

Woolston 6th Form College Development Plan 2021-22



<p>1. Leadership and Management</p> <ul style="list-style-type: none">a) To develop the role of middle leaders and senior leaders within collegeb) To enhance the training and CPD development programme for staff, including inductionc) To introduce additional accredited programmes for students to strengthen the college offer:<ul style="list-style-type: none">• Functional Skills - Maths, English and ICT• Independent and Supported Travel Trainingd) To ensure safeguarding procedures are up to date to create a culture of continuous monitoring to support all staff and students to keep safee) To be actively involved in post 19 developments	<p>2. Quality of Education</p> <ul style="list-style-type: none">a) To develop and define 3 distinct curriculum pathways within college and link to Preparation for Adulthoodb) To develop a more user friendly college assessment systems for Pathways 1 and 2 based on a credit systemc) To raise the attainment of Speaking and Listening across the colleged) To conduct more rigorous moderation around accreditation to show evidence of progress and impact of learning.e) To further embed Evidence for Learning to assist us in demonstrating progress, engagement and curriculum coverage
<p>3. Behaviour and Attitudes</p> <ul style="list-style-type: none">a) To develop the role of the Student Council so that students are more confident about their place within the college and know their responsibilities and rightsb) To create more opportunities to support the sensory needs of studentsc) To develop the internal and external college facilities	<p>4. Personal Development</p> <ul style="list-style-type: none">a) To develop and embed Preparation for Adulthood framework through careers education and work experienceb) To redefine our Duke of Edinburgh Award offer by developing wider life skills and link to Tutor and Leisure group optionsc) To enhance the tutor group and leisure activities to involve off site activities to promote a return to community use and community learningd) To raise the profile of Mental Health and RSE across the college, embedding the use of EFL to record and evidence these across the curriculum.e) To review and strengthen transition procedures and practise for students moving into college at 16 and out of college at 19

Leadership and Management

Objective	How	Time span	Led by	Monitored by	Success criteria
a) To develop the role of middle leaders and senior leaders within college	<ul style="list-style-type: none"> •JHR to enrol on NPQ course in Behaviour and Culture and be supported by NB as her learning mentor •AP to complete NPQSL course •LB to enrol and commence NPQSL course and take on further management responsibilities •All teachers in college to have PM targets linked to an area of whole college development 	<p>By October 2021</p> <p>By July 2022 By March 2022</p> <p>By Oct 2021, and termly</p>	NB/AP	LD / JM Governors	<p>A more experience college staff team</p> <p>More staff taking on management responsibilities within college</p> <p>Succession planning in the event that job roles change or periods of sickness</p>
b) To enhance the training and CPD development programme for staff, including induction	<ul style="list-style-type: none"> •Revise annual training calendar and add more college specific training •Increase elements links to ASD support to upskill staff members •Medication and medical related training to be completed by all staff •UPS3 teacher to be guided to mentor and support HT as an ECT. •Revise the induction framework for all new staff to make sure staff are fully inducted and supported during their first year in college •Research opportunities for staff to take on external CPD opportunities post COVID 	<p>By Sept 2021 and every half term</p> <p>From Sept 2021 By Sept 2021 and ongoing</p> <p>By March 2022</p>	NB	LD/ JM Governors	<p>Hybrid of in house and virtual training package detailed for staff each term</p> <p>Staff feel more confident in meeting the needs of all students</p> <p>Consistent ASD and behaviour approaches across college</p> <p>New staff are brought up to speed quickly and feel supported in their new job roles, keeping our staff retention high</p> <p>All students, and especially ASD student, thrive and make outstanding progress</p>
c) To introduce additional accredited programmes for students to strengthen the college offer	<ul style="list-style-type: none"> •Review existing offer and see what other awarding bodies are offering •Research further courses for the 3 pathways that will allow students to gain further relevant qualifications at the appropriate level 	<p>By Oct 2021</p> <p>By Dec 2021</p>	NB	LD/ JM Governors	<p>All students working on relevant and appropriate qualifications during their time at college</p> <p>Most students will have opportunity to participate in supported</p>

	<ul style="list-style-type: none"> • Additional qualifications to be added at Entry 1 and above for Maths, English and ICT • Assigned staff to complete Independent, Travel Training courses in preparation for delivering qualifications • Reintroduction of independent and supported travel training programmes post COVID • Evaluate the effectiveness of the programmes based on outcomes for students 	<p>By Dec 2021</p> <p>By March 2022</p> <p>By July 2022</p>			All students will leave college with the most relevant qualifications and experiences that will support with Preparation for Adulthood
d) To ensure safeguarding procedures are up to date to create a culture of continuous monitoring to support all staff and students to keep safe	<ul style="list-style-type: none"> • New DSLs assigned to college - AP and NB • College leads to complete advanced safeguarding training • College leads to attend weekly safeguarding meetings and report back to staff any updates in legislation from WBC and government • Safeguarding training and Safeguarding for Adults training to be completed by all staff members • All staff to read updated safeguarding documentation - Keeping Children Safe in Education 	<p>By Sept 2021</p> <p>By March 2022</p> <p>Ongoing</p> <p>By Oct 2021</p> <p>By Sept 2021</p>	AP	LD/ JM Governors	All staff and students are kept safe. Staff are aware of the most up to date guidance and legislation.
e) To be actively involved in post 19 developments	<ul style="list-style-type: none"> • College lead to work with LA in support of post 19 development within Warrington. • Potential students identified that can be supported in Warrington instead of going out of area. • Potential sites identified and reviewed • Appropriate curriculum devised • Clear links between Education, Health and Social Care 	Ongoing through year	NB	JM Governors	All students remain in and learn to live in Warrington closer to family ties Students access a blended curriculum of education, health and therapy linked to Preparation for Adulthood framework

Quality of Education

Objective	How	Time span	Led by	Monitored by	Success criteria
a) To develop and define 3 distinct curriculum pathways within college and link to Preparation for Adulthood	<ul style="list-style-type: none"> Evaluate the current qualifications being offered and research alternatives with other awarding body for pre-entry level students Develop the curriculum offer for Pathways 1 and 2 Visit other post 16 providers and see what they are offering for pre-entry level students Pilot any potential qualifications with target groups Link college curriculum fully to the 4 areas of the Preparation for Adulthood framework 	<p>By Sept 2021</p> <p>By Dec 2021</p> <p>By Dec 2021</p>	NB / Pathway leads	LD/ JM Governors	<p>The curriculum offered by college meets the needs of all current and future students</p> <p>The curriculum needs of our pre-entry learners are met more fully. The Preparation for Adulthood framework is embedded into everything we do in order to support students fully moving forward post college.</p>
b) To develop a more user-friendly college assessment systems for Pathways 1 and 2 based on a credit system	<ul style="list-style-type: none"> Develop an assessment tool to baseline students and ensure consistency of judgement Review Maths and English assessment criteria in order to refine the bank of objectives (Entry 1 and above) Respond to termly data by offering focussed support for those students not on track Develop a tracking system linked to accredited units to be use with those students at pre-entry level who are not making the expected progress against our internal monitoring system. 	<p>By Dec 2021</p> <p>By Dec 2021</p> <p>By March 2022</p>	NB / Pathway leads	LD/ JM Governors	<p>Relevant data systems in place that can be used to compare progress for different groups i.e. ASD vs. Non ASD, Girls vs. boys.</p> <p>Termly progress clearly linked to annual targets and showing students meeting / not meeting / exceeding targets.</p> <p>Planned interventions for those students not on track</p> <p>Strong systems in place that allow consistent judgement of attainment</p> <p>Targets set will be challenging for all students making sure that all students are making maximum progress.</p>

<p>c) To raise the attainment of Speaking and Listening across the college</p>	<ul style="list-style-type: none"> • Staff to raise opportunities across the wider curriculum for S&L activities to be completed • Develop use of current resources and IT packages • Research relevant and age appropriate resources to enhance the current offer • Develop own in house resources to support individual groups • Continue to source appropriate reading materials to develop reading and speaking opportunities • Develop opportunities for students to speak up in groups within college • Continue to work with Oi Listen to develop further opportunities for students to develop their confidence to speak up • Tutor and leisure group options to allow students to develop self confidence in speaking e.g. social skills groups 	<p>Ongoing</p> <p>From Sept 2021</p> <p>Termly with different groups</p> <p>From Sept 2021</p>	<p>NB / AP Teachers</p>	<p>LD/ JM Governors</p>	<p>All staff have increased knowledge of tools to support speaking and listening across the curriculum IT programs being used effectively by all staff to support students Students self confidence and esteem raised through variety of opportunities Students accessing a wide variety of high quality resources. Speaking and listening data will show improvement term on term</p>
<p>d) To conduct more rigorous moderation around accreditation to show evidence of progress and impact of learning.</p>	<ul style="list-style-type: none"> • OCR and Open Awards moderation to be assigned to 2 staff members • New tiered guidance on expectations from all staff to be produced and shared • Completed work files and 'working on folders' to be prepared for every student Moderation meetings for staff to moderate each other's work to be built in every term • Timetabled days each term for internal moderators to complete checking of all files 	<p>By Sept 2021</p> <p>By Nov 2021 and termly</p> <p>Termly</p>	<p>NB</p>	<p>LD/ JM Governors</p>	<p>Staff confidence raised around production of their own work and assessments having seen the ideas of others Moderation process is smoother with clear outcomes for students More staff experienced in the moderation process to cover for job roles change or periods of sickness</p>
<p>e) To further embed Evidence for Learning to assist us in demonstrating</p>	<ul style="list-style-type: none"> • Assign EFL co-ordinator role as part of Performance Management • Co-ordinator to carry out refresher training for existing staff and new staff to get more detailed training where needed 	<p>By Oct 2021</p>	<p>AP / LB</p>	<p>LD/ JM Governors</p>	<p>Students more involved in self-assessment and self review Increased evidence recorded, increased use of video clips to</p>

<p>progress, engagement and curriculum coverage</p>	<ul style="list-style-type: none"> • SLT and co-ordinator to carry out regular peer monitoring - half termly • Co-Ordinator to liaise with EFL provider to look for ways to increase parental engagement - new Parent App • Develop PLG for EHCP outcomes • Increase use of student self-assessment in Pathway 3 and look for ways for Pathways 1 and 2 to share their assessments in a more appropriate way 	<p>Half termly</p> <p>By Nov 2021</p> <p>By March 2022</p>		<p>further support student review, engagement and self-assessment. Accurate record of engagement leading to more focused 'next steps' and linked progress. Students will have evidence of progress over time towards their EHCP targets</p> <p>Clear evidence of how EHCP targets filter down into practice</p> <p>Parent accessing the system more and showing responses and adding evidence of home based learning</p>
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Behaviour and Attitudes

Objective	How	Time span	Led by	Monitored by	Success criteria
a) To develop the role of the Student Council so that students are more confident about their place within the college and know their responsibilities and rights	<ul style="list-style-type: none"> Continued links with Oi Listen and other speak up partners to allow students to have opportunities to speak out and find their voice Student representation on committees - Health & Safety, Social committee, college development, wellbeing committee Surveys to be completed by students on areas of college life e.g. food in canteen, social nights, developments TAs nominated to support College Council to meet every half term and share their views College Council noticeboard assigned in college NCS programme for all 3 pathways 	<p>Termly with different groups</p> <p>By Dec 2021</p> <p>Half termly</p> <p>By Oct 2021</p> <p>By Dec 2021</p> <p>By Dec 2021</p>	NB / AP	LD/ JM Governors	<p>Students more aware of themselves and able to speak up and share their ideas.</p> <p>All students feel confident to share their 'voice'</p> <p>Student self confidence and esteem is raised.</p> <p>Students have their say in the development of our college.</p> <p>Students feeling happy in college and also having people to talk to if they are having any difficulties.</p> <p>Students more aware of what support is out there for them and more willing to challenge inequalities</p> <p>Key messages promoted within the local community</p>
b) To create more opportunities to support the sensory needs of students	<ul style="list-style-type: none"> Enhance the use of the sensory room within college OT to work with individuals / groups based on greater need within college Liaise with OT to review sensory profiles and diets to support students with sensory needs Behaviour plans and procedures reviewed based on NPQBC course being completed by JHR Make sure all documentation is supportive of all needed - ASD practises improved after training Ready to Learn activities planned for start of morning and afternoon session 	<p>By Dec 2021</p> <p>By March 2022</p> <p>By March 2022</p>	NB / AP	LD/ JM Governors	<p>Students sensory needs being fully met</p> <p>Students ready to learn in all sessions within college</p> <p>Staff have an increased awareness and understanding of sensory needs of students</p> <p>Functional skills improve</p> <p>Progress data shows improvements for ASD cohort</p>

	<ul style="list-style-type: none"> •Develop a rebound curriculum 	By July 2022			
c) To develop the internal and external college facilities	<ul style="list-style-type: none"> •To develop the courtyard facilities now that students are out together in groups to promote social skills and playing together •College Council to be met with and suggestions taken for further developments •Courtyard canopy to be built to allow area to be used throughout the year regardless of weather •Grass area at front of college to be developed to be used more by students • 	<p>By Dec 2021</p> <p>Termly</p> <p>By Feb 2022</p> <p>By July 2022</p>	NB / AP	LD/ JM Governors	<p>College facilities are improved and enjoyed by the full cohort of students.</p> <p>College Council is fully involved in supporting the development of college.</p> <p>College facilities can be used more thoroughly through the year.</p> <p>Students have access to more areas outside of college to support their development</p>

Personal Development

Objective	How	Time span	Led by	Monitored by	Success criteria
<p>a) To develop and embed Preparation for Adulthood framework through careers education and work experience</p>	<ul style="list-style-type: none"> • Further develop opportunities within Woolston Learning Village for all students to participate in some form of work experience post COVID • Develop a link business for each of the Pathway 3 courses • Develop links with external employers to support with voluntary work in the local community. • Staff to support students 1:1 with work placements as required • Talentino programme to support with careers curriculum • Volunteer work sessions within college kitchen for students to sign up to every lunchtime • World of Work days built into college curriculum • External companies to deliver work related talks and experiences for students on different pathways 	<p>By July 2022</p>	<p>AP</p>	<p>LD/ JM Governors</p>	<p>Bungalow open to customers and is safely run by the Café and Retail Course group.</p> <p>Pathway 3 course groups able to complete work related learning which leads to the maximum outcome for their accredited course.</p> <p>Pathways 1 and 2 to be more experienced working in the college kitchen as well as other jobs to support the running of the college.</p> <p>Students have increased understanding of the world of work</p> <p>All college students to have participated in some form of work experience opportunity either internally or externally to college.</p> <p>Students are best placed to take up opportunities of external work experience.</p> <p>Positive feedback from students, staff, employers and parents with regards to work experience being carried out by students.</p> <p>An improved careers service where students and parents receive impartial advice about all options open to them</p> <p>Students leaving college and moving to providers that are geared up to support them in the best possible way</p>

<p>b) To redefine our Duke of Edinburgh Award offer by developing wider life skills and link to Tutor and Leisure group options</p>	<ul style="list-style-type: none"> • Edofoe - training and all staff to be skilled up to use the system by DoE staff • Post COVID set up groups differently linked to the award students are working on • Increase staff responsibility for recording assessor reports and evidence • Employing temporary skilled staff to deliver activities that students have not participated in previously • Develop expedition skills by holding workshops for staff • Set expedition weeks for different pathways into college calendar • Create more community links to enhance the opportunities offered to students 	<p>By Nov 2021</p> <p>By Dec 2021</p> <p>By July 2022</p> <p>By March 2022</p>	<p>NB / CP</p>	<p>LD/ JM Governors</p>	<p>Staff are more confident at managing the admin aspect of delivering DofE. Staff feel more confident when delivering practical sessions linked to expeditions which, in turn, will ensure that students are better prepared and more skilled up for expeditions. DofE enhances our work-related learning and careers package. Students access a wider variety of skills and activities that may involve more specialist trainers.</p>
<p>c) To enhance the tutor group and leisure activities to involve off site activities to promote a return to community use and community learning</p>	<ul style="list-style-type: none"> • Listening to ideas from students as to activities they would like to try • Post COVID - look for more opportunities off site to develop community learning and involvement • Employing temporary skilled staff to deliver activities that students have not participated in previously 	<p>By Dec 2021</p> <p>By July 2022</p>	<p>AP/ NB</p>	<p>LD/ JM Governors</p>	<p>Student voice is listened to and they can share activities they would like to try. Students are accessing the community and using community facilities more confidently. Students are gaining new skills and potential interests that they may be willing to participate in outside of college.</p>
<p>d) To raise the profile of Mental Health and RSE across the college, embedding the use of EFL to record and evidence these across the curriculum.</p>	<ul style="list-style-type: none"> • Increase opportunities for students and staff to discuss their mental health post COVID as part of PSHE and general sessions. • Look for opportunities to enhance staff wellbeing through activities aimed at • TAs assigned to Mental Health Team as part of the Performance Management system • Review and amend where needed the RSE curriculum 	<p>Ongoing</p> <p>Ongoing</p> <p>By Oct 2021</p> <p>By March 2022</p>	<p>AP</p>	<p>LD/ JM Governors</p>	<p>All students feel confident to share their 'voice' Staff and students will more readily recognise and acknowledge their own wellbeing and mental health. Students more aware of friendships and relationships linked to Preparation for Adulthood framework</p>

	<ul style="list-style-type: none"> • Writing of student friendly guides to healthy relationships and friendships as part of Sexual Health themed week • Mental Health week activities planned across the curriculum pathways by staff team • Regular meetings with staff members to support them where needed 	<p>By July 2022</p> <p>Ongoing</p>			
e) To review and strengthen transition procedures and practise for students moving into college at 16 and out of college at 19	<ul style="list-style-type: none"> • Develop current transition into college at 16 to involve a full package of support to feeder schools • Liaise with feeder school staff to share information and knowledge as how to best support students • Involving students fully in all aspects of transition • Develop further links with post 19 providers to support with transition out of college • Support students on transition packages / visits post COVID 	<p>By Oct 2021</p> <p>By Dec 2021</p> <p>By March 2022</p> <p>By July 2022</p>	NB / CP Transition Team	LD/ JM Governors	<p>Students are fully supported to enter college with as much preparation as needed allowing them to settle more quickly.</p> <p>All staff are fully prepared for students in their groups early in the year making it possible to additional preparation time.</p> <p>Students are fully supported to move on to their next providers and this will allow them to settle more quickly and be supported better by new staff members.</p> <p>Students are more confident about their next steps having been involved in the process fully.</p>