



Sir Christopher Hatton Academy Priorities

Student voice

Curriculum innovation

High quality staff development

Aiming for excellence

Excellence

Aspiration

Achievement

Inspiration

Community

	Developing	Embedding	Refining
<p>Student voice</p> <p>Prepare students for success in the 21st Century by becoming confident speakers, accomplished writers and avid readers.</p>	<p>Vocabulary, Speaking & Listening - Students are explicitly taught to use tier 2 and 3 vocabulary to form full sentences. Students' thinking is challenged through probing questions and they sensitively challenge one another.</p> <p>Reading - Students are exposed to high quality reading material and explicitly given the strategies needed to access the texts.</p> <p>Writing - Students are provided with academic writing frames and models which include tier 2 and 3 vocabulary and write in full sentences.</p>	<p>Vocabulary, Speaking & Listening - Students use tier 2 and 3 vocabulary to articulate their ideas with sophistication and precision. Students demonstrate active listening by habitually challenging and responding to ideas with sensitivity.</p> <p>Reading - Students actively choose to read high quality material, including teacher recommendations, demonstrating resilience by adopting a reciprocal reading approach.</p> <p>Writing - Students produce crafted, thoughtful, original content and respond in full, varied sentences using sophisticated vocabulary.</p>	<p>Vocabulary, Speaking & Listening - Students use verbal reasoning skills with confidence to enable them to self-govern, chair, and steer discussions and debates. Students seek opportunities to learn new words to speak with flair and style to any given audience.</p> <p>Reading - Students independently read ambitious texts, share their experiences, make recommendations and critique texts with confidence.</p> <p>Writing - Students write with accuracy and flair to any audience, for any purpose.</p>
<p>Curriculum innovation</p> <p>Develop successful and lifelong learners; caring and confident young people and adults; and, responsible global citizens who are prepared for the changing world of work.</p>	<p>Develop a broad, balanced and ambitious curriculum that encourages high aspirations for all, celebrates success and ensures students are ready for the world of work.</p>	<p>Teaching of the curriculum develops students to appreciate the links between subjects. The curriculum enables students to have a greater understanding and knowledge of local, national and international issues, developing students to be responsible global citizens.</p>	<p>Teaching of the curriculum enables students to take ownership of their learning. Teaching of the curriculum inspires students to self-reflect and develop as independent successful learners, ready to take their place as responsible global citizens who will make a difference to the world around them.</p>
<p>High quality staff development</p> <p>Support, develop and empower staff to become expert, world class practitioners who consistently deliver high quality provision.</p>	<p>Staff are supported to reflect upon their practice by engaging in discussion about the impact of teaching practice with peers and leaders, to develop a culture of trust, respect and scholarship. Evidence based practice is at the heart of all staff development which directly impacts on the outcomes of learners.</p>	<p>Staff engage openly in discussion about the impact of teaching practice with peers and leaders, embedding a culture of trust, respect and scholarship. Evidence based practice is at the heart of all staff development which directly impacts on the outcomes of learners both within our own setting and beyond.</p>	<p>Staff engage openly in discussion about the impact of teaching practice with peers and leaders. An embedded culture of trust, respect and scholarship allows staff to take calculated risks and share their best practice within and beyond our setting. Evidence based practice is at the heart of all staff development which directly impacts on the outcomes of learners both within our own setting and beyond.</p>
<p>Aiming for Excellence</p> <p>Create a culture in which students self-regulate to ensure that they are always ready and dressed for excellence, with an attitude of respect, kindness, interest and empathy.</p>	<p>Consistency</p> <p>Mindful use of language</p> <p>De-escalation strategies and positive language are used consistently by all.</p> <p>Effective delivery of pastoral curriculum</p> <p>Form time and life skills are effective, relevant and engaging.</p>	<p>Pro-activity</p> <p>Forge strong relationships</p> <p>All students feel comfortable engaging and interacting with staff and students across the Academy.</p> <p>Develop students' cultural capital</p> <p>Opportunities created through the curriculum and extra-curricular activities.</p>	<p>Integration</p> <p>Inclusive and respectful communication</p> <p>Students are empowered to have emotionally-intelligent and emotionally-empathetic discussions with others.</p> <p>Borderless thinking</p> <p>Students embrace their role as upstanding global citizens.</p>

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