Reading,Writing and Maths Securing National Attainment Outcomes

Class teachers demonstrate forensic attention to dynamics of pupil progress and action to accelerate children, particularly disadvantaged & SEN children.

Learning and teaching typically adheres to the concept of the 'learning pit': high degree of challenge (cognitive, time & productivity), immersion in real life contexts, exposed to significant reflection, reasoning and improvement.

Maths attainment resulting from day by day good progess, particularly pupil premium children and girls.

Relentless use of highly focussed 'Appreciative inquiry' as leadership driver for success.

Writing at length; composition and improved attainment; resulting from day by day good (Strong) progress and consistent practice, particularly pupil premium and boys.

Handwriting / Presentation – esp. D/adv

Who?

All academic staff

Target and Expectation

- Improve handwriting quality and fluency for least able, deprived
- Academic staff will overtly, instantly, consistently and persistently, promote and challenge presentation and handwriting that is below acceptable levels. They will celebrate and reward those that are.
- All children must draw straight lines with a ruler and a sharp pencil

Implemented by: Week 4 Aut

Embedded by: Week 8 Aut

Leader: English Team / LLT

Action

- Ensure all academic staff are in receipt of handwriting guidance and have undertaken staff training (staff meeting) on expectations and quick wins with handwriting and presentation – joins, heights, consistency are key aspects .
- Laminated exemplars of expectations for handwriting – one side multiple good examples of children writings – there can be different styles but all follow principles. Other side examples of all key joins including how they are formed.
- Celebrate high quality and fluent handwriting – displays, certificates, house point, fountain pen licence
- Y3 & intervention use handwriting books to support handwriting practice

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Modelling Expectations – esp. D/adv

Who?

All academic staff – especially TAs

Target and Expectation

- Model expectations as part of normal daily classroom practice
- Ensure modelling supports all areas of learning (e.g. presentation, content)
- Use exemplars – accessible at all times to children (not folded and – as part of daily practice (e.g. display, handouts, flipchart)
- TA tool kit is issued and used to support modelling

Implemented by: Week 3 Aut

Embedded by: Week 7 Aut

Leader: SENCO - LLT

Action

- TAs must model expectations and have the resources to model them for children – TA tool kit – clock, white board pen, large ruler. Use flip charts, wall mounted whiteboards e.g. handwriting , presentation (date/title), layout , content etc.
- All academic staff should use digitisers, flip charts (referring to previous sessions), whiteboards, class displays, corridor displays as part of normal daily classroom practice – use exemplars to introduce and, as importantly, to show where children have progressed to during the lesson e.g. 30 secs break look at X work I particularly like… or for one child who is not progressing show another individuals work. CT to consider what the non negotiables are and adhere to them. Provide models and guidance on expectations – display, photos X is doing this, this is successful because…
- Look at the progress of Y – this bit has changed and look at the difference it makes.

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Starting Points / Reduce Scaffolding

Who?

All academic staff

Target and Expectation

- Establish starting points at every opportunity
- Reduce scaffolding and increase writing productivity at every opportunity
- Reduce photocopy (not to save money!) enable children to plan structure, layout and presentation within books as part of normal classroom practice – only scaffold as appropriate where removing would hinder progress and productivity

Implemented by: Week 3 Aut

Embedded by: Week 9

Leader: LLT

Action

- Establish starting points wherever possible in all subjects – Seek to introduce, deconstruct then allow independence to build evidence of starting point.
- Teachers and planners should seek opportunities to plan together and write together to support children once the starting points have been established. Starting point outcomes can be used for individuals and groups to discuss, deconstruct and learning before continuing into the whole written piece – the success criteria and key foci would develop from these outcomes for the group and individuals.
- The principle of 'Nasty maths' is similar – children have an opportunity to continue and practice or return and look in more detail with teacher support. The teacher or TA modelling and talking through their thinking, their choice and improvements that could be made is of central importance to improving childrens courage, confidence and ability in writing.
- The concept of the learning pit would be in action
- Review the use of scaffolded photocopy sheets – could all, most, some or none write directly into books using a general guide or without a guide determining layout themselves.

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Time Challenge – esp D/adv

Who?

All academic staff

Target and Expectation

- Use time as a constant challenge and guide – all academic staff must use time challenge as part of normal daily practice in each lesson.

Implemented by: Week 3 Aut

Embedded by: Week 6

Leader: LLT

Action

- For all tasks, ensure time bonded expectations are set – 'you have x minutes to complete x amount'
- Mount clocks in break out spaces to enable time-bonded expectations to be clear for break-out groups – when the big hand get to, I expect…. By 2:15 you need to have completed…

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Homework – IXL/ TT R/S / Reading – D/adv

Who?

Class Teachers

Target and Expectation

- Know and track which D/ad children are and are not accessing IXL and TT rockstars.
- Intervene to ensure all D/ad children can gain access and teachers/TAs maintain high expectations with parents.

Implemented by: Week 6 Aut

Embedded by: Week 9 Autumn

Leader: SLT

Action

- Ensure systems to determine which children are undertaking home learning IXL and TT rockstars Monitor reading log / word count and quiz success
- Identify children for further in school support opportunities e.g. IPAD IXL lunchtimes (SLT clarify use of IPADs at lunchtime – AR, IXL, TT rockstars only at the present time).
- Initiate IXL / TT Rockstars / Reading clubs
- Ensure parents of D/ad children not undertaking IXL know and agree to support sustained home learning, including children joining extra curricular IXL and TT clubs

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Maths – Real life links

Who?

All academic staff

Target and Expectation

- Keep it REAL – ensure real life problems are at the centre of all maths learning
- All maths lessons should be embedded in real reasons for completing an activity. Children can answer 'why am I doing this?'

Implemented by: Week 3 Aut

Embedded by: Week 13

Leader: LLT

Action

- Consistently use real examples to link and support children's knowledge and understanding
- Consistently discuss with children – why are we learning this?
    - Eg with rounding when would they need to be exact and when can they round to an approximate amount?

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Learned Helplessness – esp D/adv

Who?

All academic staff

Target and Expectation

- Identify children with limited resilience and attention or with learned helplessness
- When reporting engagement teachers must review the typical engagement when a child is independent rather than when subject to support i.e. what would happen if support was removed.
- SENCO and Teacher review group dynamics, watch key children – determine how to build expectations of independence with 'learning pit'

Implemented by: Week 4 Aut

Embedded by: Week 11

Leader: SENCO & LLT

Action

- Quickly identify children with limited resilience and attention or with learned helplessness, be conscious of your interventions to boost and change behaviours.
- Report, with assessment rounds without fear or favour on engagement as it would be without the help support and guidance, without the scaffolding, when independent.
- Observe children working with TA determine whether seating positions, planning, expectations, independence productivity are sufficient to secure strong progress e.g. in a group of 4 children if 2 are exceptionally low and required very small step explanations – sit two other whom are more independent away with arms length supervision.

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Target Cards – esp. d/adv

Who?

All academic staff

Target and Expectation

- All academic staff use a small step target card with children well below ARE. All targets regardless of area would be on one card.
- Children are aware of their writing targets and are actively using the cards in lessons to support progress in writing
- Where appropriate target cards are used in other subjects

Implemented by: Week 3 Aut

Embedded by: Week

Leader: LLT

Action

- Bespoke target card designed and printed for use in all classes
- Small-step bespoke target cards are in place for writing – adults set targets and ensure children use these in lessons to focus on appropriate next steps
- Target cards kept in the slip cover on writing books
- Link targets to high expectations and NC targets as outlined on the non-negotiable posters

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Success Criteria – Active Use

Who?

All academic staff

Target and Expectation

- Review the extent to which use of success criteria in the current form are impacting on learning
- Ensure success criteria are used actively to support progress and assessment for learning

Implemented by: Week 3 Aut

Embedded by: Week 13

Leader: LLT

Action

- Children must know target success criteria and have an aide memoir that they actively use – the format of that may change, eg –
  - Displayed on flipchart
  - Shared print out
  - Stuck in books

- Opportunity for reflection / assessment against the success criteria must be provided

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Spelling

Who?

All Academic Staff

Target and Expectation

- All children to be given regular opportunities to practice their spellings and self identify their errors
- All teachers to directly teach spelling strategies/rules and how to apply them
- Disadvantaged children in Year 3 to be given extra interventions

Implemented by: Week 7

Embedded by: Week 10

Leader: English Team/LLT

Action

- Year 3 targeted interventions/PP children
- Embed positive marking
- Teach children how to improve their own spelling and how to self identify
- Direct teaching of spelling strategies and rules and how to apply them
- Individualised spelling cards are in writing books and are being used

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Reasoning

Who?

All Academic Staff

Target and Expectation

- All children should be reasoning as a regular part of Maths lessons.
- Two ideas need to be shared with children to support them. APE (Answer Prove Explain) and Radical Reasoning (a 5 point progression in reasoning).
- Evidence at an appropriate level should be recorded in children's books consistently in lessons.

Implemented by: Week 6 Aut

Embedded by: Week 10 Aut

Leader: Maths Team/LLT

Action

- Ensure all staff are in receipt of APE and Radical Reasoning guidance.
- APE and Radical Reasoning to be laminated and displayed in classrooms.
- Exemplars of reasoning to be displayed in classrooms and year 4 corridor.
- Celebrate high quality reasoning through house points, Gold Awards, displays.

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Use of TT Rockstars and IXL

Who?

All Academic Staff

Target and Expectation

- All children have individualised times table targets set on TT Rockstars.
- Each year group has specified pre-learning, current learning and recap activities identified on IXL as part of the weekly homework.
- Those children who have not secured year group expectations at place value topics covered so far are given specified IXL tasks to complete. These are to be shared no later than parents' evening.
- All children need to be accessing IXL and TT Rockstars each week.

Implemented by: Week 8 Aut

Embedded by: Week 12 Aut

Leader: Maths Team/LLT

Action

- Ensure all staff have set up their class as bands on TT Rockstars.
- Ensure all staff are confident analysing data from IXL and TT Rockstars.
- Monitor use of IXL and TT Rockstars, identifying children who aren't using these regularly or appropriately.
- Set up opportunities for these children to access IXL and TT Rockstars at school.
- Celebrate use of IXL and TT Rockstars through weekly Top 10s.
- Ensure all staff are aware of Mathemagicians wall and hall of fame.

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Nasty Maths - Challenge

Who?

All Academic Staff

Target and Expectation

- Each maths lesson begins with two-level (Challenge or Mega Challenge) word problem in a real life context which relates to current theme of learning.
- These then inform the next stage of the learning journey – there will be children who need to work on raw skills and children who can use the skills but need to work on unpicking questions.
- The Nasty Maths questions should be pitched so that they give the teacher a clear indication of the child's existing knowledge and skills.

Implemented by: Week 6 Aut

Embedded by: Week 12 Aut

Leader: Maths Team/LLT

Action

- Support all staff to enable effective pitch of Nasty Maths questions.

- Circulate sources of good questions that would be effective Nasty Maths questions.

- Share good examples of Nasty Maths.

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Learning / Curriculum - Real Life Links

Who? All academic staff

Action Driver – even though real life and cross-curricular links are frequently made – this is not yet consistently maximised

Target and Expectation

As part of normal daily practice children are set real life problems and learn in real life context. They understand why they are learning and know how they can apply skills developed across all areas of the curriculum. There is a particular focus on applying maths and English skills across the curriculum. Use skills, knowledge and concepts from foundation areas, to enrich learning within English and maths.

Implemented by: Autumn

Embedded by: Week 14 w/b 4th Dec

Leader: LLT

Action

- Ensure, at a planning level, real life learning is planned for – seek to engage with children's interests, everyday examples, use in the working world.

- Discuss learning with children – why are we learning this? How does learning this help you? Where could you apply this elsewhere?

- Teachers demonstrate confidently examples of daily practice where they have applied core skills and used skills knowledge and concepts from foundation areas to enrich English and maths

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Whole School Writing Moderation

Who?

All Academic Staff

Target and Expectation

- Teachers should be using assessment grids to inform planning objectives to convert RFC children.
- Teachers develop an understanding across the school and progression within their own band.
- Assessment becomes more consistent and accurate.

Implemented by: Week 7 Aut

Embedded by: Summer 2

Leader: English Team/LLT

Action

- Ensure all staff are in receipt of year sheet moderation grids.
- Assess whole class writing on the first independent write of each half term.
- Target groups to be assessed for each independent write (all Pupil Premium children, SEN and two G
- Year group moderation held each half term.
- Whole school moderation held each term and good practice shared.

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Maximising impact of Data - RWM

Who? All academic staff

Action Driver – a wealth of data generated is used well but not maximised to ensure targeted progress for Reading, Writing and Maths

Target and Expectation

RWM attainment is at least in line with National Outcomes.

Teachers are acutely aware of children expected to meet RWM (esp. purple) and are taking action to sure expectations are met

Implemented by: Autumn

Embedded by: Spring week 7

Leader: LLT

Action

- Create an individual pupil report for class teachers – providing all contextual, progress and attainment information – support weekly pupil performance meetings.
- Agree specific metrics with governors and leaders for achievement monitoring e.g. RWM current proportion – target – achievement. Keep it simple! Currently too many and it lacks clarity and requires too much leadership time.
- Redesign current achievement spreadsheet to include and track ALL data outcomes across the year.
- Focus on individual children at risk as the priority (rather than trends within groups first). Provide lists of key children to leaders and teachers – link to performance meetings. RWM (Purple, Red, Yellow) identification and belief. Identify within current spreadsheet.
- Develop an individual plan for target children regardless of context e.g. PP or SEN – key frustrations, target + track, agreed inputs, home and school.
- Class teachers to be acutely aware of outcomes in their class for R,W,M ; identifying target children and ensuring support and intervention leads to achievement in RWM – especially for 'purple' children
- Create quick reference simple report for parents – with current further information report included within pupil directories.
- Use parent and teacher reporting system to guide children to focus on the missing subject e.g. if maths secured and reading isn't, reduce maths home learning increase reading.

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Pupil Progress Meetings- RWM

Who? All academic staff

Action Driver – impact of pupil progress meetings has been good but need to be more regular – focusing in response to assessment outcomes – formative and summative

Target and Expectation

RWM attainment is at least in line with National Outcomes.

Teachers are acutely aware of children expected to meet RWM (esp. purple) and are taking action to sure expectations are met

Impact assessments of actions taken are updated regularly.

Middle leaders are acutely aware of target children across their year group and support the teacher in actions taken

Implemented by: Autumn

Embedded by: Spring 7

Leader: LLT

Action

Adjust Thursday teacher meetings to pupil performance meetings

- Pupil progress
  - Priority focus children (All & Disadvantaged
    - Create tracking & accountability document
      » clarity, determination, action
  - RWM – Purple list
  - Individual Subject children <105 to secure and increase ARE & >< 115-125 to increase GDS

- Moderation – particularly writing

- Standardisation – reference guide to support moderation decisions

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KLE – Increase Capacity – Middle Leaders

Who? Middle Leaders

Action Driver – impact of middle leaders working on KLE has been significant. Increasing time for middle leader quality assurance will rapidly increase progress and impact

Target and Expectation

Release of 3 x middle leaders for an extra 2 days each. Increase middle leadership time so leaders have capacity to know, monitor and intervene for individual children at risk. Consequently, aligning and improving provision for the individual between class teacher, child, parents, pastoral and SEN team.

Implemented by: Autumn

Embedded by: Spring 7

Leader: LLT

Action

Using additional leadership time:

– Key focus for individuals first – bottom up change programme – focus on efficient, aligned, effective, accountable

– Provide additional support sessions (low input high impact) pre school, lunch time and post school. Sustain early bird IXL club

– Every morning monitor key children ensuring they are 'on track' for RWM. Take necessary action where they are not – leadership, teacher, pastoral, parent, child

– Middle Leaders provide support by sign posting teachers requiring further development to those demonstrating strong and effective practice.

– Year leaders responsible for question analysis after tests, use to triangulate, with taught curriculum (learning diet); teacher assessment.

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Reward Programme - RWM

Who? All staff

Action Driver – The success of the millionaire reader & TT Rockstars programme has been significant. This can be widened further to encompass R,W,M

Target and Expectation

Children are highly motivated to achieve in R,W,M . The rewards system in school increases engagement – especially in home learning leading to at least national outcomes in RWM.

Children know the specific areas they are targeting to achieve across RWM

Implemented by: Autumn

Embedded by: Spring 7

Leader: LLT

Action

Develop, implement & embed:

- Jedi reward programme
  - Reading
  - IXL
    - Fixed benchmarks
    - Celebration & certfication

Welcome letter to all parents every year to confirm all passwords for each online learning platform and a succinct summary of the advantages

Within the letter include the essential apps that parents could purchase and use in the home to supplement school learning and IXL.

Increase opportunity for extra-curricular learning – IXL / TT Rockstars / Nessy within and beyond school

Review current policy of non punishment for completion of homework tasks – e.g. spelling test revision, reading and IXL task completion.

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AR Target Setting – Consistent Use

Who? All staff

Action Driver – The success of the millionaire reader initiative is significant. However, it is not all encompassing – AR target setting provides a more equitable target system

Target and Expectation

AR Target Setting is used consistently across the school and is celebrated at least termly.

Strong progress is secured for the overwhelming majority of lower attaining readers

RWM is at least in line with national outcomes

Implemented by: Autumn

Embedded by: Spring 7

Leader: LLT

Action

Teachers set termly targets using AR target setting – in line with reading expectations set through home and school learning.

Teachers monitor closely / adjusting targets as appropriate to increase challenge.

All adults monitor targeted children (esp. purple) to ensure all is done to ensure children are motivated and have every opportunity to make strong progress and meet ARE

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