

Analysis of Variance Reporting



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 this group to make accelerated progress of at least two sub-levels by the end of 2019.</p> <p>18 Year 7 students. 12 boys; 6 girls.</p> <p>5 with confirmed learning difficulties, at least two with an unconfirmed learning difficulty. 1 ESOL but another 2 with some restrictions on their language.</p> <p>12 NZ Europeans, 1 Maori, 4 Asian, 1 other European</p>		
Baseline Data:	<p>Many of this group find it difficult to get their ideas down (planning) and struggle to begin, then maintain, focus as they can find writing difficult and may not have had much success in the past. Deeper features such as descriptive and figurative language are often not used. Surface features (spelling, punctuation, grammar) are a major hindrance to many of these learners, in all aspects of their learning, not only in writing. Some of these learners are visual and prefer visual prompts. Many of these learners have difficulty writing to the required length at this level. Some seem to have a lack of outside school experiences on which to draw inspiration and enjoy and benefit from conversations with others. Explicit scaffolding of purpose, planning, vocabulary and language features, structure and editing is required to support this group.</p>		

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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>Identifying how the student learns best and supporting this (UDL). Build on the strengths of the students</p> <p>Allowing extra time and ample practice time. Cooperative learning within mixed groups, buddies.</p> <p>Devices and software for learning (Students will still need support with these as their personal degree of proficiency may not be high)</p> <p>Evaluating on content, not spelling or handwriting</p> <p>Support for tests and assessments.</p> <p>Reduce essay type or multi-choice assessments where possible.</p> <p>Supporting learning through those identified and working with SLD specialist.</p>	<p>6 of the 18 students made progress of 2 sub levels, 7 students made progress of 1 sub level. 3 students made no progress. (One student bought through an unexplainable OTJ and required some recalibration. However, they made two sub levels progress throughout the year.)</p> <p>Seven of this group of 18 made the expected progress by the end of the year.</p> <p>Six of the students are one sub level below expected progress.</p> <p>Five students continue to be two sub levels below the expected progress.</p>	<p>The students who made the expected grade at the end of the year worked hard and were motivated to achieve highly throughout the year</p> <p>Of the students who made one sub-level, one has undiagnosed learning needs, two have diagnosed learning needs, one student had issues with health and thus their attendance was low, and one has low self-esteem. Another student is ESOL.</p> <p>Of the two students who made no progress, one is consistently on their device at home for long periods. Their learning has been low in all areas of school this year. The other student is being impacted with family issues, and their achievement, motivation and behaviour at school has been influenced due to this.</p> <p>Another impact this year has been the repercussions of the fire at Russley School, and the shift to another location. This impact has not been quantified, but may have had some influence on the learning on some or all of this group. Because of the fire, the interventions/investigations by class teachers around differentiation in teaching strategies could not take place.</p>	<p>The conclusion to the year was significantly compromised due to a fire at the school. The entire Year 7/8 team lost all their possessions and learning spaces. This resulted in a complete relocation to an alternative site for Term 4.</p> <p>Whilst successful in terms of an overall outcome, the learning journey was severely disrupted and essentially unreconciled fully.</p> <p>There have been some observations and learning that are relevant. These are indicated below.</p>
<p>Planning for next year:</p>			
<p>Aim to have the proposed writing interventions for 2019 take place in 2020</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 Year 7/8 team and Year 5/6 team more consistently.</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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Target:	3 of the boys will make accelerated progress to reach mid-level 3, and the expected curriculum level for the end of Year 6 3 of the boys will make accelerated progress to reach the beginning of level 3		
Baseline Data:	6 x Year 6 Maori boys, all below-expected level in Writing, and 1 also below in reading <ul style="list-style-type: none"> • 5 of the 6 boys are at the expected level for the other core curriculum subjects of Reading and Maths • 1 of the boys is below the expected level in Reading, Writing, and Maths • 3 of them have been a part of our school's specialist SLD programme. • 3 have been a part of a social sport group • Phonological awareness and spelling are an area of concern for these learners, as they struggle to separate and identify sounds in words. 		

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<p>Interventions and actions were added and explained as the ALL programme progressed through the year. 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).</p> <p>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>Of the 6 boys: 1 has left the school and moved to a different city 3 have made accelerated progress of 2 sublevels in writing 2 have made 1 sublevel shift.</p> <p>One student is now at the expected curriculum level for the end of year 6. Four of the boys are within 1 sublevel of their expected curriculum level.</p> <p>All five remaining students are at the expected curriculum level for Reading.</p>	<p>The process for the ALL programme provided a different structure and focus to supporting the learning for these students. Obviously, throughout the intervention, there was an increase in the teaching resource for the group. The boys benefitted from/enjoyed having the sole attention of an adult for half an hour a day, all boys / male adult as the teacher.</p> <p>The prepping concept made them feel special, and 'ahead of the game/ in on a secret' which leads to greater engagement and confidence. This simple change in the learning process benefited the confidence and attitude of the group.</p> <p>Usually the students tended to tune out in the first 5 mins, but they were now engaged in the first 5 mins and beyond which set the lesson up for greater success and student engagement overall.</p> <p>The concept of 'the pit' has resonated with the students - it's good when things are hard, it means we are learning new things/getting better. For many of these students, this situation would be been the time when they had previously opted out of their learning. In the initial instance, it was a matter of 'unlearning' this response.</p>	<p>There is a desire to continue grow teacher capability and it our intention to continue with further ALL involvement should our application be successful for 2020.</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> <p>There was real value in the students who were involved the first round intervention being used as mentors for the students involved in the second round. It provided connection between students and 'doubled up' on the learning for those involved twice.</p>
Planning for next year:			
<p>Building on the success from the intervention, the student's need support to build the knowledge of their learning so they can use self-assessment of their skills using the Russley writing indicators (student speak) and set weekly goals to work on.</p> <p>We want to continue with ALL in 2020 and expand the opportunity for others in different part of the school.</p> <p>We want to also resource the coaching opportunities for the two teachers involved in 2019 to support the new teachers of the 2020 round.</p>			

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Target:	The 12 Year 3 learners working at mid curriculum level 1 will make accelerated progress and be working at the beginning of curriculum level 2. The 8 Year 4 learners working at the end of curriculum level 1 will make accelerated progress and be working at mid curriculum level 2.		
Baseline Data:	<p>A group of Year 3 learners presented who were stuck on solving problems by counting from one. They were unable to image numbers to 20 and need materials when working with these numbers.</p> <p>Observations:</p> <ul style="list-style-type: none"> • 4 of the 12 students are male and 8 are female. • 1 of the group is ESOL students. • 4 of the students have another language spoken at home. • 3 identify as Maori. • There are some students within this group who have limited home support and family life outside of school that can impact on their learning and attendance. <p>There is a group of Year 4 learners who are stuck counting on from the highest number who need to work on part whole strategies and concepts to accelerate to their expected level.</p> <p>Observations:</p>		

- 3 of the 8 students are male and 5 are female.
- 2 identify as Maori.
- There are some students within this group who have limited home support and family life outside of school that can impact on their learning and attendance.

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>The main intervention for this identified group was to be involved in the ALiM targeted teaching initiative.</p> <p>This was the first time for some time that ALiM had featured at Russley School. It was coupled with an ALL intervention as well.</p> <p>The construct of the ALiM intervention is well-known. Two key components of ALiM are the fact that the teacher is released to provide regular, focused teaching to a small group of students for at least a 10 week period.</p> <p>Another key feature of the ALiM programme is the front-loading of the learning in preparation for the next lesson. In essence, what is to be learned is not a secret and therefore the students are empowered to learn because they feel that they are already equipped.</p> <p>Two rotations of ALiM were provided to two different groups over the course of the year.</p> <p>In addition, a continued focus on Numicon support and the introduction of DMIC strategies supported the maths programme and teaching and learning strategies.</p>	<p>The end of the year curriculum data using the above assessment tools suggest that of the 12 Year 3 learners that were working at mid-curriculum level 1 at the end of 2018, 4 made accelerated progress and are working at the beginning of curriculum level 2 and 2 have left.</p> <p>Of the 8 Year 4 learners working at the end of curriculum level 1, 7 learners have made the target and 1 has left.</p> <p>Of the 5 Year 3 students that did not make the expected level, 1 has severe medical issues, 1 has been picked up by RTLB, 1 has been referred to RTLB for further assessment, 1 ESOL, 1 other child has no obvious issue that is interrupting their learning.</p>	<p>ALiM Intervention</p> <p><u>First Rotation Group</u> We pushed through some of the boundaries such as students not knowing basic facts. Some were spending too much time trying to work out what $3 + 5$ was where the real goal was solving $43 + 55$. Useful scaffolds and posters with basic facts on the wall were used where they could just find the answer.</p> <p>Major learning of pushing through and working faster with more questions is better for most. Rather than waiting for everyone to finish and talk about the question, more questions were put up for the fast finishers. This really helped the students who were picking up the strategy.</p> <p>Talk cards were introduced where students could use cards to share their solutions with each other, or if they have questions or wonderings about a strategy. This has only somewhat worked so far as it is almost another element to their learning for some. The students were good at using the cards with me. Approach – Using mathematical discourse getting the children using good mathematical talk and explaining themselves by revoicing, repeating, giving reasons, adding on to others thinking, and giving wait time to help with others processing issues.</p> <p><u>Second Rotation Group</u> The second rotation had a learning gap in fractions. SKEMP was a great way to get the engagement towards fractions. Attitude and engagement was going to be the big idea around these learners. In class, these learners would not get involved, answer questions out loud, and generally had a poor attitude towards their learning in maths.</p> <p>Main goal with the second group was to engage the students around maths and get them to</p>	<p>There is a desire to continue grow teacher capability and it our intention to continue with further ALiM involvement should our application be successful for 2020.</p> <p>A teacher development strategy that presents, is to engage the two teachers involved this year in supporting new teachers undertaking ALiM in 2020 through a coaching role.</p> <p>The success of the ALiM delivery has been shared across teaching colleagues with a view to critiquing how aspects of the ALiM methodology can be created and supported through appropriate resourcing.</p>

		<p>enjoy it. They needed to see maths as a practical skill in real life situations. Including real life maths into the program. Lots of physical activities with the learners.</p> <ul style="list-style-type: none"> • The learners wanted to come to maths. They began to build up their confidence towards it. They could see that it was an essential skill that could be used daily. • Because they had more confidence, they were more engaged. This also transferred to their regular maths class where they became a lot more focused and involved. • Students were beginning to recognise that maths was a practical skill and it was something that they could daily in their personal lives. <p>The learners would ask every day if we had maths class. It had become something that they loved about school. Their whole attitude and approach toward maths had completely changed. In their student comment for their report for the parents, many of the students mentioned how much they enjoyed the maths.</p> <p>A successful fractions lesson relating to real life was a cooking class. Lolly cake was made together and turned it into a maths lesson. This involved measuring, cutting the marshmallows into fractions, and using ratios. The whole time the students had to talk about what they were doing, and use the correct vocabulary throughout.</p>	
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Planning for next year:

- Continue with ALiM running two groups of 30 minutes 4 days a week over 25 weeks.
- Mathletics - Each student having this to consolidate and ensure that their knowledge is mastered.
- TA - Precision teaching (Improving the knowledge and foundation skills. Problems with basic skills make other aspects of maths difficult, stressful and extremely time-consuming.)
- Continued mini PD at each team meeting, bringing information from ALiM and any other professional development.
- Ensuring that a range of groupings and multi-level programmes are happening for all learners.

