

Area of focus:	Aim	Partnership Strategies used or being used	What found	Impact
Curriculum  Pedagogy  Student participation	Develop collaborative Key 2 to 3 links to inform curriculum delivery pedagogy and student participation	<u>Curriculum Subjects:</u> <ul style="list-style-type: none"><li>Teacher meets.</li><li>Shared curriculum plans/ overview of curriculum maps.</li><li>Joined up curriculum planning.</li><li>Collaborative materials shared.</li><li>Cross-over projects.</li><li>Collation of samples of students work.</li><li>Hosting remote and live lessons between schools.</li><li>Questionnaires/student voice.</li><li>Running student events.</li><li>Running student projects.</li><li>Joint CPD sessions between schools.</li></ul>	<p>Maths:</p> <ul style="list-style-type: none"><li>Students confident sharing ideas but could see that language was an issue. Students couldn't articulate what a "factor" or "multiple" was.</li><li>Students had difficulty applying knowledge of Factors and Multiples into other problems.</li><li>Students were given short tasks too complete at different levels of challenge, so they had the steps to build up to higher challenge.</li></ul> <p>English:</p> <ul style="list-style-type: none"><li>Identified student weaknesses, gaps in knowledge with Shakespeare, difficulty understanding language.</li><li>Student gaps in knowledge, lacking skills of reading diverse authors.</li><li>Lack of students using techniques in creative writing was an EBI.</li><li>Students didn't have opportunity to read non-fiction texts</li><li>Students only learn Shakespeare units in a very basic way/ simple overview.</li><li>Students did not have strong knowledge of rigours of assessment.</li><li>Successful interventions they do – Debate Mate.</li></ul> <p>MFL:</p> <ul style="list-style-type: none"><li>Delivered KS2 French Schemes of work for years 3, 4, 5 and 6 (including Assessments, Key vocabulary and Teacher support)</li><li>Provided CPD / Training to non-specialist teachers in primary school</li><li>Modelled MFL teaching at Manor School</li><li>Lesson observations at BA (sharing ideas/good practice)</li></ul>	<p>Maths:</p> <ul style="list-style-type: none"><li>We use examples and non-examples in our teaching to aid understanding</li><li>Taught Factors and Multiples as our first topic.</li><li>Added more discussion, challenge activities in Year 7 curriculum, especially work on number strategies.</li><li>Used ICCAMS as starting point in first few lessons to give teachers an insight to how the students think Mathematic.</li></ul> <p>English:</p> <ul style="list-style-type: none"><li>Amended and modified Shakespeare units – Romeo and Juliet/ A Midsummer Night's Dream consider more work on close language/ and quote analysis. Examples of scaffolding to model strong examples to stretch/ challenge More Able. Beginning year with Shakespeare which brings KS3 in line with KS4 and KS5.</li><li>Teach more historical key figures, embedded the importance of BEST habits into ppts. Added a Black History Month unit for Y8. Added authors from BAME backgrounds into short units throughout Y7/Y8 LTPs, s that.</li><li>Created 'Reconnection unit'. Taught main skills needed in terms of techniques/ understanding.</li><li>Developed students' understanding of the play through close textual analysis. We have referenced GCSE texts to prepare students of what to expect in KS4.</li><li>Changed sequencing of lessons – A Midsummer Night's Dream now taught as the first unit in Year 7 instead of the last text.</li><li>Simplified the assessment criteria and streamlined the way work is marked.</li><li>Continued with popular Debate Mate club.</li></ul> <p>MFL:</p> <ul style="list-style-type: none"><li>Curriculum content linkage between KS2 and KS3</li><li>Differentiated lessons based on prior knowledge of KS2 work completed</li></ul> <p>Whole school:</p> <ul style="list-style-type: none"><li>Created a 'closing the gap' document that shared KS2 success strategies with BA staff, to apply into KS3 teaching and learning.</li><li>Uploaded borough primary TAGs onto teacher markbooks to ascertain Year 6 ability levels</li><li>Implementing internal reading tests and CATs tests for Year 7 &amp; 8</li><li>Created a transition link film for year 7 parents</li></ul>
		<u>General Transition:</u> <ul style="list-style-type: none"><li>Linked up pastoral leads between the two schools.</li><li>BA Pastoral leads visit or meets with MJ students.</li><li>Effective pastoral practices in primary/secondary discussed and imbedded into each other's transition program.</li><li>Collation of student information to inform planning, student profiles.</li><li>Questionnaires/student voice gaging opinions on learning, worries, aspirations for incoming Year 7 students.</li><li>Virtual resources developed.</li><li>Buddy system.</li><li>Transition drama workshop about BA.</li><li>Visits to the school prior to transition day.</li><li>Q&amp;A session for Year 6 about BA led by BA students.</li></ul>		<u>General Transition:</u> <ul style="list-style-type: none"><li>Ran physical transition workshops for vulnerable students, summer term.</li><li>Distributed out 4 parental transition newsletters.</li><li>Distributed out 5 student newsletters.</li><li>Created virtual tours film for both campuses on website.</li><li>Created a 'meet your teachers' film on school website.</li><li>Run a 5-day, summer school in August.</li><li>Created a transition task booklet to complete by students over the holiday.</li><li>Created a transition capture spreadsheet , documenting primary students' profile to enable cluster, form class dynamics.</li></ul>