

BMAT STRATEGIC PLANS



BMAT Strategy to Challenge Educational Disadvantage 2020 - 2024

Vision	A place where teachers and children are freed to succeed			
Goal	Outstanding education for all	A great place to work	A vigilant culture of safety and well-being	Increased influence and impact both within and outside BMAT schools
Priorities	<p><u>1. Strengthen the outcomes and provision for the disadvantaged pupils including those with special educational needs and/or disabilities.</u></p> <p><u>2. Develop an ambitious curriculum including personal development.</u></p>	<p><u>3. Recruit, develop, support and retain staff in all departments.</u></p> <p><u>4. Invest in the workplace environment.</u></p>	<p><u>5. Strengthen safeguarding and welfare systems.</u></p> <p><u>6. Increase numbers of pupils who experience a BMAT education.</u></p>	
Principles	<p>High Expectations</p> <p>High expectations for every child</p>	<p>Courageous Actions</p> <p>Collaboration not competition</p>	<p>Service</p> <p>Outcomes not methods</p>	<p>Service</p> <p>Children and young people first</p>



Our Long-Term Strategy to challenge educational disadvantage

Our strategy is rooted in the **voices of teachers and leaders** in our schools; It needs to be meaningful and applicable to colleagues working in our schools at all levels, from pastoral teams to subject leaders.

Every single person working in a BMAT school is responsible for addressing educational disadvantage.

Our strategy is framed around pupils' language and communication and literacy. We will focus relentlessly on developing:

- Oral language
- Background knowledge
- Vocabulary
- Disciplinary literacy

We will take a **long-term view** and adopt a collective responsibility for disadvantaged pupils.

The strategy will focus on giving all staff the capacity, the knowledge, the expertise and professional development to meet the needs of their pupils in their **community**.

It focusses relentlessly on **pupil need, not labels**. Our strategy will be pupil led, not provision led. We will expect pupils to surprise us with their achievements.

We will ensure that every pupil, irrespective of background or barriers to learning, becomes a strong **reader**.

We will adopt the **tiered model** for addressing disadvantage: teaching and learning (CPD on reading instruction, developing pupils' oral language), academic intervention (evidence-based reading interventions) and wider approaches (e.g. pastoral care).

We will work with internal and **external experts and research evidence** to develop a phase specific, subject specific approach to developing a relentless focus on **reading** across the Trust. To do this, we will build the expertise of all staff.



Supporting primary and secondary schools across Essex and East London, BMAT is a growing multi-academy trust with a singular vision: **schools, teachers and pupils freed to succeed.**

Year 1 – Planning and review

Objective:	Actions:	Led by:	Time scale:	Impact:
<p><i>Developing pupils' oral language, background knowledge, vocabulary and disciplinary literacy.</i></p>	<p>Review of the curriculum</p> <p>Faculty planning to focus on curriculum development</p> <p>Morphology/Etymology CPD</p> <p>Academic intervention</p> <p>Pilot explicit teaching of vocabulary in specified subject areas</p> <p>NS to create CPD schedule for school leaders</p>	<p>Heads of School/Primary subject leaders/Head of Faculty/Working group</p> <p>CPD led by Neil Stirrat</p>	<p>Summer term 2021/ Autumn term 2021</p>	<p>Identify and select vocabulary that is essential to pupils understanding of and access to the curriculum</p> <p>Identify good practice of explicit vocabulary teaching in schools to share across the Trust.</p> <p>Shared understand of and consistent approach to explicit vocabulary teaching.</p>
<p><i>Giving all staff the capacity, the knowledge, the expertise and professional development to meet the needs of their pupils in their community</i></p>	<p>Teacher voice survey (confidence)</p> <p>CPD on reading instruction, developing pupils' oral language</p> <p>Audit skills of Tas</p> <p>NS to create CPD schedule for school leaders</p>	<p>ACEO/Headteacher/Head of School</p> <p>CPD led by Neil Stirrat</p>	<p>Autumn term 2021/ Spring term 2022</p>	<p>Identify training needs so that CPD is differentiated and targeted.</p> <p>Establish a team of skilled staff to support training and development.</p> <p>Teachers are upskilled to be able to teach words deeply in order to improve pupils understanding.</p>
<p><i>Every pupil, irrespective of background or barriers to learning, becomes a strong reader.</i></p>	<p>Review curriculum to identify appropriate reading materials</p>	<p>CEO/Heads/Reading leads</p>	<p>Autumn term 2021</p>	<p>Shared understanding of the importance of reading in the primary and secondary context.</p>

	<p>Leaders and teachers trained to support academic reading</p> <p>STAR reading assessments 7 - 9</p> <p>Evidence based reading interventions</p> <p>Gary Cansell to support schools to develop reading lists?</p> <p>Primary English Director to be recruited</p>			<p>Improve staff understanding and delivery of literacy across subjects.</p> <p>Subject specific approaches to teaching reading and literacy.</p> <p>Pupils are beginning to build reading knowledge and skills over time.</p>
<p><i>Every single person working in BMAT school is responsible for addressing educational disadvantage. We will take a long-term view and adopt a collective responsibility for disadvantaged pupils.</i></p>	<p>We will evaluate the impact of the strategic intent through the Guskey model of evaluating professional development.</p> <p>Identify and target support through planned differentiated professional develop</p>	ACEO/Headteacher/Head of School	Summer term 2022	Informed planning for the implementation of the strategy in year 2.
<p>Year 2 – Implementation and review</p>				
Objective:	Actions:	Led by:	Time scale:	Impact:
<p><i>Develop and consolidate pupils' oral language, background knowledge,</i></p>	Implementation of the curriculum with explicit	Head of Faculty/Faculty staff	Autumn term 2022	Increasing pupils word knowledge overtime.

<p><i>vocabulary and disciplinary literacy.</i></p>	<p>vocabulary instruction in all subject areas</p> <p>Faculty monitoring of implementation</p> <p>Academic intervention</p>			<p>Pupils are beginning to use language in talk and in writing with high levels of fluency and confidence.</p> <p>Pupils are beginning to select and use vocabulary correctly.</p>
<p><i>Giving all staff the capacity, the knowledge, the expertise and professional development to meet the needs of their pupils in their community</i></p>	<p>NQT/New staff induction</p> <p>CPD on reading instruction, developing pupils' oral language</p> <p>Termly academic reading reviews within subject areas</p> <p>Target support through planned differentiated professional develop</p>	<p>ACEO/Headteacher/Head of School</p>	<p>Autumn term 2022</p>	<p>Embed the explicit teaching of vocabulary in all subject areas.</p> <p>Teachers able to teach words deeply so that pupils understand their nuances and complexities.</p> <p>Pupils are able to use vocabulary in context.</p>
<p><i>Every pupil, irrespective of background or barriers to learning, becomes a strong reader.</i></p>	<p>Full reading list to support reading to learn across the curriculum</p> <p>Academic reading embedded and assessed throughout the curriculum</p> <p>STAR reading tests 7 - 10</p> <p>Evidence based reading interventions</p>	<p>Heads/Reading leads</p>		<p>Subject specific approaches to teaching reading and literacy embedded in all subject areas.</p> <p>Pupils are beginning to use reading and vocabulary strategies to understand texts.</p> <p>Improve reading outcomes for all pupils.</p>

<p><i>Every single person working in BMAT school is responsible for addressing educational disadvantage. We will take a long-term view and adopt a collective responsibility for disadvantaged pupils.</i></p>	<p>We will evaluate the impact of the strategic intent through the Guskey model of evaluating professional development.</p> <p>Planning revision of curriculum and methodology following review</p>	<p>ACEO/Headteacher/Head of School</p>	<p>July 2023</p>	<p>Evidence base to Inform planning and update actions for the implementation of the strategy in year 3.</p>
<p>Year 3 – Embedding and review</p>				
<p>Objective:</p>	<p>Actions:</p>	<p>Led by:</p>	<p>Time scale:</p>	<p>Impact:</p>
<p><i>Consolidation of pupils' oral language, background knowledge, vocabulary and disciplinary literacy.</i></p>	<p>Full implementation of the curriculum with explicit teaching of vocabulary embedded in all subject areas</p> <p>Faculty monitoring of implementation</p> <p>Academic interventions</p>	<p>Faculty staff</p>	<p>Autumn term 2023</p>	<p>Maintain and extend pupils word knowledge overtime.</p> <p>Pupils able to use language in talk and in writing with high levels of fluency and confidence.</p> <p>Pupils able to select and use vocabulary with accuracy and precision.</p> <p>Improved attitude to learning for all pupils.</p> <p>Pupil outcomes more aligned with their peers.</p>
<p><i>Giving all staff the capacity, the knowledge, the expertise and professional development</i></p>	<p>NQT/New staff induction on reading instruction, developing pupils' oral language</p>	<p>ACEO/Headteacher/Head of School</p>	<p>Autumn term 2023</p>	<p>Upskill new staff to be able to teach words deeply in order to improve pupils understanding.</p>

<p><i>to meet the needs of their pupils in their community</i></p>	<p>Target support through planned differentiated professional develop</p>			<p>Embed the explicit teaching of vocabulary in all subject areas.</p>
<p><i>Every pupil, irrespective of background or barriers to learning, becomes a strong reader.</i></p>	<p>Full reading list to support reading to learn across the curriculum</p> <p>STAR reading tests for all</p> <p>Evidence based reading interventions</p> <p>Academic reading embedded and assessed throughout the curriculum.</p>	<p>Reading leads</p>		<p>Subject specific approaches to teaching reading and literacy embedded in all subject areas.</p> <p>Pupils are able to use reading and vocabulary strategies to understand texts.</p> <p>Improve reading outcomes for all pupils.</p> <p>Improved academic attainment outcomes for all pupils.</p>
<p><i>Every single person working in BMAT school is responsible for addressing educational disadvantage. We will take a long-term view and adopt a collective responsibility for disadvantaged pupils.</i></p>	<p>We will evaluate the impact of the strategic intent through the Guskey model of evaluating professional development.</p> <p>Planning revision of curriculum and methodology following review.</p>	<p>ACEO/Headteacher/Head of School</p>	<p>July 2024</p>	<p>Review potential for lasting improvements and identify areas of the strategy to be revisited.</p>