Woolston 6th Form College Development Plan 2020-21

1. Leadership and Management	2. Quality of Education
a) To develop the role of middle leaders and senior leaders within college b) To further enhance our ASD provision by developing an in house training package for new and current staff	a) Evidence for Learning to be further implemented and utilised to assist us in demonstrating progress, engagement and curriculum coverage b) To further embed and refine college assessment systems c) To further promote reading for pleasure across college d) To further develop on site café facility to support with work skills
3. Behaviour and Attitudes	4. Personal Development
a) To further develop anti-bullying within college, by working towards achieving the Warrington 'Wise Up' Platinum status. b) To develop student's readiness to learn	a) To develop and embed preparation for adulthood through careers and work experience b) To further develop our Duke of Edinburgh Award offer by developing wider life skills and personal development opportunities

Leadership and Management

Objective	How	Time span	Led by	Monitored by	Success criteria
1a) To develop the role of middle leaders and senior leaders within college	• 1 staff member to complete NPQSL course and take on further responsibilities within college • Teaching staff to have an aspect of college that they lead on and is linked in to performance management • UP3 staff to have addition time to lead on larger whole college responsibilities	By July 2021	LL	PK LD Governors	A more experience college staff team More staff taking on management responsibilities within college Succession planning in the event that job roles across site change over time
1b) To further enhance our ASD provision by developing an in house training package for new and current staff	• Create Power point information on the different characteristics of ASD • Include photos and information on ASD friendly classrooms • Include information on training and resources available • Uniformed classroom visuals • Include in induction training for new staff to college.	By April 2021	JHR	LL	Virtual training package available for CPD Staff feel confident in meeting the needs of all ASD students Consistent approach across college New staff are brought up to speed quickly ASD students thrive and make outstanding progress

Quality of Education

Objective	How	Time span	Led by	Monitored by	Success criteria
2a) Evidence for Learning to be further implemented and utilised to assist us in demonstrating progress, engagement and curriculum coverage	• Carry out refresher training for TAs • Carry out regular peer monitoring • Increase parental engagement with EfL • Develop PLG for EHCP outcomes	Sept 2020 Termly Ongoing From Sep 2020	LL	LD/PK	Students will have online work files, engaging in self-assessment and self review, progress evident over time. Increased evidence recorded, increased use of video clips to further support pupil review, engagement and self-assessment. Accurate record of engagement leading to more focused 'next steps' and linked progress. Home learning opportunities increased –consistent approach between home and school, wider use of video clips to show engagement, improved communication about progress between home and school. Students will have evidence of progress over time towards their EHCP targets Clear evidence of how EHCP targets filter down into practice
2b) To further embed and refine college assessment systems	• Moderation meetings for staff to internally moderate and compare their work to other staffs • Continue with target groups to set end of year outcomes in Maths and English • 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 • Respond to termly data by offering focussed support for those students not on track • Develop the use of EFL to record progress for those students on the engagement steps	Termly By Oct 2020 By July 2021 By Jan 2021 Termly By July 2021	LL	PK / LD	Clear data systems in place that can be used to compare progress for different groups i.e. ASD vs. Non ASD, Girls vs. boys. Termly progress clearly linked to annual targets and showing students meeting / not meeting / exceeding targets. Planned interventions for those students not on track Strong systems in place that allow consistent judgement of attainment

		By Jan 2021			Targets set will be challenging for all students making sure that all students are making maximum progress.
	• 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 Maths and English monitoring system.	By Jan 2021			Targets set will be challenging for all students making sure that all students are making maximum progress.
2c) To further promote reading for pleasure across college	• Develop use of current IT based support packages • Continue to develop use of Clicker and train new or under confident staff • Continue to source reading material including reading scheme books • Organise the reading scheme into bands • Develop a library service, run by the Office and Admin group • Enhance commercially produced resources with home made resources using clicker and/or boardmaker	By July 2021	LL	LD PK Governors	All staff have increased knowledge of tools to support with reading and writing IT programs being used effectively by all staff to support reading and writing Reading and writing data will show improvement in these areas Students accessing a wide variety of high quality resources.
2d) To adapt use of the Bungalow within the Café and Retail course according to become compliant with Covid-19 national guidance	• Read the Covid 19 Guidance document with regards to food business • Highlight any changes to be made to the Bungalow catering business that will make it Covid compliant • Liaise with Health and Safety consultant to create a new risk assessment • Order any new resources needed to become compliant • Create and display signage • Organise rotas for service, staff, students and customers • Make sure all staff working in the Bungalow are trained in Food hygiene and safety level 2 • Make sure staff and students have an induction and tour of the Bungalow • All staff to read and sign the risk assessments and read the COSSH data and guidelines.	By Dec 2020	JHR/LL	LM	Bungalow is open to customers and is safely run by the Café and Retail Course group. All staff and customers adhering to Covid-19 guidelines. Café and Retail course group able to complete work related learning which leads to the maximum outcome for their accredited course.

Behaviour and Attitudes

Objective	How	Time span	Led by	Monitored by	Success criteria
3a) To further develop anti-bullying within college, by working towards achieving the Warrington 'Wise Up' Platinum status.	• Attend events in Warrington through involvement with Warrington Speak Up. • Allocate team of staff within roles and responsibilities across college • Apply to scheme and check criteria for platinum award • Action plan how criteria will be met • Communicate with college staff and complete anti bullying work through class based activities, PSHE curriculum and whole college citizenship days throughout college year. • Produce submission of evidence for award.	By Dec 2020	AD/CR/SB	LL	College being recognised and awarded the platinum status Students more aware of their own behaviour and how it affects others Students feeling happy in college and also having people to talk to if they are having any difficulties Students more aware of what support is out there for them and more willing to challenge inequalities Key messages promoted within the local community
3b) To develop student's readiness to learn alongside personalised functional skill development	• Meet with parents of new students to assess sensory needs • Review sensory profiles and diets to support students with sensory needs • Ready to Learn activities planned for start of afternoon session • Support tutors in best activities for particular cohorts • Set up a rebound curriculum • Have a functional skill of the half term whole college program across the year.	By end of Aut 1 Ongoing Ongoing By Dec 2020 Half temly	LW	LL	Students sensory needs being fully met Students ready to learn in all sessions within college Staff have an increased awareness and understanding of sensory needs of students Functional skills improve

Personal Development

Objective	How	Time span	Led by	Monitored by	Success criteria
4a) To develop and embed preparation for adulthood through careers and work experience	• Staff training in regards to completion of risk assessments and work placement assessments • Further develop opportunities within Woolston Learning Village for all students to participate in some form of work experience. • 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. • Create World of Work Days within the curriculum • Build up the skills needed for the World of Work days within DofE sessions • Follow the Gatsby Framework • Work with assigned school advisor to develop programme with college • Bring in external companies to deliver work related talks and experiences for all students • Impartial careers advice delivered to all students	Autumn 2020 Spring 2021 Autumn 2020 Ongoing Half termly Ongoing Autumn 2020 Autumn 2020 Spring 2021 Ongoing	AP	PK LD LL	All college students to have participated in some form of work experience opportunity either internally or externally to college. Students are best placed to take up opportunities of work experience. Positive feedback from students, staff, employers and parents with regards to work experience being carried out by students. An improved careers service where students and parents receive impartial advice about all options open to them Students leaving college and moving to providers that are geared up to support them in the best possible way Students gaining the best experience possible in regards to knowing about the world of work and what is available to them
4b) To further develop our Duke of Edinburgh Award offer by developing wider life	• Training for staff and selected students to use EDofE • Develop expedition skills by holding workshops for staff	Aut 2020 Spring 2020	SM	LL/CP	Staff are more confident at managing the admin aspect of delivering DofE.

| skills and personal development opportunities | • Linking the skills section planned activities into the World of Work Days that are part of the 'Stepping into the Future' program
• Creating more community links to enhance the opportunities offered to students | Ongoing

Spring 2020 | | | Selected students are able to complete their own admin for 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. |