

Raising Achievement at KS4 Conference

'Securing KS2-4 Continuity and Progression'

1. Curriculum Organization

Discussion Prompts

- What are the first steps in securing Key Stage 2 – 4 continuity?
- How can Key Stage 3 be organized to ensure that students experience a full range of learning opportunities before choosing suitable Key Stage 4 Pathways?
- How can colleagues be supported in transferring pedagogies and practice across phases and syllabuses?
- How can skills frameworks, such as 'Social Emotional Aspects of Learning' and 'Personal Learning and Thinking Skills' inform the development of curriculum continuity and progression?

- Assess track and monitor.
- Start KS4 in year 9.
- Use Study Plus & functional skills.
- Cross curricular and discreet.
Revisiting and embedding through a range of contexts e.g. LfL
Teachers **talk** to each other.
Relevant INSET days
Co-ordinators.
- Thorough assessments.
- Into KS5
- Early entry: stage not age.
- Better transition between KS2 / 3
- Curriculum to be seen as a process
- **Everyone** in the school to have ownership of the curriculum.
- The key is to ensure progression not to race through content.
- Need teaching for understanding and transferability.
- Thinking skills, SEAL etc. could lead to significantly enhanced learning.
- Flexible Fridays.
- Learn from Primary schools.

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2. Acceleration of Students' Progression

Discussion Prompts

How can the curriculum be organized to accelerate learning?

- **When will students have opportunities to acquire literacy, numeracy, personal and learning skills?**
- **How can opportunities for students to develop these skills be coordinated across subjects?**
- **How will the ability to apply these skills be assessed?**
- **How will the learning be accelerated beyond Key Stage 4?**
- **How can acceleration be maintained from KS2 to 4?**

- Good KS2 data in schools as early as possible.
- Transition projects need to be relevant to KS2 and KS3 and pupils.
- Need APP / skills for core subjects.
- Clear outcomes and vision.
- Baseline information and teaching skilled to take on new challenges.
- Good balance between innovation and stability – “if it ain't broke, don't fix it”.
- Focus on transferable skills in an appropriate learning environment.
- Teaching and learning communities.
- Dead curriculum has its virtues – knowledge can be exciting. (reference to Ben Williamson keynote)
- SEAL builds on primary strengths.
- Greater cross phase sharing of practice – visiting schools in different phases.
- KS2 - 4 Continuity: where have year 7's 'come from', what can they do?, curriculum awareness, prior attainment 'accurate and shared'
- PLTS learning challenge: embedding from year 7.
- Organisation of KS3: statutory careers education, flexible approach to consolidation of skills, teaching and learning models the needs of the learner
- TLS's and BPF's: sharing practice, visit primary schools, Inset, cross phase.

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3. Data Evaluation and Tracking

Discussion Prompts

- What changes need to be made to schools' tracking to ensure that students' achieve their potential?
- How can schools' tracking help to reduce variation in achievement between subjects and/or teachers?
- How can data be shared more widely with the students, parents and colleagues?
- How can Key Stage 2 and 3 colleagues develop common approaches to tracking to secure continuity in progression?

- Decide what data is relevant and share that (informal sharing of data is our marking)
- Use the Filton style tracking sheets – one tracking sheet per class with all the data (include attitudinal data) and share with all staff.
- Have vulnerable groups tracking sheets.
 - Use this in conversations
 - Use to define actions / interventions AND measure impact.
- Consider having an SLT member who is responsible for all data and interventions.
- Changes to current practice – manageable, standardised (consistent), current, transparent,
less but more reliable data.
- Reduction of variation – accountability in the classroom (and particularly within departments), sharing effective practice, identification of areas requiring support
data analysis leads to action.
- Sharing data widely – online access, shared more often (open access).
- KS2 and KS3 – development of common approaches to track to secure continuity in progression:
 - Consistent approach from each Primary school ;
 - Quicker transfer;
 - Include Y6 in secondary curriculum (1 day per week? Block of time?) (Blue Sky Thinking)

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4. Professional Development

Discussion Prompts

- How can professional development be organized to secure KS2-4 continuity and progression?

What is:

- Essential
- Preferred
- Desired?

- What specific professional development opportunities would you prioritise?

- **Essential:** Shared professional development (KS2, 3 and 4) with clear purpose (skilling teachers to improve teaching and learning).
 - Teaching and Learning communities (internal)
 - Effective utilisation of AST's (external)
 - Departmental experts
 - Development within partnerships to develop a common approach
 - Days within the year (like today) where teaching and learning is the focus.
 - Online resources
 - **Time** to feedback and communicate
 - Better use of time e.g. meetings.
 - APP
- **Preferred:** Commonality in language for learning & values.
E-profile / APP skills transferred from KS2 to KS3.
- **Desired:** Developmental commonality (KS2, 3 and 4).
Conversation re. possible repetition of skills from KS2 – KS3.
- KS2 and KS3 teachers observing each other / team teaching.
Challenging because up to 30 primary school feeding into 1 secondary school.
- **Considerations:**
 - Teaching and Learning strategies and continuity.
 - Transition – all.
 - IAG from Year 6 – Careers Education
 - Funding / implications
 - Functional skills joint SD