*2024 Tony Stephens, Education Support*

**KS3**

1. **Measuring Impact**

**Through regular analysis of data, for example:**

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| --- |
|  Predictions |
| % | Achieved 2023 |  | Target 2024 |  | Data track 1 | Data track 2 | Data track 3 |  | Achieved 2024 |
| **% of Y7 on course to meet expected targets in;** |  |  |  |  |  |  |  |  |  |
| English |  |  |  |  |  |  |  |  |  |
| maths |  |  |  |  |  |  |  |  |  |
| science |  |  |  |  |  |  |  |  |  |
| history |  |  |  |  |  |  |  |  |  |
| geography |  |  |  |  |  |  |  |  |  |
| mfl |  |  |  |  |  |  |  |  |  |
| art |  |  |  |  |  |  |  |  |  |
| D and T |  |  |  |  |  |  |  |  |  |
| PE |  |  |  |  |  |  |  |  |  |
| RE |  |  |  |  |  |  |  |  |  |
| music |  |  |  |  |  |  |  |  |  |
| drama |  |  |  |  |  |  |  |  |  |
| ICT |  |  |  |  |  |  |  |  |  |
| **% of Y8 on course to meet targets in;** |  |  |  |  |  |  |  |  |  |
| English |  |  |  |  |  |  |  |  |  |
| maths |  |  |  |  |  |  |  |  |  |
| science |  |  |  |  |  |  |  |  |  |
| history |  |  |  |  |  |  |  |  |  |
| geography |  |  |  |  |  |  |  |  |  |
| mfl |  |  |  |  |  |  |  |  |  |
| art |  |  |  |  |  |  |  |  |  |
| D and T |  |  |  |  |  |  |  |  |  |
| PE |  |  |  |  |  |  |  |  |  |
| RE |  |  |  |  |  |  |  |  |  |
| music |  |  |  |  |  |  |  |  |  |
| drama |  |  |  |  |  |  |  |  |  |
| ICT |  |  |  |  |  |  |  |  |  |
| **Attendance** |  |  |  |  |  |  |  |  |  |
| Y7 |  |  |  |  |  |  |  |  |  |
| Y8 |  |  |  |  |  |  |  |  |  |
| **PA** |  |  |  |  |  |  |  |  |  |
| Y7 |  |  |  |  |  |  |  |  |  |
| Y8 |  |  |  |  |  |  |  |  |  |
| **FTEs %** |  |  |  |  |  |  |  |  |  |
| Y7 |  |  |  |  |  |  |  |  |  |
| Y8 |  |  |  |  |  |  |  |  |  |
| **PXEs no.** |  |  |  |  |  |  |  |  |  |
| Y7 |  |  |  |  |  |  |  |  |  |
| Y8 |  |  |  |  |  |  |  |  |  |
| **% of good lessons in KS3** |  |  |  |  |  |  |  |  |  |
| **% of outstanding lessons in KS3** |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |

1. **Other indicators of impact**

A report could also be compiled termly to cover the following

* Reports on:
	+ KS3 lesson observations
	+ KS3 schemes of learning
	+ Checks on student work and its assessment and marking
* Survey of student views
* Praise and rewards records
* Behaviour records
* Attendance records
* Surveys of primary school views on the quality of liaison
* Records of CPD related to KS3

Evidence provided for impact cannot be entirely based around achievement data. There is also the need to capture the impact of actions by capturing pupils’ attitudes before and after an intervention or looking at patterns of behaviour and engagement as signs of improvement. These could provide short-term evidence of impact alongside the long-term goals to raise pupils’ achievement.

* Include the resources/ finances needed for each initiative so that SLT and governors can easily make a ‘value for money’ judgement.
* Ensure that for every initiative there are simple, clear and measurable success criteria.
* Include realistic, timely check-points so that if an intervention is not working it can be adapted without wasting a lot of time, effort and money.
* Consider ‘softer’ evidence to show the impact of actions through asking pupils about their attitudes to attendance, behaviour and learning before and after interventions

**B.Provision**

**Possible actions to be taken over the year –a checklist**

* SLT member to take the role of the”**KS3 champion**”. This job of this person is to ensure that everything described below is in place and is of outstanding quality. It is not always the case that this person is doing everything, but rather he/she is making sure that it is happening, and that all leaders have the right thing in place in KS3
* Within the bigger **departments/faculties**, there should be someone with responsibility for KS3, liaising with the KS3 champion
* The Key Stage should be a **test bed** for developing both best and also innovative practice in the areas listed below, with the aim that this will then also go on to be applied in KS4 as relevant.
* The school should be organising **CPD** for staff that is specific to KS3

* There needs to be liaison with the SLT member responsible for teaching and learning, with access to **lesson observation** records, to ensure that teachers are delivering high quality KS3 teaching and learning based on these revised schemes of work
* In the same way, those responsible for book trawls, scheme of learning checks and general **quality assurance**, need to both fully understand all the KS3 expectations and also liaise regularly with the KS3 champion
* There should be initiatives in place, working in partnership with the feeder primary schools, to develop an agreed **Y5-8 curriculum** and coordinated approach to developing teaching and learning; hopefully this will then avoid students repeating work, or being given work that is too easy. This is best established by developing joint projects/schemes of work in literacy, numeracy and ICT and building from there, with cpd for all the staff involved to ensure a commonality of approach. Transition units for Y6/7, should be planned and developed with the primary schools, along with advance planning to collect exemplars of Y6 work, so that in the core subjects staff can see the type and level or work that they are producing
* The **KS2/KS3 transfer system** should include initiatives to inspire and motivate students, and raise their expectations of what they can achieve at secondary school
* There should be identification of the **higher ability students** in the primary schools, and they are all given a mentor once they join the secondary school
* The secondary staff should be given time to study in detail the format and content of the **SATs** that the primary students have taken so that they have a much better understanding of these than is often the case
* Once students are in Y7, there should be **diagnostic testing** put in place to pin point student starting points and then their strengths and weaknesses in the core subjects, this adding to the information that can also be extracted from the SATs
* Use of flexible **setting** should be established in the EBacc subjects once there is enough, accurate information about each student to make this possible
* Overall there should be in place a challenging, exciting **KS3**, based on the highest of expectations, which also includes planned provision across the KS3 curriculum for developing the students’ cross curricular literacy, numeracy and learning and thinking skills as well as focused preparation of students for the demands of the new GCSES
* A dedicated programme should be launched in Y7 aimed at **raising aspirations, expectations** and attainment, and helping student to become skilled learners
* In Y8, a **careers/higher education** element can be added to this, with students being encouraged to believe that they are good enough to achieve and be successful in the future
* A **student leader** programme should be put in place to help student develop their personal skills. Student voice systems should be established from the very start, with students also having every opportunity to be involved in organising events and activities and learning leadership skills
* There should be intensive, personalised **literacy and numeracy** cross curricular initiatives in place, supported by each teacher recognising that they are teachers of literacy and numeracy and not just their own subject
* The development of student **learning and thinking skills** should be based on whole key stage planning on what are the key learning and thinking skills and how can they be developed in KS3 in a coordinated fashion
* How much if any integration of **subjects** there is in the KS3 curriculum is up to the School, but where it is essentially separate subjects there need to be frequent well planned and resourced days off timetable for a wide range of themed work whereby students have the time to develop apply their learning skills. There is evidence that thematic KS3 curriculums often have limited value, in that the links can be forced and artificial and add little to the students’ learning. Many academies find that it works best to have separate subjects in KS3 in that teachers usually teach their own subject best, and this also enables there to be more focused preparation for KS4
* **PSHE** needs to be delivered within the curriculum, supported by days off timetable, with a link to careers, education and guidance in Y8 and Y9. **Tutor time** can then be concentrated on:
	+ All tutors check attendance and report concerns; check uniform; check students are ok: send them off to lessons in the right frame of mind. They understand their pastoral and behaviour for learning role and its importance. They are bonding with their tutor groups. The school is ensuring that there is a consistency of performance from all tutors.
	+ Wherever possible, there is double tutoring allowing regular mentoring of students
* Students should be fully prepared in KS3 for the new assessment methodology and other key learning and academic skills that feature in the **new GCSEs**, and this will include learning revision skills and regular examination experience as part of a well- structured, rigorous and accurate assessment programme;but at the same time every effort is made to keep teaching and learning enjoyable and interesting
* Aspirational **targets** for the end of KS4 should be set from the start of Y7, with these explained fully to parents along with the progress ladder system; this should be the beginning of regular liaison and communication with the **parents/carers**
* The teaching of subjects in KS3 should relate to **progress ladders** that are the basis of a high quality **life after levels system**, and there is focused preparation for KS4
* There is use of model answers, exemplars of outstanding work and very clear success criteria to ensure that students know **what the new GCSE grades look like**, and especially 7, 8 and 9
* **Schemes of learning in KS3** should always relate to both progress ladders and the related assessments, and are always revised while taking these in to account
* It should be a policy decision that the **best teachers** will not just teach in KS4, but will also be leading KS3 teaching
* Teaching in KS3 should give students every opportunity to develop as **independent learners** and learn how to show initiative in learning and be resilient, confident, determined learners
* There should be personalised use of justified **praise which** motivates students and gives them the belief that they can be successful learners
* Regular **data tracking** should ensure that underachieving students are clearly identified
* It should be a top priority to ensure that departments and teachers put in place personalised **intervention strategies** in the class room for underachieving students across every subject in every school Year, and the success of these is closely monitored
* These are supported by **mentoring** from the pastoral system and the use of trained assertive mentors
* There should be the same **RAP strategies** in place in KS3 as in KS4 including regular Academic Board meetings involving all subject leaders. This will include a clear focus on intervening with underachieving **disadvantaged students**
* It should be a top priority to enhance the reading and writing skills of **SEND** students so that they have every chance of fully accessing the curriculum both now and in the future
* With **EAL** students, there should be systems, staff and resources in place that will enable them to develop their skills in English as fast as possible
* Full use should be made of **Y7 catch up funding**, with rigorous monitoring of its impact
* Programmes should be in place to develop the **reading skills** of students who may not be officially SEND, but still have limited reading and comprehension skills
* There should be use of data tracking data to produce for **SLT evidence** of whole school performance/progress, with plans to address the issues raised then put in place;
	+ in aggregate terms
	+ by ASP groups of students, including Pupil Premium , ethnic groups including white British and Gender by ability level
	+ by department and individual teacher
* Data tracking **reports** should also be the basis of;
	+ Individual learning plans for students
	+ Reports to parents, with close liaison also developed with parents/carers via parents meetings; inviting in specific parents; use of the VLE
* There should be continuous identification of **vulnerable and unhappy students**, leading to support and care; such student will find it very difficult to learn without such help
* Individual **behaviour** plans should be in place for students who are already proving to be behaviour problems despite effective whole school behaviour for learning systems being in place
* The school needs to be proactive in intervening as soon as student start to show signs of poor **attendance**
* There should be an extensive programme of **enrichment and extra –curricular activities**,
* There is continuous **monitoring of the impact** of all initiatives, and revised actions put in place when progress seems slow
* **Option choice** for KS4is highly personalised with individual interviews for each student, and checks made that their choices allow them to achieve the highest possible Attainment 8 score
* There needs to be a planned review of all **KS3 schemes of work** in conjunction with related progress ladders and assessments to cement best practice , with departments doing this by following criteria that reflect how the school is aiming to develop and enhance KS3; these criteria are likely to be the following;
* High challenge. The new higher targets won’t be achieved by students unless they are following schemes of learning that are based on far higher expectations of what students of all abilities can achieve with far more challenge
* There should be differentiated learning objectives for each lesson which reflect these high targets and expectations
* The methods of differentiation to be used should be listed, the overall aim being a high degree of personalisation in the learning activities
* Beyond basic differentiation, there should be planned provision shown for both higher ability, gifted and talented and SEND students
* How AFL is going to be used should be clearly indicated. It is also good practice to make it clear at what points in the scheme of learning all the department staff when marking will be adding level/grade achieved, praise comments and AFL suggestions for further improvement
* Each lesson should have the injection of a “wow factor”, i.e, the lesson is made as interesting and exciting as possible for the students
* There should be as much active learning by students as possible, where the teacher acts as a facilitator of learning, and there should be no excessive teacher domination of lessons
* It should be shown how the use of learning technologies will enhance learning
* Every opportunity should be taken to show how literacy, numeracy can be developed through the scheme of learning
* Every opportunity should be taken to show how learning and thinking skills can be developed through the scheme of learning. (It is best here if the school has an overall strategy for developing these. The school should then be able to check that these are being developed by the different departments in a consistent and coordinated way)
* Every opportunity should be taken to show how SMSC can be developed through the scheme of learning
* There should be an outline within the scheme of learning of the types of assessment that will take place in relation to the scheme and when and how they will be undertaken
* Homework should be fully integrated into schemes of work, be differentiated and varied in nature
* It should be shown that the scheme of learning will give students the skills, knowledge and understanding that they need to be successful in KS4.
* The schemes of learning should be linked to the progression grids for each subject that are the basis of the life after levels system

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