

## **English: Aligned Transition at Every Stage; no teaching; learning or year wasted**

### **Overview**

At the start of this project, smooth transition in English was a priority in the local area. The local School Improvement Groups (SIGs) were targeting English in 2 Year 6/7 projects via cross-phase CPD, co-writing of units & moderation to ensure improved KS2/3 progress by specialist subject delivery in KS2. Transition issues however were evident too between EYFS – Year 1 and between infant and junior schools. This impacted the pace/depth of progress of Pupil Premium (PP) pupils. This project expanded on two existing primary / secondary / English hubs across all SIGs so that attainment in Maths / English was aligned. Reading and Writing EYFS – KS3 was in line with National and progress accelerated in KS2/3 in depth of vocabulary and grammar. Plans included:

- Identification and application of best practice at each transition point in English.
- Cross-phase moderation, specialist planning and joint CPD.
- Expert support of communication for reading in EYFS / KS1.
- Cross-phase unit development / expansion, co-teaching and assessment in SPAG and reading for depth Yr 5-8
- Cross-phase reading groups / parental engagement in each transition
- Research and application into reception settings for early identification of communication support needs.

Pupils in the identified regional group of schools for this project (that sit outside the maths hub of activity) were making insufficient progress in maths. The difference for disadvantaged students and those with SEND to their national non-disadvantaged / non SEND counterparts was too great. This project aimed to:

- Enable teachers to focus on the 5 key areas identified as the inter-locking keystones in order to secure outstanding maths pedagogy
- Support teachers with meta-cognition and self-regulation methods in order to foster active 'thinking' learning
- Promote a 'keep up not catch-up' approach with same day interventions linked to the 5 key areas
- Sustain improved teaching by development of maths' leaders through incremental coaching and by increasing the impact of governance on teaching, learning, assessment and pupil outcomes.

### **Good practice to share with others interested in running school improvement projects to ensure projects deliver the intended outcome.**

1. Ensure that there is "buy in" from eligible and non-eligible schools. "Buy in" including being involved at all stages of the SSIF dissemination and

delivery. Taking collective responsibility for others enabled schools to work together more effectively.

2. Pilot mini projects in term 1 and 2. This created experts, who then set up and ran similar projects in the following terms – e.g. transition projects.
3. Involve Teaching Schools, who can provide system leader support e.g. SLEs / LLEs and NLEs. This support if locally sourced can create networks with potential longevity.
4. Appoint a school-based co-ordinator who can lead the project, keeping it on track and communicating key learning.
5. Provide and plan for regular dissemination opportunities – if possible, utilise existing meetings where the majority of school leaders will be present. We found little and often was much more effective than one off events.

### **What the project may do differently in the future**

- Actions 1-5 above took place by default, after the SSIF project began to stall. This was a Local Authority bid, but it was realised that a relaunch and rethink was needed when the SSIF project began to falter in the first term. The Local Authority were incredibly proactive under new leadership and brought the Teaching School together to work in true partnership with the LA; on reflection this is now regarded as the turning point for the SSIF project.

### **Sustainability measures taken by projects to ensure improvement are sustained beyond the funding period.**

- After an uncertain and somewhat slow start, the Local Authority relaunched the SSIF project, utilising the unique school to school support, School Improvement Group (SIG), structure in the Local Authority to ensure that the SSIF project was planned, disseminated and owned by “all” heads and system leaders. Each SIG had at least one SSIF eligible school.
- All Headteachers / Principals operated as system leaders and bore collective responsibility for the outcomes of the SSIF targets in their SIG. SIG annual plans were expected to incorporate SSIF shared targets and SIGs. The SSIF plan and associated programmes, were delivered in a dynamic school improvement system, with the intrinsic understanding that some schools require more intensive support and challenge and that others will be greater providers.
- A core group of system leaders from two Teaching Schools was formed to work with the LA to implement the SSIF, ensuring that they facilitated a structure that worked with every SIG, to share best practice

and secure the best outcomes for children. An SLE was appointed to coordinate the SSIF implementation on a week to week basis and sustainability was uppermost for all when planning events. For example, oracy events are not part of the Local Authority's shared calendar for the next three years, at least.

- The provision of high quality CPD for school nominated staff, who were then expected to cascade at school level, also ensured that SSIF objectives were being effectively disseminated. The CPD was attended at a cost to non-eligible schools to ensure that messages were circulated on as wide a platform as possible. We held sharing conferences and then moved to a sharing session as part of the termly heads' meeting – this is now embedded and will run for 20-21 as a tool for sustainability for the SSIF activities.