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| **Phase:** | **Led by:** |
| Lower Key Stage 2 | Katie Powell and Rob Evans |

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| **Context Statement:** |
| The data capture is from Summer Term 2   |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **WINDMILL** | **NOR** | **Boys** | **Girls** | **PP** | **EAL** | **SEN** | **Attend SEN group** | **LAC** | | Year 3 | 53 | 30 | 23 | 26 | 11 | 16 | 1 | 0 | | Year 4 | 58 | 35 | 23 | 34 | 13 | 11 | 1 | 0 | | **Low Road** | **NOR** | **Boys** | **Girls** | **PP** | **EAL** | **SEN** | **Attend SEN group** | **LAC** | | Year 3 | 31 | 20 | 11 | 6 | 12 | 6 | 0 | 1 | | Year 4 | 25 | 13 | 12 | 7 | 12 | 8 | 0 | 1 |      |  |  |  |  |  | | --- | --- | --- | --- | --- | | **WINDMILL** | **Writing OT+** | **Reading OT+** | **Maths OT+** | **RWM combined OT+** | | Year 3 | 73.2% | 83.9% | 73.2% | 85.7% | | Year 4 | 68.5% | 79.6% | 81.5% | 68.5% | | **Low Road** | **Writing OT+** | **Reading OT+** | **Maths OT+** | **RWM combined OT+** | | Year 3 | 70.8% | 75% | 75% | 70.8% | | Year 4 | 85% | 90% | 95% | 85% |     Windmill: There is one child within the Year 4 year group who attends ‘Sunshine’ group intervention in the morning. This intervention is led by Gabby Mc Dermott and two Teaching Assistants. They follow the Year 4 English planning genres and differentiate to meet the needs of the pupils focusing on the area-appropriate outcomes. They follow the Year 3 Maths curriculum. New to the phase are Ciretta Paone and Rebecca Stephenson who will be supported during the year.  Low Road: Three teachers (two job share) are new to LKS2 at Low Road but have previously worked within the Federation in KS1 at Windmill. The two (job share) teachers in Year 3 are highly experienced and the Year 4 teacher is in their second ECT year. There are 4 TAs who support classes in LKS2; two job share and one works 1:2 with SEND pupils in Year 3. |

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| **Overview of Key Priorities:** |
| * To raise attainment in Reading and Writing across LKS2, ensuring all children make good progress. * To deliver Little Wandle Rapid Catch- Up sessions, to support our lowest readers who still have gaps in Phonic knowledge. * To continue to increase engagement in reading at home by promoting a love of reading and emphasising its importance. * To improve fluency of key facts and times tables in Maths. * To ensure that behaviour is well managed throughout the phase and expectations are of a consistently of a high standard. * To ensure the personal development of all pupils is of a highest priority. |

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| **Proposed Outcomes** |
| * Staff to plan and deliver engaging and enriching lessons in order to help all children achieve their full potential * Children who were GD at EYFS/KS1 continue to achieve GD standard * Learners are set aspirational end of year targets * Staff trained in Little Wandle Rapid catch up delivery * Pupils who need Phonic intervention are identified and delivered LW Rapid catch up. * Pupils will read regularly at home, have an increased level of confidence and enjoy reading in class. * Pupils will use Times Tables Rockstars at school and home. * High quality delivery of White Rose Maths scheme. * Monitoring indicates learners receive quality first teaching * Learning environment and quality of workbooks is excellent * Staff follow school behaviour policy, reinforcing positive behaviour and using restorative practice. * Strong delivery of PSHE programme and additional opportunities provided e.g. after school clubs, enterprise activities, school trips |

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| **Priority Developments** | **Actions** | **Resources & Costs** | **Personnel** | **Timescale** |
| **Quality of Education** | * 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. * Consistent approach to Phonics teaching, following ‘Little Wandle’ for pupils identified. * Continue to build staff knowledge of Phonics using Little Wandle training/ webinars, mentoring and PDMs * Weekly planning meetings effectively used to ensure that all children are catered for * Support new and current staff for planning and delivery of good and outstanding lessons. * 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. * 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. * All staff use assessment well, for example to help learners embed and use knowledge fluently or to check understanding and inform teaching. * Work alongside SENDCO for Training on the ‘graduated approach’, when to implement intervention and how to track and monitor targeted intervention. * Staff training on early identification of SEND through the use of the SEND drive which is populated with resources to ensure a good quality first teach and information including ‘quick guides’ on different SEND. * Teaching staff to attend city wide moderation sessions through Leeds for Learning. * The mastery approach is well embedded in Mathematics. * Staff create an environment that allows the learner to focus on learning. The resources and materials that teachers select reflect the ambitious intentions for the lesson/subject. * A strong emphasis is put on spelling and handwriting so that children achieve ARE. * Daily planning meeting with the Teaching Assistant, in which planning for the day is shared and feedback is given. | Work alongside SENDCO    Resources to enable teaching to be a focus for subject leads    Subject Deep Dive days to feed into phase | SLT, Class Teachers and all support staff. | On-going to July 2023    Lesson observations as per rota    Book looks as per rota |
| **Behaviour and Attitudes** | * The whole phase has high expectations for learners’ behaviour and conduct both in and outside of school. * Maintaining a strong focus on attendance and punctuality, including clear and effective attendance policies that all staff apply consistently and fairly * All pupils are enjoying and developing their commitment to learning, enhancing their independent study skills and ensuring a ‘growth mindset’ which incorporates being resilient to setbacks and taking pride in their achievements. * Learners show commitment to their learning, through their use of Google Classroom. * Adults make sure that all pupils feel safe in school and address any concerns they may have through discussion. ‘Adults who can help me’ posters are displayed in the classroom and cloakroom environments. * Through class PSHE lessons and at all other times of the day, relationships between teachers and pupils that reflect a positive and respectful culture. * CPOMS is used effectively by all staff * Using resources such as the ‘Four Zones of Proximity’ to increase the emotional literacy of pupils as well as ‘Growth Mindset’ to promote resilience and independence. * Provide SEMH intervention to those pupils identified as needing extra support. * 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. |  | Class Teachers, Support Staff and SLT | Ongoing |
| **Personal Development** | * Phase staff and SLT work together to prepare learners for life in modern Britain so that pupils are responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults. * Enrichment clubs available to the phase in a range of subjects extending beyond the academic, providing learners’ broader development, 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. * Pupils develop positive personal traits, reflect wisely and pupils’ confidence, resilience and knowledge means they can keep themselves mentally healthy through the carefully planned and delivered PSHE sessions. For some pupils, there will be an identified need for additional intervention such as nurture group or a referral for cluster support. * PSHE books offer the range of learning opportunities covered. * 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 pupils will be aware of the support available to them. * Within class, there is an increased focus on emotional literacy and mental health awareness. |  | Class Teachers, support staff, SLT including Safeguarding and nurture staff | Ongoing |
| **Leadership and Management** | * SLT enable staff to engage effectively with learners and others in their community, including – where relevant – parents, carers, employers and local services. * Upper Key Stage Two phase lead 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. * Promote safeguarding enabling the phase to effectively identify pupils who may need early help. * Identify CPD needs for phase focusing on improving staff’s subject, pedagogical and content knowledge to enhance the teaching of the curriculum and the appropriate use of assessment. * Encourage more experienced teachers to use their skill set to mentor less experienced members of the team. * Support new teachers in the use of Arbor for daily tasks, formative and summative tracking and assessment. * Hold regular planning meetings (virtual and face to face) to both pass on relevant information and to share good practice and outcomes. * Develop staff through dialogue, coaching, mentoring and support. * Classroom teaching, learning environments and work books are consistently good or better. This is identified through regular monitoring of books and lesson observations or drop-ins. * Staff are supported in responding to feedback given by SLT after book monitoring. * LKS2 Phase Leader to work closely with KS1 and UKS2 leaders to ensure that standards including the marking policy are consistent throughout the Federation. * Hold regular pupil progress meetings with class teachers and the assessment leader to identify and prove pupil progress as well as identify pupils that need targeted intervention. * Work closely with Maths and English leaders to monitor pupil outcomes. * Work alongside ECT mentors/ co-ordinator, to support the new-to-Federation teachers with teaching and learning, classroom environment, behaviour management and their ECT induction tasks. * Provide LW training/mentoring where needed. | CPD needs as per cost    Parents evening and open afternoons | SLT  Subject Leaders  Phase/ Team Leaders | Ongoing until July 2023  Weekly planning meetings  Termly observations  Ob-going drop-ins and support |