



## Ark Dickens Primary Academy Pillars

High Expectations	Excellent teaching	Exemplary behaviour	Depth for breadth	Knowing Every Child	Always Learning
<p><i>Strapline:</i></p> <p><b>We expect success</b></p> <p><i>We expect great things from our pupils. Our high level of deprivation acts as the stimulus to ensure that aspirations for our pupils are never constrained within socially expected boundaries.</i></p> <p><i>Education is recognised as a catalyst for change and the aspirations of an Ark Dickens pupil are no less than those from affluent school areas. We are unapologetic in our pursuit of excellence for all, sharing a collective belief that every child can succeed.</i></p> <p><i>Our relentless drive for ambitious targets is foremost and all staff share that collective responsibility. By age 11 our pupils will be able to take their place in secondary education with confidence, resilience, maturity and an understanding that a university education and a career of choice is absolutely achievable.</i></p>	<p><i>Strapline:</i></p> <p><b>Committed to excellence in teaching</b></p> <p><i>Our children deserve the best teaching every lesson, every day. Nothing less will suffice. Through a culture of support, co-planning, training, data awareness and high-level professional development we ensure that our teachers are able to deliver lessons that motivate, enthuse and inspire our pupils.</i></p> <p><i>Our teachers are expected to have excellent subject knowledge sharing that with our pupils in an accessible, thought-provoking and inspiring manner.</i></p> <p><i>We aim to build a community of lifelong learners who will take their place in society making an impact on the lives of others.</i></p>	<p><i>Strapline:</i></p> <p><b>Pride in Academy</b></p> <p><i>Exemplary behaviour is the norm, anything less is not acceptable as it detracts from learning.</i></p> <p><i>The environment is calm, orderly and highly disciplined with children choosing to move beyond compliance to adhere to the high expectations of self-discipline.</i></p> <p><i>All pupils understand the routines and procedures in place and choose to adhere through respect and pride in their school.</i></p> <p><i>Ownership is central. With excellent teaching, high expectations, everyone knowing every child the climate for learning becomes rich and embedded.</i></p> <p><i>Children develop grit and resilience at Ark Dickens becoming the drivers of their own destiny.</i></p>	<p><i>Strapline:</i></p> <p><b>A partnership in discovery</b></p> <p><i>The Leaning Tower of Pisa leans because its foundations are not strong! At Ark Dickens we aim to put in place the building blocks of knowledge so that every pupil has firm foundations in place. Only in this way can success be truly achieved, sustained and built upon.</i></p> <p><i>We prioritise maths and English as they provide the cornerstones for all learning. Pupils who need additional input are identified early enabling support to be rigorously applied. This allows the individual to catch up with their peers and thus move on to the next phase of their learning with confidence and minimal time lost.</i></p> <p><i>Testing is used rigorously to check on individual progress and ensures rapid response is put in place if pupil (or teacher) is not reaching expectation.</i></p>	<p><i>Strapline:</i></p> <p><b>No child left behind</b></p> <p><i>Ark Dickens aims to ensure that every child succeeds from whatever their starting point.</i></p> <p><i>Knowledge of the individual pupil by all those involved in the educational journey is central to achieving the best outcome. It is only by meeting individual social, emotional, behavioural and educational needs can a pupil truly meet their full potential.</i></p> <p><i>Our children must be prepared for a world that offers as yet unknown possibilities. Therefore every child is equipped with the skills to: reason logically, debate ardently, think critically, read widely, speak articulately and most of all have the confidence and self-belief that they can utilise these skills in any arena and with any audience.</i></p> <p><i>We do not make excuses for our pupils. Social status should never be a barrier to learning, instead we expose our children to the world of opportunity education provides.</i></p> <p><i>Collaboration with parents and carers is central to our success</i></p>	<p><i>Strapline:</i></p> <p><b>A passport to the world</b></p> <p><i>Learning does not stop outside of the classroom for student or teacher! Learning across our lives is essential for staying up to date in an ever-changing world, giving us access to new and different opportunities, taking us beyond our comfort zone.</i></p> <p><i>Learning is a lifelong commitment to betterment and fulfilment.</i></p> <p><i>Ongoing training, support, challenge is embedded in our school at all levels ensuring that all staff share a collective vision of the Ark network.</i></p> <p><i>Excuses are never acceptable, accountability is high and this is embedded by strong leaders (and those making that journey) who consistently model these expectations.</i></p> <p><i>To stop learning is to stagnate, to lose impetus, to cease contributing to society. At Ark Dickens we aim to nurture inquisitive minds, leading to inspiring futures.</i></p>

<p><i>Content:</i></p> <p>All pupil are expected to give 100% effort to every lesson and make progress from their respective starting points</p> <p>All pupils are tracked robustly through usage of KPI indicators – these files are regularly discussed with pupils at conferencing sessions</p> <p>Expectations of pupils work in books is high – these expectations are clearly laid out in the front/back of all books. Monitoring of books is robust and carried out by all leaders</p> <p>Pupils are expected to adhere to the school uniform policy and wear their uniform with pride. Sanctions are in place as necessary.</p> <p>The school environment is calm, orderly and well presented at all times – children and staff share responsibility for maintaining the high standards expected</p> <p>We do not allow the high pupil deprivation level of the school to limit our ambitions or expectations of the pupils. Pupils are taught the valuable lessons of accountability and resilience.</p> <p>Pupils and staff are expected to develop and sustain high social standards e.g. conferencing, greetings, attire, conversation etc.</p>	<p><i>Content:</i></p> <p>All teachers receive individualised support according to their professional development needs</p> <p>Every member of teaching staff has a designated Instructional Leadership or Real Time Coach</p> <p>All staff co-plan with a designated “expert” staff member within their phase team</p> <p>Those responsible for ILT/RTC/Co-planning receive weekly coaching support from an Ark Central Professional Development Lead</p> <p>Pupils are assessed regularly in line with Ark Trust guidelines. Key reporting year groups receive additional assessment opportunities in order to ensure trajectories set are realised</p> <p>Teachers are expected to use data systems in order to identify patterns and trends in pupil progress and attainment. Teachers who are not confident are provided with support from experienced staff in order to build expertise. This acquisition of knowledge is monitored to ensure it is embedded without delay</p> <p>Focused data led pupil progress meetings ensure that staff teams are aware of all profiles within their cohorts</p> <p>Learning time is maximised throughout the day and all staff/pupils are aware of the expectation</p> <p>All senior leaders in the school have class based responsibilities meaning open access for outstanding teaching to be observed</p>	<p><i>Content:</i></p> <p>Systems and routines are implemented rigorously and all pupils are aware of their responsibility to this</p> <p>Transitions in and around the site are calm and orderly with children adhering to high standards of conduct</p> <p>Children are expected to move beyond compliance to self-regulation of behaviour. This is encouraged from a young age</p> <p>The school behaviour flow chart is clearly understood by all pupils and staff and is readily available at all points around the site</p> <p>All pupils are aware of behavioural expectations, rewards and sanctions for deviation</p> <p>The school operates alternative behavioural flow charts for key identified children ensuring all children can achieve within the school setting</p> <p>Individualised timetables are in place and rigorously adhered to for key identified children</p> <p>Teachers and pupils are expected at all times to engage in conversations that are polite and respectful. Even when pupils find a situation challenging a raised voice is not tolerated</p> <p>Consistency in application of rewards and sanctions is central and all children are aware of these</p> <p>Low level disruption is not acceptable as it detracts from others learning. Pupils are moved to a new location to</p>	<p><i>Content:</i></p> <p>Reading, writing and maths are prioritised at Ark Dickens and all pupils are tracked through usage of KPIs, PIRA/PUMA assessments, conferencing etc.</p> <p>When pupils need additional support to master a skill this is identified and addressed with alacrity. It is recognised that if foundations are not in place future learning is curtailed</p> <p>Interventions are targeted to meet the needs of all learners with the process informed by: books, KPI tracking, SEN monitoring etc.</p> <p>Year 6 pupils follow an adapted schedule to allow a re-mastering of the basics. This allows them to face the challenge of the KS2 tests</p> <p>A designated GD co-ordinator is in role to aid teachers to ensure all pupils have access to appropriate levels of challenge at all times</p>	<p><i>Content:</i></p> <p>All teachers are expected to know their pupils as individuals. This extends beyond the academic to the hopes, aspirations, home-situation, attendance, concerns of a pupil. Only in this way is a full holistic picture held of each pupil</p> <p>Our safeguarding / pastoral team is rigorous in its tracking of children who are exposed to home lives that impact on their educational well-being. Relationships are built with families based on trust and we forge strong communication links with external agencies. We do not hesitate to call to account any individual who falls short in expected standards of competency</p> <p>Parent’s evenings are integral to the school. Attendance is expected from all parents / carers and non-attendance is followed up to such a point as contact and discussion is made. We are committed to breaking down historical barriers that lead to parents being reluctant to engage with their child’s education.</p> <p>We work closely with parents / carers providing opportunity to engage in English and maths workshops / stay-and-play sessions / coffee mornings / fund raising cake sales / meet the teacher events / Key stage open afternoons etc. Parents are encouraged to attend</p> <p>Pupils are actively taught resilience within the school setting in order to help them cope with life outside of the confines of the school. Children are supported to find resolutions to their own issues using the adults around them as guidance</p>	<p><i>Content:</i></p> <p>All teachers at Ark Dickens have weekly access to a dedicated ILT/RTC coach and a co-planning mentor</p> <p>Middle leaders receive bespoke support from senior leads in areas to which they are recognised as expert</p> <p>All staff in the school have leadership responsibilities be it as a class teacher, as a subject lead, phase lead etc. Through a system of action, evidence, impact their progress is tracked and the expectation heightened as they progress through their career</p> <p>The Academy actively seeks support externally from within the Trust to further enhance leadership standards and accountability. We recognise that learning from those who have succeeded is central.</p> <p>All staff are aware of the Ark vision and regular staff training ensures to build upon this central Trust work</p> <p>Staff are expected to stay abreast of educational change and such government led initiatives are discussed at staff meetings, INSETs, SLT etc.</p> <p>Pupils are actively taught that they are growing up in a world of huge change and that to take their place they have to adapt / learn – and that this commitment needs to be lifelong</p>
---	--	--	--	---	--

	<p>The staff appraisal process is robust and applied equitably across the Academy. Objectives are clear, measurable and easily definable. Pay is directly linked to performance.</p> <p>Underperformance is challenged without delay. If in-depth support does not lead to required improvement there is no hesitation in implementing capability proceedings</p>	<p>complete their work before returning to their peers</p> <p>A sensory room and play therapy centre is used to address issues relating to poor conduct that are persistent. Children are identified and placed through a programme of support to help address their behavioural needs</p> <p>ELSA groups are central to our school well-being and pupils are identified early on for weekly support. Impact is evaluated and onward decisions made</p> <p>Parents are encouraged to play a central part in helping the school manage persistent disruptive behaviour. This collaboration between school and home is central</p>			
<p><i>Codification:</i></p> <ul style="list-style-type: none"> <li>• Meet the team sessions week 2 autumn term</li> <li>• Weekly celebration assemblies</li> <li>• Sports competitions / awards</li> <li>• Behaviour policy</li> <li>• Uniform policy</li> <li>• Parent Handbook</li> <li>• Home School agreement</li> <li>• Parent Code of Conduct</li> <li>• Staff handbook</li> <li>• School values</li> </ul>	<p><i>Codification:</i></p> <ul style="list-style-type: none"> <li>• Teaching and Learning handbook</li> <li>• National Curriculum / KPIs</li> <li>• Assessment Policy</li> <li>• The Great Teacher Rubric</li> <li>• Teachers Standards</li> <li>• CPD calendar and materials</li> <li>• Pupil Progress Meetings</li> <li>• Curriculum documents</li> <li>• Co- Planning</li> <li>• Feedback &amp; Marking policy</li> <li>• ILT/RTC coaching pro-forma</li> <li>•</li> </ul>	<p><i>Codification:</i></p> <ul style="list-style-type: none"> <li>• Behaviour Policy</li> <li>• Behaviour flow charts</li> <li>• Adapted behaviour charts</li> <li>• Individualised provision</li> <li>• Individualised timetables</li> <li>• Dual registration with alternative provision</li> <li>• Off-site educational experiences</li> <li>• SEND Policy</li> <li>• CPD</li> <li>• School Values</li> <li>• Parent Handbook</li> <li>• Staff Handbook</li> </ul>	<p><i>Codification:</i></p> <ul style="list-style-type: none"> <li>• Curriculum policy</li> <li>• Curriculum subject overviews</li> <li>• National Curriculum</li> <li>• Mathematics Mastery guidance</li> <li>• Read, Write, Inc. guidance</li> <li>• Assessment policy</li> <li>• Feedback &amp; Marking policy</li> <li>• Planning formats</li> <li>• PUMA &amp; PIRA assessments</li> <li>• CGP assessments</li> <li>• Arithmetic and GPS assessments</li> <li>• KPIs for reading, writing and maths</li> </ul>	<p><i>Codification:</i></p> <ul style="list-style-type: none"> <li>• Safeguarding Policy</li> <li>• SEND Policy</li> <li>• Staff Handbook</li> <li>• School Values</li> <li>• Reception induction plan</li> <li>• Parent workshops English/maths etc.</li> <li>• Pre-school welcome pack</li> <li>• Pre-school home visits</li> <li>• Parents evenings</li> </ul>	<p><i>Codification:</i></p> <ul style="list-style-type: none"> <li>• Training and INSET calendar</li> <li>• School Evaluation Form (SEF)</li> <li>• Academy Improvement Plan (AIP)</li> <li>• Network Professional Development offer</li> <li>• ILT/RTC coaching pro-forma</li> <li>• Co-planning pro-forma</li> <li>• Performance Management templates</li> </ul>

## Organisation at Ark Dickens

Strapline: **Together we achieve the extraordinary**

Content: The 6 Pillars underpin all that we do and believe in at Ark Dickens and all staff share in this vision. A climate of professionalism and respect permeates all areas of the school, with excellence in all areas as an expectation.

Succession planning is central as we nurture and grow those who in time will lead our schools to further success as Ark continues its journey. We must recognise talent, nurture it, encourage it, let it make mistakes and learn from them.

Team work and collaboration are central to success at Ark Dickens. Together we can achieve the extraordinary.

If expertise does not exist within our school we actively seek it elsewhere within the network always expecting that assistance will be forthcoming from those who have experienced, realised and succeeded in their journey.

Our organisation is set up to achieve success through:

- The school invests heavily in developing its Middle and Senior leaders. Expertise is used to best advantage to ensure that all those in leadership positions are able to make discernible impact. This is achieved through mentoring, coaching, workshops, support plans, exposure to excellence.
- The school has moved towards a strongly data led environment. All staff are expected to understand data at a level that relates to their position in the staff structure. Middle and Senior leaders receive support to gain a wider understanding of more complex information at a school-wide level
- Teaching and Learning is the life-blood of the school. It is our heart-beat. We aim to put the best staff in class who are then able to model, support, coach and mentor those starting out on their journey
- We recognise that success is ultimately achieved (and sustained) through collaboration with others. We actively seek support from successful schools facing similar demographic challenges.