

# School Development Plan Summary 2023–24

## Overview

During 2023–24, The British School of Gran Canaria (BSGC) made strong, measurable progress across all areas of the School Development Plan (SDP). The year's work focused on four main themes:

1. High-Quality Teaching and Learning
2. English Curriculum and Assessment Development
3. Data-Informed Teaching and Learning Support
4. Physical Activity, Wellbeing, and Communication
5. Communication, Parent Partnership, and Transition

These priorities reflected BSGC's commitment to continuous improvement, staff collaboration, and the development of confident, motivated learners.

## 1. High-Quality Teaching and Learning

Improving classroom practice and deepening professional expertise were central to school improvement in 2023–24.

- Every teacher developed a personalised Enquiry Question and Action Plan to focus their professional learning.
- Regular professional learning bulletins on Rosenshine's Principles of Instruction (September–February) highlighted key aspects of effective teaching such as review, scaffolding, modelling, and questioning.
- All teaching staff participated in Peer Observation rounds and professional conversations, with January's INSET devoted to Rosenshine-based training and reflection.
- Over 750 classroom visits were conducted through SMT Learning Walks, with more than 100 follow-up feedback communications shared with staff.
- The school strengthened its focus on pedagogical consistency, feedback quality, and student engagement.

Collectively, this work enhanced teaching quality and reinforced a culture of reflection and collaboration across all phases.

## 2. English Curriculum and Writing Development (Primary)

Significant progress was made in aligning and strengthening the Primary English curriculum.

- A complete Curriculum Map was finalised, mapping Nursery–Year 6 termly objectives to the National Curriculum to ensure progression and consistency.
- Formative and summative assessment systems were established, allowing teachers to make accurate judgments and quickly identify gaps.
- Termly data reviews supported intervention planning and targeted support.
- Cross-campus collaboration improved alignment between South and Tafira.
- Initial Talk4Writing training took place, establishing foundations for the full programme launch in 2024–25.

This work resulted in a more coherent, consistent and ambitious approach to teaching English across the Primary phase.

### **3. Data-Informed Teaching and Learning Support**

During 2023–24, BSGC expanded its use of data to inform teaching and improve student outcomes.

- Termly Pupil Progress Reviews were held to evaluate achievement and inform targeted interventions.
- CAT4 testing was fully implemented in Secondary and introduced in Primary (Year 3).
- PASS data (Pupil Attitudes to Self and School) was used to identify trends in student wellbeing and belonging, with focus groups established to explore findings.
- A consistent, school-wide approach to Learning Support was implemented:
  - Regular cross-campus meetings between Learning Support Leads.
  - Creation of a central Learning Support Register and Pupil Passport system to track provision and ensure continuity.
  - Ongoing collaboration with external specialists (Vohale and Mónica Guerra).

These developments brought greater cohesion to student support and ensured early identification and intervention for learning needs.

### **4. Physical Education, Physical Activity and Wellbeing**

BSGC continued to prioritise health, activity, and wellbeing as integral to student development.

- The Primary PE curriculum was finalised and introduced.
- Partnerships were expanded to include Drago Padel Club (introducing padel lessons for Years 8–9 and 12–13) and local sports centres for weight training in Years 10–11.
- New sports clubs were launched, including tennis, pickleball, and dance, alongside a growing lunchtime and after-school club offer.
- Participation rates in activities and sports tournaments increased significantly.
- ‘Our Girls Can’ lunchtime initiatives were introduced to promote greater female participation.

This expansion of opportunity reflected the school’s commitment to whole-child development, teamwork, and healthy lifestyles.

### **5. Communication, Parent Partnership, and Transition**

Enhancing communication and strengthening the home–school relationship remained a key focus.

- Increased liaison between Primary and Secondary staff to support Year 6 transition.
- The Year 6 UK trip was re-established, creating shared experiences across both campuses.
- Expanded parent information meetings supported greater understanding of teaching approaches and school priorities.
- Open Doors sessions and annual parent questionnaires enabled parent feedback to shape future planning.
- Parents were invited to sample school lunches and visit dining areas, fostering transparency.
- A structured communications strategy improved social media presence and engagement.

- A monthly newsletter was published throughout the year celebrating learning and school life.

## Summary

The 2023–24 school year marked meaningful progress across all areas of the British School of Gran Canaria's development.

- **Teaching quality** improved through enquiry-led practice and evidence-based pedagogy.
- **Curriculum alignment** in English strengthened learning continuity and outcomes.
- **Data-informed approaches** enhanced support and inclusion.
- **PE and wellbeing initiatives** expanded student participation and promoted health and teamwork.
- **Communication and community partnerships** reinforced trust and engagement with families.

Together, these developments underline BSGC's dedication to nurturing confident, curious, and compassionate learners.