

Where are we now? <b>Impact</b>	What do we wish to achieve this year? <b>Intent</b>	How will we know we've got there? <b>Impact</b>
<p>Our students attainment evidences the impact of 3 terms in school and 3 terms out of school during the last 2 academic years. We begin the year with the following attainment:</p> <p>( Yr5 currently being collated from first school data)</p> <p>Year 6 Summer (year 6) Maths 40% AT or Above and 27% close to AT Reading 58% AT or Above and 23% close to AT Writing 20% AT or Above and 19% close to AT</p> <p>Year 7 Maths 34% AT or Above and 14% close to AT Reading 62% AT or Above and 15% close to AT Writing 49% AT or Above and 15% close to AT</p> <p>Year 8 Maths 46% AT or Above and 13% close to AT Reading 53% AT or Above and 19% close to AT Writing 42% AT or Above and 29% close to AT</p> <p>Our student voice evidences that students want to learn but are less confident than they were before the pandemic.</p> <p>Ofsted and the DFE have required us to review our curriculum and to identify what are the core pieces of learning in every subject that are crucial to students in order for them to make rapid progress this year. We call these pieces of learning <b>threshold concepts</b>.</p> <p>Threshold concepts are the key learning that a child needs to commit to memory in order to move forward. <b>Without securing this knowledge they can't move on.</b></p> <p>A big piece of work is taking place to make sure that these concepts are linked and mapped to the work that goes on with the Lower and Upper school. This will help us to identify what essential core learning are we all supporting students to reach prior to their transition into a new school?.</p> <p>We should be able to accurately explain exactly what threshold learning is secured and what is still necessary to secure in each subject to all stakeholders, students, parents and staff at key points in the year. This will give</p>	<ul style="list-style-type: none"> <li>The school publishes a map of the core learning that will take place for each subject and year group. The core learning is called threshold concepts.</li> <li>This map outlines clearly for parents and students what learning will take place over the year and shows how knowledge and skills build on each other. This is often referred to as sequencing.</li> <li>Each subject is clear what the impact of COVID has been on students ability to access the expected core learning and has a plan in place to address this and help students recover over time.</li> <li>Our reports move away students are AT or AB to a really specific set of information based on the threshold concepts. So that both parents and students are specific about exactly what the next steps are for learning in the Core subjects of English, Maths and Science first and then all subjects.</li> </ul>	<ul style="list-style-type: none"> <li>. Parents and students are clear what are the core pieces of learning (threshold concepts) that they will secure in their year group and across the key stage for every subject? They can see how their knowledge and skills will build and grow over time.</li> <li>Parents and student feel and voice that they have ownership of their learning and what they need to do next to improve.</li> <li>This knowledge of what they need to learn and how, supports students and parents to feel more confident that they can recover any lost learning.</li> <li>Students can explain what the threshold concepts are and show in their books and through discussion that they have achieved them. They can voice the strategies they and the teachers have used to make sure these concepts are committed to memory.</li> </ul> 

Where are we now? <b>Impact</b>	What do we wish to achieve this year? <b>Intent</b>	How will we know we've got there? <b>Impact</b>
<p>much more meaning to reports than the current system of AT, AB and WT.</p> <p>We are therefore in a cycle of evaluating all our schemes of work to identify a recovery curriculum that has precise threshold concepts that will allow us to deliver rapid and secure progress over time.</p>		
<p>One of the most effective ways of supporting a child to secure their concept thresholds is to work one to one with them. So that any area and or misconception that they have is swiftly picked up and corrected. During COVID our ability to work closely with students was hampered by the distancing rules and our process of marking books and returning them was slower due to safety regulations. Although in the second lock down we found strategies to communicate with students with individual advice on SMHW. We really missed this opportunity in a day to day classroom and this meant it was very difficult to secure rapid progress.</p> <p>We need to refresh and maximise all the strategies that help us to in class room and online during homework identify where a student has not secured a threshold concept (key piece of learning) in the lesson and correct the area swiftly. We call this process feedback.</p>	<ul style="list-style-type: none"> <li>• To train staff on all the different methods we can use to ascertain swiftly whether a child has understood and secured a key concept in the class room and in their learning at home..</li> <li>• Where we identify an individual, a cohort or a class are not secure in a piece of learning to swiftly address this in our planning and by working one to one, one to three etc in the classroom to support them.</li> <li>• To re-introduce the speedy and effective methods of marking that helps identify errors and builds students' confidence to independently correct their mistakes.</li> </ul>	<ul style="list-style-type: none"> <li>• Students can show parents in their books at each half term their progress and talk confidently to teachers about which threshold concepts they were learning and how they secured them.</li> <li>• Students are confident and pleased and proud of their learning. They begin to challenge themselves.</li> <li>• Students are able to work independently as they know what they are hoping to achieve in their learning next (which threshold concept) and how they will get there.</li> </ul>
<p>We have been embedding English and maths threshold concepts throughout our entire curriculum for the last few years. When adapting our curriculum due to COVID-19 some of these links have been lost. We need to make sure that they are now return to all the curriculum and that English and Maths steer us to the key concepts that students have not yet secured so that we work as a team of teachers in all subjects to secure these in each year group.</p> <p>We have also had a high turnover of staff during the COVID period and we need to support all staff in delivering a competency level at year 6 level in literacy and numeracy and retrain where appropriate.</p>	<ul style="list-style-type: none"> <li>• All subjects curriculum intent and plans has clear English and Math threshold concepts planned into their schemes.</li> </ul>	<ul style="list-style-type: none"> <li>• All subjects can explain and evidence how they are supporting reading writing and numeracy in their curriculum and which specific thresholds they are securing through their learning.</li> <li>• Student books evidence that key literacy and numeracy concepts have been taught across the curriculum and are secure.</li> <li>• English and maths threshold concepts are taught expertly within other subjects and teachers in the foundation subjects feel confident to deliver.</li> <li>• Students can explain how they have been supported to improve their reading writing and numeracy in different subjects across the curriculum.</li> <li>• Students confidence in their literacy and numeracy skills increase and parents notice their fluency in ready writing and arithmetic increases this year.</li> </ul>

Where are we now? <b>Impact</b>	What do we wish to achieve this year? <b>Intent</b>	How will we know we've got there? <b>Impact</b>
<p>In the past, we would normally place an intervention with a teacher and or trained LSA to support catch up, where we have identified a students is really struggling to learn a threshold concept and or concepts that should have been embedded in earlier years haven't</p> <p>During lock down although we ran sessions on line, on students return to school, we were limited in the number of sessions we could run, due to our team having to work in bubbles of year groups. Our teaching assistants were most at risk, working the closest to students and were unable to move from a year group 5 set of students to another year group. This limited our intervention and the number of students we could deliver to.</p> <p>The level of need for wellbeing interventions also increased significantly during this period of time and our focus of support for students moved to supporting families who has a very challenging lock down and needed help. Interventions involved supporting unregulated behaviour such as anxiety, self- harm and self -esteem, and anger.</p>	<ul style="list-style-type: none"> <li>• Prior to the end of term we identified in year 5 to 7 the interventions necessary to support Literacy and Numeracy threshold's across the school and to support well being.</li> <li>• Summer school operated to ensure that students did not slip back further and were able to sustain the learning of Term 3 in school in reading writing and arithmetic.</li> <li>• Summer school supported students to create memories and to challenge themselves in an area of interest and build confidence.</li> <li>• The learning Zone team provided touch base meetings throughout the Summer to ensure that our most vulnerable felt secure to attend school post the Summer.</li> <li>• All interventions have clear entry requirements and exit requires and are tracked and mapped across the school and for each individual child.</li> <li>• Interventions and quality assured by the line manager in learning walks the same as lessons.</li> <li>• Parents are informed on entry and exit from interventions.</li> <li>• PP and vulnerable are prioritised for all intervention work.</li> <li>• Individual reports are created to identify which interventions are taking place for which child.</li> <li>• Where an intervention is not having impact it is tweaked within 2 weeks of it operating.</li> <li>• All interventions have a clear purpose that can be measured. They are effective and where they are not having impact this is addressed swiftly.</li> </ul>	<ul style="list-style-type: none"> <li>• Students in intervention make rapid and measureable progress in English and Maths.</li> <li>• Well- being interventions can evidence progress.</li> <li>• Students are able to voice how the intervention has helped them.</li> <li>• Parents are clear what the intervention was for, how it has helped and what support they can do at home to ensure that the learning is secured and retained.</li> <li>• Literacy and Numeracy interventions create secure learning that is committed to memory and we can evidence this.</li> </ul>