



THE RECOVERY CURRICULUM
JOHN RUSKIN PRIMARY SCHOOL



What is the Recovery Curriculum?

- ✓ The **processes** we will need to put in place to successfully **transition** children back to school
- ✓ Addressing and targeting **children's gaps** in learning
- ✓ Recognising that our **curriculum** has incredible influence over the recovery process. It has the power to inspire and rekindle curiosity for our pupils.
- ✓ Providing children with **adequate time to catchup** on missed teaching and learning.

Intent and Aims: *Why do we need this?*

At John Ruskin Primary School we strive to ensure that the individual needs of our pupils are met, including those of our most vulnerable pupils. We ensure that appropriate provision is made for all pupils, ensuring that the needs of our pupils are adequately assessed and addressed. All our work through the Recovery Curriculum will be aimed at accelerating progress and overcoming barriers, to address any regression in learning. Many of our pupils engaged at some level with the home learning provided over the summer term. This involved work being set by teachers and uploaded weekly to the school website.

The government announced £1 billion of funding to support children and young people to catch up on lost time after school closure. This is especially important for the most vulnerable and disadvantaged backgrounds. This funding includes:

- a one-off universal £650 million catch up premium for the 2020 to 2021 academic year to ensure that schools have the support they need to help all pupils make up for lost teaching time
- a £350 million National Tutoring Programme to provide additional, targeted support for those children and young people who need the most help.

The Recovery Curriculum: *The need to transition pupils back to school*

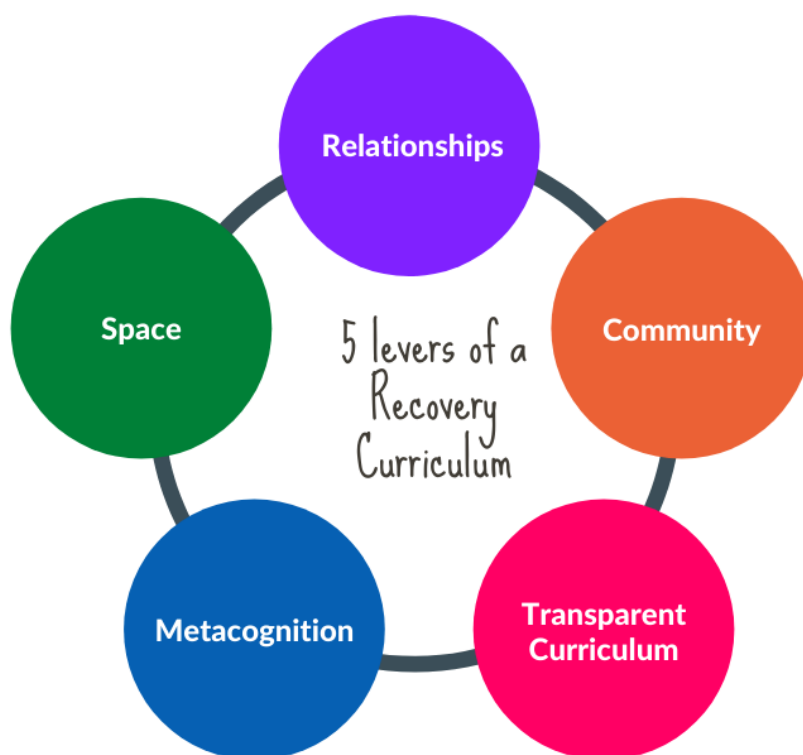
Due to the COVID-19 pandemic, we lost a lot of time in school with our children. Even though we delivered lessons remotely via Microsoft Teams or provided printed packs, we know that so many learning opportunities were missed. Whether that be an unplanned discussion in class, conversation and socialising with peers, sports day, day to day lessons and more!

As a result of a school closures, it was vital that we create a revised curriculum that ensures accelerated progress for all pupils.

Our approach

In April 2020, Barry Carpenter, Professor of Mental Health in Education at Oxford Brookes University addressed these issues in a Think Piece entitled A Recovery Curriculum: Loss and Life for our children and schools post pandemic. The piece resonated with those within Education and was shared widely across social media, launching the construct of the 'Recovery Curriculum'.

The Recovery Curriculum construct is built on 5 Levers: Relationships, Community, Transparent Curriculum, Metacognition and Space, as a systematic, relationships-based approach to engaging our pupils back into learning.



The 5 Levers

Lever	Why	How
Level 1 – Rebuilding relationships	It is important that we invest time and effort into developing and restoring the relationships that were thriving within our school community. Strong relationships and interactions between pupils as well as with pupils and their teachers will be the foundation for resolving the uneasiness of returning to school. We need to plan for this to happen, not assume that it will.	<ul style="list-style-type: none"> ○ Across the school, all classes are currently reading the book 'Journey'. Aaron Becker's stunning, wordless picture book, which takes the students on an adventure about self-determination and unexpected friendships. ○ The Pupil development centre is a space where children can seek support and advice about any concerns or worries, they are having in school or at home.
Level 2 – Re-establishing community	We recognise that there are different ways children have been learning in their community whilst schools were closed. We need to listen to what has happened in this time, understand the needs of our community, and engage them in the transitioning of learning back into school.	<ul style="list-style-type: none"> ○ Parents will be encouraged to communicate through the phone or email, to limit the physical interactions with staff. ○ Pupils will have the opportunity to take part in whole-school projects that promote togetherness, for example Science champions, and the One Kind Word initiative. ○ Work with a coach from the London PE School and Sport Network (LPESSN) to support all staff to adapt lesson plans so they are accessible for both indoor and outdoor use and where resources are limited /how to substitute equipment for other items.

Lever	Why	How
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Level 3 – Transparent curriculum</p>	<p>Students will feel like they have lost time in learning, and we must show them how we are addressing these gaps, consulting and co-constructing with our students to heal this sense of loss.</p>	<ul style="list-style-type: none"> ○ Our recovery curriculum has been shared during our training INSETs at the beginning of the year ensuring all teachers understand our main foci and expectations. ○ We have developed and shared Parent Information Sheets which show how gaps and needs in the curriculum have been addressed. This is also shared in 'Meet the Teacher'. ○ School council will discuss the recovery curriculum and give opportunity for students to share their ideas or concerns. ○ Assessments from Summer 2021 to be used as baselines for September start. Teachers to use assessments (star materials) to identify gaps, which will inform future planning. HN to run INSET on planning. ○ Coordinators to review DFE document for curriculum recovery and to identify: <ul style="list-style-type: none"> ▪ actions for their curriculum area ▪ strategies which teachers can adopt when planning, teaching, or assessing within their curriculum area ○ Time spent on the PSHE curriculum has been doubled this year to two afternoons/term to ensure coverage of the curriculum and to make up for curriculum missed.


Lever	Why	How
Lever 4 – Metacognition	<p>As we return from a time when students will have been learning in different ways, it is vital that we make the skills for learning in a school environment explicit to our students to reskill and rebuild their confidence as learners.</p> <p>Questioning of pupils by the teacher, and of the teacher by pupils and by pupils of each other, can be used to check pupils' understanding and can help them clarify and verbalise their thinking. Questions that probe for deeper meaning foster critical thinking skills and higher-order capabilities such as problem solving and encourage the types of flexible learners and critical thinkers needed in the 21st century.</p>	<ul style="list-style-type: none"> ○ We have updated our marking policy to engage children so that they have more of an ownership of their work in Literacy and Numeracy. ○ Our Summer 2021 support staff INSET focused on the knowledge, skills, and strategies needed to utilise questioning even more effectively in lesson. We aim to promote student voice in lessons and showcase their learning journey. ○ Outdoor learning lessons allow the students to express themselves and engage in learning in a different space and environment and in a different way. ○ One to one and group tuition is now embedded in the extra-curricular timetable allowing students to engage in more dedicated learning spaces and have additional support for those who need it. ○ This academic year we will be focusing on thought processes and memory patterns to best inform our recovery curriculum. The idea that children can transfer and adapt their knowledge is difficult and therefore we will be training our teachers on learning, what is it? Learning definition: an alteration in long-term memory. If nothing has altered in long-term memory, nothing has been learnt. Therefore repetition, consolidation and consistency is key to accelerated learning.
Lever 5 - Space	<ul style="list-style-type: none"> ○ Supporting pupils to understand their emotions and feelings ○ Allowing space and time to begin to process the experiences they have had. ○ Supporting pupils to re-learn some positive behaviours which they may have forgotten being outside of the school. School needs to be a safe and happy place before learning can begin. 	<ul style="list-style-type: none"> ○ Giving children the space, they need to stay safe, feel comfortable and able to learn. We have split some year groups into smaller groups during the day, such as split assemblies and have used every space available to ensure maximum safety. ○ We will continue to prepare our children to ask questions, hunt for answers and base decisions on their moral compass. The enquiry based, experiential learning will ignite and develop our children to embody our school values: kindness, honesty, hope, responsibility, wisdom, fairness, and courage ○ This year will see us plan and coordinate a Health and Wellbeing week in conjunction with DT coordinator to prioritise topics like physical and mental health and wellbeing.

Practicalities: *What the school day may now look like.*

Timetables

For Autumn term there will be change to the timetables.

Catch up sessions – these are to incorporate the additional provision of Maths and English. All year groups receive an additional 60 mins of Maths and English catch up sessions each week.

		Year 5 Azure Class Recovery Timetable 2020/21								
	9:15 Gate A	9:25-10:50		10:50-11:05	11:05-12:30	12:30 - 1:00	1:00-1:30	1:30 – 2:40	2:40-3:10	3:10-3:15
Monday	Registration	English (1hr) Guided Reading (25mins)		Morning Play Small Playground 2	R.E (50mins) Topic (35mins)	Lunchtime	Lunch Play Big Playground 1	Maths (1hr) Class Assembly (10mins)	Outdoor Learning Big Playground 1	W / C Reading
Tuesday	Registration	English (1hr) Guided Reading (25mins)		Morning Play Small Playground 2	Maths catch-up (1hr) Topic (25mins)	Lunchtime	Lunch Play Big Playground 1	Maths (1hr) Class Assembly (10mins)	Outdoor Learning Big Playground 1	W / C Reading
Wednesday	Registration	English (1hr) Guided Reading (25mins)		Morning Play Small Playground 2	English catch-up (1hr) Topic (25mins)	Lunchtime	Lunch Play Big Playground 1	Maths (1hr) Class Assembly (10mins)	Outdoor Learning Big Playground 1	W / C Reading
Thursday	Registration	English (1hr) Guided Reading (25mins)		Morning Play Small Playground 2	Topic (1hr 25 mins)	Lunchtime	Lunch Play Big Playground 1	Maths (1hr) Class Assembly (10mins)	Outdoor Learning Big Playground 1	W / C Reading
Friday	Registration	9.25 – 9.40 Certificate/ Sharing Assembly	English (1hr)	Morning Play Small Playground 2	Maths (1hr) Guided Reading (25mins)	Lunchtime	Lunch Play Big Playground 1	Maths (1hr 10mins)	Outdoor Learning Big Playground 1	W / C Reading

Outdoor learning

Some pupils, especially those in vulnerable groups, have had significant time away from school and may not have had access to safe, outdoor play environments.

Quality outdoor learning has the following benefits in providing:

- Contribution to the mental health and well-being of pupils
- Five times greater development of language and vocabulary than indoors
- Sensory experiences of environmental textures
- Opportunities for adults to develop play interactions and enhancing conversations (emphasis on prime area of learning: communication)

English

Key transition Units

'Here we are' (Cross curricular with English Writing focus) + PSHE resources in packs

- Get to know children, emotional levels and academic baselines using assessment

- P4C/spoken activities to voice emotions/thought/ideas before written recording

Phonics teaching + sight vocabulary

High frequency words and common exception words, as Year group appropriate should be taught and reviewed in phonics sessions. These could also be a useful early morning task for children to do when registers are being taken.

Reception – L&S – review Nursery skills (listening/sounds/rhyme)

Year 1 – Revise/Teach summer 2 L&S from Reception / phase 4 adjacent consonants

Year 2 – Revise / Teach Phase 5 – emphasis on summer L&S for Year 1 (Yr. 1 Phonics assessment end of Autumn 2)

Year 3 – Revise Phase 6 (Phase 5 L&S generalisation + CEW words / spelling patterns including prefixes/suffixes)

Year 4 + - Review the Medium-Term Plans for Summer GPS

Handwriting – can be taught alongside spelling/phonic patterns/sight words – particularly to represent phonemes (th/igh/ai etc.) and prefixes and suffixes. Supports kinaesthetic approach to learning.

Maths

Our medium term plans have been amended to incorporate the objectives that were not taught because of lockdown. Catch up sessions allow children to recover the lost learning. Gradually, the new learning will be implemented.

Weekly Planning

John Ruskin School and Language Classes Weekly Plan														
Class: Year 5		Teacher(s): Mr Thompson and Mr Nwokolo										Date:		
Topic subjects should be timetabled weekly or taught in blocks over the term.														
3 x 1 hour slots a week of topic time														
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
Geography (9 sessions)	X	X	X	X	X	X	X	X	X	X	X	X	X	X
History (9 sessions)				X	X	X	X	X	X	X	X	X	X	X
Art (7 sessions)							X	X	X	X	X	X	X	X
DT (7 sessions)									X	X	X	X	X	X
French (4 sessions)											X	X	X	X
Music (3 sessions)												X	X	X
Philosophy (4 sessions)													X	X
Computing														

<small>Please show differentiation clearly through the activity or success criteria</small>					
Curriculum area & Day	Activity (Please state activity number from MT plan)	Key questions	Role of support staff (Circle appropriate role(s))	Assessment Indicators/ Success Criteria (WJLF)	Implications for future learning
Philosophy					
WALT –					

Topic subjects should be timetabled weekly or taught in blocks 3 x 1 hour slots a week of topic time

Teaching a broad and balanced recovery curriculum

Staff	Area	Coordinator Actions	Teacher Actions
Erica	Science	<p>Identify the areas of science that are most important in building up knowledge of key scientific concepts and make sure that teachers prioritise these in medium term plans</p> <ul style="list-style-type: none"> • KS1: Grouping and changing materials – knowledge of how plants grow. – knowledge about herbivores to allow pupils to learn about food chains in KS2. • KS2: Properties and changes of materials – knowledge that we use certain materials for particular purposes; knowledge of how to measure using the standard units. Pupils must know how to use a thermometer. Magnetism – knowledge of which materials are magnetic, where we use magnets. Electricity – knowledge of how to make electrical circuits; knowledge of how switches work; knowledge of why we use certain materials to make things that use electricity. Forces – knowledge of how to use a forcemeter to measure forces. Nutrition – knowledge of how to make our diet healthy and the effect of exercise. Changing State – knowledge of how water can change. Life cycles – knowledge of the parts of a flower; knowledge of how a plant reproduces. Interdependence and Adaption – knowledge of how animals are suited to where they live; knowledge of what animals feed on; knowledge of how to identify things. 	<ul style="list-style-type: none"> • All lessons to begin with a recap of relevant prior knowledge as a starter activity. Use MCQ for quick formative assessment. • In Guided Reading, use science non-fiction texts to support pupils' knowledge and enthusiasm of science.

Staff	Area	Coordinator Actions	Teacher Actions
Kat	P.E.	<p>Work with a coach from the London PE School and Sport Network (LPESSN) to support all staff to adapt lesson plans so they are accessible for both indoor and outdoor use and where resources are limited /how to substitute equipment for other items.</p> <p>Ask staff to identify any particular areas for support in their own teaching or where they feel there are gaps in student knowledge and feedback, so that this can be used to inform an INSET lead by LPESSN.</p>	<ul style="list-style-type: none"> • (Summer) Reflect on their own practice and identify any particular areas of PE where they feel they require further support. • Re-familiarise themselves with where to find LPESSN lesson plans on Staff. • Share and look at plans in advance of lesson so they may be adapted where needed.
Caroline	D.T.	<ul style="list-style-type: none"> • Plan and coordinate a Health and Wellbeing week. • Focusing on the children planning and preparing nutritionally balanced dishes. Provide the teachers with a list of skills that the children could cover e.g. pupils practising knife/cutting skills that might have been forgotten during COVID, the importance of hygiene routines/ include a heat source for upper KS2. • Link to mental health and exercise too. 	<ul style="list-style-type: none"> • Teachers, alongside children to plan the nutritional dish that they would like to cook. Think about ingredients needed and health benefits in the dish. Then, during Health and Wellbeing week, prepare and cook dish. • Teachers to think about the skills that the children need to prepare and cook the dish and hygiene routines.

Staff	Area	Coordinator Actions	Teacher Actions
Susan and Louise	EYFS	<ul style="list-style-type: none"> • Discuss the re-implementation of NELI Reception for new intake with SLT and the implications on the reset of curriculum (in particular less phonics group activities in writing books) • Record sample phonics lessons for parents to introduce them to the teaching style, activities, and terminology 	<ul style="list-style-type: none"> • Teacher's should quickly assess for any gaps in previous phonics learning, particularly in Reception (children transferring from nursery should not be expected to have gaps in skills as nursery was not closed in Winter 2021, therefore any skills gaps need to be quickly identified and addressed) • Support staff should be deployed to address the gaps in learning and experience in order that children can quickly catch up and access the whole class phonics teaching appropriately • A daily story time remains a priority across the phase to prompt interest, engagement, and book familiarity
Hannah	PSHE	<ul style="list-style-type: none"> • PSHE curriculum amended so that each year group has mental wellbeing lesson plans early on in the school term to help the children to adjust back into school. Activities covered can be revisited throughout the year. Also, plan and coordinate a Health and Wellbeing week in conjunction with DT coordinator to prioritise topics like physical and mental health and wellbeing. • Time spent on the curriculum has been doubled this year to two afternoons/term to ensure coverage of the curriculum and to make up for curriculum missed. 	<ul style="list-style-type: none"> • As part of Health and wellbeing week, teachers to plan some activities around wellbeing, either from the mental wellbeing lessons plans or the ideas and activities from the Learning break INSET. • Teachers to choose new books for the classroom on diversity and inclusion to help build respectful relationships amongst peers and in the wider community.

Staff	Area	Coordinator Actions	Teacher Actions
Rob	Science	<ul style="list-style-type: none"> Implement end of unit quick quizzes outlining key objectives from each MTP. Co-ordinator to model layout of questioning (5-10 max) and highlight on MTP where to find key areas and objectives. 	<ul style="list-style-type: none"> Teachers to input and identify the importance on procedures and concepts that underpin the scientific method that may not have been able to have been achieved through remote learning e.g., use of scientific equipment such as thermometers, comparing objects using touch, taster smell etc.
Lucy and Eve	History	<ul style="list-style-type: none"> Pupils should have the opportunity to situate this knowledge in relation to other significant historical events studied. As the coordinators of History, we will improve our curriculum area in order to promote curriculum recovery. To achieve this, we plan to make links across the medium term plans from all year groups. We will identify and record the links throughout all the various topic areas in the history curriculum. This ensures that teachers are aware of previous learning that links to their current history topic. In turn, this can support teachers to build upon prior knowledge effectively. For example, Year 1 pupils focus on the surrounding area, comparing new and old buildings. Similar topics are studied in years 3 and 4. Year 4 look at local Victorian architecture. 	<ul style="list-style-type: none"> (Ongoing) Teachers will also need to develop pupils' knowledge of how historians study the past and construct historical arguments (for example, considering what makes claims valid or invalid). When using resources or artefacts to support history topics, teachers should ensure that children have the opportunity to discuss and decide its validity. This will develop across the Year groups from younger years, questioning if it fits the other records/artefacts, to older years, considering the usefulness of the resource. For example, older children could be provided with a 'fake' resource to see whether they question its validity in relation to the topic covered. This gives children the opportunity to not just conclude ideas from a range of resources but to also helps them understand how historians approach sources and evidence.

Staff	Area	Coordinator Actions	Teacher Actions
Sheila	English	<ul style="list-style-type: none"> Prepare synthetic phonics resources (assessment) and Salford Reading Test resources and information guide Review and update MT English Plan for texts being used (including 2 recovery curriculum texts) 	<ul style="list-style-type: none"> Teach systematic synthetic phonics (KS1 as curriculum and KS2 for those who need it) Resources – Reading Eggs Implement new Salford Reading Test Assess – for decoding, for comprehension (new), keep in assessment folder
Gisella		<ul style="list-style-type: none"> Review M.T. plans in the 2 yearly cycle (texts) 	<ul style="list-style-type: none"> Teach phonics from phase 1 (if appropriate) Continue teaching systematic synthetic phonics in older year groups if necessary
Isabel	MAT	<ul style="list-style-type: none"> Identify suitable possible targets for MAT children that are most important for progression in their curriculum area, that will enable the children to understand and apply their key knowledge, whilst providing opportunities to extend themselves further. 	<ul style="list-style-type: none"> Identify the children in the class that are on the MAT register and choose appropriate targets for them to ensure they have the relevant prior knowledge in order to extend their skill set. (Identify any that are a cause for concern for maintaining MAT skills.)
Kieran	Maths	<ul style="list-style-type: none"> Check policies to ensure that the order of teaching skills is aligned with The Department for Education's 'Ready-to-progress criteria: year 1 to year 6' Maths_guidance_introduction (publishing.service.gov.uk) This will help ensure that the maths curriculum is sequenced and prioritised effectively. 	<ul style="list-style-type: none"> Teachers to plan for a 10/15 minute starter for every lesson. The focus ideally would be number e.g. written methods, place value etc. Teachers could also revisit past topics/ skills during these starter sessions enabling them to identify gaps. Ensure teachers are completing the WRM end of unit assessments which can help identify gaps.

Staff	Area	Coordinator Actions	Teacher Actions
Owen	Computing	<ul style="list-style-type: none"> • Converse with KS1 teachers to check units relating to 'sequencing' on the medium-term plans. Check that KS1 teachers are confident in teaching these areas and offer help, support or informal training if needed. • Check KS2 medium term plans for units that relate to 'programming', check that KS2 teachers are confident in teaching these areas and offer help, support or informal training if needed. 	<ul style="list-style-type: none"> • Monitor whole class for any potential gaps in knowledge. Once identified, report these back to the computing lead and adapt planning to ensure good coverage of these skills.
Phoebe	Learning Environment	<ul style="list-style-type: none"> • Ensure teachers are using vocabulary effectively in their displays, focusing on key words children may encounter when learning this topic and that these are regularly updated, with less focus on displays showcasing work on a topic that has already been completed. These words should be actively referred to in lessons, and explanations accompanying them where possible. • Head Teacher has discussed desire to update core value posters. My dad is a graphic designer. I have discussed with Claire, holding a whole school poster competition. This would start with a session on how to design an effective poster with him, then children would create/design their posters. They would then be judged, and he will choose an overall winner. He will then have this poster professionally made and printed. Others can also be used around the school and may encourage students to participate in the development of their learning environment. 	<ul style="list-style-type: none"> • To ensure they are using key vocabulary in their classroom, and that each new topic is accompanied by key word cards/mats that are displayed around the classroom.
Leonie	Music	<ul style="list-style-type: none"> • Without the participation and engagement of our students through this time, the Academy would not be where it is today. For that and so much more, we are entirely grateful and indebted to the community. 	<ul style="list-style-type: none"> • EYFS / KS1 – Sing familiar songs / make up own songs once a week to encourage rhythmic abilities and children's confidence. • KS2 – make up own rhythms and songs using simple resources e.g. body percussion or technology. Give peer feedback.
Karen	Geography	Termly whole school quizzes based on current topical events. E.g. volcanoes	<ul style="list-style-type: none"> • Staff to display key vocabulary so to promote a rich learning environment.

Staff	Area	Coordinator Actions	Teacher Actions
Mary	RE	<p>The advice and case study highlight the importance of ensuring that children have the opportunity to build a secure knowledge and understanding of the key concepts in each religion by highlighting these key points and continually reinforcing them.</p> <p>In order to support this approach I will identify which religions each year group (from year 1 to year 5) were covering during summer term 2020 and spring 1 2021. I will then check on the long term plans when they will next be covering these religions during this academic year or next academic year. I will use this information to create a list that class teachers can quickly check so that they are aware where there might be gaps in children's previous learning about key concepts within that religion.</p> <p>Other actions from coordinator plan will also help to support children's general awareness of some of the world religions which will hopefully give opportunities to help to reinforce key concepts.</p> <ul style="list-style-type: none"> -specialist teaching from Spinnaker trust on Christianity in year 1. -R.E. competition based around a story from one (or possibly two) religion/s -Visiting storyteller from another religion. 	<p>Use the list created by the subject coordinator (see above) to make sure that they are aware when children may have gaps in their prior learning due to school closures. Take some time, particularly at the start of the unit to go over a basic introduction to the religion. Especially if they have missed the first unit planned for that religion.</p>
Suzy	ART		

Assessment for Recovery

'Many pupils will have gaps in their knowledge and understanding after an extended period of remote education. These gaps could be between pupils in the same cohort (for example, a disadvantage gap or gender), or it could be one that relates to the curriculum at whole-cohort level. With this in mind, many schools are postponing any formal, summative assessment and instead focusing on lighter-touch approaches to assessment for pupils returning to the school site'. (Identifying and addressing gaps in pupils' understanding, DfE, 12 June 2020)

Assessment will help teachers determine how to support their pupils most effectively. Every pupil will have been affected differently by Covid-19; setting time aside to enable teachers to assess pupils' wellbeing and learning needs will make it easier for teachers and other school staff to provide effective support.

Identify the pupils likely to have the biggest gaps in knowledge

We will look for pupils who:

- Have missed a lot of work, or have not been engaging with or accessing remote learning
- Do not have access to the technology needed, or whose home lives make home learning difficult
- Are vulnerable or have EHC plans, so learning from home may have been challenging
- Have experienced difficult family circumstances, such as a bereavement, that may have been an obstacle to their learning

Evaluate any curriculum content missed or taught remotely

- For most subjects, pupils are taught concepts and skills more than once – concepts reappear across Key Stages and are built on over time, e.g. if year 1 missed gathering and recording data in science, they will do this again in year 2; if year 2 missed this they will have done it in year 1
- We will focus on key concepts that run through the curriculum, rather than specific topics or units; pupils need to understand enough of these threshold concepts to access the next stage of their learning

These assessment findings will also help to inform the various tutoring programmes which will start in the Autumn term of 2021.

Impact so far – Attainment

September 2020 ATTAINMENT [Y1 - Y6] (After first Lockdown)

%	Reading	Writing	Maths
Above	3	2	2
At	28	21	22
Below	70	78	78

End of Summer July 2021 ATTAINMENT [Y1 - Y6]

%	Reading	Writing	Maths
Above	31	22	24
At	49	55	53
Below	20	23	23

Typical attainment - at least 85% of children across the school at expected and above.