

Objectives 2025-26 – Actions Completed by 30th November 2025

| The British School of Gran Canaria – School Development Plan 2023- 2026 | | | | |
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| Key Aims | Action Areas | Key Focus | Actions Completed | Date |
| Teaching and Learning – high level pedagogy leading to positive engagement and high achievement of all pupils. | High-quality teaching | Secondary Pedagogy focussed ‘Calm Classrooms’ and ‘Positive Behaviour Management’. | <ul style="list-style-type: none"> Supporting Positive Behaviour Policy developed and approved by Governors, September 2025. Calm Classroom Procedures and the Positive Behaviour Policy introduced to all secondary staff during August Inset 2025. Middle Leaders and Secondary Staff meetings to refine and clarify new procedures and expectations. The secondary detention system has been realigned with the Positive Behaviour Policy philosophy as the ‘Reflection Time – After School’. On-going discussion on Policy and procedures during Dept, Key Stage and Middle Manger meetings to reflect on implementation of the new procedures and adjust where necessary. Use of Carousel Teaching CPD materials and all secondary staff completing the ‘Better Behaviour’ unit. As follow-up staff selected key strategies for personal action plan for work towards maintaining calm in the classroom. All secondary staff participated in Peer Observations, so they received feedback on their identified strategies for calm classrooms. Dept meetings include reflective discussions on the Carousel content and how the strategies are being implemented in their classrooms. | Sept 25 Aug 25 Oct 25 Oct 25 Oct/Nov 25 Sept-Oct 25 Nov 25 On-going |
| | | Regular Learning Walks provide feedback for teachers in all sectors of the school. | <ul style="list-style-type: none"> Regular Learning Walks taking place across all sectors of the school with feedback, both positive and constructive, given when necessary. In Secondary Middle Managers taking an active role of visiting classroom regularly, providing feedback to staff. JC completed 220 classroom visits by 24.11.25. | Ongoing |
| | Pupil achievement | Talk4Writing embedded in all primary classrooms. | <ul style="list-style-type: none"> Inservice Training Session led by HB & GM. A <i>Talk for Writing</i> course was delivered, setting clear expectations for content and frequency. Clarification of evidence expected in pupils’ books, to include cold tasks, imitation, innovation, and hot tasks. | Aug 25 Sept 25 (ongoing) |

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| | | | <ul style="list-style-type: none"> • CPD Focus for year-group teachers and ATs identifying Talk4Writing areas for development. Each team committed to a research project, with findings shared with the wider primary team. • Literacy Coordinators participated in weekly after-school training during the first half of Term 1. The training provided guidance for effectively leadership and support of the T4W initiative. | Sept/Oct 25 |
| | | Implementation of Davis Learning Strategies to support learning and engagement | <ul style="list-style-type: none"> • Primary staff received training from Richard Whitehead on Davis Learning Strategies. This introduction focussed on the concepts of the “release” and the “dial.” • In September, primary assemblies introduced the “release” and “dial” approaches to children. All classes have the dial displayed, and teachers consistently apply the strategies • Seven staff participating in extended and deeper Davis Learning training. | Aug 25 Sept 25 Nov 25 |
| | | Introduction and initiation of data analysis software to improve the timely and effective use of student data, with initial user focus with Data Manager, SMT and Middle Managers. | <ul style="list-style-type: none"> • Secondary staff using the Subject Tracking Spreadsheets which include BSGC baseline data, plus prior year’s data in Year 8,9,11 and 13. The data is used for on-going achievement comparisons against baseline predictions, and followed by departmental analysis and planned intervention. • New data management software (SISRA) being populated with BSGC data, and Data Manager ‘on-boarding’. • New data management system initiated in January for full implementation in September 2026. | Oct/Nov 25 Dec 25 Jan-June 25 |
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| | Learning Support | Implementation of whole school Learning Support processes and aligned provision. | <ul style="list-style-type: none"> • All Learning Support Coordinators using key documents created in 2024-25 when providing support to students. • New Learning Support registers and updated information on Admin system • Monthly meetings with LS Coordinators to ensure consistent approach and provision | Sep 25 Sep 25 Sep 25 to June 26 |
| | | Full incorporation of Vohale specialists to support identified students. | <ul style="list-style-type: none"> • Initiated, implemented and in use. | Sep 25 – |
| | | Use of Davis Learning Strategies to support dyslexic learners. | <ul style="list-style-type: none"> • Davis Learning used to support dyslexic learners through a set of structured, multisensory tools designed for visual thinkers. • Seven staff have enrolled to complete an extended course and become model practitioners. • Learning support team across whole school attended training during Inset | Oct 25 Nov 25 Oct 25 |
| | | Support Infant teachers in their delivery of basic PE teaching expectations. | <ul style="list-style-type: none"> • Director of PE met with Reception to Year 2 staff to review KS1 PE expectations and share guidance for effective PE lessons, including ‘team teaching’ with Reception–Year 2 teachers. | Nov 25 |

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| Health and Wellbeing – extensive opportunities to develop an active, safe and healthy lifestyle. | Curricular Physical Education | | <ul style="list-style-type: none"> • Director of Sport to replicate the approach in the South School (December 25). • Director of Sport developing a Gran Canaria Schools' Primary Sport Tournament, with a focus on active participation. • Director of Sport coordinated the Secondary Sports Leaders to support Primary lunchtime sport sessions, providing additional opportunities for physical activity. | Dec 25 Jan/Feb 26 Oct 25 |
| | | Increase 'active time' for Primary students. | <ul style="list-style-type: none"> • Structured, active play sessions included into breaktimes three times-a-week in Tafira Juniors and Infants. Programme began with themed sessions — <i>Move-it Monday, Work-Out Wednesday, and Funky Friday</i> — to encourage participation and enjoyment. Sessions refined based on feedback towards helping children stay active while also developing cooperative play skills. A "game-based" approach is being used. • South increased tennis, football, basketball, climbing, table tennis, and biking opportunities each playtime. • Student Council organised a scooter day and a Halloween fun run, collecting over €2,000 for charity. | Sept 25 Sept 25 Oct 25 Sept 25 Oct 25 |
| | Extra-curricular sports | Extend range of sports within extra-curricular provision. | <ul style="list-style-type: none"> • South After-school clubs include tennis, gymnastics, dance, athletics, football and Judo, each club offered twice-a-week. • Visit of GranCa Basketball players in push to establish a basketball club in Tafira. • Level of Term 1 extra-curricular club participation is Tafira Primary - 509, South - 456, Secondary - 294, Total for Term 1 - 1259 | Sept 25 Nov 25 Sept to Dec 25 |
| | | Plan and augment residential school trips in secondary. | <ul style="list-style-type: none"> • Barcelona Football Tournament for Years 8/9. • A trip to Germany for Year 9 to Year 13 set up for December 2025. • A new trip to participate in a Model United Nations Forum in London, initiated for Year 10-13, for January 2026. • Annual Secondary Ski Trip re-initiated for February 2026. • New Community Service trip, aimed at Year 11/12 to central America being planned for June 2026. | Oct 25 Dec 25 Jan 26 Feb 26 Potentially June 26 |
| | Competitive sports | Increase student participation House sports competitions and festivals through more events. | <ul style="list-style-type: none"> • Primary internal house competitions have started with Ultimate Frisbee, Basketball, Football, Rounders and Athletics planned for the year. | Nov 25 |
| | | Increase lunchtime sports activities, with target groups for higher levels of participation. | <ul style="list-style-type: none"> • Year 13 students organisation of Year 7/8 lunchtime football competition as party of a Belonging initiative. | Oct 26 |
| | | Extend and enhance the number and range of inter-school sports fixtures and competitions | <ul style="list-style-type: none"> • During Sept/Oct 25, BSGC participated in eight boys' and girls' sports tournaments, that included 35 competitive fixtures against 11 different schools. | Sept/Oct 25 |

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| | | | <p>BSGC U12 and U18 boys' football teams were champions of their respective tournaments.</p> <ul style="list-style-type: none"> BSGC U13 Football Team competed in the World School Games, winning the Bowl Tournament. BSGC is leading the organisation 24 more sports tournaments during this 2025-26, in basketball, volleyball, padel, and athletics. | <p>Oct 25</p> <p>2025-26</p> |
| | Wellbeing and Mental Health | Increase pastoral support and channels of communication for secondary students. | <ul style="list-style-type: none"> School year started with whole school activities and workshops on Belonging and caring for other at the start of year All secondary tutors and students using the YouHQ Wellbeing Platform, which provides frequent and easily access to wellbeing information, for staff and students Regular completion of the WHO-5 wellbeing survey that provides tracking information on student wellbeing. Tutor based goal-setting sessions for students, based on personal values. All students engaged in Key Stage Wellbeing Google Classrooms. Wellbeing Ambassadors established with half-termly meetings for feedback and improvement. Rolling schedule of 1:1 Tutor Check-ins with their assigned tutees. | <p>Sept 25</p> <p>Ongoing</p> <p>Oct 25</p> <p>Oct 25</p> <p>Oct 25</p> <p>Ongoing</p> |
| | | Enhance opportunities for pupils to set targets and reflect on growth and learning. | <ul style="list-style-type: none"> Regular setting of personal learning goals for all secondary students, followed by reflection on progress in tutor times and Tutor Check-ins. On going monitoring by Secondary Student Team of students' engagement and growth via tutor check-ins, digital platforms, and student reflections. Student monitoring identified Sleep as a Wellbeing topic to be addressed during Term 1. This included; <ul style="list-style-type: none"> Briefing session with staff. Importance of Sleep assembly. Tutor Time workshops on sleep Sleep resources available on Wellbeing Google Classrooms Information sent to parents | <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Nov 25</p> <p>Nov.25</p> <p>Nov 25</p> <p>Nov 25</p> <p>Nov 25</p> |
| | | Develop understanding that acts of kindness and community service can support positive mindset and wellbeing. | <ul style="list-style-type: none"> Belonging Workshops provided the opportunity for students to reflect and develop practical ideas for supporting and helping others. Secondary Wellbeing Ambassadors group identified and meeting every half-term. 6th form Community Committee established to develop and implement initiatives that create a more inclusive, respectful, and positive 6th form community. | <p>Sept 25</p> <p>Nov 25</p> <p>Sept 25</p> |

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| | | | <ul style="list-style-type: none"> School's Core Values updated to ensure they are truly representative the school in 2025. These were publicised and shared with whole school community. Merit system updated to reflect and represent the school's core values. | Nov 25 |
| | | Enhance in-school and at home controls on mobile electronic devices. | <ul style="list-style-type: none"> New phone controls and expectations implemented at start of school year. On-going refinement and adjustment to ensure process and expectation fully embraced and embedded within the school. New school expectations implemented for a Parental Control App to be installed on tablets and laptops for Years 4-9. On-going monitoring and follow-up. | Sept 2025 Sept 2025 Nov 2025 |
| | | Ensure extensive online safety education for students and families. | <ul style="list-style-type: none"> All primary classes from Year 1 have online safety strands included in the computing curriculum. New Introduction to AI unit added to Year 4. Online Safety Policy updated to include important AI content. Secondary AI Awareness and Potential Consequences of Misuse assembly. Review of Online Safety content in PSHE and workshop provision. | Sept 25 Oct 25 Nov 25 Nov 25 |
| School communication – ensure community members can share and receive information and feedback. | Parents | Increase opportunities in Secondary for parents to receive regular information and feedback on pupil progress | <ul style="list-style-type: none"> Secondary Parent-Teacher appointments shortened by one minute to create more appointments available. An additional Year 7 parent-teacher meeting added at the end of Term 1 in response to parents' request for increased parent-teacher contact during the first term in secondary. | From Sept 25 Dec 25 |
| | | Termly parent workshops related to child development and supporting learning. | <ul style="list-style-type: none"> Workshop for primary and early secondary parents, to inform them about university choices and options directly after graduating from BSGC | Nov 25 |
| | Community | Greater understanding and appreciation of the students' and school's achievements through successful social media campaigns. | <ul style="list-style-type: none"> Monthly newsletter focussed on experimental learning in science, enrichment opportunities. School focus on university access possibilities for BSGC graduates so parents are more informed about future avenues. | Sept/Oct 25 |