

# Leeds East Primary Partnership

A foundation Trust



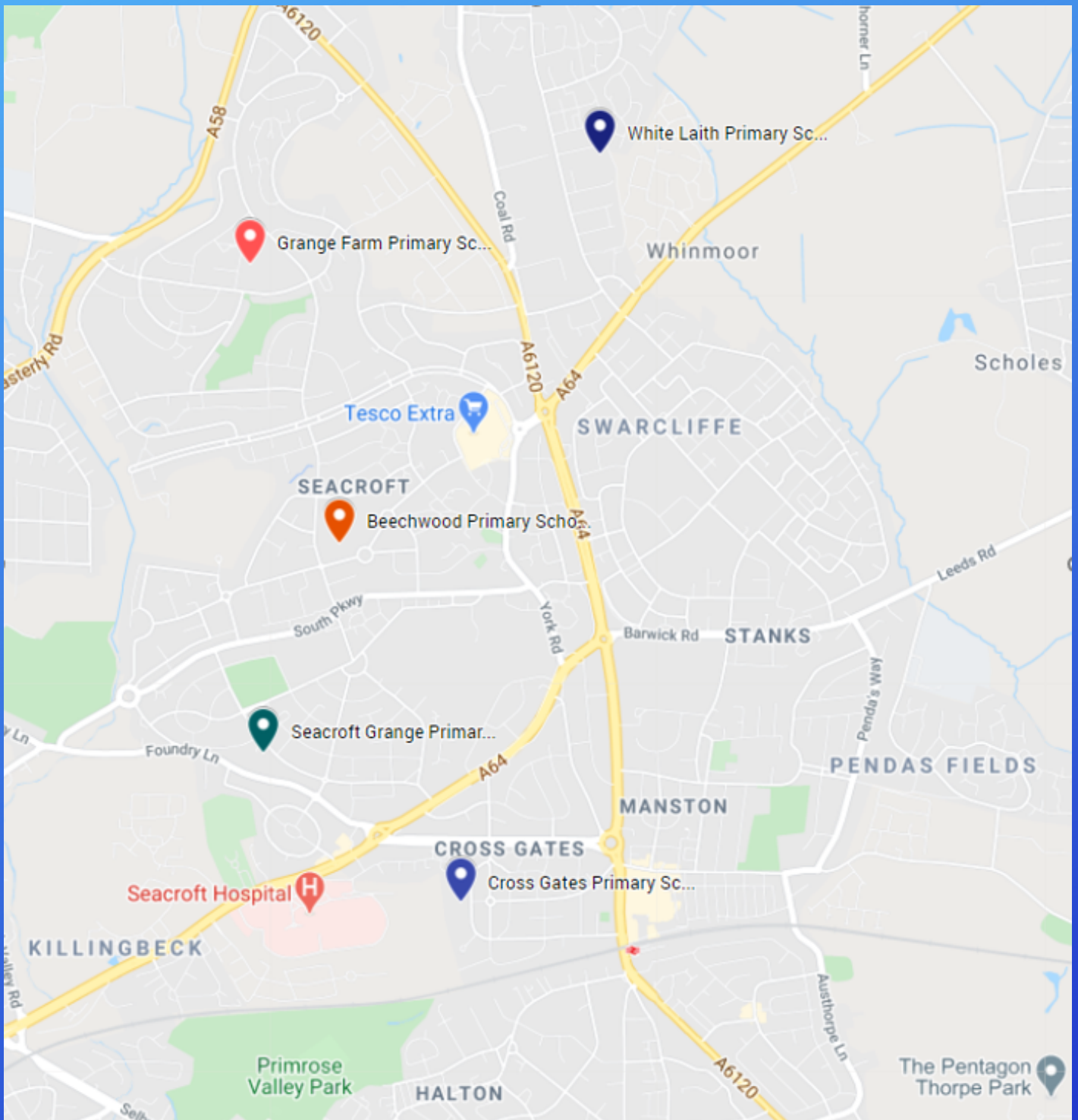
## Trust Handbook

# Who are we?

A group of 5 Primary schools  
committed to working together to  
improve the lives of children in East  
Leeds



# Where are we?



# Who are we?

## Our partners and our people



### Trustees (in addition to school Headteachers):

- Chair person: Chris Florey (Headteacher at Seacroft Grange Primary School)
- Company Secretary: Sarah Hay
- Headteacher Beechwood Primary School: Sarah Lanforth
- Headteacher Cross Gates Primary School: James Garden
- Headteacher Grange Farm Primary School: Neil Winn
- Headteacher White Laith Primary School: Nicola Sheerin
- Rebecca Broughton Reed (Foundation Governor - Grange Farm)
- Rachael Forster (Foundation Governor - Beechwood)
  - Richard Selfridge (Foundation Governor - Seacroft Grange)
- Peter Whelan (Foundation Governor - White Laith)
- Foundation governor TBC for Cross Gates
- David Jenkins (LA councillor / Foundation Governor Seacroft Grange)
- Katie Dye (LA councillor)
- Steve Whitaker (Friends of Foxwood Farm)
- Naomi Wardle (Fall into place/LS14 Trust)
- Dominic Moghal (Reverend)
- Zoe Proctor (Leeds Trinity UNiversity)
- Mark Cahill (Brigshaw Learning Partnership)

### Associate members:

- Anne Fell (external consultant to the Trust)
- Rachael Cole (Head of school - Bishop Young High School)

# Message from the Chair

Hello everyone!

This is just a brief message from me to welcome you to our Trust handbook.

Leeds East Primary Partnership (or LEPP as its more commonly known) was created in 2012 with 4 founding member schools. My school joined in 2016 soon after I became Headteacher at Seacroft Grange.

We are a group of committed headteachers and trustees - passionate about transforming the life opportunities of children in East Leeds.

I hope this handbook provides you with a good sense of who we are and what we do and why we are proud to keep achieving what we do through collaboration. We achieve more - and are stronger together - than we could be apart.

If you require further information then I urge you to check out our website [www.leedseastprimarypartnership.co.uk](http://www.leedseastprimarypartnership.co.uk) or contact Sarah Hay - our Company Secretary and Trust administrator.

You can contact her via email:

[sarah.hay@leedseastprimarypartnership.co.uk](mailto:sarah.hay@leedseastprimarypartnership.co.uk)



Chris Florey

Chair - LEPP

Headteacher - Seacroft Grange Primary School

# Working for LEPP

What does this mean for employees?

Employees will be employed by their school's Governing Body instead of the Local Authority and we will continue to recognise the same unions. The existing rights of teachers will be fully protected if the schools acquire a Trust. We will still be bound by the School Teachers' Pay and Conditions Document

Each school has its own Governing Body, it's own character and ethos. We have autonomy as Headteachers however there are consistent experiences for children, staff and parents due to the collaborative approaches taken by the Trust. We achieve more in collaboration than we ever could alone.

# What is it all about?



Vision

# OPPORTUNITY FOR ALL

Through the delivery of our aims  
we will provide opportunity for  
children, school staff, our  
community and trustees.

# What do we want to do?



## Aims

### **IMPROVE**

#### **QUALITY OF EDUCATION**

To improve the quality of education we will focus our work together on providing training, creating resources and allowing collaboration across our schools

### **GROW & SUSTAIN**

#### **LEADERSHIP CAPACITY**

To grow and sustain leadership capacity we will create opportunity to work with others, be innovative and ambitious for our leaders

# What will ensure we achieve?



## Drivers

### **COLLABORATION**

through planned and regular opportunities to work together across many areas and the Trust network being used wisely to better knowledge and practice.

### **CONSISTENCY**

through deciding on what we want for our schools; all Trust schools will align around sets of principles and ensure their implementation

### **CULTURE**

is created through message abundance of our vision, aims and drivers – ensuring these are lived in all of our schools

### **CHANGE**

is embraced through a shared understanding that growth is key to improvement

# People centred? Yes!



## Ethical Leadership

---

The seven principles of public life

---

Source: Committee on Standards in Public Life, 2008



We ensure we adhere to the Nolan Principles (see above) and lead ethically following the National Governance Association (NGA) guidance.

# So what have we done?

# SPEECH

# & LANGUAGE



Worked collaboratively to produce a teaching resource - Progression in Spoken Language.

This supports teachers to plan age-related activities in the fields of presentation, discussion, drama and role play

We have a set of Trust principles for spoken language to align our work across the 5 schools

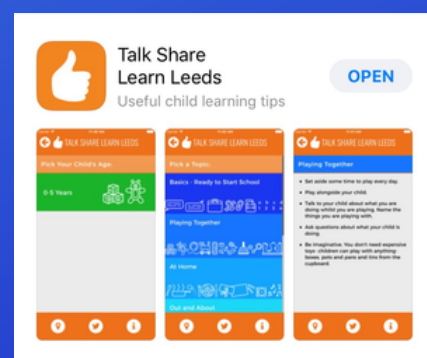
| Progression of Skills: Spoken English                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                  |                                                                                                                                           |
|---------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|
| Year 2                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                  |                                                                                                                                           |
| National Curriculum Statement                                                                                                   | Presentation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Discussion                                                                                                       | Drama/Role Play                                                                                                                           |
| <b>Listen and respond appropriately to adults and their peers</b>                                                               | Makes helpful contributions when speaking in pairs and in small groups<br>Articulates why a presentation is effective<br>e.g. identifies features of vocabulary.                                                                                                                                                                                                                                                                                                                                                                                                                                         | Expresses own feelings / ideas/opinions about a subject clearly<br>Joins in discussion without requiring prompts | Explores characters in collaborative role play<br>e.g. demonstrates appropriate character reaction in response to interaction with others |
| <b>Ask relevant questions to extend their understanding and knowledge</b>                                                       | Asks questions of speakers directly related to presentation<br>Asks who, why, where, when, what, how questions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Shows that conversation is being followed through the questions that are asked                                   | Addresses questions to characters in hot seating<br>e.g. asks topic related questions to pupil in role as Historical figure               |
| <b>Use relevant strategies to build their vocabulary</b>                                                                        | Uses new vocabulary in a variety of meaningful contexts<br>Uses classroom resources e.g. working wall, vocabulary lists, talking frames to generate speech<br>Uses descriptive language to enhance sentences<br>Uses story telling vocabulary to retell narratives<br><b>Recognises and Confirms the Progression of Skills: Using new language to extend sentences</b><br>e.g. uses: Most magic, strategy from Talk Boost                                                                                                                                                                                | Shows an awareness of the information the audience needs, selecting relevant detail                              |                                                                                                                                           |
| <b>Articulate and justify answers, arguments and opinions</b>                                                                   | Explains why they have certain thoughts, opinions or feelings<br>e.g. gives explanations in PQR (when happens, I feel... because... ) and science (I think... will happen because... )<br>Expresses own feelings about a subject clearly<br>Structures factual presentations with:<br>• introduction<br>• key information<br>e.g. makes final presentations of research into areas of own interest in topic, takes part in group presentations aimed to cyclical diagrams and flow charts in science<br><b>Recognises and Confirms the Progression of Skills: Using new language to extend sentences</b> | Confidently gives their opinion on a familiar topic<br>When asked, explains their opinions simply and relevantly | Develops characters through role play<br>e.g. formulates explanations for behaviour whilst in role                                        |
| <b>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                  |                                                                                                                                           |

Leeds East Primary Partnership

| Leeds East Primary Partnership                       |                                                                       |                                                                                                                                                                              |                                                                                                 |
|------------------------------------------------------|-----------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|
| Subject Based Language Skills Progression: Geography |                                                                       |                                                                                                                                                                              |                                                                                                 |
| Year group                                           | Objective                                                             | Links to Geography                                                                                                                                                           | Example                                                                                         |
| 1                                                    | <b>Combine words to make sentences</b>                                | Observe and record.                                                                                                                                                          | The houses are made of brick.                                                                   |
|                                                      | <b>Join words and clauses using 'and'</b>                             | To name, locate and identify the characteristics of the four countries and capital cities of the UK.                                                                         | London is the capital city of England and it is a big, busy city.                               |
|                                                      | <b>Use questions</b>                                                  | Ask geographical questions.                                                                                                                                                  | What are houses in the desert like?                                                             |
|                                                      | <b>Sequence sentences to form short narratives</b>                    | Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. | The classroom is inside. The playground is next to the car park. The field has trees around it. |
| 2                                                    | <b>Use subordinating conjunctions 'when', 'if', 'that', 'because'</b> | Location of hot and cold areas of the world in relation to the Equator and North and South Poles.                                                                            | Australia is very hot because it is near to the equator.                                        |
|                                                      | <b>Use co-ordinating conjunctions 'or', 'but'</b>                     | Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas in the world in relation to the equator and the North and South Poles.         | It is hot in Spain but colder in England.                                                       |
|                                                      | <b>Use expanded noun phrases for description</b>                      | Use basic geographical vocabulary to refer to:<br>Key physical features including: beach, cliff, coast, forest, hills.                                                       | Scarborough has a large, sandy beach and tall, rocky cliffs.                                    |

Leeds East Primary Partnership

Supported the creation of the Talk Share Learn app



Produced a Trust Guide to Language and Communication to develop Trust consistency of practice and Talking Tips cards to support parents to develop spoken language at home.



| TABLE TALK                                                                                                                                                                                                                                                                                                   |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <ul style="list-style-type: none"> <li>Sit down together to eat</li> <li>Turn off the TV, phones and electronic devices</li> <li>Talk about what you have enjoyed today</li> <li>Give your child time to think and join in.</li> </ul>                                                                       |  |
| CONVERSATION STARTERS                                                                                                                                                                                                                                                                                        |  |
| <ul style="list-style-type: none"> <li>Do you remember when...?</li> <li>Today I enjoyed... I wonder what you enjoyed?</li> <li>Talk about up and coming events</li> <li>Show your child how to behave well at the table – they learn from you.</li> <li>Remember to praise their good behaviour.</li> </ul> |  |

# So what have we done?

# READING

Worked collaboratively to produce a teaching resource - Progression in Reading.

Created teaching tools and hyperlinked resources to support teaching as well as guidance to support the moderation of reading assessments.

Developed expected answers for each year group to maintain expectations as well as standardised our approach to writing extended answers

We have a set of Trust principles for reading to align our work across the 5 schools



| Progression of Skills: Reading – Questioning                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                         |                                                                                                           | Year 1 |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|--------|
| 1a - draw on knowledge of vocabulary to understand texts                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                         |                                                                                                           |        |
| National Curriculum Objectives                                                                                                                                                                                                      | Questions to support achievement of these objectives                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Example questions                                                                                                                                                                                                                                                                                                                                                                                                          | Example answers (please note your age-related example answer in the links on page 5)                                                                                                                                                                                                                                    | Activities to support delivery of these objectives                                                        |        |
| <ul style="list-style-type: none"><li>discussing word meanings, linking new meanings to those already known</li><li>drawing on what they already know or on background information and vocabulary provided by the teacher</li></ul> | <ul style="list-style-type: none"><li>What does this... word/phrase/sentence... tell you about... character/setting/mood etc?</li><li>Highlight a key phrase or line. By using this word, what effect has the author created?</li><li>In the story, 'X' is mentioned a lot. Why?</li><li>The writer uses words like ... to describe ... What does this tell you about a character or setting?</li><li>What other words/phrases could the author have used?</li><li>The writer uses ... words/phrases... to describe ... How does this make you feel?</li><li>How has the writer made you and/or character feel ... happy /astonished/ frustrated/lonely/other etc?</li><li>Can you find those words?</li><li>Which words and /or phrases make you think/feel...?</li></ul> | <ul style="list-style-type: none"><li>Which word best describes cheetahs?</li><li>What does the word guarding mean?</li><li>Does this word have another meaning? Board/bored</li><li>Have you heard this word before? Tell me about it.</li><li>Can you use this word in your own sentence?</li><li>Baby alien was sobbing with his head in his hands. What does this tell you about how baby alien was feeling?</li></ul> | <ul style="list-style-type: none"><li>Fast best describes the cheetah because cheetahs run really quickly</li><li>Guarding means that you look after something</li><li>Yes it can mean to board an aircraft or to feel bored.</li><li>He was feeling sad because the word sobbing is another word for crying.</li></ul> | <ul style="list-style-type: none"><li>Resources to support understanding reading is: vocabulary</li></ul> |        |

| Supporting a robust reading judgement                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| Tell me                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Show me                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Convince me                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
| <ul style="list-style-type: none"> <li>Knowledge of the child using your professional judgement including your children's love of books/reading for pleasure</li> <li>Articulating examples of reading performance across a range of experiences and evidence e.g. Cross Curricular examples</li> <li>Talking about children's reading in relation to:               <ul style="list-style-type: none"> <li>Word reading</li> <li>Understanding at word (vocabulary), sentence and whole-text level</li> <li>Fluency – Expression, Accuracy, Rate*, Smoothness (EARS)</li> <li>Comprehension – relating to inference strategies                   <ul style="list-style-type: none"> <li>Connect</li> <li>Predict</li> <li>Visualise</li> <li>Infer</li> <li>Notice and repair breakdowns</li> <li>VP words/phrases</li> <li>GIST (word, sentence, paragraph, text)</li> </ul> </li> <li>Response to question types e.g. literal, inferential, deductive, authorial intent/choice <b>etc</b></li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>Examples of reading journals, diaries, records, annotated planning (a range)</li> <li>Responses to reading in books e.g. using Inference Strategies</li> <li>EARS document to support judgement of child's fluency</li> <li>Examples of writing where children clearly demonstrate they are readers e.g. through their vocabulary choice, composition <b>etc</b></li> <li>Video evidence showing children as readers – allowing you to compare/calibrate with other children</li> <li>Cross-curricular work where reading learning is evident</li> <li>Test outcomes</li> </ul> | <ul style="list-style-type: none"> <li>Demonstrate typically</li> <li>Demonstrate frequency</li> <li>Demonstrate security</li> <li>Understand and use the terminology:               <ul style="list-style-type: none"> <li>'some' (demonstrated on occasion)</li> <li>'many' (frequent but not consistent)</li> <li>'most' (only occasional error)</li> </ul> </li> <li>Demonstrate stamina</li> <li>Show that children are able to link ideas</li> <li>Provide deep knowledge and understanding of children as readers through reference to conversations and observations</li> <li>Use examples from across the curriculum</li> <li>Can you demonstrate a child performing where you say they are in a variety of ways and consistently?</li> <li>Can you articulate why they are 'this' and not 'that'?</li> <li>Explain readily what it is that they need to do to make progress/reach the next 'level' /do next.</li> </ul> |  |
| Evidence base to support judgement and justification                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| <ul style="list-style-type: none"> <li>* 90 words per minute (at KS1) can be used as a guide but a child may be a slower reader – still expressive and accurate and may take meaning from what they're reading and as such shouldn't be penalised purely for a slower rate.</li> <li>PM Benchmarking Kits (available in ALL Trust schools) should be used to ascertain fluency (Expression, Accuracy, Rate, Smoothness) with an age-standardised text.</li> <li>Inference Strategies should be evidenced in children's books showing 'in the moment' responses to texts</li> <li>Trust Progression in Questioning document</li> <li>Rising Stars termly <b>Optional Tests</b> (Sets A, B and C) need to be delivered and used to support your judgements**</li> <li>Half termly Rising Stars <b>Progress Tests</b> need to be delivered and used to support your judgements**</li> <li>National Curriculum Tests</li> <li>STA Frameworks</li> </ul>                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| <p>Notes:</p> <ul style="list-style-type: none"> <li>Notice children as readers in ALL areas of the curriculum and in school e.g. passing conversations <b>etc.</b> (e.g. where children make connections <b>etc</b>)</li> <li>This document could support your judgement for any child but is particularly of use when justifying (to yourself as well as in moderation conversations) where a child is on the cusp of WIS – EIS or EIS to GDS.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |

The following links show you how we're expecting our children to answer questions ([APE – Answer, Prove, Explain](#)) and then age-related examples of oral and written answers that you should expect per year group:

[Year 1](#) | [Year 2](#) | [Year 3](#) | [Year 4](#) | [Year 5](#) | [Year 6](#)

When teaching – we need to make sure we're explicitly teaching the [8 comprehension strategies](#). You may want to identify the needs of your children in terms of comprehension by completing some [diagnostic conversations](#).

[Information about each domain can be found here.](#)

# So what have we done?

# READING



# TAKE 10 TO LEARN TO READ, TO LOVE TO READ



# TAKE 10 TO LEARN TO READ, TO LOVE TO READ

## WHAT CAN YOU DO IN 10 MINUTES?

DO THE WASHING UP?  
PUT THE WASHING IN?  
VACUUM A ROOM?  
UPDATE FACEBOOK?  
PHONE A FRIEND?  
MAKE A CUP OF COFFEE?  
CHANGE THE BED?  
PAY THE BILLS?  
WALK THE DOG?

**OR**

**IN 10 MINUTES  
YOU CAN READ  
WITH YOUR CHILD  
AND HELP THEM  
ACHIEVE SUCCESS  
AT SCHOOL.**



**TAKE 10 TO LEARN TO READ, TO LOVE TO READ**

# So what have we done?

# WRITING



Worked collaboratively to produce a teaching resource - Progression in Writing

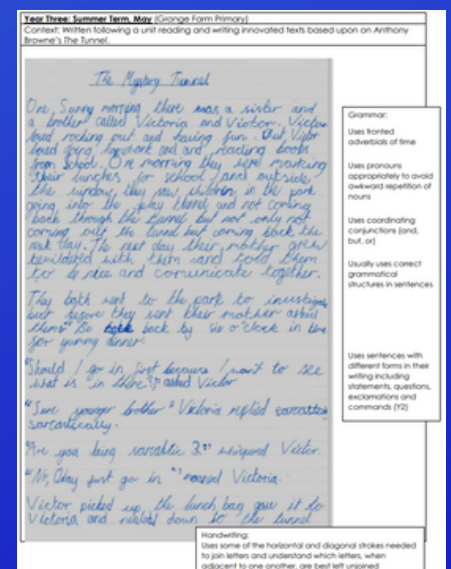
Hyperlinked resources to support the teaching of specific age-related objectives

| Year group | Noun Phrases                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Definition (Adapted from NC glossary)                                                                                                                                                      | Example questions                                                                                                    | Resources to assist with the teaching in context                                                                                |
|------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|
| 1          | <p><b>NB:</b> Noun phrases are not in the curriculum for Year 1 however the definition of noun and adjective will lay the foundations for Year 2 learning.</p> <p><b>Noun:</b><br/>Nouns are sometimes called "naming words" because they name people, places or things; this is often true, but it doesn't help to distinguish nouns from other word classes.</p> <p><b>Adjective:</b><br/>Adjectives are sometimes called "describing words" because they pick out single characteristics such as size or colour.</p> | <p>Understand what the nouns in sentences are</p> <p>Understand that nouns can be people, places or things</p> <p>Understand that adjectives can be added to a noun to add more detail</p> | <p>the lion (noun phrase)</p> <p>Noun</p> <p>the hungry lion (expanded noun phrase)</p> <p>adjective</p> <p>noun</p> | <p>Resources to assist with the teaching in context</p> <p><a href="#">Resources to assist with the teaching in context</a></p> |

| YEAR 3                   | Programme of Study for Writing                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|--------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Handwriting              | Uses some of the horizontal and diagonal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined                                                                                                                                                                                                                                                                                                                   |
| Purpose and organisation | Writes taught text types with appropriate features<br>In non-narrative, uses simple organisational devices (e.g. Headings and subheadings)<br>Shows awareness of audience<br>Begins to use paragraphs around a theme<br>Develops characters and describes settings, feelings and/or emotions, etc.<br>Develops and extends ideas logically in sequenced sentences (may still be overly detailed or brief)<br>Attempts to include opinion, interest and humour through detail |
| Vocabulary               | Uses adjectives and adverbs for description<br>Uses interesting and ambitious words sometimes. Some technical words when appropriate                                                                                                                                                                                                                                                                                                                                         |
| Grammar                  | Uses pronouns appropriately to avoid awkward repetition of nouns<br>Extends sentences using a wider range of subordinating conjunctions (e.g. when, because, if, after, while, also, as well, although)<br>Uses coordinating conjunctions (and, but, or).                                                                                                                                                                                                                    |

We have a set of Trust principles for writing to align our work across the 5 schools

Produced standard Writing Assessment Grids (WAGs) to support cross-school moderation alongside annotated exemplification materials



# So what have we done?

# MATHS

Our work on Maths will  
be complete in 2023

2023

Worked collaboratively to produce a teaching  
resource - Progression in Mathematical Vocabulary

Hyperlinked the resources to support the teaching of  
specific age-related vocabulary

Written a set of trust principles for Maths across the  
schools

Trained all teaching and support staff in the use of  
mathematical vocabulary

Developed and produced a set of 'cue cards' to  
support adults and children in school when reasoning  
and problem solving in mathematics

# So what have we done?

## PUPIL OPPORTUNITY



Pupil Forum consists of representatives from each school working together on Trust priorities e.g. supporting pupil mental health. This has not restarted after the COVID pandemic so watch this space.

Trust Sport involves all KS2 children taking part in cross-Trust games linked to PE being taught in schools

Debating/Public speaking was a staple of the Trust offer but has been hampered by the pandemic. Watch this space for what next!

There is more to be done around developing pupil opportunity across our Trust. We want children to know that they're part of something bigger than their individual school. Watch this space.



# So what have we done?

# STAFF

# COLLABORATION



Working group -  
pedagogy  
development for  
Speech and Language,  
English and Maths

Annual cross-school  
training on the focus for  
the year e.g. The Science of  
Learning, Talk4Writing,  
Maths Mastery

Formal and regular cross-  
school moderation and  
subject leader  
development

Teaching assistant  
development through  
Trust training

Leadership development  
e.g. coaching, showcase  
and surgery learning walks,  
peer review

Informal networks e.g.  
School Business Manager  
and SENDCo network



# What's next?

# **SCIENCE**

# OF LEARNING

Trust Training 2022 saw us working with Chris Quigley Education to lead our annual whole-trust training day. This will be the beginnings of collaboration in future years to develop pedagogic principles to support children to 'know more and remember more' across the curriculum. We'll focus on developing metacognitive and retrieval practices across our school to support improve outcomes across the Trust

# **10 YEAR**

# ANNIVERSARY

December 2022 sees the Trust turn 10! Happy anniversary!

We're looking to celebrate at a whole-trust Arts event in the 2022/2023 academic year. Watch this space.

# Want to know more?



[www.leedseastprimarypartnership.co.uk](http://www.leedseastprimarypartnership.co.uk)



@LeedsEastPP