

FEDERATION OVERVIEW 2021-23

1. QUALITY OF EDUCATION		2. BEHAVIOUR AND ATTITUDES	
1a FED	All learners (inc. SEN) in each phase will make at least the expected progress in line with their prior attainment as a result of quality first teaching, dynamic delivery and targeted catch up interventions.	2a FED	Pupils behaviour for learning will be supported by positive relationships lived out through our federation motto and vision and supported by our behaviour systems (including the primary behaviour system and secondary restorative justice practices).
1b FED	Our curriculum will provide a sequential learning journey from EYFS to KS5 which reflects our curriculum vision and develops and consolidates learners' knowledge and skills for their next steps.	2b FED	There will be a wide range of activities for learners to participate in during break and lunchtime to enhance our culture of respect and compassion for others. This will include learners supporting each other across phases.
1c FED	Our assessment practice in each subject area and phase will inform teaching and support learners grow in their knowledge and understanding. This will include embedding new systems from the new Reception Baseline assessment to the development of our KS5 assessment.	2c FED	Develop staff networks across phases to enhance our work focused on behaviour and attitudes as well as offering opportunities for our older students to support our younger pupils.
1d FED	Further develop literacy across our phases including initiatives to strengthen learners understanding of subject specific language and talk for writing.	2d FED	Continue to meet above national levels of school attendance and diminish any persistent absenteeism.
1e FED	Review the challenge we offer our more able learners and strive for attainment which is above national and LA averages.	2e FED	Develop our work on 'Valuing All God's Children' to strengthen the effectiveness of our anti-bullying policy and strategies enabling all our young people to flourish.
1f FED	Strengthen our Maths provision so all end of key stage phase outcomes meet our high expectations.		

3. PERSONAL DEVELOPMENT AND ETHOS		4. LEADERSHIP AND MANAGEMENT (inc. staffing and environment)	
3a FED	Implement our equalities and objective plans by providing diverse, decolonised and inclusive curriculum relevant to all children and implementing strategies which reduce the impact of unconscious bias on learner assessment.	4a FED	Fully embed our Koinonia Federation Competency Framework to support the growth and capacity of our staff body. Our key competencies will be strengthened through a wide range and personalised CPD opportunities inc the ECT programme, research initiatives, internal and external courses, appraisal, coaching and networking systems.
3b FED	Resume our offer of a variety of enrichment opportunities that both builds students' cultural capital and also enhances our curriculum offer.	4b FED	Create further opportunities for staff to share good practice across phases and campuses through e.g: KF Challenge Partners, peer observations, cross phase team teaching and deep dives, teaching and learning coaches.
3c FED	Build on our practices which support both learner and staff well-being to help them keep physically and mentally healthy.	4c FED	Expand the use of all outside areas at each campus to broaden the students outdoor experiences including revamp forest school, outdoor growing spaces, new community garden, creating covered outdoor areas.
3d FED	To support learners for future success by ensuring they are ready for their next stage of their education building on our transition activities (for each key stage) and offering an even broader CEIAG programme with the support of community partners and individuals.	4d FED	To increase our capacity to deliver initiatives which enhance our offer to our students by seeking fundraising and bid opportunities inc. increasing the number of lettings at each campus to raise income to support our annual budget setting.
3e FED	Review our communication strategy which will celebrate our successes (online and direct mailing) and support our families to more fully engage in the life of the Federation.	4e FED	To continue to provide an effective and responsive culture of safeguarding supported by a strong RSHE which informs learners how to reduce their risk of harm and stay safe.
3f FED	Refresh our outreach programmes to widen the opportunities given to our learners across our phases and enhance our transition programme. This will include inter and intra sports tournaments and use specialists facilities eg. kiln, tracks, labs, workshops.	4f FED	Keep the membership of the GB under review to ensure it is diverse, adequately skilled and at required capacity with succession planning in place for Chair and Vice Chair positions.