



Hadley Learning Community

Raising Attainment Plan – DEPARTMENT

2021 to 2022



Purpose of our Raising Attainment Plan:

The purpose of the raising attainment plan is to improve areas of development, drive the department forwards and support the campus improvement plan. RAP documents are linked into the Ofsted areas to ensure that developments are in line with key criteria. The plans are reviewed half termly and are intrinsically linked to leadership appraisal systems

Context of Subject

Brief overview of the context of your department

What are your strengths and weaknesses?

The Health and Social Care department strongly believes that interactive, practical education is important so that the students can observe and take part in activities and this then facilitates the write up of their coursework as they reflect upon the scenarios in which they worked, based on the theories taught. This has been identified as a strength of the department, as it helps inspire our students to enjoy their learning as they can apply many of the concepts learnt within different real life experiences, cultivating an understanding of the importance of the care values when working with people from infancy through to later adulthood. In the past, it allowed students who struggled academically with the process of writing assignments to flourish and achieve in a more kinesthetic and 'real' way, with many being offered a work experience placement as a result of the interpersonal skills demonstrated. Sadly, these exciting, practical elements of working in the HLC primary, nursery, Bridge School or care home can no longer be used as a basis for learning and combining the skills taught.

What factors have impacted your department over the past year or two (e.g. new leadership or new initiatives)?

The new Tech Award specification has been fraught with difficulties and last-minute changes to internal and external assessments since its inception in 2018. The 2019 grades from the February exam were revoked and wrongly downgraded in August and the following year, the 2020 grades were withheld in August and wrongly upgraded. During lockdown, no assessments could be completed at home and the exams in February 2021 and May 2021 were cancelled.

What is the impact of Covid-19 on your department?

Year 11 students have only completed two out of three pieces of coursework due to the school closure in Year 10. These missing pieces of coursework have had to be predicted. Now back in Year 11, it is clear to see the gaps in knowledge and although working at the same point in the course as the previous year, it is clear that they students are at a disadvantaged having not done the missing coursework. Students are currently working toward Component 3, which provides the main synoptic assessment for the qualification and builds directly on Component 1a which has been missed. The exam is based on a key task that requires students to demonstrate that they can identify and effectively use an appropriate selection of skills, techniques, concepts, theories and knowledge from across the whole qualification in an integrated way. Components 1 and 2 are taught first and are designed to relate to the achievement of application of the conceptual underpinning for the exam in Component 3 through realistic tasks and activities. This style of assessment promotes deep learning through ensuring the connection between knowledge and practice.

Due to the nature of the HSC course, many of the enrichment activities designed to promote deep learning through ensuring the connection between

knowledge and practice in a 'real-life' situation, has had to be halted. Role play can be used to a limited extent in the classroom and homework also can consist of role play and interaction with family members but no formal assessment of knowledge and understanding at the end of the learning period can be made. Likewise visits to different sectors cannot currently go ahead.

Department Long Term Plan (2-3 Year Timescale)

1. To find new, innovative ways of adding a practical, yet socially distanced element to the course.
2. To work with HLC Primary, nursery and the Bridge to provide remote enrichment over Teams.
3. To work with local college and HSC sectors to provide remote information for further education, employment or training.

Department Priorities (1 Year Timescale)

The below targets will form the structure of the 2021/22 development Plan

Quality of Education	Behaviour & Attitudes	Personal development	Leadership & Management
<ol style="list-style-type: none"> 1. Embed evidence-informed practice. 2. Embed disciplinary literacy 3. To develop regular summative assessment systems 4. Review and refine the curriculum, including the recovery curriculum to close the students gaps in knowledge and understanding 5. To embed generative practice, including the use of 'talk partners' to ensure that students are 	<ol style="list-style-type: none"> 1. Ensure that the behaviour policy is consistently applied and embedded within your department. 2. To ensure that pupils are rewarded for their positive attitudes to learning, motivation and persistence post lockdown. 3. To have high expectations, underpinned by clear routines and positive relationships. 	<ol style="list-style-type: none"> 1. Ensure that the planned curriculum leads to clear career end points and this is articulated to our students. 2. Curriculum specific enrichment is planned and delivered across both key stages. 3. Ensure students have the skills, knowledge and attributes required by post 16 education, training and employment to be successful. 	<ol style="list-style-type: none"> 1. Communicate a clear and coherent vision for the department and ensure that this is implemented throughout the team. 2. To ensure that the curriculum supports the academic and cultural achievement of all learners (including those with SEND) within a curriculum that has high aspirations. 3. To ensure as a leader that the department maintains and

thinking hard about their learning and using tier 2 and 3 vocabulary accurately.	<ol style="list-style-type: none"> To respond appropriately to the post COVID lockdown impacts on mental health and wellbeing To proactively address the needs of students who present consistently challenging behaviours and/or needs. 	<ol style="list-style-type: none"> To deliver a curriculum that develops pupils' character, FBV and SMSC 	<p>contributes to the schools safeguarding arrangements.</p> <ol style="list-style-type: none"> To ensure that PP funding and Catch-Up Funding is targeted to close gaps for disadvantaged students and those most affected by COVID.
Covid-19 Priorities	<ol style="list-style-type: none"> To implement a recovery curriculum and catch-up programme to reduce the impact of lockdown on academic progress. Maintain a robust remote-learning plan so that blended learning becomes embedded. To support the emotional health and well-being of children as they return to school following lockdown. To support staff to manage their workload and wellbeing 		

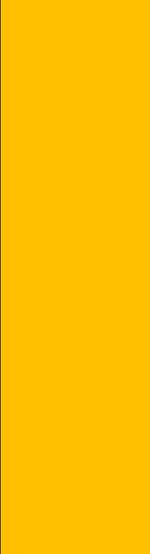
Specific Covid-19 Response Action / Organisation Plan

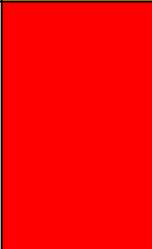
Targets <small>Break down the priority into smaller targets Make these SMART (specific, measurable, achievable, relevant, time-bound)</small>	Actions to be taken <small>Include the steps you will take in order to achieve the target</small>	Success Criteria <small>What does success look like? What impact will this have on your department/school? How will you measure this? Evidence, milestones, impact on learners, outcomes</small>	When/Who <small>Who is responsible? Enter completion dates</small>	Monitoring <small>Assign a member of Staff to monitor this objective Strategies to monitor? Enter key monitoring dates</small>	Resources <small>What equipment do you need to buy, and how much will it cost?</small>	CPD Required <small>Internal or external CPD Consider the time it will take Release time for the staff, if supply cover is used, the cost of this.</small>	RAG Rating <div style="display: flex; justify-content: space-around; width: 100px;"><div style="width: 20px; height: 20px; background-color: red;"></div><div style="width: 20px; height: 20px; background-color: orange;"></div><div style="width: 20px; height: 20px; background-color: green;"></div></div>
1. To implement a recovery curriculum and catch-up programme to reduce the impact of lockdown on academic progress	<ul style="list-style-type: none"> Use summative data to identify gaps in knowledge, application and skills. Analysis of data to identify students who 	<ul style="list-style-type: none"> All students that require intervention to close gaps in knowledge are identified and have appropriate 	LR	PT	NA	NA	

	<p>are under performing.</p> <ul style="list-style-type: none"> • Targeted interventions • Ensure that any adaptations to the curriculum are in place in response to lockdown learning. 	programme in place.					
2. Maintain a robust remote-learning plan so that blended learning becomes embedded should we return to lockdown.	<ul style="list-style-type: none"> • Tier 1 resources are developed and in share point to match the learning in lessons. • All staff are competent in delivering tier 2 Tier 2 Teams lessons. • Staff are allocated a Year group / band to be responsible for in Tier 3. 	<ul style="list-style-type: none"> • All students have access to high quality remote learning via Teams and SharePoint. 	LR	PT	NA	NA	
3. To support the emotional health and well-being of children as they return to school following lockdown.	<ul style="list-style-type: none"> • All students are welcomed to the lesson and wellbeing is monitored whilst within lessons. • Rewards and causes for concern are logged using the in house behaviour system. • Causes for concern are raised/ referred to the pastoral panel. • Regular contact home is made for positives and causes 	<ul style="list-style-type: none"> • Students have the emotional resilience to engage in learning. 	LR	PT	NA	LR due to have further Mental Health Lead Training funded by the DfE	

	for concern by member of teaching staff in the department.						
4. To support staff to manage their workload and emotional wellbeing	<ul style="list-style-type: none"> • Subject Leaders to review the workload of the department • Review marking and feedback policy to ensure it is effective use of teachers time and having an impact. • Liaise with LM to identify any wellbeing concerns within the department. 	<ul style="list-style-type: none"> • Staff wellbeing and workload is monitored and managed effectively. Staff feel able to complete their job effectively within the timeframe. 	LR	PT	NA	LR due to have further Mental Health Lead Training funded by the DfE	

Quality of Education – 3i's & Specific T&L

Targets <i>Break down the priority into smaller targets Make these SMART (specific, measurable, achievable, relevant, time-bound)</i>	Actions to be taken <i>Include the steps you will take in order to achieve the target</i>	Success Criteria <i>What does success look like? What impact will this have on your department/school? How will you measure this? Evidence, milestones, impact on learners, outcomes</i>	When/Who <i>Who is responsible? Enter completion dates</i>	Monitoring <i>Assign a member of Staff to monitor this objective Strategies to monitor? Enter key monitoring dates</i>	Resources <i>What equipment do you need to buy, and how much will it cost?</i>	CPD Required <i>Internal or external CPD Consider the time it will take Release time for the staff; if supply cover is used, the cost of this.</i>	RAG Rating
5. To embed the development of evidence informed practice, through department CPD and engagement with the Instructional Coaching programme.	<ul style="list-style-type: none"> Engage in instructional coaching to hone and embed agreed strategies Complete peer observations to further support honing of strategies. Following whole school cycle of learning and work scrutinies to identify department CPD requirements. Liaise with AHT T&L to plan and deliver department CPD. 	Staff have engaged in effective CPD.	LR	CB NU'H	Internal CPD	Ongoing with the instructional coach.	
6. To embed disciplinary literacy in all departments so that students, including those with SEN and additional needs, are taught how to read, write and communicate effectively in their subjects.	<ul style="list-style-type: none"> Tier 2/3 vocabulary is identified. Staff consistently apply the agreed strategy on vocabulary instruction. Tier 2 and 3 vocabulary is mapped across the curriculum and SOL. Staff hone and embed a vocabulary instruction within their lesson 	Tier 2/3 vocabulary is consistently and effectively taught.	LR	PT DG	HSC reading list promoted within the classroom	Poss SEND / literacy CPD	

<p>7. To develop regular summative assessment that identifies students' strengths and weaknesses, identifies where appropriate strategic intervention is required and allows all students, including those with SEN and additional needs to grow and be successful.</p>	<ul style="list-style-type: none"> • SL attends CPD on effective assessment strategies • SL works with SLT to develop assessments. • Assessment analysis is completed by SL alongside SLT • Interventions are targeted and focused on identified students and their areas of weakness. 	<p>Assessment informs teaching.</p>	<p>LR</p>	<p>PT</p>	<p>NA</p>	<p>NA</p>	
<p>8. To develop and embed formative assessment strategies e.g. cold calling and checking for understanding, underpinned by retrieval practice homework.</p>	<ul style="list-style-type: none"> • Knowledge organisers are written for all SOL. • Use learning walks to monitor the use of formative assessment and target CPD. • Homework and linked Low Stakes Testing is embedded into SOL. • Staff trial retrieval practices from Kate Jones book and review the impact of these 	<p>Retrieval practice (daily, weekly and monthly) is embedded into SOL.</p>	<p>LR</p>	<p>PT</p>	<p>NA</p>	<p>Internal CPD for use of SharePoint, OneDrive and Teams and how they interlink</p>	
<p>9. To further review and refine the curriculum.</p>	<ul style="list-style-type: none"> • To review the impact of the changes to curriculum in response to a two year KS4. • Ensure that any adaptations to the curriculum are in 	<p>The curriculum delivers breadth and depth in KS4.</p>	<p>LR</p>	<p>PT</p>	<p>NA</p>	<p>A new specification for awarding in 2323 has been released. Training required on main changes.</p>	

	place in response to lockdown learning						
10. To embed generative practice, including the use of 'talk partners' to ensure that students are thinking hard about their learning and using tier 2 and 3 vocabulary accurately.	<ul style="list-style-type: none"> Joint learning walks with AHT T&L to identify Department trends in use of generative practice and vocabulary instruction. Ensure staff attend and embed CPD strategies on generative practice. Liaise with AHT T&L for further CPD needs within the department. Use DCT time to review learning strategies/ activities to ensure they are generative. 	Strategies and good practice from other BTEC subjects shared and embedded into HSC	LR CB LF	PT	NA	NA	

Behaviour & Attitudes							
Targets <i>Break down the priority into smaller targets Make these SMART (specific, measurable, achievable, relevant, time-bound)</i>	Actions to be taken <i>Include the steps you will take in order to achieve the target</i>	Success Criteria <i>What does success look like? What impact will this have on your department/school? How will you measure this? Evidence, milestones, impact on learners, outcomes</i>	When/Who <i>Who is responsible? Enter completion dates</i>	Monitoring <i>Assign a member of Staff to monitor this objective Strategies to monitor? Enter key monitoring dates</i>	Resources <i>What equipment do you need to buy, and how much will it cost?</i>	CPD Required <i>Internal or external CPD Consider the time it will take Release time for the staff; if supply cover is used, the cost of this.</i>	RAG Rating
1. Ensure that the behaviour policy is consistently applied and embedded within your department.	<ul style="list-style-type: none"> Rigorous monitoring of application and impact via use of Powerbi Team attends additional CPD to ensure consistency throughout the department 	Behaviour management is consistent and positive across the department.	LR LF	PT	NA	Training on the use of PowerBi	

2. To develop a positive culture by ensuring that pupils are rewarded for their positive attitudes to learning, motivation and persistence post lockdown.	<ul style="list-style-type: none"> Staff consistently apply the Rewards system to promote a positive learning culture Via the Rewards system, profile of A2L behaviours is promoted to ensure that it is the effort and attitude to learning that is being recognised and rewarded and not just high outcomes. Thank you, Friday rewards are given weekly in line with whole school policy Staff reward students in line with whole school policy, including the use of positive phone calls 	Behaviour management is consistent and positive across the department. Behaviour concerns are quickly referred to SLT.	LR	PT JL	Postcards	NA	
3. To have high expectations, underpinned by clear routines and positive relationships.	<ul style="list-style-type: none"> Clear routines and positive relationships evident within department Staff and SL to monitor students who are demonstrating low levels of emotional resilience and refe 	Behaviour management is consistent and positive across the department. All students have the emotional and academic resilience to engage in their learning.	LR	PT	NA	NA	
4. To respond appropriately to the post COVID lockdown impacts on mental health and wellbeing	<p>Responsive approach informed by the individual and collective issues we are faced with on returning after extended school closure</p> <ul style="list-style-type: none"> SL monitor behaviour concerns within the department through Powerbi and behaviour referrals in Dept Meetings in order to identify and address patterns 	Staff are able to proactively address the needs of students.	LR	PT MF	NA	LR due to have further Mental Health Lead Training funded by the DfE	

	<p>and inform appropriate intervention</p> <ul style="list-style-type: none"> • SLs to refer students via SSM, ECs or student referral form for Pastoral Panel meeting 						
<p>5. To proactively address the needs of students who present consistently challenging behaviours and/or needs.</p>	<ul style="list-style-type: none"> • SL to identify patterns of negative behaviour and put in place appropriate support / CPD for staff. • SL to refer concerns to the pastoral panel. • Lead Practitioners to support staff with behaviour management CPD. • SL and staff to liaise with and refer to SENCo, as appropriate. • Further develop use of the Power Bi reports for behaviour data that will better inform key staff of individuals, behaviours and patterns of behaviours that require intervention. • Continue to promote the department referral system in order to provide the assigned intervening staff with the information they need to successfully address needs and/or concerning behaviours. • Enhance the new pastoral support structure and systems to continue to efficiently and effectively support positive whole-school behaviour. 	<p>Behaviour concerns are quickly referred to SLT.</p> <p>Staff are able to proactively address the needs of students.</p>	LR	PT MF BH/HM	NA	NA	

Personal Development

Targets <small>Break down the priority into smaller targets Make these SMART (specific, measurable, achievable, relevant, time-bound)</small>	Actions to be taken <small>Include the steps you will take in order to achieve the target</small>	Success Criteria <small>What does success look like? What impact will this have on your department/school? How will you measure this? Evidence, milestones, impact on learners, outcomes</small>	When/Who <small>Who is responsible? Enter completion dates</small>	Monitoring <small>Assign a member of Staff to monitor this objective Strategies to monitor? Enter key monitoring dates</small>	Resources <small>What equipment do you need to buy, and how much will it cost?</small>	CPD Required <small>Internal or external CPD Consider the time it will take Release time for the staff; if supply cover is used, the cost of this.</small>	RAG Rating
1. Ensure that the planned curriculum leads to clear career end points, and this is articulated to our students	Complete Careers planning meeting with CLB to identify opportunities for Careers delivery within the department Link subject content to specific career pathways and job roles Link skills and qualities required during subject lessons to job roles Build evidence base of skills and qualities within the PD Tracker grid		LR RH (Future Focus)	PT CLB			
2. Curriculum specific enrichment is planned and delivered across both key stages	Maintain an accurate register of all students taking part in Enrichment Activities – Using the provided whole school database Ensure that disadvantaged and other subgroup students are monitored and targeted to engage in Enrichment activities Plan and deliver enrichment activities beyond the school day, utilising social media and other opportunities to engage students Build evidence base of delivered enrichment activities within the PD Tracker grid	Enrichment activities planned into the curriculum, including activities, which can be delivered remotely and/or reduce person contact	LR	PT	Food resources Food room Potatoes and potato boxes	NA	

3. Ensure students have the skills, knowledge and attributes required by post 16 education, training and employment to be successful.	Map skills and qualities delivered, used and promoted during the teaching in your department in your SfL Identify where HLC Skills and Qualities are not delivered within your subject area and target reduction of gaps	Tracker grid frequently updated to reflect activities in the HSC curriculum	LR	PT	NA	NA	
4. To deliver a curriculum that develops pupils' character, FBV and SMSC	Carry out review meeting with PT to identify areas of strength and development for delivery of SMSC, FBV and Character development Update the evidence base within the tracker grid, adjusting dates where delivery is maintained in 2021/22 and adding additional	Tracker grid frequently updated to reflect activities in the HSC curriculum	LR	PT	NA	NA	
5. To deliver a range of opportunities to achieve PH Colours	PH Colours discussed at Department meetings to identify and implement opportunities to achieve colours within the department lessons and enrichment Opportunities to achieve colours are communicated and offered during lessons	Posters displayed in classrooms, which encourage students to identify stages in their own personal development within HSC	LR	PT EH	Posters	NA	

Leadership and Management							
Targets <i>Break down the priority into smaller targets Make these SMART (specific, measurable, achievable, relevant, time-bound)</i>	Actions to be taken <i>Include the steps you will take in order to achieve the target</i>	Success Criteria <i>What does success look like? What impact will this have on your department/school? How will you measure this? Evidence, milestones, impact on learners, outcomes</i>	When/Who <i>Who is responsible? Enter completion dates</i>	Monitoring <i>Assign a member of Staff to monitor this objective Strategies to monitor? Enter key monitoring dates</i>	Resources <i>What equipment do you need to buy, and how much will it cost?</i>	CPD Required <i>Internal or external CPD Consider the time it will take Release time for the staff; if supply cover is used, the cost of this.</i>	RAG Rating <div style="display: flex; justify-content: space-between; width: 100%;"><div style="width: 33%; height: 15px; background-color: red;"></div><div style="width: 33%; height: 15px; background-color: yellow;"></div><div style="width: 33%; height: 15px; background-color: green;"></div></div>
1. Communicate a clear and coherent vision	<ul style="list-style-type: none"> Department reviews demonstrate the vision for 	All documents relating to HSC, including the website are regularly updated to	LR	PT	NA	NA	

for the department and ensure that this is implemented throughout the team.	<p>the department is shared by the team.</p> <ul style="list-style-type: none"> Embedding of the values of the school in the curriculum plan. 	reflect any changes in the vision.					
2. To ensure that the curriculum supports the academic and cultural achievement of all learners (including those with SEND) within a curriculum that has high aspirations.	<ul style="list-style-type: none"> Progression opportunities within the curriculum area are made clear to all students Curriculum has high aspirations and allows learners the opportunity to progress in a relevant post 16 course. Ensure a relevant enrichment programme is in place in the curriculum area. 	Students have a clear understanding where the HSC course and the skills acquired can take them at Level 3 and further in their careers, regardless of a potential future in the HSC sector.	LR RH (Future Focus)	PT CLB	HSC careers display in classroom	NA	
3. To ensure as a leader that the department maintains and contributes to the schools safeguarding arrangements.	<ul style="list-style-type: none"> All members of the department have had the relevant training including induction Ensure all members of the department have completed the safeguarding test. Safeguarding issues are a standing agenda item 	All students are kept safe. Staff are able to proactively address the needs of students.	LR	PT MF	NA	NA	
4. To ensure that PP funding and Catch up Funding is targeted to close gaps for disadvantaged students and those most	<ul style="list-style-type: none"> Identify specific requirements for Catch Up Funding to ensure students are able to access relevant support Read the disadvantaged strategy document to understand the whole 	<p>The Pupil Premium gaps is closed.</p> <p>The ambitious curriculum ensures that disadvantaged students are not further disadvantaged by low</p>	LR	PT	NA	NA	

affected by COVID.	school approach to disadvantaged funding spending.	aspirations or gaps in knowledge.						
--------------------	--	-----------------------------------	--	--	--	--	--	--