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| **Phase:**  | **Led by:** |
| Upper Key Stage Two | Rob Evans |

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| **Context Statement:**  |
| Upper Key Stage Two consists of 6 classes across the two sites. Teaching staff consist of 1 ECT, 1 RQT and 5 experienced teachers, including the Federation Lead Practitioner, the Federation Maths lead and the Federation English lead. The ECT is receiving a fully comprehensive ECT training program (supported by the Leeds Teaching Hub) which includes 1 hour of Peer Mentoring and a bespoke in-house training program with foci identified by SLT and from Peer Mentor feedback. All Upper Key Stage Two classes have at least one experienced Teaching Assistant working with them throughout the day. At Windmill, we have a number of children who attend small group sessions/SEND provision for core subjects. There, eight Year 6 and two Year 5 children attend Sunshine group and six Year 5 children attend Doves group. These sessions are planned for and delivered by experienced HLTAs, who work together and alongside the class teachers to create and a bespoke differentiated, yet ambitious, curriculum for these core subjects. At Low Road, targeted children Forest School sessions; this will be delivered by an experienced HLTA.Breakdown of classes (September 2023):

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| **WINDMILL** | **NOR** | **Boys** | **Girls** | **PP** | **EAL** | **SEN** | **Attend SEN group** | **LAC** |
| Year 5 | 54 | 24 | 30 | 37 | 3 | 16 | 8 | 2 |
| Year 6 | 67 | 33 | 34 | 42 | 12 | 19 | 8 | 0 |
| **Low Road** | **NOR** | **Boys** | **Girls** | **PP** | **EAL** | **SEN** | **Attend SEN group** | **LAC** |
| Year 5 | 21 | 7 | 14 | 10 | 10 | 1 | 0 | 0 |
| Year 6 | 28 | 13 | 15 | 5 | 8 | 5 | 0 | 0 |

End of Key Stage Two Data:Due to the cancelation of KS2 SATS during Covid, the 2020 and 2021 data is from our in house data capture:

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| **School** | **Subject** | **Attainment 2018** | **Attainment 2019** | **Attainment 2020 (Spring Data Capture)** | **Attainment 2021 (Summer 2 Data Capture)** | **Attainment 2022** | **Attainment 2023** |
| **Windmill** | **Reading** | 85% | 79% | 64.4% | 81.7% | 80% | 85.4% |
| **Writing** | 66% | 71% | 59.3% | 80% | 83% | 83.9% |
| **Maths** | 68% | 76% | 55.6% | 81.7% | 85% | 88.7% |
| **RWM** | 47% | 64% | 52.5% | 76.7% | 73% | 83.9% |
| **Low Road** | **Reading** | 90% | 77% | 81.8% | 85.7% | 81% | 84% |
| **Writing** | 90% | 86% | 59.1% | 81% | 84.6% | 84% |
| **Maths** | 90% | 82% | 68.2% | 81% | 81% | 96% |
| **RWM** | 80% | 73% | 55.4% | 76.2% | 73% | 77% |

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| **Overview of Key Priorities:** |
| * To maintain exit attainment in Reading, Writing and Maths ensuring all children, including SEND, make good progress and attain or exceed their end of year targets.
* To increase the number of pupils achieving GD in Writing.
* To ensure the writing curriculum is embedded and that all children are exposed to a wide range of writing opportunities throughout the curriculum.
* To continue to emphasise the importance of Reading and maintain/increase engagement in Reading at home.
* To ensure that behaviour is well managed throughout the phase and expectations are of a consistently of a high standard.
* To ensure that Google Classroom is used effectively by all teachers in order to achieve 24/7 learning.
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| **Proposed Outcomes** |
| * Staff to plan and deliver ambitious, engaging and enriching lessons in order to help all children achieve their full potential.
* Learners are set aspirational end of year targets.
* Intervention and adult support used well to accelerate progress and close the gap to ARE.
* Adults to identify learners who have the potential to reach GD, particularly in writing, and use adult support well to push progress on.
* Impact of interventions evidenced through accelerated progress made on Intervention Record Sheets
* Monitoring indicates learners receive quality first teaching
* Children who were GD at EYFS or KS1 identified and continue to achieve at GD standard
* Ensure that children are exposed to a range of engaging writing opportunities in all areas and the curriculum and for homework.
* Learning environment and quality of workbooks is excellent.
* Increase involvement of parents and carers in their child’s reading.
* Homework and other tasks set on Google Classroom will promote academic and personal development.
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| **Priority Developments** | **Actions** | **Resources & Costs** | **Personnel** | **Timescale** |
| **Quality of Education** | * With support from Phase Lead/Assessment manager, use children’s starting points and information from transition meetings to set aspirational end of year targets.
* Ensure all children receive quality first teaching through effective planning which meets the needs of groups and individuals.
* Where children are not on the correct trajectory, put in extra support (adult support, interventions targeting more able children etc) so that they achieve their target.
* Planning should be tailored to effectively meet the needs of the pupils in the class.
* Work alongside SENDCO to ensure SEND children are effectively planned for by using information from their SEND files, IEPs and provision mapping.
* Coaching needs identified and in place for staff throughout the year to fine tune elements of planning, assessment and delivery of the curriculum as needed.
* Experienced teachers take lead in planning meetings to ensure all children are catered for.
* Drawing on expertise of staff within the phase, review impact of interventions and provide further guidance with staff delivering them.
* Newer colleagues to observe excellent practice within the phase.
* Class teachers work with subject leaders to adapt the chosen curriculum that is ambitious and designed to give all learners the knowledge and cultural capital they need to succeed in life.
* The work in pupil books follows the coherently planned and sequenced MTPs.
* Workbook across year groups and the phase provide evidence of delivery towards cumulatively sufficient knowledge and skills.
* All teachers present subject matter clearly, promoting appropriate discussion about the subject matter they are teaching.
* Daily planning meetings between the class Teacher and TA to ensure all adults are aware of the expectations of the lesson and key individuals to work with and support.
* Staff check learners’ understanding systematically, identify misconceptions accurately and provide clear, direct feedback.
* All staff use assessment well, for example to help learners embed and use knowledge fluently or to check understanding and inform teaching.
* A rigorous approach to the teaching of reading develops learners’ confidence and enjoyment in reading.
* All learners develop detailed knowledge and skills across the curriculum and, as a result, achieve well. Where relevant, this is reflected in results from national tests and examinations that meet government expectations.
* Phase leaders to support subject leaders when completing deep dive/monitoring and assessing standards of work in relevant year groups.
 | CPD costs to be identified Meeting timeLesson observations conducted by SLTWork alongside SENDCOResources to enable teaching to be a focus for subject leads Subject Deep Dive days to feed into phase  | SLTSENDCOPhase LeadsSubject leadsClassroom practitioners  | On-going to July 2024Lesson observations as per rotaBook looks as per rota |
| **Behaviour and Attitudes**  | * All staff in the phase have high expectations for learners’ behaviour and conduct both in and outside of school.
* All staff apply the behaviour policy consistently and fairly. This is reflected in learners’ behaviour and conduct at all times.
* Through monitoring and pupil audits, learners’ attitudes to their education are identified as positive.
* Learners show commitment to their learning, through their use of Google Classroom.
* Learners show they are resilient to setbacks and take pride in their achievements.
* Alongside attendance officers, monitor those persistent absentees which enables learners have high attendance and are punctual to their lessons.
* All leaders, teachers and learners create an environment where bullying, peer-on-peer abuse or discrimination are not tolerated. If they do occur, staff deal with issues quickly and effectively, and do not allow them to spread.
* Adults make sure that all pupils feel safe in school and address any concerns they may have through discussion. Provide a worry box for pupils to post anonymously if they have issues that they dare not bring up. ‘Adults who can help me’ posters should displayed in the classroom and cloakroom environments.
* Adult-led games and activities at playtimes.
 | Additional playground resources to be costed | SLTPastoral TeamSENDCOPhase Leads Classroom practitioners  | Pupil audits to be taken termlyLesson observations as per rotaBook looks as per rota |
| **Personal Development** | * Enrichment clubs available to the phase in a range of subjects extending beyond the academic, providing learners’ broader development past the academic, enabling them to develop and discover their interests and talents.
* All staff support learners to develop their character – including their resilience, confidence and independence – and help them know how to keep physically and mentally healthy. PSHE books offer the range of learning opportunities covered.
* Year 6 take part in transition activities, linking with secondary schools and increase post-COVID visiting to ensure that they are ready for their future education.
* Teachers and SLT will consider carefully the time and age appropriateness of SRE sessions, taking into account the pupils in each cohort.
* Every pupil has an understanding of online and offline risks and will be aware of the support available to them.
* Phase staff work alongside subject leaders and SLT to prepare learners for life in modern Britain: equip them to be responsible, respectful, active citizens who contribute positively to society; develop their understanding of fundamental British values; develop their understanding and appreciation of diversity; celebrate what we have in common and promoting respect for the different protected characteristics as defined in law.
 | Afterschool club timePSHE resources and time allocated to building this shared ethosSecondary transition – time for class teachers, SENDCO, Pastoral team | SLTPastoral TeamSENDCOPhase Leads Classroom practitioners | Ongoing |
| **Leadership and Management** | * Lead Practitioner works alongside SLT to have a clear and ambitious vision for providing high-quality, inclusive education and training to all. This is realised through strong, shared values, policies and practice.
* Lead Practitioner to work closely with Maths and English leaders to monitor pupil outcomes and curriculum coverage.
* Identify CPD needs for phase focusing on improving staff’s subject, pedagogical and pedagogical content knowledge to enhance the teaching of the curriculum and the appropriate use of assessment.
* Work alongside ECT mentors to support the ECTs within the phase with teaching and learning, classroom environment, behaviour management and their ECT induction tasks.
* All staff to feel valued and listened to. Phase lead is realistic and constructive in the way that they manage staff, including their workload.
* Promote safeguarding enabling the phase to support effective arrangements to identify learners/adults who may need early help or who are at risk.
 | CPD needs as per costParents evening and open afternoons | SLTPhase leadBusiness Manager | Audits to take place termlyWeekly year group meetings |