

Analysis of Variance Reporting 2021



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>For the identified children to make accelerated progress through the use of spelling rules etc within The Code spelling programme.</p> <p><i>By the end of 2021 the learners who have 50 or less identified spelling patterns correct will have a shift by means of a reduction of deficit by 40% or more.</i></p> <p><i>By the end of 2021 the learners who have between 51 and 70 identified spelling patterns will have a shift by means of a reduction of deficit shift by 50% or more.</i></p> <p><i>By the end of 2021 the learners who have greater than 71 identified spelling patterns will have a shift by means of a reduction of deficit shift by 60% or more.</i></p>		
Baseline Data:	<ul style="list-style-type: none"> • We have begun using The Code spelling programme in 2021 in support of a structured literacy approach at school. This is a new programme for us and we want to use this target group as a way of not only increasing their spelling success but also our understanding and abilities as a teaching group within this subject as we use this new programme. • We have identified this target group because of their low score within the Year 4 assessment. These students have scored between 12 - 32 (out of 40) in the Year 4 test. They have also scored low on the Year 5 / 6 Assessment, with their scores ranging from 3 - 30 (out of 47). They have also scored consistently low in the Year 7 / 8 assessment. • We are not including students with identified learning issues around spelling. • It appears as if spelling patterns and rules are unfamiliar to many students and need to be specifically taught. Spelling is an area of concern for these students and is a barrier to their vocabulary use. 		

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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>
<ul style="list-style-type: none"> The Code is a new spelling programme in Russley School with a focus on identifying rules, sounds and understanding spelling patterns which form critical connections to words for the future. Through the testing process we have identified gaps in spelling rules that children need to be able to progress in their spelling. Children in both Year 7 and 8 have a range of gaps that are a lot lower than expected and we are having to back fill these to move forward. Some students in Moana have had StepsWeb for individual needs. Our Year 8s had a spelling programme in their classes last year (as Year 7s in 2020). This was in conjunction with a word study and vocabulary building programme. There was not a consistent programme such as The Code, but we had access to "Spelling Under Scrutiny", "Spelling Matters" and other resources plus relevant topic words within our classes; students were grouped according to ability. There is a vast range of spelling abilities in each class, as identified by the Code. We need to be mindful of catering not only to our lowest spellers but also to the needs of our high ability students who need extending to accurately spell words from their ever growing vocabulary. We have tested at Y4, Y 5 / 6, Y 7 / 8 Code Spelling levels. Some of our student's Year 4 scores have highlighted significant gaps in their spelling understanding, in combination with their Year 5 / 6 scores. Analysing Testing - using The Code data - long and short vowel sounds were a common gap, double consonants in the middle of words (humming). Tracking sheet gives a visual alert to areas of concern eg vowel sounds, double consonants. The Code assessment and learning programme 	<ul style="list-style-type: none"> Term One Average (4 & 5/6 tests combined, out of 87): 53% Term Two Average ((4 & 5/6 tests combined, out of 87): 63.5% Term Four Average ((4 & 5/6 tests combined, out of 87): 68.7% Year Four Assessment: 15 of the 16 students made improvements (two scored the same as the Term one assessment). The average improvement was by 5.31 marks across this group. Year 5/6 Assessment: All of the 16 students made improvements (two scored the same as the Term one assessment). The average improvement was by 6.9 marks across this group. The number of children who achieved their deficit target was 6 out of 16. 	<ul style="list-style-type: none"> Using The Code structure (rules etc) to provide words for the week. Followed up within the week by a targeted lesson as to the 'rule of the week'. The students learn their words at home and are then tested on a Friday. The lesson may consist of identifying the rule, discussing it, what other words do they know that follow this rule, the anomalies around them, using them in everyday writing. Noticing that some students are not retaining the rules learnt previously - why is this? (Is it because they are learning rules in Year 7 / 8 that they would normally have learnt in the lower parts of the school - remember the programme is just beginning in our school. Are we going too fast this year?) Steps Web programme and Word Chain was used by some students as an additional support. Some of the students in this group often have days at school where their attitude affects their learning - this may affect some progress. 	<p>Some reflections at the end of the year highlight some considerations moving forward.</p> <ul style="list-style-type: none"> As this structured literacy approach was new to the team and the school, we have identified a real need for more PD around this resource - what don't we know yet? (Topic for our team get together before 2022) The importance of aligning our classroom practices more - if we are more consistent then we can see what is going well or not. Again, a new system and process to incorporate and decide how it is best delivered. Review the targets set for this group: were they too high for some learners? The setting of the targets was very exploratory as there was no history to reflect on regarding benchmarks for expectation achievement and growth working in this area. Perhaps just track Year 7s in 2022, so we can track their progress as year 8s the following year?

allows us to target the specific gaps of each learner and the learners will continue to be tracked from teacher to teacher as we continue to use this programme.

- Learning programmes were interrupted due to Covid in 2020.
- Repeated habits (still spell there / their) - clear definition of spelling rules to help solidify new habits.
- Explicit teaching of sounds, rules and patterns based on the gaps and sequence of the Code, depending on their needs.
- Using The Code tracking sheet - to identify (and continue to identify) specific gaps and sounds to teach and work on for individual children.
- Specific support from Steps Web (some children only) - creating custom word lists that match the Code pattern for the week. Independent use to help practice and embed spelling skills, patterns and habits.
- Identifying struggling students and adding extra support - Specialist teaching with AR.

Planning for next year:

As moving to the structured literacy approach has been a new school initiative for 2021, there is significant further work to be done deepening our understanding of what The Code and structured literacy looks like in Year 7/8 classes. The introduction of the Code has been eye-opening in identifying specific holes in student knowledge that has a direct impact on their writing in particular. Prioritising the design of our delivery plan for 2022 is the biggest need.

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Annual Aim:	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.		
Target:	20 x Year 3 learners <ul style="list-style-type: none"> • 12 female, 8 male • 10 NZ European, 1 Korean, 1 Chinese, 1 South African, 2 Middle Eastern, 1 Other European, 2 Maori, 2 Indian) The 20 Year 3 learners that scored between 5-15/20 (25-75%) Focus words in the Year 1 Code Phonics Test will make accelerated progress and be able to accurately encode 18/20 (90+%) of Year 1 Focus words and 32/35 (91+%) of Year 2 Focus words by the end of the year.		
Baseline Data:	All the identified Year 3 students within this group scored less than 75% of the Year 1 focus words for The Code Phonics test.		

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<p>In recognising the need to try something different to support these identified learners the following contributed to the decision.</p> <ul style="list-style-type: none"> • Learning programmes were significantly interrupted due to Covid in 2020. Phonics programmes in particular may not have been established and taught the same as they have in the past due to the unsettled year. • Some learners did not have their alphabet names/sound secure by the end of Year 2. • Parents were unfamiliar with the concept of making and breaking (blending and segmenting sounds) and are unaware of the significance it plays in reading and writing (decoding and encoding texts). • Learners who did not start at Russley School generally came with limited literacy knowledge and/or below curriculum level. • Attention spans and interest were limiting concentration. • Other underlying factors were affecting progress e.g. English as second language, absenteeism, learning disabilities, disruptive or unsupportive home life. <p>As the structured literacy approach has been introduced and supported into the junior team, the decision was made to piggy-back onto this initiative and use it as a learning opportunity for staff, trusting that it could make a positive difference.</p>	<p>Of the 20 Year 3 learners in our target</p> <ul style="list-style-type: none"> • 16 learners (80%) have scored between 18-20/20 (90+%) in the Year 1 Code Phonics Test. 3 more scored above 15 (75%) and only one was below that • 4 learners (20%) have scored 32-35/35 (91+%) in the Year 2 Code Phonics Test. A further 5 scored above 25/35 (71%+). 	<p>There was a concerted effort to engage with The Code and the philosophies supporting the delivery of structured literacy.</p> <p>Specific and explicit teaching supported by The Code Assessment and Word Lists was initiated.</p> <p>The Code lesson sequence was used as the preferred delivery method.</p> <p>Little Learners Love Literacy (LLLL) decodable texts were the main resource used to support the teaching. So a three-pronged delivery method was used for this group; The Code assessment, the Code lesson sequence and LLLL books.</p> <p>Other supports such as the Yolanda Soryl teaching approach and Jolly Phonics word cards for visual/kinesthetic learners were used to support and reinforce the learning delivered through the SL scope and sequence.</p>	<ul style="list-style-type: none"> • The learners in the classroom are engaged during phonics lessons and are showing an increased ability and understanding of how to blend and segment sounds. • They are demonstrating self management during Daily 5 to complete phonics activities in written form and practise spelling patterns using Spelling Shed. • Although spelling is only one part of writing, all students have made progress with their writing and the sounds being taught are being transferred into writing and contributing towards a shift in writing levels. • There is also a direct link to their reading, particularly those on decodables, and all students are progressing through decodables stages, colour wheel levels and/or probes. <p>Moving forward, we will continue to use the Little Learners Love Literacy (LLLL) and The Code in our literacy programme. Further resources have been purchased for next year including word cards, follow up activity books, and a new series of non-fiction LLLL reading books. We are also looking into further PD to upskill our knowledge.</p> <p>We will have a better starting point next year as we will already have the data for our new Year 3s and our Year 4s. This means we can jump into the programme from day one. We will continue to teach phonics throughout our literacy</p>



			<p>programme as well as targeted teaching from The Code 3-4 times a week.</p> <p>We will utilise Teacher Aide time to run small group interventions of phonics sounds through the use of games and mini lessons. They will also be used to reread the Little Learners Love Literacy (LLLL) and relevant speed words and sounds for further reinforcement.</p>
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Planning for next year:

The plan is to more fully engage in the implementation of The Code and the structured literacy approach for a wider group of children, namely of the classes at Year 3-4 as part of normal classroom practice. As students develop their knowledge, the inclusion of more 'whole language' approaches will be used to support the continued student progression. In time, The Code and the scope and sequence of the structured literacy approach will be considered business as usual.