To ensure Dyslexia Friendly resources are developed.	Termly Review of Learning Cycles and resources by Subject Areas, PLT and RMe.	SGU, RMe, Heads of Subject, Class teachers and TAs.
	To embed Disciplinary Literacy further across all subjects.	To ensure students have exposure, opportunity and practice with Disciplinary Literacy	Review of opportunities in SOW end of term one	Abe, HOF SGU, Heads of Subject, Class Teachers and VNe.

	<p>Curriculum pathways and SOW identify opportunities for Disciplinary Literacy</p> <p>Tier 2 and Tier 3 vocabulary included in all CPD conversations and Learning Forums and Bitesize on Disciplinary Literacy to be published to all staff.</p>	<p>QA evidence shows that the use of disciplinary strategies within QFT are improving (Nov 24).</p> <p>Bitesize CPD for Disciplinary Literacy to be launched in January 2025.</p> <p>Bitesize on Modelling sent to half of departments in term 1.</p> <p>Learning Forums for Disciplinary Literacy in January 2025.</p> <p>To widen the opportunities for students to use and be exposed to Disciplinary Literacy in all subject areas and beyond into extra-curricular activities.</p>	<p>Termly Review of opportunities for Disciplinary Literacy in Learning Cycles and resources by Subject Areas, SGU and VNe. Use of QA procedures to scrutinise use of DL in lessons.</p>	
	<p>To develop the Independent Learner.</p> <p>Bitesize CPD and Teaching and Learning focus areas of formative teaching and modelling designed to grow student independence.</p>	<p>To promote the aspects for the Bassett Learner and Bassett Leader to develop independence for progression.</p>	<p>QA Cycles to identify good practice and examples of BL. Termly Report to LT through Evaluations</p>	<p>PDa, SGU and DBE and Heads of Subject.</p>
		<p>To apply strategies to enable all students to become more independent learners.</p> <p>Bitesize videos for Formative Teaching sent to half of departments in term 1.</p> <p>Bitesize on Modelling sent to half of departments in term 1.</p> <p>Bitesize on Adaptive Teaching sent to all staff.</p> <p>QA evidence shows that the use of strategies to grow independence of students within QFT are improving (Nov 24).</p>	<p>Record and share examples of impact.</p> <p>All QA procedures to measure impact.</p> <p>Record positive rewards received.</p>	<p>PDa, SGU and DBE and Heads of Subject, Heads of Year and Tutors.</p>
Priority 2	Action	Impact	Review date	Who is responsible?
Closing Gaps	Attendance – closing gaps between Non, SEND and PP,	To improve attendance data.	Every week. Termly Reports.	CFi, MRo, Year Teams. MCA, AEI, MRo and CFi.

working on EBSA strategies and the differences between Year Groups.		LM actions.	
Publishing of QFT Bitesize to all staff. New menu to tie into wave 1 teaching and build independence of all students.	To develop strategies for EBSA and to record actions that have had direct positive impact.	Every week. Termly Reports. LM actions.	CFi, MRo, KHe, AAs, KTh, SMs and HOYs
To identify learning barriers for our Priority Groups and Students and act upon them earlier.	DA, SEND, those with low reading ages.	Every 2 weeks in LM. Termly Report to LT on PP/DA progress.	TKi, MRo, SMI, HTLAs, SGU, VNe, NMi and JHo.
QA of SEND provision via Climate Walks and lesson explorations.	To develop further RWBA Reading Strategies and record actions that have had positive impact.	Termly Report to LT on Reading Interventions and Ages, progress in Reading Groups.	SGi, SMI, VNe, NMi and JHo.
To provide more challenge for HPAs that will enable them to aspire to more.	Teaching strategies and interventions targeted at HPAs. What works?	Formative and Summative Assessment Data analysis. CPD and Bitesize opportunities. QA Cycles of strategies.	ABe, DBe and KSa and Raising Standards. PDA. PDA and SGU.
Use of CPD to highlight possibilities to stretch and challenge through independence.	To promote the aspects for the Bassett Learner and Bassett Leader to develop aspiration and independence for progression.	QA Cycles to identify good practice and examples of BL. Termly Report to LT through Evaluations.	ABe, DBe, SGU, PDA and KSh.
Use the Horsforth Quadrant to identify HPA and develop subject strategies			
To provide CPD and learning opportunities for colleagues to understand students' needs and barriers to learning, more.	To be more adaptive to students' needs using professional guidance and support to enable stronger and prolonged learning behaviours in the classroom.	CPD including Learning Forums, QA Cycles. Termly Staff and Student Feedback. Termly analysis of Behaviour Data. Graduated Responses and use of EduKey.	PDA and All Staff. PDA, SGU and All Staff. MRo, ERa, HOYs and SMs and KTh. SMI, KHe and PLT.
Development of formative teaching methodologies and	Appropriate pathways created.		

<p>modelling methodologies to allow for adaptive approaches to allow all students to access curriculum.</p>	<p>To enable girls to be more resilient to failure and to use strategies that will ensure their attendance to all lessons to experience success.</p> <p>Appropriate pathways created.</p>	<p>CPD including Learning Forums, QA Cycles. Termly Staff and Student Feedback. Termly analysis of Behaviour Data. Graduated Responses and use of EduKey.</p>	<p>PDa and All Staff. PDa, SGu and All Staff. MRo, ERa, HOYs and SMs and KTh. SMI, KHe and PLT.</p>
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Priority 3	Action	Impact	Review date	Who is responsible?
<p>Bassett Leader</p>	<p>Development of the Bassett Leader, leadership within the classroom and beyond.</p>	<p>To support all Staff to be more adaptable in their various roles and to know the expectations of those roles.</p>	<p>CPD including Learning Forums, QA Cycles.</p>	<p>All Staff.</p>
	<p>All CPD has specific focus on development of students leading learning. QA processes to look at all elements of the Bassett Leader and Bassett Learner and how students are encouraged to show all attributes.</p>	<p>Step Lab Coaching and CPD opportunities.</p>	<p>Termly Updates and Evaluations.</p>	<p>DBe, PDa, SGu, GKi and SHs and All Staff.</p>
	<p>To engage with and analyse impact of Performance Development Conversations.</p>	<p>All Staff to use new Performance Development Conversation (PDC) time effectively and to record their action points to fully engage with the process.</p>	<p>PDC Time – Termly.</p>	<p>All Staff.</p>
		<p>All staff to be empowered by the opportunities to personally develop through internal and external CPD/Coaching/Learning Forums/Teacher Rounds.</p>	<p>PDC Time – Termly.</p>	<p>All Staff.</p>

To cultivate Student Leadership. Formative and modelling procedures to grow student leadership of learning.	To support all Students to see themselves as Leaders of their own paths, their own futures through the Bassett Learner/Bassett Leader. Reflective Learning practices.	CPD including Learning Forums, QA Cycles. Termly Staff and Student Feedback/Student Learning Conversations and presentation of work. Termly analysis of Behaviour Data.	All Staff.
	To use the new Personal Development Time (PDT) to develop the whole student so that they can become 'life-ready'.	Termly Reviews of iLearn and PDT and Student Learning Conversations around quality of delivery and skills developed.	DSo, CAI, DWi, HOYs and all Tutors.
To promote Belonging. Formative and modelling procedures to grow student leadership of learning and sense of ownership and belonging.	To enhance the RWBA/Ascend sense of belonging through valuing colleagues, working collaboratively and being clear about what it means to be a part of the school and Trust.	Termly Staff Surveys. Termly Staff Voice. Termly Student Voice. Termly Student Learning Conversations. Termly Student Parliament feedback to LT. Promoting RWBA and Trust Values through all events and activities.	All Staff and Trust Staff.
	To promote wellbeing and balance through better workload practices, finding more efficient ways of carrying out our roles Wellbeing Working Group. Break Activities, Lunch Clubs and After School Clubs.	Termly feedback on strategies. Use of Arbor.	All Staff.

Design and Technology

Priority 1	Action	Impact	Review date	Who is responsible?
QFT	To develop Formative Assessment further and assessing their accessibility and impact for all Learners.	<p>To improve the quality of, and accessibility for all students to all learning.</p> <p>Dyslexia friendly resources Levelled approach to briefs to allow access for all and extension work. Ease of assessment at each stage with clear criteria shared for formative assessment</p>	Termly Review of Learning Cycles and Formative Assessments by Subject Areas.	SDy and SPa
		<p>To improve the recording for formative data to enable better tracking of progress for all stakeholders in school.</p> <p>Use of department tracking system</p> <p>To moderate as a department for CPD and help non-specialist teachers</p> <p>Use of KS4 and 5 progress chart tracking grades and RAG rating submissions</p>	<p>DBe and Heads of Subject after each Term.</p> <p>Include data and progression in Dept Meetings and RR Meetings.</p>	SDy and SPa

		<p>Use of marking logs on the front of KS3 booklets and in the front of KS4/5 exercise books and sketch books</p> <p>Year 7 booklets have a tracker for practical lessons, for students to evidence progress in all areas</p>		
	To build more adaptive resources for all Learners.	<p>To improve the quality of, and accessibility to learning through resources.</p> <p>KS3 booklets are dyslexia friendly</p> <p>Explicit success criteria shared in KS3 booklets to allow wider range of access</p> <p>Using our 'context slide' to allow greater understanding of task and inform key word for the lesson</p> <p>Developmental briefs planned and variety of material areas and processes to adapt teaching for all.</p> <p>KS3 Recipe booklet with photos produced for lower ability readers and enlarged version for visually impaired students</p>	Termly Review of Learning Cycles and resources by Subject Areas and PLT.	SDy and SPa

		Use of QR codes/ videos to support different paced learners and allow for more independence of HPA students		
		To ensure Dyslexia Friendly resources are developed. KS3 booklets and KS4 and KS5 resources are being updated to be dyslexia friendly.	Termly Review of Learning Cycles and resources by Subject Areas, PLT and RMe.	SDy and SPa
	To embed Disciplinary Literacy further across all subjects.	To widen the opportunities for students to use and be exposed to Disciplinary Literacy in all subject areas and beyond into extra-curricular activities. Use of keyword context slide to highlight keywords of the lesson to students. Material area 'Speak like a...' to analyse use of keywords and use as a word bank throughout lesson Use of QR and you tube videos to allow repetition of demonstrations for more frequent use of technical terms.	Termly Review of opportunities for Disciplinary Literacy in Learning Cycles and resources by Subject Areas, SGU and VNe.	LMA
	To develop the Independent Learner.	To promote the aspects for the Bassett Learner and Bassett Leader to	QA Cycles to identify good practice and examples of	All staff

		<p>develop independence for progression.</p> <p>Use of questioning and collaboration toolkits</p> <p>Develop modelling processes to enable student leadership of learning</p> <p>Use of 'sous chefs' and 'site managers' in lessons to promote leadership and support peer to peer understanding</p> <p>ABCD Questioning and Matrix stuck to each desk in the department as a teacher reminder of how to depend questions</p> <p>Use of visualisers to celebrate student successes and model expectations to the class</p>	<p>BL. Termly Report to LT through Evaluations</p>	
		<p>To apply strategies to enable all students to become more independent learners.</p> <p>Use of QR codes/ videos to support different paced learners and allow for more independence of HPA students</p>	<p>Record and share examples of impact.</p> <p>Record positive rewards received.</p>	<p>All staff</p>

Priority 2	Action	Impact	Review date	Who is responsible?
Closing Gaps	Attendance – closing gaps between Non, SEND and PP, working on EBSA strategies and the differences between Year Groups.	To improve attendance data. Use of absence stickers for students to catch up with work Liaising with parents and year teams for persistent absence Providing work to the IER, Q5 and POD Providing lunchtime coursework catch up for those who have to get the bus home, or have been excluded.	Every week. Termly Reports. LM actions.	All staff
		To develop strategies for EBSA and to record actions that have had direct positive impact. Work provided for students in POD and for home-based learning.	Every week. Termly Reports. LM actions.	All staff
	To identify learning barriers for our Priority Groups and Students and act upon them earlier.	DA, SEND, those with low reading ages. Use of seating plans and sharing of best practice within department meetings. Use 'speak like a' show me boards to provide students with word bank	Every 2 weeks in LM. Termly Report to LT on PP/DA progress.	All staff

		<p>Use of visualisers to celebrate student successes and model expectations to the class</p>		
		<p>To develop further RWBA Reading Strategies and record actions that have had positive impact.</p> <p>Non-fiction texts identified for all material areas for use in guided reading.</p> <p>Application of learning within lessons.</p> <p>Following recipe/ instructions – photo and video support for low ability</p> <p>Literacy based extension activities for all material areas in the back of the KS3 booklets</p>	<p>Termly Report to LT on Reading Interventions and Ages, progress in Reading Groups.</p>	<p>SDy and SPa All staff to implement</p>
	<p>To provide more challenge for HPAs that will enable them to aspire to more.</p>	<p>Teaching strategies and interventions targeted at HPAs. What works?</p> <p>Use of Bloom’s question stems</p> <p>Use of question matrix</p> <p>Flipped learning strategies to encourage peer/peer support and celebrate students that excel in the subject.</p>	<p>Formative and Summative Assessment Data analysis. CPD and Bitesize opportunities. QA Cycles of strategies.</p>	<p>SDy and SPa All staff to implement</p>

		<p>Developmental briefs planned and variety of material areas and processes to adapt teaching for all.</p> <p>Use of QR to support use of technical language to increase attainment of the higher ability.</p> <p>Designer of the Term – celebrate students excelling and encourage them to take DT at GCSE/ A level</p>		
		<p>To promote the aspects for the Bassett Learner and Bassett Leader to develop aspiration and independence for progression.</p> <p>Strategies to fit with Bassett Lesson as to when each stage of learner and leader can be applied.</p> <p>Celebrate past student successes and show students where design and technology can take them! – university, apprenticeships!</p> <p>Use of visualisers to promote student achievement in the lesson and role model to others.</p>	<p>QA Cycles to identify good practice and examples of BL. Termly Report to LT through Evaluations.</p>	<p>All staff</p>

		<p>Use of 'sous chefs' and 'site managers' in lessons to promote leadership and support peer to peer understanding/ demonstrations</p> <p>Team activities to help motivate all students to be involved in the lessons</p>		
	To provide CPD and learning opportunities for colleagues to understand students' needs and barriers to learning, more.	<p>To be more adaptive to students' needs using professional guidance and support to enable stronger and prolonged learning behaviours in the classroom.</p> <p>Appropriate pathways created.</p> <p>Staff to attend whole-school CPD sessions and engage in Bitesize.</p> <p>Ideas shared in department meetings each term.</p> <p>Linking CPD to the strategies we use in the department and being able to give examples</p>	<p>CPD including Learning Forums, QA Cycles.</p> <p>Termly Staff and Student Feedback.</p> <p>Termly analysis of Behaviour Data.</p> <p>Graduated Responses and use of EduKey.</p>	All staff
		To enable girls to be more resilient to failure and to use strategies that will ensure their attendance to all lessons to experience success.	<p>CPD including Learning Forums, QA Cycles.</p> <p>Termly Staff and Student Feedback.</p>	All staff

		<p>Appropriate pathways created.</p> <p>Staff to attend whole-school CPD sessions and engage in Bitesize.</p> <p>Ideas shared in department meetings each term.</p> <p>All material area tasks for all designed to build resilience through growth of independence and problem-solving skills.</p> <p>Reassuring that DT/ making doesn't always work first time and that you learn from problems and getting it wrong – Dyson made over 3000 models before getting it right!</p> <p>Celebrating International Women's Day and International Women in Engineering Day and being good role models to the students</p> <p>Celebrating past student successes – university and apprenticeships</p>	<p>Termly analysis of Behaviour Data.</p> <p>Graduated Responses and use of EduKey.</p>	
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Priority 3	Action	Impact	Review date	Who is responsible?
Bassett Leader	Development of the Bassett Leader, leadership within the classroom and beyond.	<p>To support all Staff to be more adaptable in their various roles and to know the expectations of those roles.</p> <p>Link elements of Bassett Leader to strategies within department. E.g. identify in schemes of work what we are seeking to Role Model.</p> <p>Celebrating International Women's Day and International Women in Engineering Day and being good role models to the students</p> <p>Through line management – ensuring peoples voices are heard, helping prioritise work, resolve barriers</p> <p>CPD – not always management led</p>	CPD including Learning Forums, QA Cycles.	All Staff.
		Step Lab Coaching and CPD opportunities.	Termly Updates and Evaluations.	All staff.
	To engage with and analyse impact of Performance Development Conversations.	All Staff to use new Performance Development Conversation (PDC) time effectively and to record their action points to fully engage with the process.	PDC Time – Termly.	SDy and SPa

		<p>Specific departmental targets to be set for staff growth.</p> <p>Through line management – ensuring peoples voices are heard, helping prioritise work, resolve barriers</p>		
		<p>All staff to be empowered by the opportunities to personally develop through internal and external CPD/Coaching/Learning Forums/Teacher Rounds.</p> <p>Impact of CPD to be discussed in department meetings with ideas shared.</p> <p>To seek subject specific CPD to support examination groups and new exam specifications (specifically Level3 Engineering)</p> <p>To use department CPD to help develop non-specialist teachers and share best practice.</p> <p>We have a department awards badge at the end of the academic year to celebrate our successes!</p>	<p>PDC Time – Termly. <input type="checkbox"/></p>	<p>All Staff.</p>

	<p>To cultivate Student Leadership.</p>	<p>To support all Students to see themselves as Leaders of their own paths, their own futures through the Bassett Learner/Bassett Leader.</p> <p>Reflective Learning practices.</p> <p>Identify all opportunities within schemes of work for students to lead learning.</p> <p>Celebrate past student successes and show students where design and technology can take them! – university, apprenticeships!</p> <p>Use of visualisers to promote student achievement in the lesson and role model to others.</p> <p>Use of 'sous chefs' and 'site managers' in lessons to promote leadership and support peer to peer understanding/ demonstrations</p>	<p>CPD including Learning Forums, QA Cycles.</p> <p>Termly Staff and Student Feedback/Student Learning Conversations and presentation of work.</p> <p>Termly analysis of Behaviour Data.</p>	<p>All Staff.</p>
		<p>To use the new Personal Development Time (PDT) to develop the whole student so that they can become 'life-ready'.</p>	<p>Termly Reviews of iLearn and PDT and Student Learning Conversations around quality of delivery and skills developed.</p>	<p>All staff.</p>

	<p>To promote Belonging.</p>	<p>To enhance the RWBA/Ascend sense of belonging through valuing colleagues, working collaboratively and being clear about what it means to be a part of the school and Trust.</p> <p>Collaborative learning in lessons and use of collaboration toolkit.</p> <p>Sharing best practice through CPD</p> <p>Design and Technology 'secret friends' to promote team ethos and everyone being a valued member of the team</p> <p>DT teachers annual awards (as explained above)</p>	<p>Termly Staff Surveys. Termly Staff Voice. Termly Student Voice. Termly Student Parliament feedback to LT. Promoting RWBA and Trust Values through all events and activities.</p>	<p>All Staff.</p>
		<p>To promote wellbeing and balance through better workload practices, finding more efficient ways of carrying out our roles</p> <p>Wellbeing Working Group. Break Activities, Lunch Clubs and After School Clubs.</p> <p>Use of extra-curricular clubs and visits to grow sense of community. Each member of staff to offer one term for extra curricular clubs.</p>	<p>Termly feedback on strategies. Use of Arbor.</p>	<p>All Staff.</p>

		<p>Staff DT club – wreath making</p> <p>Design and Technology ‘secret friends’ to promote team ethos and everyone being a valued member of the team</p> <p>DT teachers annual awards (as explained above)</p> <p>‘Cover buddies’ - to share workload of setting cover</p> <p>DT/PE cake rota – for Wednesdays (usually a long day)</p>		
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Dyslexia Friendly School

Priority 1	Action	Impact	Review date	Who is responsible?
QFT	<p>To develop Formative Assessment further and assessing their accessibility and impact for all Learners.</p> <p>Identify teachers of students who need to use IT and train in OneNote.</p> <p>Organise training of OneNote to students</p> <p>Make teachers aware of the students that should be accessing IT as normal was of working.</p> <p>Communicate with parents carers via letter</p> <p>Look into ways of monitoring this use by teachers</p> <p>Use 4Matrix and assessment data to track progress</p>	<p>To improve the quality of, and accessibility for all students to all learning.</p> <p>To improve the recording for formative data to enable better tracking of progress for all stakeholders in school.</p> <p>Allows dyslexic/ SEND students ability to access lessons and teachers can provide more differentiated resources through OneNote to help those with poor handwriting/spelling and low working memory.</p> <p>Inform parents/carers and send out support if needed</p> <p>Review progress through climate walks/learner conversations/teacher conversations and parent Microsoft forms feedback on progress.</p> <p>Review impact of using these resources.</p>	<p>Termly Review of Learning Cycles and Formative Assessments by Subject Areas.</p> <p>DBe and Heads of Subject after each Term.</p> <p>Include data and progression in Dept Meetings and RR Meetings.</p> <p>Review progress Oct 24 and then again dec24</p> <p>Input extra training if needed.</p> <p>Review impact after assessment data collected and compare cohort progression from previous year to judge impact.</p>	RMe, SGu, Zis, Pre (help facilitate training)

	<p>To build more adaptive resources for all Learners.</p> <p>Re-audit departments against the dyslexia friendly checklist</p> <p>Set up training for multisensory approach where needed from audit</p> <p>Carry out climate walks to gauge impact of multisensory training from July TD day training</p>	<p>To improve the quality of, and accessibility to learning through resources.</p> <p>To ensure Dyslexia Friendly resources are developed.</p> <p>Use of climate walks to identify departments not creating dyslexia friendly resources and providing more support.</p> <p>Identify departments that may need specialist multisensory intervention.</p> <p>Review impact of training for specific departments and use climate walks/ learner feedback to measure impact and improvements made towards more multisensory teaching</p>	<p>Review Teachers/departments not using dyslexia friendly resources and check that these resources are being used -Nov/Feb 24/25</p> <p>Review learner feedback on how the multisensory approach has impacted their learning through Microsoft forms.</p> <p>Review data from assessments to allow impact to be shown. Review of prior assessment where multisensory teaching was not as impactful.</p>	<p>RMe Subject heads and class teachers SGU. PLT</p>
	<p>To embed Disciplinary Literacy further across all subjects.</p> <p>Improve multisensory teaching and dyslexia resources</p>	<p>To widen the opportunities for students to use and be exposed to Disciplinary Literacy in all subject areas and beyond into extra-curricular activities.</p> <p>Multisensory teaching techniques should allow for the development of disciplinary literacy.</p>	<p>Termly Review of opportunities for Disciplinary Literacy in Learning Cycles and resources by Subject Areas, SGU and VNe.</p>	<p>SGU, Heads of Subject, Class Teachers and VNe.</p>

	To develop the Independent Learner. Provide ICT resources to dyslexic learners to enable them to become more independent. Promote multisensory strategies to promote independent learning.	To promote the aspects for the Bassett Learner and Bassett Leader to develop independence for progression. To apply strategies to enable all students to become more independent learners. Identify multisensory techniques which have allowed leaders and learners to be promoted and their impact on learning reviewed through teacher observation and climate walks. Observe strategies linked to multisensory which give opportunities to promote independent learners.	QA Cycles to identify good practice and examples of BL. Termly Report to LT through Evaluations <ul style="list-style-type: none"> • Dec/Feb 24-25 • June 24 Record and share examples of impact. Record positive rewards received.	PDa, SGU, RMe and DBE and Heads of Subject. Heads of Year and Tutors.
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Priority 2	Action	Impact	Review date	Who is responsible?
Closing Gaps	Attendance – closing gaps between Non, SEND and PP, working on EBSA strategies and the differences between Year Groups.	To improve attendance data.	Every week. Termly Reports. LM actions.	CFi, MRo, Year Teams. MCA, AEI, MRo and CFi.
		To develop strategies for EBSA and to record actions that have had direct positive impact.	Every week. Termly Reports. LM actions.	CFi, MRo, KHe, AAs, KTh, SMs and HOYs
	To identify learning barriers for our Priority Groups and Students	DA, SEND, those with low reading ages. Review progress of the use of OneNote/ICT on engagement and progress against the barriers identified for all SEND learners in cohort.	Termly Report to SGU on PP/DA progress.	TKi, MRo, SMI, HTLAs, SGU, VNe, NMi and JHo.

	<p>and act upon them earlier.</p> <p>Make sure those learns intituled to ICT resources are provided and given training to help reduce barriers identified.</p> <p>Continued development of intervention strategies is occurring for those with low reading ages. Dyslexia friendly practices are being adopted.</p>	<p>To develop further RWBA Reading Strategies and record actions that have had positive impact.</p>	<p>Termly Report to LT on Reading Interventions and Ages, progress in Reading Groups.</p>	<p>SGi, SMI, VNe, NMI and JHo.</p>
	<p>To provide more challenge for HPAs that will enable them to aspire to more.</p>	<p>Teaching strategies and interventions targeted at HPAs. What works?</p>	<p>Formative and Summative Assessment Data analysis. CPD and Bitesize opportunities. QA Cycles of strategies.</p>	<p>ABe, DBe and KSa and Raising Standards. PDa. PDa and SGU.</p>
		<p>To promote the aspects for the Bassett Learner and Bassett Leader to develop aspiration and independence for progression.</p>	<p>QA Cycles to identify good practice and examples of BL. Termly Report to LT through Evaluations.</p>	<p>ABe, DBe, SGU, PDa and KSh.</p>
	<p>To provide CPD and learning opportunities for colleagues to understand students' needs and barriers to learning, more. Carry out climate walks to measure impact of</p>	<p>To be more adaptive to students' needs using professional guidance and support to enable stronger and prolonged learning behaviours in the classroom.</p> <p>Appropriate pathways created.</p>	<p>CPD including Learning Forums, QA Cycles. Termly Staff and Student Feedback. Termly analysis of Behaviour Data. Graduated Responses and use of EduKey.</p>	<p>PDa and All Staff. PDa, SGU and All Staff. MRo, ERa, HOYs and SMs and KTh. SMI, KHe and PLT.</p>

	<p>multisensory training from July TD day training</p> <p>Set up training for multisensory approach where needed from audit</p>	<p>To enable girls to be more resilient to failure and to use strategies that will ensure their attendance to all lessons to experience success.</p> <p>Appropriate pathways created.</p>	<p>CPD including Learning Forums, QA Cycles.</p> <p>Termly Staff and Student Feedback.</p> <p>Termly analysis of Behaviour Data.</p> <p>Graduated Responses and use of EduKey.</p>	<p>PDa and All Staff.</p> <p>PDa, SGu and All Staff.</p> <p>MRO, ERa, HOYs and SMS and KTh.</p> <p>SML, KHe and PLT.</p>
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Priority 3	Action	Impact	Review date	Who is responsible?
Bassett Leader	Development of the Bassett Leader, leadership within the classroom and beyond.	To support all Staff to be more adaptable in their various roles and to know the expectations of those roles.	CPD including Learning Forums, QA Cycles.	All Staff.
	Use multisensory approached to help learners become a Bassett Leader.	Step Lab Coaching and CPD opportunities.	Termly Updates and Evaluations.	DBe, PDa, SGu, GKi and SHs and All Staff.
	Cater training of multisensory strategies which allow independence and leadership			
	To engage with and analyse impact of Performance Development Conversations.	All Staff to use new Performance Development Conversation (PDC) time effectively and to record their action points to fully engage with the process.	PDC Time – Termly.	All Staff.
		All staff to be empowered by the opportunities to personally develop	PDC Time – Termly.	All Staff.

		through internal and external CPD/Coaching/Learning Forums/Teacher Rounds.		
	To cultivate Student Leadership.	To support all Students to see themselves as Leaders of their own paths, their own futures through the Bassett Learner/Bassett Leader. Reflective Learning practices.	CPD including Learning Forums, QA Cycles. Termly Staff and Student Feedback/Student Learning Conversations and presentation of work. Termly analysis of Behaviour Data.	All Staff.
		To use the new Personal Development Time (PDT) to develop the whole student so that they can become 'life-ready'.	Termly Reviews of iLearn and PDT and Student Learning Conversations around quality of delivery and skills developed.	DSo, CAI, DWi, HOYs and all Tutors.
	To promote Belonging.	To enhance the RWBA/Ascend sense of belonging through valuing colleagues, working collaboratively and being clear about what it means to be a part of the school and Trust.	Termly Staff Surveys. Termly Staff Voice. Termly Student Voice. Termly Student Parliament feedback to LT. Promoting RWBA and Trust Values through all events and activities.	All Staff and Trust Staff.
		To promote wellbeing and balance through better workload practices, finding more efficient ways of carrying out our roles Wellbeing Working Group. Break Activities, Lunch Clubs and After School Clubs.	Termly feedback on strategies. Use of Arbor.	All Staff.

English & Drama Faculty

Priority 1	Action	Impact	Review date	Who is responsible?
QFT	<p>To develop Formative Assessment further and assessing their accessibility and impact for all Learners.</p> <ul style="list-style-type: none"> Adapt lesson resources/ apply strategies for EAL students. Use translate function on word doc/ power point Capture a specific key skill to allow all students to make progress Follow the Bassett Lesson structure Make sure sequencing of lessons is clear Oracy approach to assessment – oracy assessments explicitly embedded into Term 1. Term 2 using talk to plan assessments Embed more oracy into KS5 – using questioning to promote debate and engaging passive learners Increasing range of trips/in school opportunities so students can see more performances etc English department mark book created for years 7-13 to track progress across time. All teachers accountable for data Discuss this in Raising Standards/ LM meetings Clear expectations of peer/ self and teacher marking per term. Specified on sow/ in dept bulletins Using marking diagnostically and adapt teaching accordingly Change feedback sheets to make them accessible to students 	To improve the quality of, and accessibility for all students to all learning.	Termly Review of Learning Cycles and Formative Assessments by Subject Areas.	DBe, SGU, PDa, Heads of Subjects, Class Teachers, TAs.
		To improve the recording for formative data to enable better tracking of progress for all stakeholders in school.	DBe and Heads of Subject after each Term. Include data and progression in Dept Meetings and RR Meetings.	DBe, Heads of Subject, Class Teachers.

	<ul style="list-style-type: none"> • Provide intervention support based on data/ teacher nomination and track impact on confidence • Adapting KS3 drama – embed more oracy 	<p>SHAPE noticeboard in the studio to aid structure of speaking and Oracy in drama. Literacy objective on all KS3 lesson plans. Currently working on ‘Talk like an actor.’</p>		<p>Zma to create. Drama staff to implement.</p>
	<p>To build more adaptive resources for all Learners.</p> <ul style="list-style-type: none"> • Produce EAL appropriate resources every lesson • Multi sensory approaches – use of audio and visual images to stimulate discussion. Taking Yr 7 on a trip to Jubilee Lake to inspire nature learning • Adaptive strategies e.g. writing a precise number of lines. • SoW are all dyslexia friendly 	<p>To improve the quality of, and accessibility to learning through resources.</p>	<p>Termly Review of Learning Cycles and resources by Subject Areas and PLT.</p>	<p>DBe, SGU, PDa, Heads of Subjects, Class Teachers, TAs.</p>
		<p>To ensure Dyslexia Friendly resources are developed.</p>	<p>Termly Review of Learning Cycles and resources by Subject Areas, PLT and RMe.</p>	<p>SGU, RMe, Heads of Subject, Class teachers and TAs.</p>
	<p>To embed Disciplinary Literacy further across all subjects.</p> <ul style="list-style-type: none"> • Explicit reference to reading strategies in SoW • use writer’s toolkit for writing tasks • teaching vocabulary • spelling conversations. 	<p>To widen the opportunities for students to use and be exposed to Disciplinary Literacy in all subject areas and beyond into extra-curricular activities.</p>	<p>Termly Review of opportunities for Disciplinary Literacy in Learning Cycles and resources by Subject Areas, SGU and VNe.</p>	<p>SGU, Heads of Subject, Class Teachers and VNe.</p>
	<p>To develop the Independent Learner.</p> <ul style="list-style-type: none"> • Reward ‘Star/ Bassett Learner/Leader of the Lesson’ • Make Independent study more purposeful. Educake and projects/ extended tasks. • Promote whole school revision strategies • Make the ‘Demonstrate’ element of the Bassett lesson stronger so that Independent Learning is easier to achieve. • Provide models/ structure strips and clear success criteria to enable independent progress • Silent Solo activate tasks at KS3 	<p>To promote the aspects for the Bassett Learner and Bassett Leader to develop independence for progression.</p>	<p>QA Cycles to identify good practice and examples of BL. Termly Report to LT through Evaluations</p>	<p>PDa, SGU and DBE and Heads of Subject.</p>
		<p>To apply strategies to enable all students to become more independent learners.</p>	<p>Record and share examples of impact. Record positive rewards received.</p>	<p>PDa, SGU and DBE and Heads of Subject, Heads of Year and Tutors.</p>

Priority 2	Action	Impact	Review date	Who is responsible?
Closing Gaps	Attendance – closing gaps between Non, SEND and PP, working on EBSA strategies and the differences between Year Groups. <ul style="list-style-type: none"> Continue to respond to individual student need and build relationships. Communication with home – praise emails Conversations with students – make adjustments to accommodate any barriers to attendance e.g. move classes/ place with friends for a more supportive environment etc Rewarding ‘Star/ Bassett Learner of the Lesson’ Contact/ meet with and parents of students on subject report <p>Request: Make sure necessary communication is shared with teachers.</p>	To improve attendance data.	Every week. Termly Reports. LM actions.	CFi, MRo, Year Teams. MCA, AEI, MRo and CFi.
		To develop strategies for EBSA and to record actions that have had direct positive impact.	Every week. Termly Reports. LM actions.	CFi, MRo, KHe, AAs, KTh, SMs and HOYs
	To identify learning barriers for our Priority Groups and Students and act upon them earlier. <ul style="list-style-type: none"> Adaptive teaching use passports use colleagues for expertise/ strategies flag up any students with limited passports/ no passports contact home Praise progress Reading interventions, reading mentors, and library lessons 	DA, SEND, those with low reading ages.	Every 2 weeks in LM. Termly Report to LT on PP/DA progress.	TKi, MRo, SMI, HTLAs, SGU, VNe, NMI and JHo.
		To develop further RWBA Reading Strategies and record actions that have had positive impact.	Termly Report to LT on Reading Interventions and Ages, progress in Reading Groups.	SGi, SMI, VNe, NMI and JHo.
	To provide more challenge for HPAs that will enable them to aspire to more. <ul style="list-style-type: none"> ‘Challenge Accepted’ tasks on sow 	Teaching strategies and interventions targeted at HPAs. What works?	Formative and Summative Assessment Data analysis. CPD and Bitesize opportunities.	ABe, DBe and KSa and Raising Standards. PDa. PDa and SGU.

<ul style="list-style-type: none"> • Aspire for higher lectures – moved to Term 3 and 4. Then in Term 5 and 6 we will move back to student drop ins with own teachers • English Experience Day • Higher groups – started/ trialed in Term 6 of Year 9 and now in Year 10 • English Language Masterclass – yr 11 Term 2 • High Fliers after school club – invited students • Year 7 after school club – invited students • Cross curricular/ cross trust school opportunities like Holocaust Day and Poetry Slam 	<p>To promote the aspects for the Bassett Learner and Bassett Leader to develop aspiration and independence for progression.</p>	<p>QA Cycles of strategies.</p> <p>QA Cycles to identify good practice and examples of BL. Termly Report to LT through Evaluations.</p>	<p>ABe, DBe, SGU, PDa and KSh.</p>
<p>To provide CPD and learning opportunities for colleagues to understand students' needs and barriers to learning, more.</p> <ul style="list-style-type: none"> • Thursday Bitesize • Triads • Paired dept climate walk drop ins • Implementing feedback from QAR • Macbeth online CPD event Term 2 • Moderation of PPEs • Dept meetings sharing best practice • Dept specialists as standard items at dept meeting e.g. social media/ resources; EAL; reading; dyslexia • collaborative planning • Interventions: ilearn, DMA, Oan, POD etc 	<p>To be more adaptive to students' needs using professional guidance and support to enable stronger and prolonged learning behaviours in the classroom.</p> <p>Appropriate pathways created.</p>	<p>CPD including Learning Forums, QA Cycles.</p> <p>Termly Staff and Student Feedback.</p> <p>Termly analysis of Behaviour Data.</p> <p>Graduated Responses and use of EduKey.</p>	<p>PDa and All Staff.</p> <p>PDa, SGU and All Staff.</p> <p>MRO, ERA, HOYs and SMs and KTh.</p> <p>SMI, KHe and PLT.</p>
	<p>To enable girls to be more resilient to failure and to use strategies that will ensure their attendance to all lessons to experience success.</p> <p>Appropriate pathways created.</p>	<p>CPD including Learning Forums, QA Cycles.</p> <p>Termly Staff and Student Feedback.</p> <p>Termly analysis of Behaviour Data.</p> <p>Graduated Responses and use of EduKey.</p>	<p>PDa and All Staff.</p> <p>PDa, SGU and All Staff.</p> <p>MRO, ERA, HOYs and SMs and KTh.</p> <p>SMI, KHe and PLT.</p>

Priority 3	Action	Impact	Review date	Who is responsible?
Bassett Leader	Development of the Bassett Leader, leadership within the classroom and beyond. <ul style="list-style-type: none"> Recognise individual expertise and utilise it to develop e.g. dept roles Step Lab support Triads LM meetings and mentoring observations 	To support all Staff to be more adaptable in their various roles and to know the expectations of those roles.	CPD including Learning Forums, QA Cycles.	All Staff.
		Step Lab Coaching and CPD opportunities.	Termly Updates and Evaluations.	DBe, PDa, SGU, GKI and SHs and All Staff.
	To engage with and analyse impact of Performance Development Conversations. <ul style="list-style-type: none"> LM meetings Step Lab coaching 	All Staff to use new Performance Development Conversation (PDC) time effectively and to record their action points to fully engage with the process.	PDC Time – Termly.	All Staff.
		All staff to be empowered by the opportunities to personally develop through internal and external CPD/Coaching/Learning Forums/Teacher Rounds.	PDC Time – Termly.	All Staff.
	To cultivate Student Leadership. <ul style="list-style-type: none"> Student modelling on visualisers student experts inviting to opportunities e.g high fliers etc reading mentors 	To support all Students to see themselves as Leaders of their own paths, their own futures through the Bassett Learner/Bassett Leader. Reflective Learning practices.	CPD including Learning Forums, QA Cycles. Termly Staff and Student Feedback/Student Learning Conversations and presentation of work. Termly analysis of Behaviour Data.	All Staff.

		To use the new Personal Development Time (PDT) to develop the whole student so that they can become 'life-ready'.	Termly Reviews of iLearn and PDT and Student Learning Conversations around quality of delivery and skills developed.	DSO, CAI, DWi, HOYs and all Tutors.
	<p>To promote Belonging.</p> <ul style="list-style-type: none"> • Staff nominations • Welcome students in different ways into the classroom e.g. different writers • 'Bassett Way' • promote diverse writers • clubs • signage in different languages including Learning Journeys 	To enhance the RWBA/Ascend sense of belonging through valuing colleagues, working collaboratively and being clear about what it means to be a part of the school and Trust.	Termly Staff Surveys. Termly Staff Voice. Termly Student Voice. Termly Student Parliament feedback to LT. Promoting RWBA and Trust Values through all events and activities.	All Staff and Trust Staff.
		To promote wellbeing and balance through better workload practices, finding more efficient ways of carrying out our roles Wellbeing Working Group. Break Activities, Lunch Clubs and After School Clubs.	Termly feedback on strategies. Use of Arbor.	All Staff.

Ethics and Philosophy

Priority 1	Action	Impact	Review date	Who is responsible?
QFT	To develop Formative Assessment further and assessing their accessibility and impact for all Learners.	To improve the quality of, and accessibility for all students to all learning.	Termly Review of Learning Cycles and Formative Assessments by Subject Areas.	DBe, SGu, PDa, Heads of Subjects, Class Teachers, TAs.
		To improve the recording for formative data to enable better tracking of progress for all stakeholders in school.	DBe and Heads of Subject after each Term. Include data and progression in Dept Meetings and RR Meetings.	DBe, Heads of Subject, Class Teachers.
	To build more adaptive resources for all Learners.	To improve the quality of, and accessibility to learning through resources.	Termly Review of Learning Cycles and resources by Subject Areas and PLT.	DBe, SGu, PDa, Heads of Subjects, Class Teachers, TAs.
		To ensure Dyslexia Friendly resources are developed.	Termly Review of Learning Cycles and resources by Subject Areas, PLT and RMe.	SGu, RMe, Heads of Subject, Class teachers and TAs.
	To embed Disciplinary Literacy further across all subjects.	To widen the opportunities for students to use and be exposed to Disciplinary Literacy in all subject areas and beyond into extra-curricular activities.	Termly Review of opportunities for Disciplinary Literacy in Learning Cycles and resources by Subject Areas, SGu and VNe.	SGu, Heads of Subject, Class Teachers and VNe.
		To make sure all resources are shared with students on Teams	Termly and during Department meetings	DSa
	To develop the Independent Learner.	To promote the aspects for the Bassett Learner and Bassett Leader to	QA Cycles to identify good practice and examples of	PDa, SGu and DBe and Heads of Subject.

		develop independence for progression.	BL. Termly Report to LT through Evaluations	
		To apply strategies to enable all students to become more independent learners.	Record and share examples of impact. Record positive rewards received.	PDa, SGu and DBe and Heads of Subject, Heads of Year and Tutors.

Priority 2	Action	Impact	Review date	Who is responsible?
Closing Gaps	Attendance – closing gaps between Non, SEND and PP, working on EBSA strategies and the differences between Year Groups.	To improve attendance data.	Every week. Termly Reports. LM actions.	CFi, MRo, Year Teams. MCA, AEI, MRo and CFi.
		To develop strategies for EBSA and to record actions that have had direct positive impact.	Every week. Termly Reports. LM actions.	CFi, MRo, KHe, AAs, KTh, SMs and HOYs
	To identify learning barriers for our Priority Groups and Students and act upon them earlier. Share Knowledge Organisers with students on Teams	DA, SEND, those with low reading ages.	Every 2 weeks in LM. Termly Report to LT on PP/DA progress.	TKi, MRo, SMI, HTLAs, SGu, VNe, NMi and JHo. DSa
		To develop further RWBA Reading Strategies and record actions that have had positive impact.	Termly Report to LT on Reading Interventions and Ages, progress in Reading Groups.	SGi, SMI, VNe, NMi and JHo.
	To provide more challenge for HPAs that will enable them to aspire to more. Share links to further resources and activities	Teaching strategies and interventions targeted at HPAs. What works?	Formative and Summative Assessment Data analysis. CPD and Bitesize opportunities. Philosophy	ABe, DBe and KSA and Raising Standards. PDa. DSa

			A-level sites and Crash Course. QA Cycles of strategies.	PDa and SGU.
		To promote the aspects for the Bassett Learner and Bassett Leader to develop aspiration and independence for progression.	QA Cycles to identify good practice and examples of BL. Termly Report to LT through Evaluations.	ABe, DBe, SGU, PDa and KSh.
	To provide CPD and learning opportunities for colleagues to understand students' needs and barriers to learning, more.	To be more adaptive to students' needs using professional guidance and support to enable stronger and prolonged learning behaviours in the classroom. Appropriate pathways created.	CPD including Learning Forums, QA Cycles. Termly Staff and Student Feedback. Termly analysis of Behaviour Data. Graduated Responses and use of EduKey.	PDa and All Staff. PDa, SGU and All Staff. MRo, ERa, HOYs and SMs and KTh. SMI, KHe and PLT.
		To enable girls to be more resilient to failure and to use strategies that will ensure their attendance to all lessons to experience success. Appropriate pathways created.	CPD including Learning Forums, QA Cycles. Termly Staff and Student Feedback. Termly analysis of Behaviour Data. Graduated Responses and use of EduKey.	PDa and All Staff. PDa, SGU and All Staff. MRo, ERa, HOYs and SMs and KTh. SMI, KHe and PLT.

Priority 3	Action	Impact	Review date	Who is responsible?
Bassett Leader	Development of the Bassett Leader, leadership within the classroom and beyond.	To support all Staff to be more adaptable in their various roles and to know the expectations of those roles.	CPD including Learning Forums, QA Cycles.	All Staff.
		Step Lab Coaching and CPD opportunities.	Termly Updates and Evaluations.	DBe, PDa, SGu, GKi and SHs and All Staff.
	To engage with and analyse impact of Performance Development Conversations.	All Staff to use new Performance Development Conversation (PDC) time effectively and to record their action points to fully engage with the process.	PDC Time – Termly.	All Staff.
		All staff to be empowered by the opportunities to personally develop through internal and external CPD/Coaching/Learning Forums/Teacher Rounds.	PDC Time – Termly.	All Staff.
	To cultivate Student Leadership.	To support all Students to see themselves as Leaders of their own paths, their own futures through the Bassett Learner/Bassett Leader. Reflective Learning practices.	CPD including Learning Forums, QA Cycles. Termly Staff and Student Feedback/Student Learning Conversations and presentation of work. Termly analysis of Behaviour Data.	All Staff.
		To use the new Personal Development Time (PDT) to develop the whole	Termly Reviews of iLearn and PDT and Student	DSo, CAI, DWi, HOYs and all Tutors.

		student so that they can become 'life-ready'.	Learning Conversations around quality of delivery and skills developed.	
	To promote Belonging.	To enhance the RWBA/Ascend sense of belonging through valuing colleagues, working collaboratively and being clear about what it means to be a part of the school and Trust.	Termly Staff Surveys. Termly Staff Voice. Termly Student Voice. Termly Student Parliament feedback to LT. Promoting RWBA and Trust Values through all events and activities.	All Staff and Trust Staff.
		To promote wellbeing and balance through better workload practices, finding more efficient ways of carrying out our roles Wellbeing Working Group. Break Activities, Lunch Clubs and After School Clubs.	Termly feedback on strategies. Use of Arbor.	All Staff.

Geography

Priority 1	Action	Impact	Review date	Who is responsible?
QFT	To develop Formative Assessment further and assessing their accessibility and impact for all Learners.	To improve the quality of, and accessibility for all students to all learning. Educake access for all KS3 and KS4 students and to implement fortnightly quizzes.	Termly Review of Learning Cycles and Formative Assessments by Subject Areas. Termly report from educake for each student	Whole department
		To improve the recording for formative data to enable better tracking of progress for all stakeholders in school. Pink feedback book marking sheets are standardised so that students are formatively assessed on the same criteria each term. Educake reports to act on.	DBe and Heads of Subject after each Term. Include data and progression in Dept Meetings and RR Meetings.	Whole department
	To build more adaptive resources for all Learners.	To improve the quality of, and accessibility to learning through resources.	Termly Review of Learning Cycles and resources by Subject Areas and PLT.	Whole department
		To ensure Dyslexia Friendly resources are developed.	Termly Review of Learning Cycles and resources by Subject Areas, PLT and RMe.	Whole department
	To embed Disciplinary Literacy further across all subjects.	To widen the opportunities for students to use and be exposed to Disciplinary Literacy in all subject areas and beyond into extra-curricular activities.	Termly Review of opportunities for Disciplinary Literacy in Learning Cycles and resources by Subject Areas, SGU and VNe.	Whole department

	To develop the Independent Learner.	To promote the aspects for the Bassett Learner and Bassett Leader to develop independence for progression. Decision making exercises through collaborative learning	QA Cycles to identify good practice and examples of BL. Termly Report to LT through Evaluations	Whole department
		To apply strategies to enable all students to become more independent learners. Y11 weekly revision tasks from September onwards. A Level Geographers following a independent study format and NEA process. Independent iAct following assessment. link for GCSE pods on GCSE mock feedback slides, educake re-sit quizzes.	Record and share examples of impact. Record positive rewards received.	Whole department

Priority 2	Action	Impact	Review date	Who is responsible?
Closing Gaps	Attendance – closing gaps between Non, SEND and PP, working on EBSA strategies and the differences between Year Groups.	To improve attendance data. Class teachers to check-in on students doing work in the Pod/iER and non-attendance. Restorative conversations.	Every week. Termly Reports. LM actions.	CFi, MRo, Year Teams. MCA, AEI, MRo and CFi.

		To develop strategies for EBSA and to record actions that have had direct positive impact.	Every week. Termly Reports. LM actions.	CFi, MRo, KHe, AAs, KTh, SMs and HOYs
To identify learning barriers for our Priority Groups and Students and act upon them earlier.		DA, SEND, those with low reading ages. Standing agenda point on department meeting. RR meetings.	Every 2 weeks in LM. Termly Report to LT on PP/DA progress.	TKi, MRo, SMI, HTLAs, SGU, VNe, NMi and JHo.
		To develop further RWBA Reading Strategies and record actions that have had positive impact.	Termly Report to LT on Reading Interventions and Ages, progress in Reading Groups.	SGi, SMI, VNe, NMi and JHo.
To provide more challenge for HPAs that will enable them to aspire to more.		Teaching strategies and interventions targeted at HPAs. What works? Adaptive revision tasks for HPA Y11. Pink sheet iAct tasks are challenging for HPA.	Formative and Summative Assessment Data analysis. CPD and Bitesize opportunities. QA Cycles of strategies.	ABe, DBe and KSa and Raising Standards. PDA. PDA and SGU.
		To promote the aspects for the Bassett Learner and Bassett Leader to develop aspiration and independence for progression. HPA modelling Bassett attributes House competitions / external comps Using out-reach partners with organisations/universities/staff	QA Cycles to identify good practice and examples of BL. Termly Report to LT through Evaluations.	ABe, DBe, SGU, PDA and KSh.
To provide CPD and learning opportunities for colleagues to understand students' needs and barriers to learning, more.		To be more adaptive to students' needs using professional guidance and support to enable stronger and prolonged learning behaviours in the classroom.	CPD including Learning Forums, QA Cycles. Termly Staff and Student Feedback. Termly analysis of Behaviour Data.	PDA and All Staff. PDA, SGU and All Staff.

		Appropriate pathways created.	Graduated Responses and use of EduKey.	MRo, ERa, HOYs and SMs and KTh. SMI, KHe and PLT.
		To enable girls to be more resilient to failure and to use strategies that will ensure their attendance to all lessons to experience success.	CPD including Learning Forums, QA Cycles. Termly Staff and Student Feedback. Termly analysis of Behaviour Data.	PDa and All Staff. PDa, SGu and All Staff. MRo, ERa, HOYs and SMs and KTh.
		Appropriate pathways created.	Graduated Responses and use of EduKey.	SMI, KHe and PLT.

Priority 3	Action	Impact	Review date	Who is responsible?
Bassett Leader	Development of the Bassett Leader, leadership within the classroom and beyond.	To support all Staff to be more adaptable in their various roles and to know the expectations of those roles. Learning threes in subject areas	CPD including Learning Forums, QA Cycles.	All Staff.
		Step Lab Coaching and CPD opportunities.	Termly Updates and Evaluations.	DBe, PDa, SGu, GKi and SHs and All Staff.
	To engage with and analyse impact of Performance Development Conversations.	All Staff to use new Performance Development Conversation (PDC) time effectively and to record their action points to fully engage with the process.	PDC Time – Termly.	All Staff.
		All staff to be empowered by the opportunities to personally develop through internal and external CPD/Coaching/Learning Forums/Teacher Rounds.	PDC Time – Termly.	All Staff.

	To cultivate Student Leadership.	<p>To support all Students to see themselves as Leaders of their own paths, their own futures through the Bassett Learner/Bassett Leader.</p> <p>Reflective Learning practices. Y13 lead Geography Club for super-curricular programme</p>	<p>CPD including Learning Forums, QA Cycles. Termly Staff and Student Feedback/Student Learning Conversations and presentation of work. Termly analysis of Behaviour Data.</p>	All Staff.
		<p>To use the new Personal Development Time (PDT) to develop the whole student so that they can become 'life-ready'.</p>	<p>Termly Reviews of iLearn and PDT and Student Learning Conversations around quality of delivery and skills developed.</p>	DSO, CAI, DWi, HOYs and all Tutors.
	To promote Belonging.	<p>To enhance the RWBA/Ascend sense of belonging through valuing colleagues, working collaboratively and being clear about what it means to be a part of the school and Trust.</p>	<p>Termly Staff Surveys. Termly Staff Voice. Termly Student Voice. Termly Student Parliament feedback to LT. Promoting RWBA and Trust Values through all events and activities.</p>	All Staff and Trust Staff.
	<p>To promote wellbeing and balance through better workload practices, finding more efficient ways of carrying out our roles Wellbeing Working Group. Break Activities, Lunch Clubs and After School Clubs.</p>	<p>Termly feedback on strategies. Use of Arbor.</p>	All Staff.	

IT and Digital Lead

Priority 1	Action	Impact	Review date	Who is responsible?
QFT	To develop Formative Assessment further and assessing their accessibility and impact for all Learners.	To improve the quality of, and accessibility for all students to all learning. Identify barriers for some learners and ensure pathways, support and individual plans meet need.	Termly Review Exam Access Arrangements. Subject Department meetings.	SML, AST, SMi + HoY, SM All subject teachers
	Following the move to Arbor, establish a new strategy to easily share access arrangements to teachers as this data is not supported in Arbor seating plans.	To improve the recording for formative data to enable better tracking of progress for all stakeholders in school.	Ensure SEND information is included in RR Meetings and into HoY SEND meetings.	RR staff HoY, SM, Year TAs, SML, KHe
	Share strategies with teachers on how to use Teams Assignments to record formative data and feedback to help students progress.			
	To build more adaptive resources for all Learners.	To improve the quality of, and accessibility to learning through resources. Utilise the new position of Behaviour manager and Second in the PLT in improving the student ability to communicate need.	Termly cycle of review against behaviour data.	TAs & Subject Teachers
	Develop dynamic Teams course resource sites for learners and start to migrate old SharePoint subject sites to course Teams.			
	Create a method for teachers to easily view Student Passports on a regular basis now they are no longer available in seating plans.	To ensure Dyslexia Friendly resources are developed.	Termly Review of Learning Cycles and resources by Subject Areas.	PLT and RMe.

	To embed Disciplinary Literacy further across all subjects.	To widen the opportunities for students to use and be exposed to Disciplinary Literacy in all subject areas and beyond into extra-curricular activities. Ensure reading intervention is appropriate for targeted students.	Termly Review of opportunities for Disciplinary Literacy in Learning Cycles and resources by Subject Areas, SGU and VNe. Termly	Intervention Teacher - JHO Speech & Language – AMA NMI & TAs
	To develop the Independent Learner. Develop a solution to make passports visible to individual students electronically so they can take more ownership. Develop a solution to showcase and feedback rewards issued to students.	To promote the aspects for the Bassett Learner and Bassett Leader to develop independence for progression. To apply strategies to enable all students to become more independent learners.	QA Cycles to identify good practice and examples of BL. Termly Report to LT through evaluations. Record and share examples of impact. Record positive rewards received.	Personalised Learning Team Personalised Learning Team

Priority 2	Action	Impact	Review date	Who is responsible?
Closing Gaps	Attendance – closing gaps between Non, SEND and PP, working on EBSA strategies and the differences between Year Groups.	To improve attendance data. Utilise FFT dashboard to track patterns of absence	Every week. Termly Reports. LM actions.	SML, KHE, AMA, AST, AWI, AAs, CHu

<p>Develop a solution to easily provide all supplemental and demographic information (PP, SEND, Medical, Reading Ages, YC etc) to teachers in the classroom from a single screen. Currently teachers need to look in multiple places to see all information.</p>	<p>To develop strategies for EBSA and to record actions that have had direct positive impact. Create a step approach to ESBA escalate and management.</p>	<p>Every week. Termly Reports. LM actions.</p>	<p>SML, AMA, AST, AAs, Awi, CHu, CFi, MRo, KHe, KTh, SMs and HOYS</p>
<p>To identify learning barriers for our Priority Groups and Students and act upon them earlier.</p>	<p>All those who have patterns of absence</p>	<p>Every 2 weeks in LM. Termly Report to LT on PP/DA progress.</p>	<p>TKi, MRo, SMI, KHE, AMA, CFi, DBe.</p>
<p>Establish a way to identify persistence lesson absence and communicate it back to Year teams.</p>	<p>To develop further QFT toolkit to ensure strategies are being employed and developed.</p>	<p>Termly Report to LT</p>	<p>SML, AMA, KHE, PDA, SGU.</p>
<p>To provide more challenge for HPAs that will enable them to aspire to more.</p>	<p>To raise aspirations.</p>	<p>Termly review</p>	<p>Careers & PLT.</p>
<p>To provide CPD and learning opportunities for colleagues to understand students' needs and barriers to learning, more.</p>	<p>To promote the aspects for the Bassett Learner and Bassett Leader to develop aspiration and independence for progression.</p>	<p>Increased Sixth Form applications from SEND students.</p>	<p>PLT</p>
<p>To provide CPD and learning opportunities for colleagues to understand students' needs and barriers to learning, more.</p> <p>Create a centralised CPD area in Teams to share best practice and resources.</p>	<p>To be more adaptive to students' needs using professional guidance and support to enable stronger and prolonged learning behaviours in the classroom.</p>	<p>Termly staff and student feedback. Attendance by staff at surgeries.</p>	<p>SMI, KHe and PLT.</p>
<p></p>	<p>To ensure all staff are fully informed. To enable girls to be more resilient to failure and to use strategies that will</p>	<p>Termly analysis SEND and POD data against gender.</p>	<p>SMI, KHe and PLT.</p>

	ensure their attendance to all lessons to experience success.		
	Appropriate pathways created.		

Priority 3	Action	Impact	Review date	Who is responsible?
Bassett Leader	Development of the Bassett Leader, leadership within the classroom and beyond.	To support all Staff to be more adaptable in their various roles and to know the expectations of those roles.	CPD including Learning Forums, QA Cycles.	All Staff.
	Come up with a method to share all Line Management notes (and potentials Department Meeting Minutes) with the Leadership Team from a central location.	Regular TA and HOY meetings Successful launch Personal development conversations	Termly	SML, KHE & PLT
	To engage with and analyse impact of Performance Development Conversations.	All Staff to use new Performance Development Conversation (PDC) time effectively and to record their action points to fully engage with the process.	PDC Time – Termly.	All Staff.
		All staff to be empowered by the opportunities to personally develop through internal and external CPD/Coaching/Learning Forums/Teacher Rounds. Incorporate into CPD bitesize opportunities.	PDC Time – Termly.	All Staff.

	<p>To cultivate Student Leadership.</p> <p>Celebrate rewards with students by ensuring they have visibility of their achievements through the school's IT on a daily basis.</p>	<p>To support all Students to see themselves as Leaders of their own paths, their own futures through the Bassett Learner/Bassett Leader.</p> <p>Reflective Learning practices.</p>	<p>Attendance monitored termly of interventions and Success Lounge.</p>	<p>SML, KHE, AMA & Lead TAs</p>
		<p>To use the new Personal Development Time (PDT) to develop the whole student so that they can become 'life-ready'.</p>	<p>Termly Reviews of iLearn and PDT and Student Learning Conversations around quality of delivery and skills developed.</p>	<p>DSo, CAI, DWi, HOYs and all Tutors.</p>
	<p>To promote Belonging.</p> <p>Create a Staff Room Team area for all staff to collaborate and communicate outside of the classroom</p> <p>Investigate how to use Arbor to promote the House system and share achievements amongst peers.</p> <p>Investigate how to leverage After School club functionality of Arbor to promote offerings to parents and track participation.</p>	<p>To enhance the RWBA/Ascend sense of belonging through valuing colleagues, working collaboratively and being clear about what it means to be a part of the school and Trust.</p>	<p>Termly staff surveys. Parent/teacher/student voice Promoting events.</p>	<p>All Staff and Trust Staff.</p>
		<p>To promote wellbeing and balance through better workload practices, finding more efficient ways of carrying out our roles.</p> <p>Well-being working group.</p> <p>Break Activities, Lunch Clubs and After School Clubs.</p> <p>Celebrate success</p>	<p>Termly feedback.</p>	<p>All Staff KHe – for mental health & staff well-being.</p>

Maths

Priority 1	Action	Impact	Review date	Who is responsible?
QFT	To develop Formative Assessment further and assessing their accessibility and impact for all learners.	To improve the quality of, and accessibility for all students to all learning.	Termly Review of Learning Cycles and Formative Assessments by Subject Areas.	HoDs (SPo, SHa), Key Stage Leads (SSh, GCo) Class Teachers.
		To improve the recording for formative data to enable better tracking of progress for all stakeholders in school.	DBe and Heads of Subject after each Term. Include data and progression in Dept Meetings and RR Meetings.	HoDs (SPo, SHa), Key Stage Leads (SSh, GCo) Class Teachers.
	To build more adaptive resources for all learners.	To improve the quality of, and accessibility to learning through resources.	Termly Review of Learning Cycles and resources by Subject Areas and PLT.	HoDs (SPo, SHa), Key Stage Leads (SSh, GCo) Class Teachers.
		To ensure Dyslexia Friendly resources are developed.	Termly Review of Learning Cycles and resources by Subject Areas, PLT and RMe.	HoDs (SPo, SHa), Key Stage Leads (SSh, GCo), Multi-Sensory Rep, Class Teachers.
	To embed Disciplinary Literacy further across all subjects. To ensure that technical language is recorded in a subject glossary in students' books.	To widen the opportunities for students to use and be exposed to Disciplinary Literacy in all subject areas and beyond into extra-curricular activities.	Termly Review of opportunities for Disciplinary Literacy in Learning Cycles and resources by Subject Areas, SGU and VNe.	HoDs (SPo, SHa), Key Stage Leads (SSh, GCo), Literacy Reps, Class Teachers and VNe.
	To develop the Independent Learner.	To promote the aspects for the Bassett Learner and Bassett Leader to develop independence for progression.	QA Cycles to identify good practice and examples of BL. Termly Report to LT through Evaluations	HoDs (SPo, SHa), Key Stage Leads (SSh, GCo)
		To apply strategies to enable all students to become more independent learners.	Record and share examples of impact. Record positive rewards received.	HoDs (SPo, SHa), Key Stage Leads (SSh, GCo) Class Teachers.

Priority 2	Action	Impact	Review date	Who is responsible?	
Closing Gaps	Attendance – closing gaps between Non, SEND and PP, working on EBSA strategies and the differences between Year Groups. Sparx topic lists to support curriculum for KS3 and KS4 to consolidate missing knowledge due to absence. PHo/THi interventions targeting students with gaps, prioritising students from key groups.	To improve attendance data.	Every week. Termly Reports. LM actions.	CFi, MRo, Year Teams. MCA, AEI, MRo and CFi.	
	To identify learning barriers for our Priority Groups and Students and act upon them earlier. Running the Axiom Maths Circles sessions for year 7 DA and HPA. Sparx club (lunch and after school) for students who find independent study is a barrier.	To develop strategies for EBSA and to record actions that have had direct positive impact.	Every week. Termly Reports. LM actions.	CFi, MRo, KHe, AAs, KTh, SMs and HOYs, Key Stage Leads (SHa, SSH), PHo, THi	
	To provide more challenge for HPAs that will enable them to aspire to more. Running “Get your geek on” competition and maths challenges (APt) for HPA students throughout the year. Using Gold resources and LOs in KS3 lessons. Further Maths GCSE for year 11, AEA for year 13.	To identify learning barriers for our Priority Groups and Students and act upon them earlier. Running the Axiom Maths Circles sessions for year 7 DA and HPA. Sparx club (lunch and after school) for students who find independent study is a barrier.	DA, SEND, those with low reading ages.	Every 2 weeks in LM. Termly Report to LT on PP/DA progress.	TKi, MRo, SMI, HTLAs, SGU, VNe, NMi and JHo. Axiom Lead (KPe), Literacy Reps, Class teachers.
	To provide more challenge for HPAs that will enable them to aspire to more. Running “Get your geek on” competition and maths challenges (APt) for HPA students throughout the year. Using Gold resources and LOs in KS3 lessons. Further Maths GCSE for year 11, AEA for year 13.	To develop further RWBA Reading Strategies and record actions that have had positive impact.	Teaching strategies and interventions targeted at HPAs.	Termly Report to LT on Reading Interventions and Ages, progress in Reading Groups.	SGi, SMI, VNe, NMi and JHo.
	To provide more challenge for HPAs that will enable them to aspire to more. Running “Get your geek on” competition and maths challenges (APt) for HPA students throughout the year. Using Gold resources and LOs in KS3 lessons. Further Maths GCSE for year 11, AEA for year 13.	To promote the aspects for the Bassett Learner and Bassett Leader to develop aspiration and independence for progression.	Teaching strategies and interventions targeted at HPAs.	Formative and Summative Assessment Data analysis. CPD and Bitesize opportunities. QA Cycles of strategies.	Class Teachers. ABe, DBe and KSa and Raising Standards. PDa. PDa and SGU.
	To provide more challenge for HPAs that will enable them to aspire to more. Running “Get your geek on” competition and maths challenges (APt) for HPA students throughout the year. Using Gold resources and LOs in KS3 lessons. Further Maths GCSE for year 11, AEA for year 13.	To promote the aspects for the Bassett Learner and Bassett Leader to develop aspiration and independence for progression.	Teaching strategies and interventions targeted at HPAs.	QA Cycles to identify good practice and examples of BL. Termly Report to LT through Evaluations.	Class teachers. ABe, DBe, SGU, PDa and KSh.

	To provide CPD and learning opportunities for colleagues to understand students' needs and barriers to learning. Support girls' confidence building through more use of mini-whiteboards and single-gender iLearn interventions for year 11.	To be more adaptive to students' needs using professional guidance and support to enable stronger and prolonged positive learning behaviours in the classroom.	CPD including Learning Forums, QA Cycles. Termly Staff and Student Feedback. Termly analysis of Behaviour Data. Graduated Responses and use of EduKey.	PDa and All Staff. PDa, SGU and All Staff. MRo, ERa, HOYs and SMs and KTh. SML, KHe and PLT.
		Appropriate pathways created.		
		To enable girls to be more resilient to failure and to use strategies that will ensure their attendance to all lessons to experience success.	CPD including Learning Forums, QA Cycles. Termly Staff and Student Feedback. Termly analysis of Behaviour Data. Graduated Responses and use of EduKey.	PDa and All Staff. PDa, SGU and All Staff. MRo, ERa, HOYs and SMs and KTh. SML, KHe and PLT.
		Appropriate pathways created.		

Priority 3	Action	Impact	Review date	Who is responsible?
Bassett Leader	Development of the Bassett Leader, leadership within the classroom and beyond.	To support all Staff to be more adaptable in their various roles and to know the expectations of those roles.	CPD including Learning Forums, QA Cycles.	All Staff.
		Step Lab Coaching and CPD opportunities.	Termly Updates and Evaluations.	DBe, PDa, SGU, GKi and SHa and All Staff.
	To engage with and analyse impact of Performance Development Conversations.	All Staff to use new Performance Development Conversation (PDC) time effectively and to record their action points to fully engage with the process.	PDC Time – Termly.	All Staff.
		All staff to be empowered by the opportunities to personally develop through internal and external	PDC Time – Termly.	All Staff.

		CPD/Coaching/Learning Forums/Teacher Rounds.		
	To cultivate Student Leadership. Sparx leaders in sixth form running the after-school club.	To support all Students to see themselves as Leaders of their own paths, their own futures through the Bassett Learner/Bassett Leader. Reflective Learning practices.	CPD including Learning Forums, QA Cycles. Termly Staff and Student Feedback/Student Learning Conversations and presentation of work. Termly analysis of Behaviour Data.	All Staff.
		To use the new Personal Development Time (PDT) to develop the whole student so that they can become 'life-ready'.	Termly Reviews of iLearn and PDT and Student Learning Conversations around quality of delivery and skills developed.	DSO, CAI, DWi, HOYs and all Tutors.
	To promote Belonging. Running Sparx club both at lunch and after school to improve students' wellbeing through support on independent study tasks.	To enhance the RWBA/Ascend sense of belonging through valuing colleagues, working collaboratively and being clear about what it means to be a part of the school and Trust.	Termly Staff Surveys. Termly Staff Voice. Termly Student Voice. Termly Student Parliament feedback to LT. Promoting RWBA and Trust Values through all events and activities.	All Staff and Trust Staff.
	Chess club for students to engage in logical thinking and socialising.	To promote wellbeing and balance through better workload practices, finding more efficient ways of carrying out our roles Wellbeing Working Group. Break Activities, Lunch Clubs and After School Clubs.	Termly feedback on strategies. Use of Arbor.	All Staff. JRI, All Maths teachers.

MFL

Priority 1	Action	Impact	Review date	Who is responsible?
QFT	To develop Formative Assessment further and assessing their accessibility and impact for all Learners. Plan in formative assessment points in the calendar, use Kerboodle to help reduce workload for teachers. Review these assessments in dept meetings and ensure are feeding into planning. Set speaking tasks on kerboodle for all students.	To improve the quality of, and accessibility for all students to all learning.	Termly Review of Learning Cycles and Formative Assessments by Subject Areas.	DBe, SGU, PDa, Heads of Subjects, Class Teachers, TAs.
		To improve the recording for formative data to enable better tracking of progress for all stakeholders in school.	DBe and Heads of Subject after each Term. Include data and progression in Dept Meetings and RR Meetings.	DBe, Heads of Subject, Class Teachers.
	To build more adaptive resources for all Learners. All resources to be retrofitted to ensure they are dyslexia friendly. Ensure all worksheets are reviewed to be dyslexia friendly, as well as continuing with PowerPoints. Phonics teaching is an integral pillar of the schemes of learning, beneficial for SEND and dyslexic students. Share best practice of a multi-sensory approaches.	To improve the quality of, and accessibility to learning through resources.	Termly Review of Learning Cycles and resources by Subject Areas and PLT.	DBe, SGU, PDa, Heads of Subjects, Class Teachers, TAs.
		To ensure Dyslexia Friendly resources are developed.	Termly Review of Learning Cycles and resources by Subject Areas, PLT and RMe.	SGU, RMe, Heads of Subject, Class teachers and TAs.
	To embed Disciplinary Literacy further across all subjects. Continue to display "talk like a linguist" poster and ensure embedded into lessons, building upon last year.	To widen the opportunities for students to use and be exposed to Disciplinary Literacy in all subject areas and beyond into extra-curricular activities.	Termly Review of opportunities for Disciplinary Literacy in Learning Cycles and resources by Subject Areas, SGU and VNe.	SGU, Heads of Subject, Class Teachers and VNe.

	To develop the Independent Learner. Set pre-learning / high frequency vocabulary learning homework to help students become independent learners. Teach phonics explicitly so students can self/correct, decode language for themselves.	To promote the aspects for the Bassett Learner and Bassett Leader to develop independence for progression.	QA Cycles to identify good practice and examples of BL. Termly Report to LT through Evaluations	PDa, SGu and DBe and Heads of Subject.
		To apply strategies to enable all students to become more independent learners.	Record and share examples of impact. Record positive rewards received.	PDa, SGu and DBe and Heads of Subject, Heads of Year and Tutors.

Priority 2	Action	Impact	Review date	Who is responsible?
Closing Gaps	Attendance – closing gaps between Non, SEND and PP, working on EBSA strategies and the differences between Year Groups.	To improve attendance data.	Every week. Termly Reports. LM actions.	CFi, MRo, Year Teams. MCA, AEI, MRo and CFi.
		To develop strategies for EBSA and to record actions that have had direct positive impact.	Every week. Termly Reports. LM actions.	CFi, MRo, KHe, AAs, KTh, SMs and HOYs
	To identify learning barriers for our Priority Groups and Students and act upon them earlier.	DA, SEND, those with low reading ages.	Every 2 weeks in LM. Termly Report to LT on PP/DA progress.	TKi, MRo, SMI, HTLAs, SGu, VNe, NMi and JHo.

<p>MFL staff to know disadvantaged and SEND pupils, know their progress and the strategies to engage them.</p> <p>Discuss support strategies with TAs and HOY where there are concerns.</p> <p>Staff to ensure they are fully aware of the needs of all students, particularly SEND and disadvantaged learners and to reflect on the success of strategies used regularly.</p> <p>MFL staff to mark PP and SEND books first.</p> <p>MFL staff to have up to date seating plans with disadvantaged pupils seated in the best place for their learning.</p>	<p>To develop further RWBA Reading Strategies and record actions that have had positive impact.</p>	<p>Termly Report to LT on Reading Interventions and Ages, progress in Reading Groups.</p>	<p>SGi, SMI, VNe, NMI and JHo.</p>
<p>To provide more challenge for HPAs that will enable them to aspire to more. Target intervention, one week enhancement aimed at these students to inspire them to include complex structures in their work</p>	<p>Teaching strategies and interventions targeted at HPAs. What works?</p> <p>To promote the aspects for the Bassett Learner and Bassett Leader to develop aspiration and independence for progression.</p>	<p>Formative and Summative Assessment Data analysis. CPD and Bitesize opportunities. QA Cycles of strategies.</p> <p>QA Cycles to identify good practice and examples of BL. Termly Report to LT through Evaluations.</p>	<p>ABe, DBe and KSa and Raising Standards. PDa.</p> <p>PDa and SGU.</p> <p>ABe, DBe, SGU, PDa and KSh.</p>
<p>To provide CPD and learning opportunities for colleagues to</p>	<p>To be more adaptive to students' needs using professional guidance and</p>	<p>CPD including Learning Forums, QA Cycles.</p>	<p>PDa and All Staff.</p>

	understand students' needs and barriers to learning, more.	support to enable stronger and prolonged learning behaviours in the classroom.	Termly Staff and Student Feedback. Termly analysis of Behaviour Data. Graduated Responses and use of EduKey.	PDa, SGu and All Staff. MRo, ERa, HOYs and SMS and KTh. SMI, KHe and PLT.
		Appropriate pathways created.		
		To enable girls to be more resilient to failure and to use strategies that will ensure their attendance to all lessons to experience success.	CPD including Learning Forums, QA Cycles. Termly Staff and Student Feedback. Termly analysis of Behaviour Data. Graduated Responses and use of EduKey.	PDa and All Staff. PDa, SGu and All Staff. MRo, ERa, HOYs and SMS and KTh. SMI, KHe and PLT.
		Appropriate pathways created.		

Priority 3	Action	Impact	Review date	Who is responsible?
Bassett Leader	Development of the Bassett Leader, leadership within the classroom and beyond.	To support all Staff to be more adaptable in their various roles and to know the expectations of those roles.	CPD including Learning Forums, QA Cycles.	All Staff.
		Step Lab Coaching and CPD opportunities.	Termly Updates and Evaluations.	DBe, PDa, SGu, GKi and SHs and All Staff.
	To engage with and analyse impact of Performance Development Conversations.	All Staff to use new Performance Development Conversation (PDC) time effectively and to record their action points to fully engage with the process.	PDC Time – Termly.	All Staff.
		All staff to be empowered by the opportunities to personally develop through internal and external	PDC Time – Termly.	All Staff.

		CPD/Coaching/Learning Forums/Teacher Rounds.		
	To cultivate Student Leadership.	To support all Students to see themselves as Leaders of their own paths, their own futures through the Bassett Learner/Bassett Leader. Reflective Learning practices.	CPD including Learning Forums, QA Cycles. Termly Staff and Student Feedback/Student Learning Conversations and presentation of work. Termly analysis of Behaviour Data.	All Staff.
		To use the new Personal Development Time (PDT) to develop the whole student so that they can become 'life-ready'.	Termly Reviews of iLearn and PDT and Student Learning Conversations around quality of delivery and skills developed.	DSo, CAI, DWi, HOYs and all Tutors.
	To promote Belonging. Continue with the secret friend initiative in the department.	To enhance the RWBA/Ascend sense of belonging through valuing colleagues, working collaboratively and being clear about what it means to be a part of the school and Trust.	Termly Staff Surveys. Termly Staff Voice. Termly Student Voice. Termly Student Parliament feedback to LT. Promoting RWBA and Trust Values through all events and activities.	All Staff and Trust Staff.
		To promote wellbeing and balance through better workload practices, finding more efficient ways of carrying out our roles Wellbeing Working Group. Break Activities, Lunch Clubs and After School Clubs.	Termly feedback on strategies. Use of Arbor.	All Staff.

Music

Priority 1	Action	Impact	Review date	Who is responsible?
QFT	To develop Formative Assessment further and assessing their accessibility and impact for all Learners. – ongoing with developing end of topic mini tasks especially for GCSE.	To improve the quality of, and accessibility for all students to all learning. – on going	Termly Review of Learning Cycles and Formative Assessments by Subject Areas. On going	DBe, SGU, PDa, Heads of Subjects, Class Teachers, TAs.
		To improve the recording for formative data to enable better tracking of progress for all stakeholders in school.	DBe and Heads of Subject after each Term. Include data and progression in Dept Meetings and RR Meetings.	DBe, Heads of Subject, Class Teachers.
	To build more adaptive resources for all Learners.	To improve the quality of, and accessibility to learning through resources. Resources are being reconsidered on a regular basis – at least twice per year	Termly Review of Learning Cycles and resources by Subject Areas and PLT.	DBe, SGU, PDa, Heads of Subjects, Class Teachers, TAs.
		To ensure Dyslexia Friendly resources are developed.	Termly Review of Learning Cycles and resources by Subject Areas, PLT and RMe.	SGU, RMe, Heads of Subject, Class teachers and TAs.
	To embed Disciplinary Literacy further across all subjects.	To widen the opportunities for students to use and be exposed to Disciplinary Literacy in all subject areas and beyond into extra-curricular activities. Use strategies such as spaced retrieval to develop - KS3 literacy HW three per year have been included into SOW. Disciplinary Literacy and Oracy further in Music.	Termly Review of opportunities for Disciplinary Literacy in Learning Cycles and resources by Subject Areas, SGU and VNe. On going	SGU, Heads of Subject, Class Teachers and VNe.

		PowerPoints have been adapted using advice from Dyslexia lead. Reduced text on slides where possible, dyslexia friendly font, colours and spacing. Literacy display board in P12.		
	To develop the Independent Learner. Bassett learner is integrated into lessons PowerPoints.	To promote the aspects for the Bassett Learner and Bassett Leader to develop independence for progression.	QA Cycles to identify good practice and examples of BL. Termly Report to LT through Evaluations – QA ongoing	PDa, SGu and DBe and Heads of Subject.
		To apply strategies to enable all students to become more independent learners. – adding to lesson SOW PowerPoints.	Record and share examples of impact. Record positive rewards received. Develop use of rewards in music further with emails, postcards and badges. Emails home ongoing.	PDa, SGu and DBe and Heads of Subject, Heads of Year and Tutors.

Priority 2	Action	Impact	Review date	Who is responsible?
Closing Gaps	Attendance – closing gaps between Non, SEND and PP, working on EBSA strategies and the differences between Year Groups.	To improve attendance data.	Every week. Termly Reports. LM actions. Formalise use of peer tutoring in lessons as a PP strategy to improve	CFi, MRo, Year Teams. MCA, AEI, MRo and CFi.

			attainment over time in Music. – ongoing	
		To develop strategies for EBSA and to record actions that have had direct positive impact.	Every week. Termly Reports. LM actions.	CFi, MRo, KHe, AAs, KTh, SMs and HOYs
	To identify learning barriers for our Priority Groups and Students and act upon them earlier.	DA, SEND, those with low reading ages. Use of translator options on PowerPoints to provide live translations for EAL students in music. Provide EAL students with a glossary of key words in advance of a topic.	Every 2 weeks in LM. Termly Report to LT on PP/DA progress.	TKi, MRo, SMI, HTLAs, SGU, VNe, NMi and JHo.
		To develop further RWBA Reading Strategies and record actions that have had positive impact.	Termly Report to LT on Reading Interventions and Ages, progress in Reading Groups.	SGi, SMI, VNe, NMi and JHo.
	To provide more challenge for HPAs that will enable them to aspire to more.	Teaching strategies and interventions targeted at HPAs. What works? Provide a more active role for HPAs in the classroom. Formalise the use of 'expert' students in the music classroom. Expert or Jedi students utilised in lessons	Formative and Summative Assessment Data analysis. CPD and Bitesize opportunities. QA Cycles of strategies. - ongoing	ABe, DBe and KSa and Raising Standards. PDa. PDa and SGU.
		To promote the aspects for the Bassett Learner and Bassett Leader to	QA Cycles to identify good practice and examples of	ABe, DBe, SGU, PDa and KSh.

		develop aspiration and independence for progression.	BL. Termly Report to LT through Evaluations.	
	To provide CPD and learning opportunities for colleagues to understand students' needs and barriers to learning, more.	To be more adaptive to students' needs using professional guidance and support to enable stronger and prolonged learning behaviours in the classroom. Appropriate pathways created.	CPD including Learning Forums, QA Cycles. Termly Staff and Student Feedback. Termly analysis of Behaviour Data. Graduated Responses and use of EduKey.	PDa and All Staff. PDa, SGu and All Staff. MRo, ERa, HOYs and SMs and KTh. SMI, KHe and PLT.
		To enable girls to be more resilient to failure and to use strategies that will ensure their attendance to all lessons to experience success. Positive reinforcement with students especially girls Appropriate pathways created.	CPD including Learning Forums, QA Cycles. Termly Staff and Student Feedback. Termly analysis of Behaviour Data. Graduated Responses and use of EduKey.	PDa and All Staff. PDa, SGu and All Staff. MRo, ERa, HOYs and SMs and KTh. SMI, KHe and PLT.

Priority 3	Action	Impact	Review date	Who is responsible?
Bassett Leader	Development of the Bassett Leader, leadership within the classroom and beyond.	To support all Staff to be more adaptable in their various roles and to know the expectations of those roles.	CPD including Learning Forums, QA Cycles.	All Staff.
		Step Lab Coaching and CPD opportunities.	Termly Updates and Evaluations.	DBe, PDa, SGu, GKi and SHs and All Staff.

To engage with and analyse impact of Performance Development Conversations.	All Staff to use new Performance Development Conversation (PDC) time effectively and to record their action points to fully engage with the process. on going	PDC Time – Termly.	All Staff.
	All staff to be empowered by the opportunities to personally develop through internal and external CPD/Coaching/Learning Forums/Teacher Rounds.	PDC Time – Termly.	All Staff.
To cultivate Student Leadership.	To support all Students to see themselves as Leaders of their own paths, their own futures through the Bassett Learner/Bassett Leader. Developing the use of learning pairs in the music classroom across some KS3, GCSE and A Level classes Reflective Learning practices. Students are encouraged to reflect their learning	CPD including Learning Forums, QA Cycles. Termly Staff and Student Feedback/Student Learning Conversations and presentation of work. Termly analysis of Behaviour Data.	All Staff.
	To use the new Personal Development Time (PDT) to develop the whole student so that they can become 'life-ready'.	Termly Reviews of iLearn and PDT and Student Learning Conversations around quality of delivery and skills developed.	DSo, CAI, DWi, HOYs and all Tutors.
To promote Belonging.	To enhance the RWBA/Ascend sense of belonging through valuing	Termly Staff Surveys.	All Staff and Trust Staff.

		<p>colleagues, working collaboratively and being clear about what it means to be a part of the school and Trust.</p>	<p>Termly Staff Voice. Termly Student Voice. Termly Student Parliament feedback to LT. Promoting RWBA and Trust Values through all events and activities. Music Staff actively engaged with surveys</p>	
		<p>To promote wellbeing and balance through better workload practices, finding more efficient ways of carrying out our roles Wellbeing Working Group. Break Activities, Lunch Clubs and After School Clubs. Make Music clubs more accessible where possible for example run Junior Voices at lunchtime.</p>	<p>Termly feedback on strategies. Use of Arbor.</p>	<p>All Staff.</p>

Personal Development

Priority 1	Action	Impact	Review date	Who is responsible?
QFT	To develop Formative Assessment further and assessing their accessibility and impact for all Learners.	To improve the quality of, and accessibility for all students to all learning.	Termly Review of Learning Cycles and Formative Assessments by Subject Areas.	All staff
	Green self evaluation sheets used for PDT for students to self-assess progress.	To improve the recording for formative data to enable better tracking progress for all stakeholders in school.	DBe and Heads of Subject after each Term. Include data and progression in Dept Meetings and RR Meetings.	DSO, DWi CAI
	To build more adaptive resources for all Learners.	To improve the quality of, and accessibility to learning through resources.	Termly Review of Learning Cycles and resources by Subject Areas and PLT.	All staff
	Dyslexia friendly approach to all PD resources. Highlighted at staff training. PDT delivered by tutors who are the best placed and know students well to be adaptive to their needs.	To ensure Dyslexia Friendly resources are developed.	Termly Review of Learning Cycles and resources by Subject Areas, PLT and RMe.	All staff
	To embed Disciplinary Literacy further across all subjects.	To widen the opportunities for students to use and be exposed to Disciplinary Literacy in all subject areas and beyond into extra-curricular activities.	Termly Review of opportunities for Disciplinary Literacy in Learning Cycles and resources by Subject Areas, SGu and VNe. Use of QA procedures to scrutinise use of DL in lessons.	ABe, HOF SGu, Heads of Subject, Class Teachers and VNe.
	Ilearn continued to be used for guided reading			
To develop the Independent Learner.	To promote the aspects for the Bassett Learner and Bassett Leader to develop independence for progression.	QA Cycles to identify good practice and examples of BL.	All staff	

	Year 7 teamwork unit at the start of their PDT. Promote careers lead and appointments.		Termly Report to LT through Evaluations	
		To apply strategies to enable all students to become more independent learners.	Record and share examples of impact. All QA procedures to measure impact. Record positive rewards received.	All staff LHU
Priority 2	Action	Impact	Review date	Who is responsible?
Closing Gaps	Attendance – closing gaps between Non, SEND and PP, working on EBSA strategies and the differences between Year Groups.	To improve attendance data.	Every week. Termly Reports. LM actions.	All staff
	PDT on a Wednesday afternoon to target gaps in attendance.	To develop strategies for EBSA and to record actions that have had direct positive impact.	Every week. Termly Reports. LM actions.	All staff
	To identify learning barriers for our Priority Groups and Students and act upon them earlier.	DA, SEND, those with low reading ages.	Every 2 weeks in LM. Termly Report to LT on PP/DA progress.	All staff
		To develop further RWBA Reading Strategies and record actions that have had positive impact.	Termly Report to LT on Reading Interventions and Ages, progress in Reading Groups.	All Staff
	To provide more challenge for HPAs that will enable them to aspire to more. Build in study skills to PDT	Teaching strategies and interventions targeted at HPAs. What works?	Formative and Summative Assessment Data analysis. CPD and Bitesize opportunities. QA Cycles of strategies.	All Staff

		To promote the aspects for the Bassett Learner and Bassett Leader to develop aspiration and independence for progression.	QA Cycles to identify good practice and examples of BL. Termly Report to LT through Evaluations.	All staff KSh
	To provide CPD and learning opportunities for colleagues to understand students' needs and barriers to learning, more. Ensure PDT staff training for delivery is available through sessions in Bitesize.	To be more adaptive to students' needs using professional guidance and support to enable stronger and prolonged learning behaviours in the classroom. Appropriate pathways created.	CPD including Learning Forums, QA Cycles. Termly Staff and Student Feedback. Termly analysis of Behaviour Data. Graduated Responses and use of EduKey.	All staff
		To enable girls to be more resilient to failure and to use strategies that will ensure their attendance to all lessons to experience success. Appropriate pathways created.	CPD including Learning Forums, QA Cycles. Termly Staff and Student Feedback. Termly analysis of Behaviour Data. Graduated Responses and use of EduKey.	PDa and All Staff. PDa, SGu and All Staff. MRo, ERa, HOYs and SMs and KTh. SML, KHe and PLT.

Priority 3	Action	Impact	Review date	Who is responsible?
Bassett Leader	Development of the Bassett Leader, leadership within the classroom and beyond. Upskill staff with PDT delivery. Training in CPD and bite size sessions	To support all Staff to be more adaptable in their various roles and to know the expectations of those roles.	CPD including Learning Forums, QA Cycles.	All Staff.
		Step Lab Coaching and CPD opportunities.	Termly Updates and Evaluations.	DSo, Cal and DWi

To engage with and analyse impact of Performance Development Conversations.	All Staff to use new Performance Development Conversation (PDC) time effectively and to record their action points to fully engage with the process.	PDC Time – Termly.	All Staff.
	All staff to be empowered by the opportunities to personally develop through internal and external CPD/Coaching/Learning Forums/Teacher Rounds.	PDC Time – Termly.	All Staff.
To cultivate Student Leadership. Hosting of the Student Leadership Conference Rebranding of the Student Parliament inline with the Bassett Learner values to promote these across the student body and keep it at the forefront of all we do. White Horse Radio podcast opportunities	To support all Students to see themselves as Leaders of their own paths, their own futures through the Bassett Learner/Bassett Leader. Reflective Learning practices. To use the new Personal Development Time (PDT) to develop the whole student so that they can become 'life-ready'. Planned and sequenced work for both ilearn and PDT, training given on the delivery of challenging topics. Clearly sequenced observance days throughout the year. Self assessed progress sheets throughout the year. Assemblies to follow the Bassett values as well as the learner values.	CPD including Learning Forums, QA Cycles. Termly Staff and Student Feedback/Student Learning Conversations and presentation of work. Termly analysis of Behaviour Data. Termly Reviews of iLearn and PDT and Student Learning Conversations around quality of delivery and skills developed.	All Staff. DSo, CAI, DWi, HOYs and all Tutors.
To promote Belonging. Regular surveys via student parliament and Microsoft	To enhance the RWBA/Ascend sense of belonging through valuing colleagues, working	Termly Staff Surveys. Termly Staff Voice. Termly Student Voice.	All Staff and Trust Staff.

	<p>Forms- Mental Health, Identity, uniform Increase the profile of House system. Assign staff members to houses and revamp of house events. HoH newsletters.</p>	<p>collaboratively and being clear about what it means to be a part of the school and Trust.</p>	<p>Termly Student Learning Conversations. Termly Student Parliament feedback to LT. Promoting RWBA and Trust Values through all events and activities.</p>	
	<p>Continue with music in the street chosen by staff.</p>	<p>To promote wellbeing and balance through better workload practices, finding more efficient ways of carrying out our roles Wellbeing Working Group. Break Activities, Lunch Clubs and After School Clubs.</p>	<p>Termly feedback on strategies. Use of Arbor.</p>	<p>All Staff.</p>

Physical Education

Priority 1	Action	Impact	Review date	Who is responsible?
QFT	To develop Formative Assessment further and assessing their accessibility and impact for all Learners.	To improve the quality of, and accessibility for all students to all learning.	Termly Review of Learning Cycles and Formative Assessments by Subject Areas.	CIA/JRC – All staff Ongoing
	Physical Education - Bridge gap between data and pupil understanding. How to best share LIVE progress with pupils.	To improve the recording for formative data to enable better tracking of progress for all stakeholders in school.	DBe and Heads of Subject after each Term. Include data and progression in Dept Meetings and RR Meetings.	CIA/course leaders Work on going in core, trackers online but how to mail merge for pupil viewing.
	Potential review of setting or creation of nurture group.			
	Shared exam class trackers and core trackers. Consistent approaches across departments.			
QFT	To build more adaptive resources for all Learners.	To improve the quality of, and accessibility to learning through resources.	Termly Review of Learning Cycles and resources by Subject Areas and PLT.	All staff Ongoing, evident in exam courses across teachers
	Physical Education - Department shared resources, develop PKM ILO sharing. Use of powerpoints, shared areas, teams and other sources e.g. Everlearner. Adaptation of resources to match pupils needed and SEND students. Review info e.g. pupil passports to match needs.	To ensure Dyslexia Friendly resources are developed.	Termly Review of Learning Cycles and resources by Subject Areas, PLT and RMe.	All staff/PE champions Ongoing, evident in exam courses across teachers. Good work with girls as sub groups.

	<p>To embed Disciplinary Literacy further across all subjects.</p> <p>Physical Education - Consistent use of learning language e.g. PE ready, PE stance, PKM key words of learning. Specific dept CPD and review of schemes of work.</p> <p>Oracy in PE, development of verbal questioning and responses. What does specific PE vocabulary look like.</p>	<p>To widen the opportunities for students to use and be exposed to Disciplinary Literacy in all subject areas and beyond into extra-curricular activities.</p> <p>Ongoing work surrounding teaching skills to utilise content for NEA exam course components.</p>	<p>Termly Review of opportunities for Disciplinary Literacy in Learning Cycles and resources by Subject Areas, SGu and VNe.</p>	<p>Lit lead</p> <p>Evidenced in learning walks and common PKM language. Plus shared dept LOs.</p> <p>Use of RWBA lesson words, leaders & learners.</p>
	<p>To develop the Independent Learner. Physical Education - Consistent use of strategy across department e.g. peer tutoring, Bassett leader vs learner.</p> <p>Developed independence - PE ready, PE stance, PKM key words of learning. Specific dept CPD.</p> <p>Promotion of skills needed for independence within PE specific courses and lessons.</p>	<p>To promote the aspects for the Bassett Learner and Bassett Leader to develop independence for progression.</p>	<p>QA Cycles to identify good practice and examples of BL. Termly Report to LT through Evaluations</p>	<p>CIA, JRC, PE champions</p> <p>Evidenced in learning walks and common PKM language. Plus shared dept LOs.</p> <p>Use of RWBA lesson words, leaders & learners.</p>
	<p>Lesson resources, hmwk resources and development of opportunities to be independent learners.</p>	<p>To apply strategies to enable all students to become more independent learners.</p> <p>Ongoing work surrounding teaching skills to utilise content for NEA exam course components.</p>	<p>Record and share examples of impact.</p> <p>Record positive rewards received.</p> <p>Ongoing, evident in exam courses across teachers</p>	<p>All staff</p>

Priority 2	Action	Impact	Review date	Who is responsible?
Closing Gaps	Attendance – closing gaps between Non, SEND and PP, working on EBSA strategies and the differences between Year Groups.	To improve attendance data.	Every week. Termly Reports. LM actions.	All staff
	Physical Education - Streamlined provision for pupils and no participants.	To develop strategies for EBSA and to record actions that have had direct positive impact.	Every week. Termly Reports. LM actions.	CIA, PE Champions
	Provision of extra-curricular opportunities for specific sub-groups. Development of funding streams to support.			
	Mentoring for specific pupils through PE and sport to raise aspirations.			
	To identify learning barriers for our Priority Groups and Students and act upon them earlier.	DA, SEND, those with low reading ages.	Every 2 weeks in LM. Termly Report to LT on PP/DA progress.	CIA, PE champions
	Physical Education - TA support for all PE lessons. Develop the use of TAs in lessons.	To develop further RWBA Reading Strategies and record actions that have had positive impact.	Termly Report to LT on Reading Interventions and Ages, progress in Reading Groups.	Lit lead
Continued development of department tracking and use of data against targets to trigger specific support.				
To provide more challenge for HPAs that will enable them to aspire to more.	Teaching strategies and interventions targeted at HPAs. What works?	Formative and Summative Assessment Data analysis.	All staff	

	<p>Physical Education - Work with HPA data earlier in the school to identify pupils.</p> <p>Specific working groups and focused strategy for these students within lesson.</p> <p>Mentoring for specific pupils through PE and sport to raise aspirations.</p>		<p>CPD and Bitesize opportunities.</p> <p>QA Cycles of strategies.</p>	
	<p>To provide CPD and learning opportunities for colleagues to understand students' needs and barriers to learning, more.</p> <p>Physical Education - As per whole school provision and champions within department to lead.</p>	<p>To promote the aspects for the Bassett Learner and Bassett Leader to develop aspiration and independence for progression.</p> <p>To be more adaptive to students' needs using professional guidance and support to enable stronger and prolonged learning behaviours in the classroom.</p> <p>Appropriate pathways created.</p>	<p>QA Cycles to identify good practice and examples of BL. Termly Report to LT through Evaluations.</p> <p>CPD including Learning Forums, QA Cycles.</p> <p>Termly Staff and Student Feedback.</p> <p>Termly analysis of Behaviour Data.</p> <p>Graduated Responses and use of EduKey.</p>	<p>All staff</p> <p>All staff, PE champions</p>
	<p>Continued sharing of good practice and creation of opportunities within department for subject specific CPD. Shared practice and support one another with weaker areas.</p> <p>Lead and by into Swindon wide subject specific opportunities.</p> <p>Provision of extra-curricular opportunities for specific sub-groups</p>	<p>To enable girls to be more resilient to failure and to use strategies that will ensure their attendance to all lessons to experience success.</p> <p>Appropriate pathways created.</p>	<p>CPD including Learning Forums, QA Cycles.</p> <p>Termly Staff and Student Feedback.</p> <p>Termly analysis of Behaviour Data.</p> <p>Graduated Responses and use of EduKey.</p>	<p>CIA, JRC, GDE, CDY</p>

	(girls). Development of funding streams to support.			
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Priority 3	Action	Impact	Review date	Who is responsible?
Bassett Leader	Development of the Bassett Leader, leadership within the classroom and beyond.	To support all Staff to be more adaptable in their various roles and to know the expectations of those roles.	CPD including Learning Forums, QA Cycles.	CIA, JRC
	Physical Education - Provision of extra-curricular opportunities for specific sub-groups. Development of funding streams to support.	Step Lab Coaching and CPD opportunities.	Termly Updates and Evaluations.	CIA, PDA
	Pupil leaders within lesson, PE and sport groups, develop sports prefects and captains. Within lesson strategies e.g. modelling and peer tutoring.			
	To engage with and analyse impact of Performance Development Conversations.	All Staff to use new Performance Development Conversation (PDC) time effectively and to record their action points to fully engage with the process.	PDC Time – Termly.	All staff
	Physical Education - Apply and develop whole school PDC process to fit the needs of the subject and department.	All staff to be empowered by the opportunities to personally develop through internal and	PDC Time – Termly.	All staff, PE champions

	<p>Continued sharing of good practice and creation of opportunities within department for subject specific CPD. Shared practice and support one another with weaker areas.</p> <p>Lead and by into Swindon wide subject specific opportunities.</p>	<p>external CPD/Coaching/Learning Forums/Teacher Rounds.</p>		
	<p>To cultivate Student Leadership.</p> <p>Physical Education - Specific provision within PE curriculum across all key stages.</p> <p>Pupil leaders within lesson, PE and sport groups, develop sports prefects and captains.</p> <p>Within lesson strategies e.g. modelling and peer tutoring.</p> <p>Apply and develop whole school PDC process to fit the needs of the subject and department.</p>	<p>To support all Students to see themselves as Leaders of their own paths, their own futures through the Bassett Learner/Bassett Leader.</p> <p>Reflective Learning practices.</p> <p>To use the new Personal Development Time (PDT) to develop the whole student so that they can become 'life-ready'.</p>	<p>CPD including Learning Forums, QA Cycles.</p> <p>Termly Staff and Student Feedback/Student Learning Conversations and presentation of work.</p> <p>Termly analysis of Behaviour Data.</p> <p>Termly Reviews of iLearn and PDT and Student Learning Conversations around quality of delivery and skills developed.</p>	<p>All staff</p> <p>All staff</p>
	<p>To promote Belonging.</p>	<p>To enhance the RWBA/Ascend sense of belonging through valuing colleagues, working collaboratively and being clear about what it means to be a part of the school and Trust.</p>	<p>Termly Staff Surveys.</p> <p>Termly Staff Voice.</p> <p>Termly Student Voice.</p>	<p>All staff, HOH</p>

	<p>Physical Education - House events and competitions.</p> <p>PE values and PKM learning focuses.</p> <p>All extra-curricular and teams. Adaptation to need, numbers and pupil voice.</p> <p>Provision of extra-curricular opportunities for specific sub-groups. Development of funding streams to support.</p> <p>Review the provision opportunities for pupils in the school day e.g. lunch clubs.</p>		<p>Termly Student Parliament feedback to LT.</p> <p>Promoting RWBA and Trust Values through all events and activities.</p>	
		<p>To promote wellbeing and balance through better workload practices, finding more efficient ways of carrying out our roles</p> <p>Wellbeing Working Group.</p> <p>Break Activities, Lunch Clubs and After School Clubs.</p>	<p>Termly feedback on strategies.</p> <p>Use of Arbor.</p>	<p>CIA, PE champions</p>

QA and CPD

Priority 1	Action	Impact	Review date	Who is responsible?
QFT	To develop Formative Assessment further and assessing their accessibility and impact for all Learners. Quality Assurance procedures to focus on formative teaching as part of Teaching and Learning focus areas. Bitesize CPD and learning forums to focus on formative teaching processes.	To improve the quality of, and accessibility for all students to all learning.	Termly Review of Learning Cycles and Formative Assessments by Subject Areas.	DBe, SGU, PDA, Heads of Subjects, Class Teachers, TAs.
		To improve the recording for formative data to enable better tracking of progress for all stakeholders in school.	DBe and Heads of Subject after each Term. Include data and progression in Dept Meetings and RR Meetings.	DBe, Heads of Subject, Class Teachers.
	To build more adaptive resources for all Learners. Learning forums and Bitesize CPD to look at ways in which students become more independent through use of effective models and resources.	To improve the quality of, and accessibility to learning through resources.	Termly Review of Learning Cycles and resources by Subject Areas and PLT.	DBe, SGU, PDA, Heads of Subjects, Class Teachers, TAs.
		To ensure Dyslexia Friendly resources are developed.	Termly Review of Learning Cycles and resources by Subject Areas, PLT and RMe.	SGU, RMe, Heads of Subject, Class teachers and TAs.
	To embed Disciplinary Literacy further across all subjects. Curriculum pathways and SOW identify opportunities for Disciplinary Literacy Tier 2 and Tier 3 vocabulary included in all CPD conversations and Learning Forums	To ensure students have exposure, opportunity and practice with Disciplinary Literacy	Review of opportunities in SOW end of term one	Abe, HOF
		To widen the opportunities for students to use and be exposed to Disciplinary Literacy in all subject areas and beyond into extra-curricular activities.	Termly Review of opportunities for Disciplinary Literacy in Learning Cycles and resources by Subject	SGU, Heads of Subject, Class Teachers and VNe.

	and Bitesize on Disciplinary Literacy to be published to all staff.		Areas, SGU and VNe. Use of QA procedures to scrutinise use of DL in lessons.	
	To develop the Independent Learner. Bitesize CPD and Teaching and Learning focus areas of formative teaching and modelling designed to grow student independence.	To promote the aspects for the Bassett Learner and Bassett Leader to develop independence for progression.	QA Cycles to identify good practice and examples of BL. Termly Report to LT through Evaluations	PDa, SGU and DBe and Heads of Subject.
		To apply strategies to enable all students to become more independent learners.	Record and share examples of impact. All QA procedures to measure impact. Record positive rewards received.	PDa, SGU and DBe and Heads of Subject, Heads of Year and Tutors.
Priority 2	Action	Impact	Review date	Who is responsible?
Closing Gaps	Attendance – closing gaps between Non, SEND and PP, working on EBSA strategies and the differences between Year Groups. Publishing of QFT Bitesize to all staff. New menu to tie into wave 1 teaching and build independence of all students.	To improve attendance data.	Every week. Termly Reports. LM actions.	CFi, MRo, Year Teams. MCA, AEL, MRo and CFi.
		To develop strategies for EBSA and to record actions that have had direct positive impact.	Every week. Termly Reports. LM actions.	CFi, MRo, KHe, AAs, KTh, SMs and HOYS
	To identify learning barriers for our Priority Groups and Students and act upon them earlier. QA of SEND provision via Climate Walks and lesson explorations.	DA, SEND, those with low reading ages.	Every 2 weeks in LM. Termly Report to LT on PP/DA progress.	TKi, MRo, SMI, HTLAs, SGU, VNe, NMI and JHo.
	To develop further RWBA Reading Strategies and record actions that have had positive impact.	Termly Report to LT on Reading Interventions and	SGi, SMI, VNe, NMI and JHo.	

			Ages, progress in Reading Groups.	
	To provide more challenge for HPAs that will enable them to aspire to more. Use of CPD to highlight possibilities to stretch and challenge through independence.	Teaching strategies and interventions targeted at HPAs. What works?	Formative and Summative Assessment Data analysis. CPD and Bitesize opportunities. QA Cycles of strategies.	ABe, DBe and KSa and Raising Standards. PDa. PDa and SGu.
	Use the Horsforth Quadrant to identify HPA and develop subject strategies	To promote the aspects for the Bassett Learner and Bassett Leader to develop aspiration and independence for progression.	QA Cycles to identify good practice and examples of BL. Termly Report to LT through Evaluations.	ABe, DBe, SGu, PDa and KSh.
	To provide CPD and learning opportunities for colleagues to understand students' needs and barriers to learning, more. Development of formative teaching methodologies and modelling methodologies to allow for adaptive approaches to allow all students to access curriculum.	To be more adaptive to students' needs using professional guidance and support to enable stronger and prolonged learning behaviours in the classroom. Appropriate pathways created.	CPD including Learning Forums, QA Cycles. Termly Staff and Student Feedback. Termly analysis of Behaviour Data. Graduated Responses and use of EduKey.	PDa and All Staff. PDa, SGu and All Staff. MRo, ERa, HOYs and SMs and KTh. SMI, KHe and PLT.
		To enable girls to be more resilient to failure and to use strategies that will ensure their attendance to all lessons to experience success. Appropriate pathways created.	CPD including Learning Forums, QA Cycles. Termly Staff and Student Feedback. Termly analysis of Behaviour Data. Graduated Responses and use of EduKey.	PDa and All Staff. PDa, SGu and All Staff. MRo, ERa, HOYs and SMs and KTh. SMI, KHe and PLT.

Priority 3	Action	Impact	Review date	Who is responsible?
Bassett Leader	Development of the Bassett Leader, leadership within the classroom and beyond. <i>All CPD has specific focus on development of students leading learning. QA processes to look at all elements of the Bassett Leader and Bassett Learner and how students are encouraged to show all attributes.</i>	To support all Staff to be more adaptable in their various roles and to know the expectations of those roles.	CPD including Learning Forums, QA Cycles.	All Staff.
		Step Lab Coaching and CPD opportunities.	Termly Updates and Evaluations.	DBe, PDa, SGU, GKi and SHs and All Staff.
	To engage with and analyse impact of Performance Development Conversations.	All Staff to use new Performance Development Conversation (PDC) time effectively and to record their action points to fully engage with the process.	PDC Time – Termly.	All Staff.
		All staff to be empowered by the opportunities to personally develop through internal and external CPD/Coaching/Learning Forums/Teacher Rounds.	PDC Time – Termly.	All Staff.
	To cultivate Student Leadership. <i>Formative and modelling procedures to grow student leadership of learning.</i>	To support all Students to see themselves as Leaders of their own paths, their own futures through the Bassett Learner/Bassett Leader. Reflective Learning practices.	CPD including Learning Forums, QA Cycles. Termly Staff and Student Feedback/Student Learning Conversations and presentation of work. Termly analysis of Behaviour Data.	All Staff.

		To use the new Personal Development Time (PDT) to develop the whole student so that they can become 'life-ready'.	Termly Reviews of iLearn and PDT and Student Learning Conversations around quality of delivery and skills developed.	DSo, CAI, DWi, HOYs and all Tutors.
	To promote Belonging. Formative and modelling procedures to grow student leadership of learning and sense of ownership and belonging.	To enhance the RWBA/Ascend sense of belonging through valuing colleagues, working collaboratively and being clear about what it means to be a part of the school and Trust.	Termly Staff Surveys. Termly Staff Voice. Termly Student Voice. Termly Student Learning Conversations. Termly Student Parliament feedback to LT. Promoting RWBA and Trust Values through all events and activities.	All Staff and Trust Staff.
		To promote wellbeing and balance through better workload practices, finding more efficient ways of carrying out our roles Wellbeing Working Group. Break Activities, Lunch Clubs and After School Clubs.	Termly feedback on strategies. Use of Arbor.	All Staff.

Reading Schools & Literacy

Priority 1	Action	Impact	Review date	Who is responsible?
QFT	To develop Formative Assessment further and assessing their accessibility and impact for all Learners.	To improve the quality of, and accessibility for all students to all learning.	Termly Review of Learning Cycles and Formative Assessments by Subject Areas.	DBe, SGu, PDa, Heads of Subjects, Class Teachers, TAs.
	<p>Ensuring reading skills are broken down and demonstrated explicitly during formative feedback.</p> <ul style="list-style-type: none"> • Training on disciplinary reading strategies and reading pedagogy delivered to LL 11/11. Materials sent to HoDs. <p>Disciplinary reading criteria are clear and explicit to students.</p> <ul style="list-style-type: none"> • Success criteria established with LL and shared with HoDs. 	To improve the recording for formative data to enable better tracking of progress for all stakeholders in school.	DBe and Heads of Subject after each Term. Include data and progression in Dept Meetings and RR Meetings.	DBe, Heads of Subject, Class Teachers.
	To build more adaptive resources for all Learners.	To improve the quality of, and accessibility to learning through resources.	Termly Review of Learning Cycles and resources by Subject Areas and PLT.	DBe, SGu, PDa, Heads of Subjects, Class Teachers, TAs.

<p>All staff to use the RWBA Literacy Handbook.</p> <ul style="list-style-type: none"> All HoDs and LL have a copy and the e-copy is available on the portal. Updated version will be included in the Resources section of the T&L handbook. <p>All staff to use strategies and nuggets from July CPD on Oracy.</p> <ul style="list-style-type: none"> A focus for best practice sharing in the December LL meeting. 	<p>To ensure Dyslexia Friendly resources are developed.</p>	<p>Termly Review of Learning Cycles and resources by Subject Areas, PLT and RMe.</p>	<p>SGu, RMe, Heads of Subject, Class teachers and TAs.</p>
<p>To embed Disciplinary Literacy further across all subjects.</p> <p>To ensure all departments have a Literacy rep at meetings and consult with VNe on generic and disciplinary approaches.</p> <ul style="list-style-type: none"> Majority of departments have a named LL. VNe available for consult every Monday. 	<p>To widen the opportunities for students to use and be exposed to Disciplinary Literacy in all subject areas and beyond into extra-curricular activities.</p>	<p>Termly Review of opportunities for Disciplinary Literacy in Learning Cycles and resources by Subject Areas, SGu and VNe.</p>	<p>SGu, Heads of Subject, Class Teachers and VNe.</p>
<p>To develop the Independent Learner.</p> <p>Explore Voice21 student led approaches to Oracy and leadership.</p>	<p>To promote the aspects for the Bassett Learner and Bassett Leader to develop independence for progression.</p>	<p>QA Cycles to identify good practice and examples of BL. Termly Report to LT through Evaluations</p>	<p>PDa, SGu and DBe and Heads of Subject.</p>

	<p>Equip all Year 7s with transferable reading strategies to access the whole curriculum through the transition unit.</p> <ul style="list-style-type: none"> • Transition unit delivered by English in Term 1. <p>To expand the Sixth Form reading mentoring programme to cultivate independence and leadership.</p> <ul style="list-style-type: none"> • All non-EPQ Sixth Form students have been assigned as Reading Mentors and the programme is in progress. 	<p>To apply strategies to enable all students to become more independent learners.</p>	<p>Record and share examples of impact. Record positive rewards received.</p>	<p>PDa, SGu and DBe and Heads of Subject, Heads of Year and Tutors.</p>
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Priority 2	Action	Impact	Review date	Who is responsible?
Closing Gaps	<p>Attendance – closing gaps between Non, SEND and PP, working on EBSA strategies and the differences between Year Groups.</p> <p>Ensure reading interventions are tracked and monitored effectively to diagnose and address reading gaps.</p> <ul style="list-style-type: none"> • Reading interventions reviewed regularly by SEND team and/or Reading team. • NGRT Reader Profiles to be shared with staff. • DBa shared reading intervention tracker. 	<p>To improve attendance data.</p> <p>To develop strategies for EBSA and to record actions that have had direct positive impact.</p>	<p>Every week. Termly Reports. LM actions.</p> <p>Every week. Termly Reports. LM actions.</p>	<p>CFi, MRo, Year Teams. MCA, AEI, MRo and CFi.</p> <p>CFi, MRo, KHe, AAs, KTh, SMs and HOYs</p>

<p>Set up Oracy Working Group to audit and develop whole school culture of oracy.</p> <ul style="list-style-type: none"> Group set up at the end of last academic year but no further progress yet. 			
<p>To identify learning barriers for our Priority Groups and Students and act upon them earlier.</p>	<p>DA, SEND, those with low reading ages.</p>	<p>Every 2 weeks in LM. Termly Report to LT on PP/DA progress.</p>	<p>TKi, MRo, SMI, HTLAs, SGU, VNe, NMi and JHo.</p>
<p>To ensure TRT programme remains effective within the iLearn programme.</p>	<p>To develop further RWBA Reading Strategies and record actions that have had positive impact.</p>	<p>Termly Report to LT on Reading Interventions and Ages, progress in Reading Groups.</p>	<p>SGi, SMI, VNe, NMi and JHo.</p>
<p>To provide more challenge for HPAs that will enable them to aspire to more.</p> <p>Departments to provide opportunities for wider critical reading around their subject through adaptive resources and homework.</p> <p>Create opportunities for developing public speaking through the whole school culture of oracy.</p>	<p>Teaching strategies and interventions targeted at HPAs. What works?</p> <p>To promote the aspects for the Bassett Learner and Bassett Leader to develop aspiration and independence for progression.</p>	<p>Formative and Summative Assessment Data analysis. CPD and Bitesize opportunities. QA Cycles of strategies.</p> <p>QA Cycles to identify good practice and examples of BL. Termly Report to LT through Evaluations.</p>	<p>ABe, DBe and KSa and Raising Standards. PDa.</p> <p>PDa and SGU.</p> <p>ABe, DBe, SGU, PDa and KSh.</p>
<p>To provide CPD and learning opportunities for colleagues to understand students' needs and barriers to learning, more.</p>	<p>To be more adaptive to students' needs using professional guidance and support to enable stronger and prolonged learning behaviours in the classroom.</p>	<p>CPD including Learning Forums, QA Cycles. Termly Staff and Student Feedback.</p>	<p>PDa and All Staff.</p> <p>PDa, SGU and All Staff.</p>

	Bitesize series on how language works.	Appropriate pathways created.	Termly analysis of Behaviour Data. Graduated Responses and use of EduKey.	MRO, ERa, HOYs and SMs and KTh. SML, KHe and PLT.
	Provide CPD as part of the Literacy Team meetings.	To enable girls to be more resilient to failure and to use strategies that will ensure their attendance to all lessons to experience success.	CPD including Learning Forums, QA Cycles. Termly Staff and Student Feedback.	PDa and All Staff. PDa, SGu and All Staff.
		Appropriate pathways created.	Termly analysis of Behaviour Data. Graduated Responses and use of EduKey.	MRO, ERa, HOYs and SMs and KTh. SML, KHe and PLT.

Priority 3	Action	Impact	Review date	Who is responsible?
Bassett Leader	Development of the Bassett Leader, leadership within the classroom and beyond.	To support all Staff to be more adaptable in their various roles and to know the expectations of those roles.	CPD including Learning Forums, QA Cycles.	All Staff.
	Literacy Team to lead on developing literacy within their subject discipline.	Step Lab Coaching and CPD opportunities.	Termly Updates and Evaluations.	DBe, PDa, SGu, GKl and SHs and All Staff.
	Oracy working group to ensure development of whole school culture of oracy.			
	To engage with and analyse impact of Performance Development Conversations.	All Staff to use new Performance Development Conversation (PDC) time effectively and to record their action points to fully engage with the process.	PDC Time – Termly.	All Staff.

<p>Literacy Leads to have directed time and PD targets to work on developing Literacy and Oracy within their subject disciplines.</p>	<p>All staff to be empowered by the opportunities to personally develop through internal and external CPD/Coaching/Learning Forums/Teacher Rounds.</p>	<p>PDC Time – Termly.</p>	<p>All Staff.</p>
<p>To cultivate Student Leadership.</p> <p>Work with Student Parliament on cultivating more oracy based leadership roles. E.g. leading assemblies</p>	<p>To support all Students to see themselves as Leaders of their own paths, their own futures through the Bassett Learner/Bassett Leader.</p> <p>Reflective Learning practices.</p> <p>To use the new Personal Development Time (PDT) to develop the whole student so that they can become ‘life-ready’.</p>	<p>CPD including Learning Forums, QA Cycles.</p> <p>Termly Staff and Student Feedback/Student Learning Conversations and presentation of work.</p> <p>Termly analysis of Behaviour Data.</p> <p>Termly Reviews of iLearn and PDT and Student Learning Conversations around quality of delivery and skills developed.</p>	<p>All Staff.</p> <p>DSo, CAI, DWi, HOYs and all Tutors.</p>
<p>To promote Belonging.</p> <p>Provide opportunities for students to be an active part of our Reading School status: book clubs, reading mentor programme, reading interventions, World Book Day and other events.</p>	<p>To enhance the RWBA/Ascend sense of belonging through valuing colleagues, working collaboratively and being clear about what it means to be a part of the school and Trust.</p>	<p>Termly Staff Surveys.</p> <p>Termly Staff Voice.</p> <p>Termly Student Voice.</p> <p>Termly Student Parliament feedback to LT.</p> <p>Promoting RWBA and Trust Values through all events and activities.</p>	<p>All Staff and Trust Staff.</p>

		<p>To promote wellbeing and balance through better workload practices, finding more efficient ways of carrying out our roles</p> <p>Wellbeing Working Group.</p> <p>Break Activities, Lunch Clubs and After School Clubs.</p>	<p>Termly feedback on strategies.</p> <p>Use of Arbor.</p>	<p>All Staff.</p>
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Science

Priority 1	Action	Impact	Review date	Who is responsible?
QFT	To develop Formative Assessment further and assessing their accessibility and impact for all Learners:	To improve the quality of, and accessibility for all students to all learning.	Termly Review of Learning Cycles and Formative Assessments by Subject Areas.	DBe, Sgu, Pda, HODs, Class Teachers, Tas.
	<ul style="list-style-type: none"> KS3: assessment of working scientifically skills to be tracked and recorded on centralised spreadsheet. KS4: assessment of working scientifically skills to be assessed through GCSE exam style questions and recorded on centralised spreadsheet KS3 & 4: end of topic formative tests and consolidation lessons – written for topic already taught. Need writing for future topics. Recording on spreadsheet as we proceed KS5: interim and end of topic tests based on A level exam questions and tracked on subject centralised spreadsheets 	To improve the recording for formative data to enable better tracking of progress for all stakeholders in school.	Dbe and Heads of Subject after each Term. Include data and progression in Dept Meetings and RR Meetings.	Dbe, HOD's, Class Teachers.
	To build more adaptive resources for all Learners:	To improve the quality of, and accessibility to learning through resources.	Termly Review of Learning Cycles and resources by Subject Areas and PLT.	DBe, SGu, PDa, HOD's, Class Teachers, TAs.
	<ul style="list-style-type: none"> Develop additional differentiated support resources for all lessons – in place for many lessons but some still need adapting 	To ensure Dyslexia Friendly resources are developed.	Termly Review of Learning Cycles and resources by Subject Areas, PLT and Rmp.	Sgu, RMe, HODs, Class teachers and TAs.
	To embed Disciplinary Literacy further across all subjects:	To widen the opportunities for students to use and be exposed to Disciplinary Literacy in all subject areas and beyond into extra-curricular activities.	Termly Review of opportunities for Disciplinary Literacy in Learning Cycles and resources by Subject Areas, SGu and VNe.	Sgu, HODs, Class Teachers and VNe.

	<ul style="list-style-type: none"> Embed 'speak like a scientist' activities across KS3 & 4 			
	<p>To develop the Independent Learner:</p> <ul style="list-style-type: none"> Ensure science lessons still explore to develop independent thought – majority of lessons, however some can still be improved Develop scaffolded resources and activities to enable success whilst not spoon-feeding – in place for some lessons but could be developed further Use review element of the Bassett lesson more frequently for students to know where they are at. 	<p>To promote the aspects for the Bassett Learner and Bassett Leader to develop independence for progression.</p> <p>To apply strategies to enable all students to become more independent learners.</p>	<p>QA Cycles to identify good practice and examples of BL. Termly Report to LT through Evaluations</p> <p>Record and share examples of impact. Record positive rewards received.</p>	<p>PDa, SGU and DBe and HODs.</p> <p>PDa, SGU and DBe and HODs, HOYs and Tutors.</p>
Priority 2	Action	Impact	Review date	Who is responsible?
Closing Gaps	<p>Attendance – closing gaps between Non, SEND and PP, working on EBSA strategies and the differences between Year Groups:</p> <ul style="list-style-type: none"> Ensure all topic sheets with QR codes are loaded on the intranet for students to access when not in school – need to develop further with changes to the intranet All staff to direct students to the QR codes to catch up on missed work and monitor to embed into routine 	<p>To improve attendance data.</p>	<p>Every week. Termly Reports. LM actions.</p>	<p>CFi, MRo, Year Teams. MCA, AEI, MRo and CFi.</p>
		<p>To develop strategies for EBSA and to record actions that have had direct positive impact.</p>	<p>Every week. Termly Reports. LM actions.</p>	<p>CFi, MRo, KHe, AAs, KTh, SMs and HOYs</p>
	<p>To identify learning barriers for our Priority Groups and Students and act upon them earlier.</p>	<p>DA, SEND, those with low reading ages.</p>	<p>Every 2 weeks in LM. Termly Report to LT on PP/DA progress.</p>	<p>TKi, MRo, SMI, HTLAs, SGU, VNe, NMi and JHo.</p>

		To develop further RWBA Reading Strategies and record actions that have had positive impact.	Termly Report to LT on Reading Interventions and Ages, progress in Reading Groups.	SGi, SMI, VNe, NMI and JHo.
	To provide more challenge for HPAs that will enable them to aspire to more: <ul style="list-style-type: none"> Ensure lessons are differentiated to extend and challenge as well as support the students with needs. 	Teaching strategies and interventions targeted at HPAs. What works?	Formative and Summative Assessment Data analysis. CPD and Bitesize opportunities. QA Cycles of strategies.	ABe, DBe and KSa and Raising Standards. PDa and SGu.
		To promote the aspects for the Bassett Learner and Bassett Leader to develop aspiration and independence for progression.	QA Cycles to identify good practice and examples of BL. Termly Report to LT through Evaluations.	ABe, DBe, SGu, PDa and KSh.
	To provide CPD and learning opportunities for colleagues to understand students' needs and barriers to learning, more.	To be more adaptive to students' needs using professional guidance and support to enable stronger and prolonged learning behaviours in the classroom. Appropriate pathways created.	CPD including Learning Forums, QA Cycles. Termly Staff and Student Feedback. Termly analysis of Behaviour Data. Graduated Responses and use of EduKey.	PDa and All Staff.
		To enable girls to be more resilient to failure and to use strategies that will ensure their attendance to all lessons to experience success. Appropriate pathways created.		PDa, SGu and All Staff. MRo, ERa, HOYs and SMs and KTh. SMI, KHe and PLT.

Priority	Action	Impact	Review date	Who is responsible?
3				
Bassett Leader	Development of the Bassett Leader, leadership within the classroom and beyond.	To support all Staff to be more adaptable in their various roles and to know the expectations of those roles.	CPD including Learning Forums, QA Cycles.	All Staff.
		Step Lab Coaching and CPD opportunities.	Termly Updates and Evaluations.	DBe, PDa, SGu, GKi and SHs and All Staff.

	To engage with and analyse impact of Performance Development Conversations.	All Staff to use new Performance Development Conversation (PDC) time effectively and to record their action points to fully engage with the process.	PDC Time – Termly.	All Staff.
		All staff to be empowered by the opportunities to personally develop through internal and external CPD/Coaching/Learning Forums/Teacher Rounds.	PDC Time – Termly.	All Staff.
	To cultivate Student Leadership.	To support all Students to see themselves as Leaders of their own paths, their own futures through the Bassett Learner/Bassett Leader. Reflective Learning practices.	CPD including Learning Forums, QA Cycles. Termly Staff and Student Feedback/Student Learning Conversations and presentation of work. Termly analysis of Behaviour Data.	All Staff.
		To use the new Personal Development Time (PDT) to develop the whole student so that they can become 'life-ready'.	Termly Reviews of iLearn and PDT and Student Learning Conversations around quality of delivery and skills developed.	DSo, CAI, DWi, HOYs and all Tutors.
	To promote Belonging.	To enhance the RWBA/Ascend sense of belonging through valuing colleagues, working collaboratively and being clear about what it means to be a part of the school and Trust.	Termly Staff Surveys. Termly Staff Voice. Termly Student Voice. Termly Student Parliament feedback to LT.	All Staff and Trust Staff.
		To promote wellbeing and balance through better workload practices, finding more efficient ways of carrying out our roles Wellbeing Working Group. Break Activities, Lunch Clubs and After School Clubs.	Promoting RWBA and Trust Values through all events and activities. Termly feedback on strategies. Use of Arbor.	All Staff.

SEND and Inclusion

Priority 1	Action	Impact	Review date	Who is responsible?
QFT	To develop Formative Assessment further and assessing their accessibility and impact for all Learners.	To improve the quality of, and accessibility for all students to all learning. Identify barriers for some learners and ensure pathways, support and individual plans meet need.	Termly Review Exam Access Arrangements. Subject Department meetings.	SML, AST, SMi + HoY, SM All subject teachers
	With advice from the PLT, class teachers to ensure that SEND students can access and understand formative assessment.	To improve the recording for formative data to enable better tracking of progress for all stakeholders in school.	Ensure SEND information is included in RR Meetings and into HoY SEND meetings.	RR staff HoY, SM, Year TAs, SML, KHe
	With advice from the PLT when necessary, teachers to give clear individualised feedback in order that SEND students can improve future performance.			
	Teachers to liaise with SEND to ensure exam access arrangements are appropriate and put in place for all Year groups, also including assistive technology.			
	To build more adaptive resources for all Learners. Student passports compiled by the SEND team to support effective use of	To improve the quality of, and accessibility to learning through resources. Utilise the new position of Behaviour manager and Second in the PLT in	Termly cycle of review against behaviour data.	TAs & Subject Teachers

	<p>strategies in the classroom. These are regularly reviewed.</p> <p>Teachers and students to be aware of their individual Passports and how the student can be supported in lessons.</p>	<p>improving the student ability to communicate need.</p>		
		<p>To ensure Dyslexia Friendly resources are developed.</p>	<p>Termly Review of Learning Cycles and resources by Subject Areas.</p>	<p>PLT and RMe.</p>
	<p>To embed Disciplinary Literacy further across all subjects.</p> <p>Intervention in place for SEND students who have recognised difficulties in understanding subject specific vocabulary. This includes: 1:1 Speech & Language sessions; Small group English support sessions; Year 7 & Year 8 RISE groups; Year 7 & Year 8 Reading Intervention groups.</p>	<p>To widen the opportunities for students to use and be exposed to Disciplinary Literacy in all subject areas and beyond into extra-curricular activities.</p> <p>Ensure reading intervention is appropriate for targeted students.</p>	<p>Termly Review of opportunities for Disciplinary Literacy in Learning Cycles and resources by Subject Areas, SGu and VNe. Termly</p>	<p>Intervention Teacher - LBA Speech & Language – AMA NMI & TAs</p>
	<p>To develop the Independent Learner. Effective iLearn interventions to support the SEND independent learner. Sessions include: IDL, Social Skills, LEGO Club, iWake, Life Skills, ELSA, Revision Strategies.</p>	<p>To promote the aspects for the Bassett Learner and Bassett Leader to develop independence for progression.</p>	<p>QA Cycles to identify good practice and examples of BL. Termly Report to LT through evaluations.</p>	<p>Personalised Learning Team</p>
	<p>Small group sessions led by Intervention Teacher: Year 7 & Year 8 RISE groups; Year 7 PATH group and Year 8 NEST group.</p>	<p>To apply strategies to enable all students to become more independent learners.</p>	<p>Record and share examples of impact. Record positive rewards received.</p>	<p>Personalised Learning Team</p>

	<p>Teachers to work with TAs to increase attendance at “supported independent study” sessions offered after school from Monday to Thursday.</p> <p>Students to address their learning need at Passport review meetings. All students to ensure final section: ‘I will support myself by....’ is effectively completed.</p>			
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Priority 2	Action	Impact	Review date	Who is responsible?
Closing Gaps	Attendance – closing gaps between Non, SEND and PP, working on EBSA strategies and the differences between Year Groups.	To improve attendance data. Utilise FFT dashboard to track patterns of absence	Every week. Termly Reports. LM actions.	SML, KHE, AMA, AST, AWI, AAs, CHu
	Continue to respond to individual SEND student need and build relationships.	To develop strategies for EBSA and to record actions that have had direct positive impact. Create a step approach to ESBA escalate and management.	Every week. Termly Reports. LM actions.	SML, AMA, AST, AAs, Awi, CHu, CFi, MRo, KHe, KTh, SMs and HOYs
	Ensure required communication is shared with all stakeholders.	All those who have patterns of absence	Every 2 weeks in LM. Termly Report to LT on PP/DA progress.	TKi, MRo, SMI, KHE, AMA, CFi, DBe.
	QA of SEND provision via Climate Walks and lessons exploration.	To develop further QFT toolkit to ensure strategies are being employed and developed.	Termly Report to LT	SML, AMA, KHE, PDA, SGU.

	To provide more challenge for HPAs that will enable them to aspire to more. Career intervention programme targeted at SEND students with EHCP as a priority. Monitor their profile to ensure on track.	To raise aspirations.	Termly review	Careers & PLT.
		To promote the aspects for the Bassett Learner and Bassett Leader to develop aspiration and independence for progression.	Increased Sixth Form applications from SEND students.	PLT
	To provide CPD and learning opportunities for colleagues to understand students' needs and barriers to learning, more. SEND & Inclusion sessions delivered to all ECT and new staff.	To be more adaptive to students' needs using professional guidance and support to enable stronger and prolonged learning behaviours in the classroom. To ensure all staff are fully informed.	Termly staff and student feedback. Attendance by staff at surgeries.	SMI, KHe and PLT.
	Thursday Bitesize sessions for all staff. Regular teacher surgeries to discuss SEND students.	To enable girls to be more resilient to failure and to use strategies that will ensure their attendance to all lessons to experience success. Appropriate pathways created.	Termly analysis SEND and POD data against gender.	SMI, KHe and PLT.

Priority 3	Action	Impact	Review date	Who is responsible?
Bassett Leader	Development of the Bassett Leader, leadership within the classroom and beyond. Promote belonging through: <ol style="list-style-type: none"> 1. Regular Passport review 2. Student check ins 3. Communication home 	To support all Staff to be more adaptable in their various roles and to know the expectations of those roles.	CPD including Learning Forums, QA Cycles.	All Staff.
		Regular TA and HOY meetings Successful launch Personal development conversations	Termly	SML, KHE & PLT

	4. TAs developing as leaders			
	To engage with and analyse impact of Performance Development Conversations.	All Staff to use new Performance Development Conversation (PDC) time effectively and to record their action points to fully engage with the process.	PDC Time – Termly.	All Staff.
		All staff to be empowered by the opportunities to personally develop through internal and external CPD/Coaching/Learning Forums/Teacher Rounds. Incorporate into CPD bitesize opportunities.	PDC Time – Termly.	All Staff.
	To cultivate Student Leadership. Encourage Sixth Form students to support in the POD, offer mentoring and reading interventions. KS4 PAC students to develop skills through volunteering. To encourage KS3 SEND/PPstudents to regularly attend Success Lounge and for KS4 students to mentor.	To support all Students to see themselves as Leaders of their own paths, their own futures through the Bassett Learner/Bassett Leader. Reflective Learning practices.	Attendance monitored termly of interventions and Success Lounge.	SML, KHE, AMA & Lead TAs
		To use the new Personal Development Time (PDT) to develop the whole student so that they can become ‘life-ready’.	Termly Reviews of iLearn and PDT and Student Learning Conversations around quality of delivery and skills developed.	DSo, CAI, DWi, HOYs and all Tutors.

	<p>To promote Belonging.</p> <p>Mental Health Awareness Group to be created and support parents evenings.</p> <p>SEND & Inclusion newsletter sent out every two terms.</p> <p>Offer breaktime and lunchtime quiet areas.</p> <p>Staff well-being group created to organise a varied programme of events throughout the year.</p>	<p>To enhance the RWBA/Ascend sense of belonging through valuing colleagues, working collaboratively and being clear about what it means to be a part of the school and Trust.</p>	<p>Termly staff surveys.</p> <p>Parent/teacher/student voice</p> <p>Promoting events.</p>	<p>All Staff and Trust Staff.</p>
		<p>To promote wellbeing and balance through better workload practices, finding more efficient ways of carrying out our roles.</p> <p>Well-being working group.</p> <p>Break Activities, Lunch Clubs and After School Clubs.</p> <p>Celebrate success</p>	<p>Termly feedback.</p>	<p>All Staff</p> <p>KHe – for mental health & staff well-being.</p>

Sixth Form

Priority 1	Action	Impact	Review date	Who is responsible?
QFT	To develop Formative Assessment further and assessing their accessibility and impact for all Learners.	To improve the quality of, and accessibility for all students to all learning.	Termly Review of Learning Cycles and Formative Assessments by Subject Areas.	DBe, SGU, PDa, Heads of Subjects, Class Teachers, TAs.
	To develop a system where interim assessment and progress can be shared to track progress between formal assessment points throughout KS5.	To improve the recording for formative data to enable better tracking of progress for all stakeholders in school.	DBe/KSa and Heads of Subject after each Term. Include data and progression in Dept Meetings and Raising Standards Meetings.	DBe, Heads of Subject, Class Teachers. KSa
	To build more adaptive resources for all Learners.	To improve the quality of, and accessibility to learning through resources.	Termly Review of Learning Cycles and resources by Subject Areas and PLT.	DBe, SGU, PDa, Heads of Subjects, Class Teachers, TAs.
		To ensure Dyslexia Friendly resources are developed.	Termly Review of Learning Cycles and resources by Subject Areas, PLT and RMe.	SGU, RMe, Heads of Subject, Class teachers and TAs.
	To embed Disciplinary Literacy further across all subjects. Sixth Form to develop opportunities for Oracy and academic literacy.eg: Talk Tuesdays. Look, Listen, read lists to evolve and update.	To widen the opportunities for students to use and be exposed to Disciplinary Literacy in all subject areas and beyond into extra-curricular activities. Improve confidence in demonstrating literacy skills within the Sixth Form.	Termly Review of opportunities for Disciplinary Literacy in Learning Cycles and resources by Subject Areas, SGU and VNe. Use of QA procedures to scrutinise use of DL in lessons.	SGU, Heads of Subject, Class Teachers and VNe. KSa
		To ensure current academic thinking and theory is included in students teaching.	Evaluation each term of events with student voice to inform further opportunities.	
	To develop the Independent Learner.	To promote the aspects for the Bassett Learner and Bassett Leader to develop	QA Cycles to identify good practice and examples of BL.	PDa, SGU, KSa and DBE and Heads of Subject.

		independence for progression for all Key Stages.	Termly Report to LT through Evaluations Folder checks to evidence independent work and Super curricular as well as set tasks.	
		To apply strategies to enable all students to become more independent learners. To model independent tasks and allow time for students to practice skills within lesson and PD time at KS5.	Record and share examples of impact. All QA procedures to measure impact. Record positive rewards received.	PDa, SGu and DBE and Heads of Subject, Heads of Year and Tutors. KSa
Priority 2	Action	Impact	Review date	Who is responsible?
Closing Gaps	Attendance – closing gaps between Non, SEND and PP, working on EBSA strategies and the differences between Year Groups.	To improve attendance data.	Every week. Termly Reports. LM actions.	CFi, MRo, TKi, CPe, TMc Year Teams. MCA, AEI, MRo and CFi.
		To develop strategies for EBSA and to record actions that have had direct positive impact.	Every week. Termly Reports. LM actions.	CFi, MRo, KHe, AAs, KTh, SMs and HOYs
	To identify learning barriers for our Priority Groups and Students and act upon them earlier.	DA, SEND, those with low reading ages.	Every 2 weeks in LM. Termly Report to LT on PP/DA VNe, NMi and JHo. progress.	TKi, MRo, SMI, HTLAs, SGu,
		To develop further RWBA Reading Strategies and record actions that have had positive impact.	Termly Report to LT on Reading Interventions and Ages, progress in Reading Groups.	SGi, SMI, VNe, NMi and JHo.

To provide more challenge for HPAs that will enable them to aspire to more.	Teaching strategies and interventions targeted at HPAs. What works?	Formative and Summative Assessment Data analysis. CPD and Bitesize opportunities. QA Cycles of strategies.	ABe, DBe and KSa and Raising Standards. PDa. PDa and SGu.
	To promote the aspects for the Bassett Learner and Bassett Leader to develop aspiration and independence for progression.	QA Cycles to identify good practice and examples of BL. Termly Report to LT through Evaluations.	ABe, DBe, SGu, PDa and KSh.
	To ensure students are aware of University and Apprenticeship opportunities and can access their aspirational support. KS5 lessons to inspire and inform curiosity not just focus on exam requirement.	Record those on outreach programmes and support applications for those on bespoke/elite courses,	KSa/SVa/AMt
To provide CPD and learning opportunities for colleagues to understand students' needs and barriers to learning, more.	To be more adaptive to students' needs using professional guidance and support to enable stronger and prolonged learning behaviours in the classroom.	CPD including Learning Forums, QA Cycles. Termly Staff and Student Feedback. Termly analysis of Behaviour Data.	PDa and All Staff. PDa, SGu and All Staff. MRo, ERa, HOYs and SMs and KTh.
	Appropriate pathways created.	Graduated Responses and use of EduKey.	SMI, KHe and PLT.
	To enable girls to be more resilient to failure and to use strategies that will ensure their attendance to all lessons to experience success.	CPD including Learning Forums, QA Cycles. Termly Staff and Student Feedback.	PDa and All Staff. PDa, SGu and All Staff.

		Appropriate pathways created. To utilise Pixl6 resources to support staff CPD and enhance learning opportunities for students,	Termly analysis of Behaviour Data. Graduated Responses and use of EduKey. Evidence of strategies seen in learning walks, work samples and student conversation.	MRO, ERa, HOYs and SMS and KTh. SML, KHe and PLT. PDa,SGu,KSa all staff.
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Priority 3	Action	Impact	Review date	Who is responsible?
Bassett Leader	Development of the Bassett Leader, leadership within the classroom and beyond.	To support all Staff to be more adaptable in their various roles and to know the expectations of those roles.	CPD including Learning Forums, QA Cycles.	All Staff.
		Step Lab Coaching and CPD opportunities.	Termly Updates and Evaluations.	DBe, PDa, SGu, GKi and SHs and All Staff.
	To engage with and analyse impact of Performance Development Conversations.	All Staff to use new Performance Development Conversation (PDC) time effectively and to record their action points to fully engage with the process.	PDC Time – Termly.	All Staff.
		All staff to be empowered by the opportunities to personally develop through internal and external CPD/Coaching/Learning Forums/Teacher Rounds.	PDC Time – Termly.	All Staff.
To cultivate Student Leadership.	To support all Students to see themselves as Leaders of their own	CPD including Learning Forums, QA Cycles.	All Staff.	

	<p>paths, their own futures through the Bassett Learner/Bassett Leader.</p> <p>Sixth Form students to be given to opportunity for: SSLT Student Parliament Peer Educators Subject Ambassadors Student led societies and clubs.</p> <p>Reflective Learning practices.</p>	<p>Termly Staff and Student Feedback/Student Learning Conversations and presentation of work. Termly analysis of Behaviour Data.</p>	
	<p>To use the new Personal Development Time (PDT) to develop the whole student so that they can become 'life-ready'.</p> <p>To use recent RWBA6 Alumni to raise awareness and aspiration.</p>	<p>Termly Reviews of iLearn and PDT and Student Learning Conversations around quality of delivery and skills developed.</p>	<p>DSO, KSa, SVa, CAI, DWi, HOYs and all Tutors.</p>
To promote Belonging.	<p>To enhance the RWBA/Ascend sense of belonging through valuing colleagues, working collaboratively and being clear about what it means to be a part of the school and Trust.</p>	<p>Termly Staff Surveys. Termly Staff Voice. Termly Student Voice. Termly Student Learning Conversations. Termly Student Parliament feedback to LT. Promoting RWBA and Trust Values through all events and activities.</p>	<p>All Staff and Trust Staff.</p>
	<p>To promote wellbeing and balance through better workload practices,</p>	<p>Termly feedback on strategies. Use of Arbor.</p>	<p>All Staff.</p>

		<p>finding more efficient ways of carrying out our roles Wellbeing Working Group. Break Activities, Lunch Clubs and After School Clubs.</p> <p>To build a culture of belonging within the Sixth Form.</p> <p>Continue with Sixth Form events that bring students and staff together eg: Spirit week, theme days, trips and visits, games lessons, PD activities, clubs and societies.</p>	<p>Share personal and group success via the newsletter. Evidence demonstration of values in Sixth form and the wider community.</p>	<p>All Staff</p>
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Social Science

Priority 1	Action	Impact	Review date	Who is responsible?	Rag rate Nov 2024
QFT	To develop Formative Assessment further and assessing their accessibility and impact for all Learners. <ul style="list-style-type: none"> Review schemes of learning and implement formative methods into lessons. Share best practice in Dept meetings for different methods of formative assessment. Engage in school, bitesize and faculty CPD 	To improve the quality of, and accessibility for all students to all learning.	Termly Review of Learning Cycles and Formative Assessments by Subject Areas.	DBe, SGU, PDA, Heads of Subjects, Class Teachers, TAs. CEL, GKI, SWL- Classroom teachers	
		To improve the recording for formative data to enable better tracking of progress for all stakeholders in school.	DBe and Heads of Subject after each Term. Include data and progression in Dept Meetings and RR Meetings.	DBe, Heads of Subject, Class Teachers.	
	To build more adaptive resources for all Learners. <ul style="list-style-type: none"> Review schemes of learning and add and develop different resources for all learners inc Dyslexia friendly, Examples of resources shared in dept meetings Rewards for progress and embodiment of these values QA- work scrutiny of books, feedback to dept staff 	To improve the quality of, and accessibility to learning through resources.	Termly Review of Learning Cycles and resources by Subject Areas and PLT.	DBe, SGU, PDA, Heads of Subjects, Class Teachers, TAs. CEL, GKI, SWL- Classroom teachers	
		To ensure Dyslexia Friendly resources are developed.	Termly Review of Learning Cycles and resources by Subject Areas, PLT and RMe.	SGU, RMe, Heads of Subject, Class teachers and TAs. CEL, GKI, SWL- Classroom teachers	
	To embed Disciplinary Literacy further across all subjects.	To widen the opportunities for students to use and be exposed to Disciplinary Literacy in all subject	Termly Review of opportunities for Disciplinary Literacy in Learning Cycles and	SGU, Heads of Subject, Class Teachers and VNe.	

	<ul style="list-style-type: none"> • Introduction of glossaries for use at KS4 and KS5 (Sociology) • Introduction of activate tasks which focus on the recall of key terms. • Explicit reference to disciplinary literacy in learning • Implementation of reading like a sociologist/law/economist • Attend literacy meetings and feedback to faculty. 	areas and beyond into extra-curricular activities.	resources by Subject Areas, SGU and VNe.	CEL, GKI, SWL- Classroom teachers	
	To develop the Independent Learner. <ul style="list-style-type: none"> • Inclusion of the Bassett learner across all KS4/KS5 subjects, reference in materials and lessons. • Raise profile of the Bassett learner/bassett leader. • Inclusion of strategies and tasks which develop the independent learner. • Explicit links to skills in lessons and learning. 	To promote the aspects for the Bassett Learner and Bassett Leader to develop independence for progression.	QA Cycles to identify good practice and examples of BL. Termly Report to LT through Evaluations	PDa, SGU and DBe and Heads of Subject. CEL, GKI, SWL- Classroom teachers	
		To apply strategies to enable all students to become more independent learners.	Record and share examples of impact. Record positive rewards received.	PDa, SGU and DBe and Heads of Subject, Heads of Year and Tutors.	

Priority 2	Action	Impact	Review date	Who is responsible?	Rag rate Nove 2024
Closing Gaps	Attendance – closing gaps between Non, SEND and PP, working on EBSA strategies and the differences between Year Groups.	To improve attendance data.	Every week. Termly Reports. LM actions.	CFi, MRo, Year Teams. MCA, AEI, MRo and CFI.	
		To develop strategies for EBSA and to record actions that have had direct positive impact.	Every week. Termly Reports. LM actions.	CFi, MRo, KHe, AAs, KTh, SMs and HOYs	
	To identify learning barriers for our Priority Groups and Students and act upon them earlier. <ul style="list-style-type: none"> • Identification of priority groups and standing item on Faculty agenda to discuss • Sharing of best practice and strategies to support priority groups 	DA, SEND, those with low reading ages.	Every 2 weeks in LM. Termly Report to LT on PP/DA progress.	TKi, MRo, SMI, HTLAs, SGU, VNe, NMi and JHo. CEL, GKI, SWL- Classroom teachers	
		To develop further RWBA Reading Strategies and record actions that have had positive impact.	Termly Report to LT on Reading Interventions and Ages, progress in Reading Groups.	SGi, SMI, VNe, NMi and JHo. CEL, GKI, SWL- Classroom teachers	
	To provide more challenge for HPAs that will enable them to aspire to more. <ul style="list-style-type: none"> • Identification of HPAs on registers/mark-books • Discussion in staff meetings to share strategies and best practice. 	Teaching strategies and interventions targeted at HPAs. What works?	Formative and Summative Assessment Data analysis. CPD and Bitesize opportunities. QA Cycles of strategies.	ABe, DBe and KSa and Raising Standards. PDA. PDA and SGU. CEL, GKI, SWL- Classroom teachers	

	<ul style="list-style-type: none"> Reference to the Bassett learning in lessons and learning 	<p>To promote the aspects for the Bassett Learner and Bassett Leader to develop aspiration and independence for progression.</p>	<p>QA Cycles to identify good practice and examples of BL. Termly Report to LT through Evaluations.</p>	<p>ABe, DBe, SGU, PDa and KSh.</p>	
	<p>To provide CPD and learning opportunities for colleagues to understand students' needs and barriers to learning, more.</p>	<p>To be more adaptive to students' needs using professional guidance and support to enable stronger and prolonged learning behaviours in the classroom.</p> <p>Appropriate pathways created.</p>	<p>CPD including Learning Forums, QA Cycles. Termly Staff and Student Feedback. Termly analysis of Behaviour Data. Graduated Responses and use of EduKey.</p>	<p>PDa and All Staff. PDa, SGU and All Staff. MRo, ERa, HOYs and SMs and KTh. SMI, KHe and PLT.</p>	
		<p>To enable girls to be more resilient to failure and to use strategies that will ensure their attendance to all lessons to experience success.</p> <p>Appropriate pathways created.</p>	<p>CPD including Learning Forums, QA Cycles. Termly Staff and Student Feedback. Termly analysis of Behaviour Data. Graduated Responses and use of EduKey.</p>	<p>PDa and All Staff. PDa, SGU and All Staff. MRo, ERa, HOYs and SMs and KTh. SMI, KHe and PLT.</p>	

Priority 3	Action	Impact	Review date	Who is responsible?	Rate rate Nov 2024
Bassett Leader	Development of the Bassett Leader, leadership within the classroom and beyond.	To support all Staff to be more adaptable in their various roles and to know the expectations of those roles.	CPD including Learning Forums, QA Cycles.	All Staff.	
		Step Lab Coaching and CPD opportunities.	Termly Updates and Evaluations.	DBe, PDa, SGu, GKi and SHs and All Staff.	
	To engage with and analyse impact of Performance Development Conversations.	All Staff to use new Performance Development Conversation (PDC) time effectively and to record their action points to fully engage with the process.	PDC Time – Termly.	All Staff.	
		All staff to be empowered by the opportunities to personally develop through internal and external CPD/Coaching/Learning Forums/Teacher Rounds.	PDC Time – Termly.	All Staff.	
	To cultivate Student Leadership. <ul style="list-style-type: none"> Planning and identification of student leadership opportunities in lessons- tasks and skills 	To support all Students to see themselves as Leaders of their own paths, their own futures through the Bassett Learner/Bassett Leader. Reflective Learning practices.	CPD including Learning Forums, QA Cycles. Termly Staff and Student Feedback/Student Learning Conversations and presentation of work. Termly analysis of Behaviour Data.	All Staff. CEL, GKI, SWL- Classroom teachers	

		To use the new Personal Development Time (PDT) to develop the whole student so that they can become 'life-ready'.	Termly Reviews of iLearn and PDT and Student Learning Conversations around quality of delivery and skills developed.	DSo, CAI, DWi, HOYs and all Tutors.	
To promote Belonging.		To enhance the RWBA/Ascend sense of belonging through valuing colleagues, working collaboratively and being clear about what it means to be a part of the school and Trust.	Termly Staff Surveys. Termly Staff Voice. Termly Student Voice. Termly Student Parliament feedback to LT. Promoting RWBA and Trust Values through all events and activities.	All Staff and Trust Staff.	
		To promote wellbeing and balance through better workload practices, finding more efficient ways of carrying out our roles Wellbeing Working Group. Break Activities, Lunch Clubs and After School Clubs.	Termly feedback on strategies. Use of Arbor.	All Staff.	

Teaching, Learning and Assessment

Priority 1	Action	Impact	Review date	Who is responsible?
QFT	To develop Formative Assessment further and assessing their accessibility and impact for all Learners.	To improve the quality of, and accessibility for all students to all learning.	Termly Review of Learning Cycles and Formative Assessments by Subject Areas.	DBe, SGU, PDa, Heads of Subjects, Class Teachers, TAs.
	<p>Launch the Formative Action in first staff meeting, with CPD to support this going through the year.</p> <p>Highlight review section for Bassett Lesson for all students.</p> <p>Ensure consistent strategies within and across departments for giving formative feedback</p>	<p>To improve the recording for formative data to enable better tracking of progress for all stakeholders in school.</p> <p>Arbor formative assessment tracker – building for maths and science during T2.</p> <p>Evidence from Climate Walks demonstrate more consistent modelling and formative feedback.</p>		
	To build more adaptive resources for all Learners.	To improve the quality of, and accessibility to learning through resources.	Termly Review of Learning Cycles and resources by Subject Areas and PLT.	DBe, SGU, PDa, Heads of Subjects, Class Teachers, TAs.
	<p>Seating plans to be built around focus groups, passports to support certain learners</p> <p>CPD to support</p> <p>Make sure all KS3 assessments are dyslexic friendly – done. Now to work on the revision guide.</p> <p>Combing modelling and formative feedback to ensure teaching is responsive at all times</p>	<p>To ensure Dyslexia Friendly resources are developed.</p> <p>Climate Walks with Dyslexic Lead confirm better chunking and accessibility across departments. Training provided as follow up for some areas (EP, for example)</p> <p>See above.</p>	<p>Termly Review of Learning Cycles and resources by Subject Areas, PLT and RMe.</p>	<p>SGU, RMe, Heads of Subject, Class teachers and TAs.</p>

	<p>To embed Disciplinary Literacy further across all subjects.</p> <p>Tier 2 and Tier 3 vocabulary included in all CPD conversations and Learning Forums and Bitesize on Disciplinary Literacy to be published to all staff. Ensure disciplinary reading strategies are made explicit in all departments. Use research and resources from Bath University as we develop our Disciplinary Research Project.</p>	<p>To widen the opportunities for students to use and be exposed to Disciplinary Literacy in all subject areas and beyond into extra-curricular activities.</p> <p>Literacy Leads for all subjects established with training delivered on 11/11/24 on disciplinary reading / vocabulary and oracy. Responding to recommendations in Oracy Report and using PIXL Strategies to support staff training. Climate Walks to monitor impact at KS5 in Term 2</p> <p>Details of the research project shared at senior / trust level and with Literacy Leads. 2025 launch with CPD opportunities for staff</p>	<p>Termly Review of opportunities for Disciplinary Literacy in Learning Cycles and resources by Subject Areas, SGU and VNe. Use of QA procedures to scrutinise use of DL in lessons.</p>	<p>SGU, Heads of Subject, Class Teachers and VNe.</p>
	<p>To develop the Independent Learner.</p> <p>Introduction of independent learning (previously homework) to highlight the need to work independently</p> <p>Revision strategies to be rolled out to years 7, 11, 12 and 13 via Ilearn and PDT. CPD offered to staff. Clear countdown to assessment windows with revisions booklet to help students target their independent work</p>	<p>To promote the aspects for the Bassett Learner and Bassett Leader to develop independence for progression.</p> <p>Changed name on Report card (previously progress report) to independent learning. Parent information evenings and student assemblies highlighted the name change and the importance of this – linked to Bassett Learner.</p> <p>Revision strategies highlighted at parent information evenings in term 1. Revision strategies practised by year 11s during Futures Day and PDT time (link - examples of student work)</p>	<p>QA Cycles to identify good practice and examples of BL. Termly Report to LT through Evaluations</p>	<p>PDa, SGU and DBE and Heads of Subject.</p>

		To apply strategies to enable all students to become more independent learners. Guided revision work for the Futures Day with examples.	Record and share examples of impact. All QA procedures to measure impact. Record positive rewards received.	PDa, SGu and DBe and Heads of Subject, Heads of Year and Tutors.
Priority 2	Action	Impact	Review date	Who is responsible?
Closing Gaps	Attendance – closing gaps between Non, SEND and PP, working on EBSA strategies and the differences between Year Groups. Review of PP and SEND students results/attendance and barriers for assessments. Seating of PP and SEND were the priority	To improve attendance data. Attendance to assessments has been made a priority from the first PPE to activity engage students and parents in this. This has improved from last year in the PPE2s for year 11	Every week. Termly Reports. LM actions.	CFi, MRo, TKi, CPe, TMc Year Teams. MCA, AEI, MRo and CFi.
		To develop strategies for EBSA and to record actions that have had direct positive impact.	Every week. Termly Reports. LM actions.	CFi, MRo, KHe, AAs, KTh, SMs and HOYs
	To identify learning barriers for our Priority Groups and Students and act upon them earlier. QA of SEND provision via Climate Walks and lesson explorations. Breaking QFT down into clear T&L foci	DA, SEND, those with low reading ages. To develop further RWBA Reading Strategies and record actions that have had positive impact. Building a T&L handbook to go out to all staff in term 2. This has Steplab worded pedagogy mapped to the Bassett Lesson to support staff with QFT	Every 2 weeks in LM. Termly Report to LT on PP/DA progress.	TKi, MRo, SMI, HTLAs, SGu, VNe, NMi and JHo.
		To develop further RWBA Reading Strategies and record actions that have had positive impact. Building a T&L handbook to go out to all staff in term 2. This has Steplab worded pedagogy mapped to the Bassett Lesson to support staff with QFT	Termly Report to LT on Reading Interventions and Ages, progress in Reading Groups.	SGi, SMI, VNe, NMi and JHo.
	To provide more challenge for HPAs that will enable them to aspire to more.	Teaching strategies and interventions targeted at HPAs. What works?	Formative and Summative Assessment Data analysis. CPD and Bitesize opportunities.	ABe, DBe and KSa and Raising Standards. PDa.

	Use of CPD to highlight possibilities to stretch and challenge through independence. HPA seating is highlighted to staff as a priority		QA Cycles of strategies.	PDa and SGu.
		To promote the aspects for the Bassett Learner and Bassett Leader to develop aspiration and independence for progression.	QA Cycles to identify good practice and examples of BL. Termly Report to LT through Evaluations.	ABe, DBe, SGu, PDa and KSh.
	To provide CPD and learning opportunities for colleagues to understand students' needs and barriers to learning, more. Development of formative teaching methodologies and modelling methodologies to allow for adaptive approaches to allow all students to access curriculum.	To be more adaptive to students' needs using professional guidance and support to enable stronger and prolonged learning behaviours in the classroom. Appropriate pathways created.	CPD including Learning Forums, QA Cycles. Termly Staff and Student Feedback. Termly analysis of Behaviour Data. Graduated Responses and use of EduKey.	PDa and All Staff. PDa, SGu and All Staff. MRo, ERa, HOYs and SMs and KTh. SMI, KHe and PLT.
		To enable girls to be more resilient to failure and to use strategies that will ensure their attendance to all lessons to experience success. Appropriate pathways created.	CPD including Learning Forums, QA Cycles. Termly Staff and Student Feedback. Termly analysis of Behaviour Data. Graduated Responses and use of EduKey.	PDa and All Staff. PDa, SGu and All Staff. MRo, ERa, HOYs and SMs and KTh. SMI, KHe and PLT.

Priority 3	Action	Impact	Review date	Who is responsible?
Bassett Leader	Development of the Bassett Leader, leadership within the classroom and beyond. All CPD has specific focus on development of students leading learning. QA processes to look at all elements of the Bassett Leader and Bassett Learner and how students are	To support all Staff to be more adaptable in their various roles and to know the expectations of those roles.	CPD including Learning Forums, QA Cycles.	All Staff.
		Step Lab Coaching and CPD opportunities.	Termly Updates and Evaluations.	DBe, PDa, SGu, GKi and SHs and All Staff.
		First Trust Evie's to look at QFT with a focus on The Bassett Learner. Bassett Learner being highlighted with posters via Student parliament to increase		

encouraged to show all attributes. Rewards based around the Bassett Learner/Leader characteristics	profile and get students reflecting on the characteristics		
To engage with and analyse impact of Performance Development Conversations. PDCs to focus on subject knowledge in the first instant to support QFT	All Staff to use new Performance Development Conversation (PDC) time effectively and to record their action points to fully engage with the process.	PDC Time – Termly.	All Staff.
	All staff to be empowered by the opportunities to personally develop through internal and external CPD/Coaching/Learning Forums/Teacher Rounds.	PDC Time – Termly.	All Staff.
To cultivate Student Leadership. Formative and modelling procedures to grow student leadership of learning in the classroom.	To support all Students to see themselves as Leaders of their own paths, their own futures through the Bassett Learner/Bassett Leader. Reflective Learning practices.	CPD including Learning Forums, QA Cycles. Termly Staff and Student Feedback/Student Learning Conversations and presentation of work. Termly analysis of Behaviour Data.	All Staff.
	To use the new Personal Development Time (PDT) to develop the whole student so that they can become 'life-ready'.	Termly Reviews of iLearn and PDT and Student Learning Conversations around quality of delivery and skills developed.	DSO, CAI, DWI, HOYs and all Tutors.
To promote Belonging. Formative and modelling procedures to grow student leadership of learning and	To enhance the RWBA/Ascend sense of belonging through valuing colleagues, working collaboratively and being clear about what it means to be a part of the school and Trust.	Termly Staff Surveys. Termly Staff Voice. Termly Student Voice. Termly Student Learning Conversations.	All Staff and Trust Staff.

	<p>sense of ownership and belonging.</p>		<p>Termly Student Parliament feedback to LT. Promoting RWBA and Trust Values through all events and activities.</p>	
		<p>To promote wellbeing and balance through better workload practices, finding more efficient ways of carrying out our roles Wellbeing Working Group. Break Activities, Lunch Clubs and After School Clubs.</p>	<p>Termly feedback on strategies. Use of Arbor.</p>	<p>All Staff.</p>