

2016/17 – School Improvement Plan Outline

KIP1: Practice

- Developing a bespoke model for teaching and learning
- Identifying and spreading best practice in pedagogy – no teaching less than good
- The classroom climate – engaging, well resourced, exceptional attitudes from all
- A coaching and mentoring culture with supportive observation framework
- Extended professional learning for all (CPD)
- Challenge and support – informed by meeting and exceeding NTS
- Risk taking, engaging, well planned and innovative teaching and learning
- Assessment and feedback of the highest order with maximum impact
- Data aware and data driven learning intervention at every level
- Supported, improved Governance focussed on teaching, learning and outcomes
- Streamlined evaluation, scrutiny and monitored improvement planning by senior and middle leaders

KIP2: Personalisation

- Learning is personalised by default in all episodes
- Breadth, depth and mastery in learning is promoted at all times through differentiation
- Gaps are swiftly identified and closed: gender, disadvantaged, SEN(D), FSM
- Staff are data aware and there is validated, data driven, timely intervention
- High functioning support of teachers who hold themselves to account for differentiation and meeting the needs of all, especially our most vulnerable.
- Explicit, well researched, evaluated provision for the most able, the gifted and the talented.

KIP3: Pathways

- High achieving KS4 and 5 – top 10% similar schools nationally
- A mapped, coherent curriculum from primary transition to post-16 – learning journeys
- Core, extended and enrichment (including trips, visits, visitors, work experience) provision
- Widening cultural and ethnic awareness – incorporating British Values
- Student Voice, Council, Prefect and Leadership programmes a premium
- Life skills – character, enterprise, entrepreneurship, public speaking, debating, presentation, networking, online presence.
- Competitive, high achieving, modern sixth form – with incentivisation to remain

AVANTI HOUSE

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