



School Name:	Russley School	School Number:	3496
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Strategic Aim:	Raise student achievement Directing our learning priorities using timely and relevant assessment
Annual Aim:	Raise student achievement in <u>Writing</u>
Target:	8 out of the 12 (66%) Year 8 students who are working below or well below the National Standard will make standard by the end of 2017. This will contribute to the 85% of Year 8 students who will be at or above the National Standard at the end of the year.
Baseline Data:	Analysis of Term 4 2016 school-wide data identified the various groups of students whose achievement was not at expectation and needed accelerating. Twelve Year 8 students were working below or well below standard at the end of their Year 7 year and needed to make accelerated progress to be at standard by the end of 2017. The eight identified students met the SMART criteria and provided a 'stretch challenge' to make accelerated progress. The four students not included in this target were not included as through their specific learning needs, meeting the National Standard was not considered achievable. They nonetheless received the same focused interventions as the target group and had accelerated progress markers set for them.



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"> <input type="checkbox"/> Specific professional development targeting SLD, ADHD and dyslexic tendencies. <input type="checkbox"/> More frequent conferencing with target writing group. <input type="checkbox"/> More 'think alouds' talk time to prepare ideas before writing actually commenced. <input type="checkbox"/> The use of picture sequence scaffolding resources to facilitate planning. <input type="checkbox"/> A modelling book to record planning templates, structure and detail. <input type="checkbox"/> Exemplars and other people's writing examples were used to critique for gaps and next steps. <input type="checkbox"/> Access to and use of Chromebooks to bridge the handwriting issue. <input type="checkbox"/> Writing buddies were used to support the acquisition of surface features, along with the some support with ideas. 	<p>Of the identified 8 students who were part of the target group, 5 made accelerated progress to met the National Standard. One student made one full levels progress; the other 4 making two sub-levels progress.</p> <p>The 3 students who did not make accelerated progress to make standard, all made one sub-level progress.</p>	<p>With a number of the students in this target group having dyslexic tendencies, spelling and vocabulary are a more significant challenge for these learners.</p> <p>Upon reflection, this is not an unreasonable outcome. The interventions and support achieved a significant shift at the upper end of the primary school curriculum (Level 4) in writing; a task that is difficult due to the nature of writing acquisition at that level.</p> <p>The learning to come from this experience, is the explicit and directed support and intervention that is required to achieve accelerated progress at the senior end of the school.</p>	<p>A school-wide focus on understanding Universal Design for Learning (UDL) principles can support the adaptation and differentiation of programmes for all. The notion that "what's good for SLD learners is good for all" is a more appreciated concept now.</p> <p>In thinking about supporting dyslexic learners for the future, we are looking forward to accessing more SLD Google Apps through the Chromebooks.</p>
Planning for next year:			
<ul style="list-style-type: none"> <input type="checkbox"/> Writing will continue to be prioritised for development. <input type="checkbox"/> The continuation and further development of the 'writing buddy' programme. <input type="checkbox"/> The initiation of a 'writing maintenance' programme for all learners, proofreading and editing small passages of writing. <input type="checkbox"/> The embedding of all the features used for the target group across the general population of learners. <input type="checkbox"/> Focusing on the adaptation and differentiation of writing tasks that still incorporate the teaching features explored over 2017. 			



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Strategic Aim:	Raise student achievement Directing our learning priorities using timely and relevant assessment
Annual Aim:	Raise student achievement in Maths
Target:	7 of the 18 (40%) Year 5 students 'below' standard will make accelerated progress to meet the National Standard for Maths by the end of 2017. This will contribute to 85% of students being at or above the National Standard.
Baseline Data:	<p>Analysis of Term 4 2016 school-wide data identified the various groups of students whose achievement was not at expectation and needed accelerating.</p> <p>For this target, a Y5 cohort of 18 students who were below the maths NS identified. They were highlighted as an area of concern in school wide data. Dropped from 82% in 2015 as after 120 weeks, to 74.8% in 2016 as Year 4 students.</p> <p>Following analysis of these students, gaps in their mathematical understanding had been identified in the following areas: number bonds, retention of strategies, basic facts, place value, retention of knowledge. All of these gaps led students to be hard to motivate, requiring small focused groups to channel their attention.</p>



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>Diagnostic testing to accurately determine learning gaps.</p> <p>Professional learning in the delivery of Numicon. Numicon was used to support the most needy maths learners.</p> <p>The active class-supported use of Mathletics. The school supported the provision of this tool to support learning at home and school..</p> <p>Increased access to technology through Chromebooks has enabled students to have agency with how their learning is supported. Students can actively seek tutorials and practice materials.</p>	<p>1 student left during the year.</p> <p>11 out of the 17 remaining students made accelerated progress; 4 students made 3 sub-level shifts and 7 students made 2 sub-levels shifts.</p> <p>Of the remaining students, 4 made 1 sub-level shift and 2 made no progress.</p>	<p>The 2 students who made no sublevel progress did make improvements in their IKAN and GLOSS testing, 1 moved from Numeracy stage 4 to 5 (GLOSS), and 4 to 6 (IKAN), while the other moved from stage 4 to end of Numeracy Stage 5 in both areas. They were both introduced to Numicon, and were/are involved in SLD tutoring with our school specialist.</p> <p>The students found working in small number classes with Numicon and Mathletics to be the biggest contributor to success. They felt confident/safe in a smaller class with students who were working on the same level and goals. They had more time to work things out, and felt successful within the group. The areas of most improvement were place value and general number knowledge, and they used Numicon to move their thinking from 'counting on' to 'part whole' where they were able to split and rearrange numbers.</p> <p>Place value and understanding how larger numbers are made up was a gap, using Numicon and Mathletics to explain and practice these concepts showed improvement in IKAN results, which fed through to sublevel improvement.</p>	<p>Numicon will now play a critical supporting role in the delivery of maths moving forward. Continued development in the teacher knowledge and application is necessary to build on its successful use.</p> <p>Knowing the gaps in knowledge was particularly useful in being able to provide targeted support. The value of this process has been highlighted through this target. This level of specific knowledge needs to be collated to provide specificity of intervention.</p>
Planning for next year:			
<ul style="list-style-type: none"> <input type="checkbox"/> Ensure Numicon is appropriately resourced throughout, to ensure students can be targeted for support. <input type="checkbox"/> Continue to develop and apply systems that enable specific learning information to be gathered, analysed and evaluated; particularly with a focus on students who are finding the maths learning difficult. 			



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Strategic Aim:	Raise student achievement Directing our learning priorities using timely and relevant assessment
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Annual Aim:	Raise student achievement in Writing
Target:	15 (32%) of 'after 3 years' writing students were identified as below/well below NS at the end of 2016. Target 7/15 (47%) to make accelerated progress to reach the National Standard by end of 2017. This will contribute to the expected 83% of Year 4 students being at or above standard by the end of 2017.
Baseline Data:	<p>Analysis of Term 4 2016 school-wide data identified the various groups of students whose achievement was not at expectation and needed accelerating.</p> <p>15 'after 3 years' writing students were working below or well below standard at the end of their 2016 year and needed to make accelerated progress to be at standard by the end of 2017. The seven identified students met the SMART criteria and provided a 'stretch challenge' to make accelerated progress. The eight students not included in this target were not included as through their specific learning needs, meeting the National Standard was not considered achievable. They nonetheless received the same focused interventions as the target group and had accelerated progress markers set for them. 1 was ESOL, 2 with IEPs and with an attendance issue, often missing writing.</p> <p>That this particular group of students identified in the writing target are not making accelerated progress with standard interventions. That some of these children that were identified seem to have other learning needs, not necessarily just specific to writing. Some of the issues that are apparent seem to be to do with fine motor skills as well.</p> <p>Spelling is a gap for most children in this group. They find it hard to hear sounds and then put them in the correct order. Missing some rules when it comes to vowel sounds. Some children are not making links to what they know about words.</p> <p>That many pieces of the writing puzzle need to be worked on to ensure that they begin to accelerate. Consolidate learning using repetition for these students. Ticking it off as taught is not enough!</p>

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Tātaritanga raraunga



- ❑ The use of research-based interventions to target gaps in each child's knowledge.
- ❑ The use of 'talking tins' to help hold ideas longer.
- ❑ Spreading the Phonological Awareness PD from the junior team through collegial sharing.
- ❑ Using tactile experiences like magnetic letters, rice and chalk to reinforce mastery of the Essential Spelling Lists.
- ❑ Targeted use of Lexia Core 5.
- ❑ Colourful Semantics was introduced.
- ❑ The use of sequenced pictures in write in order.
- ❑ One to one Teacher Aide support with Multi-Lit/Precision teaching with targeted students.

Of the identified 7 students who were part of the target group, 6 made accelerated progress to meet the National Standard. The remaining 8 students (1 ESOL, 2 on IEPs, who did not make accelerated progress to make standard, all made steady progress.

There were significant gains in the student's attitudes to writing. They were motivated to write. Both in guided and unassisted writing times, student's engagement and enjoyment of writing increased. Many students asked if they were "allowed" to write during other times. Students also appreciated being able to build on their writing, rather than starting new each time. Being able to plan and discuss their ideas with their peers also created a positive overall attitude towards their writing.

The sharing of phonological awareness knowledge further 'up' the school has broadened the reach of the skills associated with this programme, rather than it being seen as a junior school intervention.

The opportunity to consolidate the variety of interventions used during 2017 is needed. Many good gains have been made and new knowledge exists within the teaching staff about how to engage and connect with learners who find writing difficult.

The importance of consistency of feedback/forward has also been identified within the team. Being able to move beyond evaluative comments and commenting on surface features are areas for development.

Continued training of Team Roto teachers in phonological awareness using junior teachers as a professional buddy.

Planning for next year:

- ❑ Prioritise and consolidate the range of interventions that supported writing development throughout 2017. The danger in delivering a multitude of different interventions is ascertaining which is giving effect. Part of the planning for next year is to make informed decisions about which actions will have priority based on learner needs.
- ❑ Developing explicit expectations and guidelines for feedback/feedforward actions; digging deeper than surface features.