

## Breda Academy School Development Plan Statements of Intent 2022 - 2025

<p><b>1) Learning and Teaching</b></p> <p>a) <b>Professional Learning Community; A culture of professional learning amongst staff to secure clearly understood, consistent approaches to planning for learning and teaching, which ensure continuity and progression in learning and high expectations for all students. (MA)</b></p> <p>b) <b>Assessment;</b> Assessment policy and practice to ensure students understand their successes and their next steps to learning. (MA)</p>	<p><b>2) Student Progress and Pathways</b></p> <p>a) <b>Raising student outcomes; A whole-school learning culture in which all staff plan and implement focussed actions and interventions to raise student outcomes. (MMc)</b></p> <p>b) <b>Pathways;</b> CEIAG framework to equip students with the knowledge, understanding and support they require to make suitable career pathway choices, which motivate them to make progress in their learning. (GF)</p>	<p><b>3) Leadership and Quality Assurance</b></p> <p>a) <b>Self-evaluation; Refining the self-evaluation structure and processes to ensure rigorous and realistic quality assurance that informs future practice. (PP)</b></p> <p>b) <b>Capacity Building;</b> Senior and Middle Leaders to develop their capacity to lead self-evaluating teams, manage quality assurance practices and contribute effectively to school improvement. (PP)</p>						
<p><b>4) Safeguarding and Student Wellbeing</b></p> <p>a) <b>Preventative Curriculum; To promote the positive emotional health and wellbeing of students and the broader school community by raising awareness of social, emotional, and health issues, developing the confidence and coping skills of students and offering early intervention when students are experiencing certain difficulties. (LP)</b></p> <p>b) <b>Attendance; Raising student attendance in each Year Group. (JMc)</b></p>	<p><b>5) Equality and Inclusion</b></p> <p>a) <b>Pastoral care and support;</b> Enhancing the pastoral programme to promote the integration, wellbeing and personal development of SEN and Newcomer students to support progress in their learning. (GS)</p> <p>b) <b>Inclusion;</b> Ensuring the performance of SEN and Newcomer students is tracked, and targeted intervention and support put in place to support their achievement and attainment. (GS)</p>	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 20px; height: 20px;"></td> <td style="text-align: center;"><b>Curriculum / Pastoral Leaders' Development Priorities</b></td> </tr> <tr> <td style="width: 20px; height: 20px; background-color: #0070C0;"></td> <td style="text-align: center;"><b>Curriculum Priorities – 1a, 2a &amp; 3a</b></td> </tr> <tr> <td style="width: 20px; height: 20px; background-color: #6A329F;"></td> <td style="text-align: center;"><b>Pastoral Priorities – 4a, 4b &amp; 3a</b></td> </tr> </table> <p><b>School Development Planning is underpinned by:</b></p> <ol style="list-style-type: none"> <li>1. Target Setting and Action Planning</li> <li>2. Monitoring and Evaluation</li> <li>3. Review and Evidence of Impact</li> </ol>		<b>Curriculum / Pastoral Leaders' Development Priorities</b>		<b>Curriculum Priorities – 1a, 2a &amp; 3a</b>		<b>Pastoral Priorities – 4a, 4b &amp; 3a</b>
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This SDP for 2022 – 2025 was agreed and ratified by the Board of Governors – Tuesday 27<sup>th</sup> September 2022