



## Key Areas of Development Update

Key Area of Development	Established Practice	Date	May 2021
<b>What is going well?</b>			
Year 3			
<ul style="list-style-type: none"> <li>• 4 teachers have recently been observed twice. 2 teachers were in line with expected practice, whilst 2 demonstrated exemplary practice.</li> <li>• Engagement was high in all classes - demonstrated through active listening and large number of children putting their hands up.</li> <li>• Teachers demonstrated a consistent awareness of their focus children - they had sat these children strategically so they could be checked in on during discussion tasks or other independent task.</li> <li>• Use of pictorial representations and modelling to support understanding.</li> <li>• Where practice was at its strongest, adults had clearly defined roles to target focus children or children with SEN.</li> </ul>			
Year 4			
<ul style="list-style-type: none"> <li>• QA learning walk to monitor maths curriculum quality following switch from White rose to the Ready to progress units. Planning and teaching was good quality and well differentiated so successfully addressing gaps between learners. Split lesson issues were resolved by adjusting the planning and timetabling.</li> <li>• Writing target cards updated and in active use by children throughout the writing process.</li> <li>• Reading targets, monitored and celebrated regularly in all classes. Reading targets set for the Reading for all and Spring leadership readers, monitored by the year leader, compared with the cohort as a whole and term on term, and discussed with teachers. Regular 1:1 reading prioritised for by class teachers for all these children.</li> </ul>			
Year 5			
<ul style="list-style-type: none"> <li>• Running and tracking agreed interventions are going very well this term (extra student support is really helping here) in reading, spelling and to a lesser extent in writing (this is because the TA hours we have to target the writing are often taken to cover staffing gaps).</li> <li>• Focus on reading targets is having a very positive impact.</li> <li>• Our use of targets, interactive displays and interactive resources is developing strongly, e.g. our new Year 5 Writing Toolkit (based on an idea/example from Year 6). All six classes have updated their writing targets, are actively using them in class and are also using the Writing Toolkits to increase our students' independence when working to meet these.</li> </ul>			
Year 6			
<ul style="list-style-type: none"> <li>• Writing and maths expectations recapped at the start of half term.</li> <li>• Writing target cards updated and in active use by children throughout the writing process.</li> <li>• Use of whole class marking feedback with key objectives explicitly modelled to whole class and target groups.</li> <li>• Use of Year 6 writing resource booklet to promote independence</li> <li>• Reading target being set for target readers in all classes.</li> <li>• Focus on IXL homework (and TT Rockstars for those who are not timetable secure)</li> </ul>			
<b>Next Steps</b>			
Year 3			
<ul style="list-style-type: none"> <li>• Ensure targeted use of adults is consistent across all classes.</li> <li>• Ensure modelling is used to help children as a first port of call.</li> <li>• In one class, engagement of 3 target children was not in line with expectations. NG to help support the class teacher by regularly checking in with these children to monitor engagement and productivity.</li> <li>• NG has met with 4 teachers to discuss strengths and areas for development following instructional coaching model - each teacher has specific area which will be revisited in week 6.</li> </ul>			

### Year 5

- Minimising the impact on current levels of support and intervention in Summer 2 after the students have left.
- Further developing our use of modelling and metacognition to increase its impact across the year-group.
- Year-group focus on marking to increase its volume, purpose and impact.
- Maximising our target children focus to get as many to ARE by the end of the year as we can.

### All

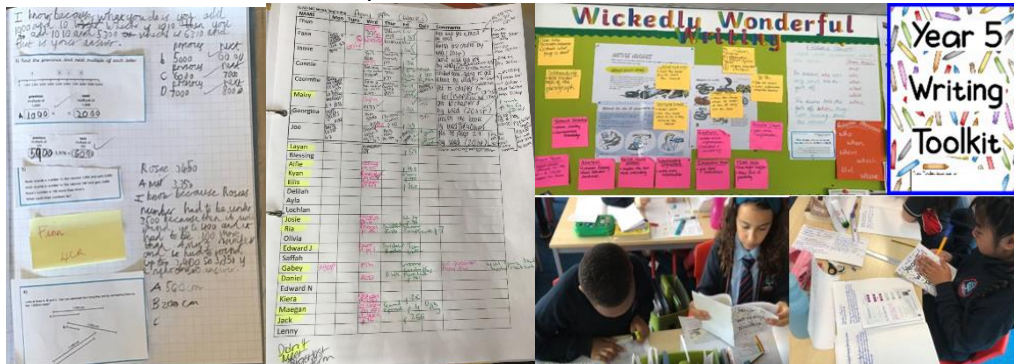
- Implementation/introduction of whole class marking across the school.
- QAing progress and making judgements against previously introduced KADs.

### Current Success – In line with expectations +

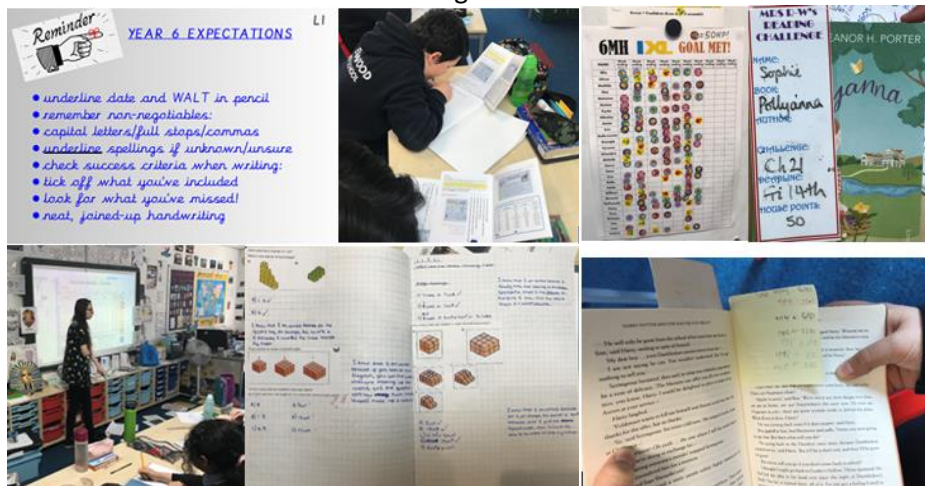
Y3		Y4		Y5		Y6	
<b>Evidence</b>							



Use of target adult support/resources to deepen understandings, use of verbal feedback and scaffolding to help children access the task.



New Maths planning in action, Reading check-ins, use of interactive displays and resources and a video example of Toolkits being used: Y:\Teaching & Learning\Class Organisation\Year 5\2020-21\5HH\VIDEOS and PHOTOS of good and not so good stuff



Revisiting established expectations, use of resources, application and reading target support/focus.