

Analysis of Variance Reporting 2020



School Name:	Russley School	School Number:	3496
Strategic Aim:	<p>Directing our learning priorities using timely and relevant assessment.</p> <p>Evaluating internally to inform us of our growth and next learning steps.</p>		
Annual Aim:	<p>Students requiring support, adaption or differentiation are identified and support programmes are in place. Student achievement targets are set to prioritise accelerated learning for identified groups. Learning reviews provide up-to-date learning information and monitoring for impact.</p>		
Target:	<p>The 11 Year 3 learners that are not working at the expected level will make accelerated progress and be reading at their expected level (Level 21) by the end of the year.</p> <p>The 5 Year 4 learners that are not working at the expected level will make accelerated progress and be reading at their expected level by the end of the year.</p>		
Baseline Data:	<ul style="list-style-type: none"> The Year 3 learners need to make accelerated progress on the colour wheel in order for children to have reading age at their expected level. The Year 3 learners need reading mileage with one on one reading with an adult and exposure to multiple types of genres at their level The Year 3 learners lack alphabet knowledge and phonological awareness The Year 4 learners 3 have spelling difficulties and are not at their chronological age. <p>It is interesting to note that</p> <ul style="list-style-type: none"> They are made up of an even gender mix, (Year 3; 6 boys and 5 girls) (Year 4; 3 boys, 2 girls) 3 of the Year 3 group are ESOL students. 4 of the students have another language spoken at home 2 identify as Maori 3 in this group did not start at Russley as new entrants and arrived below expected achievement. 6 learners have had Reading Recovery and 2 children are still on Reading Recovery 		

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Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>A number of related strategies were applied over the year. The most significant support was delivered through additional teacher support in small groups.</p> <p>Quick 60 Programme-Intervention Programme (Literacy)</p> <p>Individual book boxes with books to build engagement, confidence, and fluency.</p> <p>Keeping books for a week to practise fluency and gain confidence, rather than returning daily.</p> <p>Posting onto seesaw once a week to engage students and provide a wider audience.</p> <p>Volunteer readers working with learners for extra mileage.</p> <p>Lexia programme used for 15 minutes a day working through the required activities for selected students.</p> <p>Sunshine reading -share passwords with parents for children to use at home.</p> <p>EPIC - Sharing with the home so families can opt-in for extra use.</p> <p>Word study and phonics activities - at least once per week.</p> <p>High-interest books sent home over the holidays to ensure reading mileage</p>	<p>The mid-year Interim Expected Level Teacher Judgements (TJ's) using the tools mentioned above suggest that 3 of the 11 Year 3 learners will have made accelerated progress to meet the selected annual target level. Of the other 8 learners 5 have continued to make progress and 2 who have made very little progress and need to be tested for possible SLD's or other learning difficulty.</p> <p>The Interim Expected Level Teacher Judgements (TJ's) using the tools mentioned above suggest that 3 of the 5 Year 4 learners will have made accelerated progress to meet the selected annual target level. The other 2 learners have made progress at a steady but not accelerated rate.</p> <p><i>Mid-year impact to date:</i></p> <p>The learners in the classroom are engaged in their reading. They have great agency around choice of independent reading material and return to books frequently. The learners are aware that they need reading mileage. The learners are taking more books from the library as they are encouraged to change books frequently.</p> <p>The learners have mentioned that they love to read and enjoy their daily reading sessions with their teacher. They also say that they love the 'Daily 5" reading programme as it gives them freedom to choose.</p> <p>End of Year</p> <p>The end of the year curriculum data using the above assessment tools suggest that of the 11 Year 3 learners that were not working at the expected curriculum level at the end of 2019, 2 made accelerated progress and are working at the expected level and 1 had left.</p>	<p>There were a number of supports and specific interventions put in place for these students in the targeted groups.</p> <p>Upon reflection, the progress made was not as expected or desired. These interventions focused specifically on supporting individually or in very small groups with specific teacher support leading to the belief that cognitive or learning issues may be compromising the progress of students.</p> <p>Whilst some students were supported through RTLB referral uptake, There was a strong sense that further means and a different perspective was needed to target success for these students.</p>	<p>That all Year 3 and 4 teachers use the Science of Reading to build in a structured literacy programme to support learners.</p> <p>Liz Kane "The Code" will be used to build in a structured school approach to spelling and decoding.</p> <p>Purchase a set of decodable texts to support our learners that have not been successful in reading using MSV cueing approach.</p> <p>All teachers will build more PA and PA awareness that is individualised into their programmes.</p>

Of the 5 Year 4 learners not working at the expected curriculum level at the end of 2019, 4 have made accelerated progress and are now working at the expected level.

Of the 8 Year 3 students that did not make the expected level. 1 has severe medical issues resulting in further paediatrics assessment, 2 have been picked up by RTLB, 1 will be re-referred to RTLB for further assessment, 3 ESOL, 2 other children have other issues interrupting their learning that will need to be looked into in 2021 (They have had Reading Recovery and other interventions and have not made any significant gains)

There was 1 child in Year 4 that did not make accelerated progress to meet the target. Further investigations and family history suggest there may be a processing difficulty e.g. dyslexia

Planning for next year:

Following research and investigation in the later part of the year, it is decided that the Year 3/4 team for next year will heavily engage in the Science of Reading, and more specifically The Code as authored by Liz Kane.

Through applying the methodologies of The Code, it was increasingly obvious that the students had significant gaps in phonological awareness and sounds. This was identified through the specific assessment connected to The Code. Professional development for teachers will support the focus on uptake of the programme.

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Target:	All 4 boys to make accelerated progress and reach mid curriculum level 3 (3P) by midyear, and 3A by the end of Year 6 2020. They had some access to the ALL programme in Term 4 of 2019, but due to fire, the programme was cut short. They made the expected curriculum level at the end of 2019, but have shown some signs of regression in 2020, so would benefit from a full term of ALL to consolidate and accelerate their progress.		
Baseline Data:	The following data summarises the starting position of each student. The numerical count indicates a cumulative e-asttle total. Student 1 3B (25) Student 2 3B (25) Student 3 2A (23) Student 4 2B (20)		

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<p>Interventions and actions were added and explained as the ALL programme progressed through the year.</p> <p>30 minutes 4 afternoons a week the group met to prep for the following days writing lesson - the focus is on the vocab, skills, and knowledge needed. This approach gave the boys confidence that they can be successful in writing. The boys participated in the core class writing session along with the rest of their classmates.</p> <p>All instruction was provided within the students' regular learning setting. They may or may not have been in the same teaching group but their teacher adapted their teaching in response to individual needs of the target students in order to accelerate their progress.</p> <p>There was a focus on acceleration over remediation (a remedial group, isolated from core class, trying to teach every missing skill). Acceleration involved: improvement in and engagement, students applying new skills to current concepts, key prior knowledge ahead of time enables students to connect to new information, and instruction was connected to the core class.</p>	<p>By year end, the following results were achieved.</p> <p>Student 1 3P (27); Feb 3B (25)</p> <p>Student 2 3P (27); Feb 3B (25)</p> <p>Student 3 3P (27); Feb 2A (23)</p> <p>Student 4 3A (28); Feb 2B (20)</p> <p>2 students made accelerated progress 2 students made 1 sublevel progress 4 students are at the expected curriculum level</p>	<p>From the student voice below, it is clear that the supported process delivered through ALL has been beneficial. Whilst these students were not 'anti-writing' and had been modestly successful with writing, they certainly had previously had to work hard at their writing. History might suggest that these are the writers we lose.</p> <p>Again the front-loading of learning enabled the students to develop their thoughts and process what they were going to write prior to creating a blind response.</p> <p>Student 1 : Good because I can keep up with the other kids in the class, I don't fall behind.</p> <p>Student 2: Planning helps me structure my ideas, I have more stuff, and it's easier to write.</p> <p>Student 3: Gives me ideas, adds more stuff to my writing.</p> <p>Student 4: Prepares me for the next day, so I don't feel like "what?"</p>	<p>With having had two years support through the ALL programme and University of Canterbury, the challenge is for us to continue to build on the knowledge and capability that now exists within school.</p> <p>A teacher development strategy that presents, is to engage the two teachers involved this year in supporting new teachers undertaking ALL in 2020 through a coaching role.</p> <p>The success of the ALL delivery has been shared across teaching colleagues with a view to critiquing how aspects of the ALL methodology can be created and supported through appropriate resourcing.</p>
Planning for next year:			
<p>An in-house coaching model is planned for 2021 to support the broadening of the ALL approach for application into individual class settings. A starting point for this will be to create an over-arching document that shares the teachings and learnings from the past two years; an overview that is able to be digested by any keen teacher who wishes to expand their methodology for supporting learning.</p>			

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Target:	Writing – to use the philosophies of ALL (Accelerated Literacy Learning) to progress student progress and achievement. Group 1: 5 Year 8s (all girls) 2 European, 1 Pasifika, 2 Asian, gathered from across the team Group 2: 5 Year 7s (3 girls, 2 boys) 2 European other, Middle East, 2 Māori, from just the teacher's class. For these group to make accelerated progress of at least two sub-levels by the end of 2020.		
Baseline Data:	Group 1 – all students 3A Group 2 – 1 student 2A, 1 student 3B, 2 students 3P, 1 student 3A		

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<p>On the back of the previous two years ALL support through the University of Canterbury, a decision was made to expand the ALL philosophies to a different team than had previously experienced the support. A peer coach, who had previously been involved with the ALL programme supported the knowledge base and training involved with the new teacher.</p> <p>Interventions and actions were added and explained as the ALL programme progressed through the year.</p> <p>30 minutes 4 afternoons a week the group met to prep for the following days writing lesson - the focus is on the vocab, skills, and knowledge needed. This approach gave the boys confidence that they can be successful in writing. The boys participated in the core class writing session along with the rest of their classmates.</p> <p>All instruction was provided within the students' regular learning setting. They may or may not have been in the same teaching group but their teacher adapted their teaching in response to individual needs of the target students in order to accelerate their progress.</p> <p>There was a focus on acceleration over remediation (a remedial group, isolated from core class, trying to teach every missing skill). Acceleration involved: improvement in and engagement, students applying new skills to current concepts, key prior knowledge ahead of time enables students to connect to new information, and instruction was connected to the core class.</p>	<p>Mid-year Of this group, three have made one sub-level shift, one has made a shift of two sub-levels, one has not made a shift.</p> <table border="1" data-bbox="651 292 1106 483"> <thead> <tr> <th>Group 1</th> <th>Start Term 1 Data</th> <th>End Term 3 Data</th> </tr> </thead> <tbody> <tr> <td>Student 1</td> <td>3A</td> <td>4B</td> </tr> <tr> <td>Student 2</td> <td>3A</td> <td>4P</td> </tr> <tr> <td>Student 3</td> <td>3A</td> <td>4P</td> </tr> <tr> <td>Student 4</td> <td>3A</td> <td>4P</td> </tr> <tr> <td>Student 5</td> <td>3A</td> <td>3A</td> </tr> </tbody> </table> <p>Of this group, one is already at the expected achievement; three need to make one sub-level shift to reach the expected standard and one needs to make two sub-level shifts.</p> <table border="1" data-bbox="651 608 1106 799"> <thead> <tr> <th>Group 2</th> <th>Start Term 2 Data</th> <th>End Term 4 Data</th> </tr> </thead> <tbody> <tr> <td>Student 1</td> <td>3A</td> <td>4B</td> </tr> <tr> <td>Student 2</td> <td>3B</td> <td>3P</td> </tr> <tr> <td>Student 3</td> <td>3P</td> <td>4B</td> </tr> <tr> <td>Student 4</td> <td>3P</td> <td>4B</td> </tr> <tr> <td>Student 5</td> <td>2A</td> <td>3B</td> </tr> </tbody> </table> <p>The group as a whole were extremely well motivated, constantly on task and genuinely wanted to be part of the group. It was an exciting opportunity for them to express their ideas in a creative and safe environment</p> <p>All students have made progress in their writing although this has not been reflected by one of the students who has diagnosed dyslexia whose ideas can be difficult to interpret due to her inability to spell words accurately.</p> <p>The use of graphic organisers played a key role in helping the girls understand the concept of paragraphing and how and when to use them. Each group member is now paragraphing their ideas independently with increased confidence</p> <p>One student is now confidently meeting the expected achievement targets for writing for the year. Three of the students are currently at a level 4b midterm and confidence was high that they will be able to achieve a 4p by the end of the year.</p> <p>With continued support (including the use</p>	Group 1	Start Term 1 Data	End Term 3 Data	Student 1	3A	4B	Student 2	3A	4P	Student 3	3A	4P	Student 4	3A	4P	Student 5	3A	3A	Group 2	Start Term 2 Data	End Term 4 Data	Student 1	3A	4B	Student 2	3B	3P	Student 3	3P	4B	Student 4	3P	4B	Student 5	2A	3B	<p>Once again, the value of re-sequencing the teaching and learning has proven valuable in the learning process.</p> <p>The notion of announcing the learning prior to it being needed challenges the traditional teaching process. Nonetheless, it is powerful and empowering.</p> <p>For learning not to be a secret, there was a commitment to ensuring the next learning steps were visible and available, generating confidence and a willingness to contribute from the learners.</p> <p>Learning should not be a secret. Collectively, we should seek all advantages to give all learners the right to be successful.</p>	<p>Share with the team what the process throughout the year was: what happened, what went well (or not) and why, how to transfer this new knowledge into our teaching of individuals, groups and perhaps whole class.</p> <p>Aim to find ways to increase motivation of lower achieving students: celebrate success, set achievable goals, instead of looking at grades focus on their progress; support from a peer</p> <p>Ensuring these students are giving time to practise and maintain their new learning - writing 'mileage'.</p> <p>Ensure cross moderation between the Year 7/8 and Year 5/6 teams. The importance of consistency and shared understanding cannot be overstated.</p> <p>Surface features are consistently an issue for our lower achieving students. We will share this with the preceding teams and look for a more coordinated school approach on this.</p>
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of online editing tools) and scaffolding, it is hoped that the student currently achieving at a 3a will make one sub level improvement. The use of a device for this student was a key feature in assisting her make the progress that she is capable of. It is important to note that the formal writing assessment was based on a persuasive text piece. Persuasive writing is a genre that most students find challenging in order of structural text features and the generation and elaboration of arguments. It is not a genre that comes naturally to most students. The next formal writing assessment, based on a different genre will demonstrate even more pleasing progress for the group of writers. It is also important to note that during term 2 the programme started late due to the lockdown and we missed several sessions because of our two week swimming program, a cross country run through day and several absenteeisms from our support teacher who was not able to cover some sessions.

End of Year:

One student made a three sub-level shift; three students two sub-level shifts and one student a one-sub-level shift.

Planning for next year:

Following two years of ALL and ALiM support through the University of Canterbury, Russley School teachers who have been involved in either of these projects are going to collaborate to produce a specifically designed information guide for our teachers, to apply the methodology and philosophies to support teachers in an unfunded way. Essentially, collating and summarising the effective strategies that can be used to front-load learning to support the progress of learners.

