

ONE FORM 7 : LEARNING TEACHING ASSESSMENT
GENERAL AND CORE evaluation and planning

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GENERAL AND CORE

Lines of enquiry:-

1. **Maths - achievement for all**
2. **Writing- Covid drop off esp KS1**
3. **Written evidence in Foundation subjects**

RECENT HISTORY

(1) Key actions recently taken: (all must deliver on better outcomes for vulnerable pupils):

1a Curriculum - see line of enquiry report

Curriculum in development in line with vision- critical concepts, threads, KO's.

thread pathways established through yr groups/ assessment and evaluation agreed across curric- low stakes testing/ target tracker etc.

Written record of learning- change to one central book with quality work for each subject within + copy of KO- insistence on pride as of summer 22- see behaviour

Appreciating difference thread being explored- ~Tanzania/ diocese links across the world/ link to SEN push- staff together to work in threads tracking and plan.

Also now work to further define progress in threads and critical concepts- to ensure linking and knowledge building ever more effective.

1d Teaching and learning: Embedding of P4C approaches. Devpt of 'quality work' (Ron Berger) and target tracker for assess and eval of standards.

1c CPD driven by research & lesson study, self-efficacy and faith in professional judgement. Paul Turner, Shirley Clarke, Ben Haggarty as well as lesson study/ action research inducing teacher reflectiveness. Review feedback policy ensuring continuity

Shirley Clarke action research learning teams - 2 members of staff. DGAT action research around Certificate in Enquiry Lead Research

1d SEND -

Autism Friendly schools Quality Mark,

Signed up to Nuffield Early Language Intervention training pilot to upskill infant staff in key weakness;

Signed up to Stroud Neurodiversity project to upskill staff;

Establishment of MAPs to allow families to receive support

1c Maths:

a) Subject leads attending DGAT/CanDo Lead Meets/CanDo conference (Nov 2022)

b) Much clearer whole school expectations as to what maths looks like even down to the structure of a lesson.(Learning walk Oct 2022)

c) CPD Support : Teachers felt it was valuable support given re team teaching and planning expectation and delivery. (see Teacher Voice Questionnaires and Children's Mindset Questionnaire results)

d) Y4 teachers well prepared for MTC

1e Reading: Continuation of love of reading across the school - staff and pupils

1f Vocab/Spelling/Phonics: Relaunch Vocab- teaching of - see Beck

Spelling: Trialling and implementing new spelling approach in KS2 classes - more investigative approach

Phonics: Introducing phonics approach in KS2 spelling lessons

1g Writing – Providing opportunities for writing across curriculum eg Science comic strips for digestive system

1h Oracy- performance, poetry recitals, public speaking - entry to Clippa award 21/22 Oracy (Voice 21) project, poetry visits. Story-teller, Ben Haggarty working with two 3/4 classes for 22 weeks as well as 3 staff meets and after sch club-- incl wrk on assessment of speaking and listening. Evaluation through interviews and Alternative Uses game, one of The Torrance tests

https://en.wikipedia.org/wiki/Torrance_Tests_of_Creative_Thinking

description is here: <https://www.creativehuddle.co.uk/post/the-alternative-uses-test>. **Storytelling INSET with all staff. Consider oral outcomes for Engl/ foundation units as storytelling. Staff sharing and telling stories. Emphasis on storytelling in assembly.**

1j Foundation Stage Sch:

Focus on continuous provision -

Word of the day - developing acquisition of language.- SB

(1)Positive results of actions A: Learning & teaching:

1aCurriculum responsive, creative - [looking to generate 'botheredness'](#) - see Kidd. *Leaders across the school have ensured that knowledge organisers have been completed. Leaders have ensured that they have identified what they want pupils to know (Key Concepts) and retain and this has fed their curriculum statement development for Target Tracker. HT PM Dec 21*

- Objectives for pupils in each subject established and on target tracker -*specific objectives for each subject - progressive and measurable and all pupils' progress tracked against. Leaders beginning to use.*
- Quality work planned for across the year- *demonstrates depth of learning in a subject; depth of learning read 'botheredness' or expertise or clarity of conceptual understanding.-*
- Planning for/ establishment of threads- *analysis of topics by leaders reveals threads informing curric planning in most subjects*

Eco curriculum- see <https://www.minchacademy.net/curriculum-threads/> launched - see Ministry of Education website: <https://ministryofeco.org/> work with Paul Turner and Ministry of Eco Education- see <https://vimeo.com/637837219> and here <https://vimeo.com/632676640/a49a2a725b>

Depth of learning a strength- see P4C & 'Quality work see exemplars on web:-

<https://www.minchacademy.net/blog/2021/02/11/moonscapes/>

<https://www.minchacademy.net/blog/2020/11/17/curriculum-exemplar-purposeful-science/>

1b Teaching and Learning

1c CPD: Teaching practice characterised by engagement in research and devpt/ by commitment to the individual and relationships/ by formative learning/ by risk taking and building on strength. Teacher confidence in their judgement/ flexibility/creativity. *Pupils work in books evidences high level of teacher intervention through live feedback and pupils' response to this. There are still some spelling errors but this is beginning to improve. Teachers are also challenging and holding to account pupils for the core grammar that they expect every pupil in this year group to be using without reminder. 24.11.21 DGAT note of visit HS*

1d SEND: - feedback with teachers focused on up to date research, focused information to underpin approaches. *See gov eval day 22 feedback working with SEN pupils.* Primary focus became working on policy and practice and training given the steep rise in SEND and some 'behaviours' associated with this.-see mental health plan/ RAGS. Deep dive by Govs positive: Intervention 21-22. Investig dyslexia friendly status. More staff- level 2 autism.'One SEND pupil for example who at the end of Y2 was only able to write individual letters and often incorrectly orientated, is now engaging with writing and his work evidences that with support from his class teacher he is now capable of writing several sentences.'
24.11.21 DGAT note of visit HS

'To my surprisewas quite happy to do this and told me that he is happy at school and listed a number of friends. He explained the tent was for him and when they feel "overloaded". He says he has earphones at home to use when things get too noisy. He asks Miss Evans for help and talks to her if he is not happy. Miss Griffiths gave two clear choices to as an alternative to PE. This was done in a very positive way and he chose to kick a ball with Miss Evans and practice dribbling.' Gov Eval day 22- shadowing SEND child

L explained that he's well supported by the class teacher, and particularly by Ms Gryspeerdt, his 1:1 support and he knows how to ask for help if he struggles. He also has been provided with Poppits and fidget spinners, which he showed me. He finds most of the class supportive if he needs help and is getting better at taking himself away from conflict. He is currently struggling with girls in another class who 'wind him up' and he knows he doesn't always respond well! He knows he can take himself off to the Inner Sanctum to 'cool down' and he also appreciates how helpful the dinner ladies and Mrs Bailey (TA) are when he needs them. With Mrs

Gryspeerdt's support Leo showed me a poem he'd written. He read it to me well and was able to explain how it related to his life outside school. ' Gov eval Day 22 shadowing SEND child

1e Maths:

- a) Staff re-engaged with the Can Do approach and able to adapt teaching to suit needs of cohort resulting in more confident and resilient mathematicians- rising attainment profile
- b) Use of talk partners, 3 part lesson, more use of manipulatives across whole school resulting in pupils more confident in talking their maths. Chn achieving well. Target setting data in place (discussed with Helen S Autumn 2022) Elicitations show progress when these are revisited
- c) Staff confidence raised, especially following recent staff changes of year groups and arrival of new staff - ECT x2
- d) Pupils confident with their tables. See data for % of Y4 pupils results. Y3 pupils also more confident and prepared earlier for June 2023

1f Reading: Pupils able to talk with confidence about themselves as a reader
Engagement in reading and reading habits a strength.- [see pupil views](#) Wider range of books for all pupils, pupil engagement is high. Vulnerable pupils more engaged, becoming more confident

1g Vocab/Spelling/Phonics: increased profile re words

Spelling: Pupils more engaged with spelling approach

Phonics: Better awareness of impact of phonics in spelling and reading for KS2 staff

'Vocabulary choices clearly gleaned from the high-quality texts that overarch the schools' systems for the teaching of writing means that pupils construct sentences that are ambitious. They read aloud their sentences to their peers with pride and others use and adapt their own writing using some of the words chosen' 24.11.21 DGAT note of visit HS

See results of vocab assessment

JC spelling approach impact? Approach is supporting pupils to be more aware of spelling words correctly because spelling has a high profile. The investigative approach through JC spelling is working well. Leaders say pupils' spelling is improving. In KSI, spelling is given a high priority in writing lessons. More structured approach now in place. However, lesson planning is having to take account of pupil absence, especially since Christmas. 'We need to be responsive to what pupils have missed'. SLs to continue to monitor impact with pupils and their work. QAL visit spring 2022

1h Writing.

Writing stamina starting to regain momentum, pupils wanting to write again and enjoying it. *HT / SLT monitoring has evidenced through walk rounds that pupils are demonstrating increased positive attitudes to learning and confidence returning. -HT PM Dec 21*

Dec 21 - Eng leads 'book look' - showing consistency in approaches. Key skills (SPAG) being addressed across the school. Pupils commenting on enjoyment of writing again.

Subject leads aware of national and school needs - networking with CLPE as an associate school.

Pupil voice: 'I enjoy writing poetry. It makes me feel better about my writing. You can mess about with words. It lets me express myself'. QAL lead visit 11 02 22

Impact? Sentence structure has improved. Pupils say they enjoy writing in pupil voice sessions. In particular, pupils say they love writing poetry as they can explore writing. Effective development of oracy skills and vocabulary across the school. Writing stamina improving. QAL visit spring 2022 CL

1i Oracy - Confidence in pupils when performing, entries to Clippa award more than previous year. More engagement with performance and speaking - Karl Nova recent visit for poetry unit Y3/4

1j Foundation Stage: Continuous provision with regards to fine motor skills evident in classrooms and outside. Children using the words of the day in their talk and during learning and during oral storytelling.- SB

(1)NEXT STEPS

(1) : Outstanding need A: Learning & Teaching:

1a SCHOOL DEVELOPMENT PLAN OBJECTIVE: Curriculum:

- Inspiring curriculum- units often narrow and deep- and resulting in good levels of thinking and application. Need to continue building curriculum coherence- progression and continuity and consistency- both in planning and teaching.
- Botheredness a strength but still work to be done on ensuring pupil understanding through retrieval techniques.
- Also need to pin down recorded work in Foundation subjects to ensure good enough quality, demonstrating pride and depth of understanding.

1b CPD: see SEND objective given growing SEND profile.

1c SCHOOL DEVELOPMENT PLAN OBJECTIVE: Teaching:-

Recently completed research group with Shirley Clarke to use as springboard. New teachers and TA's employed so need to re-establish approaches. Post more flexible marking policy, feedback has become too diluted - need for clearer expectations based on most up to date research. Key to delivering curriculum more effectively lies in employment of better tailored retrieval practices and low stakes testing. Introduction of CP into yr 2 requires concerted re- think re pedagogy as well including how to complement/ build on practice in R/1. Staff feedback to govs on backend of staff surveys indicated more direct feedback rfe performance from leaders would be appreciated.

1d SCHOOL DEVELOPMENT PLAN OBJECTIVE: SEND:

Given growing SEND profile- need for school community as whole to upskill in SEND. Provision for ASD / ADHD needs to be put in place given classroom environments challenging for these pupils. All

subject leaders to be able to evidence and articulate the impact of their curriculum provision for SEND pupils, so that they reach their full potential through a supported and accessible curriculum. Our EHCP numbers are climbing at 6 confirmed, with 8 EHCP applications pending. These are at the higher end of national average for mainstream school.' SEN report to guvs June. This is now 8 active EHCPs, 3 before Council and 8 in process (May 22). Early language issues post Covid but also gen trend. Dyslexia and Autism profile upper end

1e Maths -maths attainment and progress to stay in line with English. Maths basic skills yr 2 post Covid.

- a) Subject leads to work closely with ECTs (x2) on developing lessons, assessment procedures and providing quality interventions to meet the needs arising.
- b) Maths talk is to be given an even higher level of importance to encourage the consistent use of the correct mathematical language and stem sentences. Children will be encouraged to use scaffolded sentences for the Twist It and Explore Its, ie It should be..... Colin has..... He should have.....He has not.....
- c) Staff CPD - lesson studies across the school year to ensure that agreed strategies etc. are in place - consistency within planning teams, across key stages and whole school.
- d) Y4 MTC - steps for 22/23 Build in MTC practice to timetable from Y3. Need to find a way to engage parents more in this. Keep parents updated with expectations so that they are able to support their children in preparation for June 23.

1f Reading:

Reengaging parents and volunteers in reading intervention sessions.
Better targeted support for less experienced readers/ earlier intervention - getting books into pupils' homes as early as possible (Minchkins link)

1g Vocab/Spelling/Phonics

Establish and embed vocab practice.
Spelling: 'Sloppiness' of spelling attitude of non-vulnerable pupils
Phonics: Vulnerable pupils weak on phonics needing further support - e.g. Phonics Bug, Nesy targeted intervention

1h Writing:

Attainment results to be back to pre-covid levels.
Review units being taught 22/23 - adapt to suit needs of upcoming pupils and respond to areas in SPAG.

1i Devpt of oracy - a school ambition - need to build in more opportunities across curriculum for this to take place. Listening skills still need developing

1j Foundation Stage: sch:Work towards closing the communication gap. Children identified with speech and language issues referred. Neli training to enable staff to work with small groups of communication and language gaps. Work with children towards self regulation when playing and learning with others and when completing small group tasks.

Therefore now:

1a SCHOOL DEVELOPMENT PLAN OBJECTIVE [Curriculum](#)

1. Ensure logical progression in substantive knowledge-
2. Develop clearer progression in disciplinary knowledge -
3. Summarise 1 and 2 on curriculum overview docs on website.
4. Develop curriculum threads further/ progressions in threads

5. Appreciating difference thread- establish progression document.
Eco-activism thread- establish progression document.
IMPLEMENTATION
6. Ensure pupils experience curriculum coherence and progression through 'linking'
7. Ensure pupils identify/teachers elicit existing knowledge base
8. Ensure pupil understanding across curriculum 'built' progressively and rigorously through use of cognitive techniques
9. Quality work' planned for across the year
10. Quality of work to be focused on
11. Develop teaching expertise-
12. Develop further functionality of TT

1b SCHOOL DEVELOPMENT PLAN OBJECTIVE: Teaching and learning:

Focus: responsive teaching.

- Introduction of continuous provision into Year 2. Research and training re best practice so *independent learning journals and interviews of pupils show engagement/ self reflection/ value in learning/ self efficacy.*
- Development of FA policy and practice. Write and publish FA powerpoint based on Shirley Clarke and other experts. *Lesson observations reveal FA techniques used responsively and flexible across all classes.*
- Re-development of Feedback policy and practice. Leadership team re-develop expectations around feedback so *work surveys reveal both consistency of approach and progression in approaches and expectations as pupils move up through the school.*
- Further development of retrieval practices– eg Kate Jones book on retrieval practices– *class practices include range of strategies used regularly to take knowledge from working memory into long term memory. Pupils able to recall key knowledge and understand key disciplinary knowledge when interviewed re curriculum*
- Lesson obs reintroduced for staff who want- choice of approaches from team teaching to team planning to golden lessons or lesson observations.

1c CPD- see below for SEND

1d SCHOOL DEVELOPMENT PLAN TARGET: SEND

1. CPD: Training programme to include:- training for all in ASD, ADHD, Dyslexia, SPD, S+L- Elsa,
2. CPD: programme of visits undertaken by the SEN team to view practice in specialist settings to *help agree practices and structures at Minchinhampton developed*
3. Development of intervention spaces and practice for supporting SEND to ensure pupils progress on SMEH diagnostic profile (Lincolnshire)
4. Volunteers recruited and trained to work with SEND pupils. esp quality reading support for SEND/vulnerable ch. Phonics for KS2.
5. Development of practice with ASD pupils not in centre. Individual targets and planning for pupils- evidence of progress against these and against SMEH diagnostic profile (Lincolnshire)
6. SEN practice in all classes. Establishment of good practice norms across all classes so *monitoring reveals consistency of approach and tracking and interviewing of pupils reveals they are well supported.*
7. SEND provision in evidence across all subjects with subject leaders monitoring -evidences the impact of the curriculum for these pupils through pupil voice, work scrutiny, teacher voice, lesson dips and learning environment walks.

1e Maths:

- a) Subject leads to monitor and support staff (team teach) re. Implementation of agreed strategies.
- b) Subject leads to use non-contact time to work with pupils across the school re. Maths talk

- c) Maths staff meeting/Inset to train/relaunch/moderate lesson structure
- d) SL to meet with Y4 teachers re MTC to discuss timetabling and improved support and resources to ensure continuing success. Subject leads to work with vulnerable pupils on this area.

1f Reading:

Beanstalk Coram training for volunteers

Relaunch: diagnostic assessment of reading (use of miscue, running record, fluency, motivation diagnostics- followed by devpt of reading plans) and provide targeted support.

profile maintained: volunteer readers reading to; librarian reading with to grow exp; free library at front.

Parent workshops to discuss reading approaches, reading support for parents. .

1g Vocab/Spelling/Phonics

Spelling: Review spelling interventions and responsiveness in lessons monthly to look for impact.

Phonics: Embed phonics systems with vulnerable pupils in KS2 and training for staff

Continue to embed (second year of this approach) Spelling-Jane Considine: KS2- investigative approach// new approach in phonic sessions/ reestablish response to misspelling. - turn pupils into 'wordsmiths.

"Focus of school now is to encourage the children to find excitement and passion in words' VAL Aut 21.....'Impact of the approach is to be seen in pupils writing. Work in Year 5/6 certainly evidenced fewer spelling mistakes' ... Discussion with pupils elicits that they appreciate the approach of this programme and that it really helping them with recalling and then using this learning in their writing. 24.11.21 DGAT note of visit HS

Monitoring the impact of JC spelling programme - mid term assessment

1h Writing- Moderation meetings planned across the school year, English leads to work with planning teams (team teach, planning sessions)

High levels of challenge across the classes was demonstrated.....challenge is supported by strong subject knowledge 'There is still some work to be done on addressing expectations around punctuation for pupils. '24.11.21 DGAT note of visit HS

1i Oracy-

1j Foundation Stage: sch: : Playing and learning/ questioning to bring on communication and language and rich activities to develop fine motor;