

SIAP Monitoring Summary Grid 2016-2017 Term 3

| SIAP reference | Who | When | How | Aim | Summary |
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| 5.2C | Curriculum & Standards Committee | 04.01.17 | Use SIAP monitoring grid Term 2 & the traffic light SIAP | Have the SIAP milestones for December been met? Is any further monitoring required? Are the planned next steps appropriate? | <p>Monitoring evidence (SIAP MONITORING TERM 2) & Task Sheet Term 3 was shared and discussed. Governors unanimously agreed that the milestones for December 2016 had been met. The SIAP Monitoring Grid (Term 2) was used to support this decision. KH asked the HT what she judged to be the major positives and the issues requiring more attention. The HT identified the higher levels of motivation from the pupils and better quality of learning because of the 'revamp' of the Home-Learning Policy as being a major plus. LT confirmed that his Governor monitoring of the Home-Learning Policy supported this view. The HT also pointed to the way pupils are taking more responsibility for their own learning as another positive.</p> <p>The HT directed the Governors to pg 2 of the SIAP Weekly Task Sheet for Term 3. This outlines the work that still needs to be done to ensure that previous school improvement strategies are embedded.</p> <ul style="list-style-type: none"> • Make expectations bitesize – remember to provide bigger mouthfuls for those that can cope • Ask challenging questions – use Bloom's Taxonomy • Planet Booklets – ensure a balance between number facts and times tables • Provide opportunities for pupils to use their spellings in writing across the curriculum • Abacus online activities |
| 1.1D 2.1D | Hannah Crook | 11.01.17 | Scrutiny of KS1 & KS2 medium term planning | Are learning objectives, success criteria and activities of a suitable challenge? | <ul style="list-style-type: none"> • Across the school objectives and success criteria are taken from appropriate year groups; therefore of appropriate challenge • KS1 WHAT/WALT are taken directly from the National Curriculum, whereas KS2 objectives are paraphrased/re-worded more often • National Curriculum objectives are broken down into small objectives as from National Curriculum required • If WHAT/WALT are the same over 2-3 sessions, most HOW are different building on previous sessions • Objectives across the school build upon previous year groups – thread across the school • Abacus planning from appropriate year groups used across the school • some art units the WHAT/WALT similar and progression not built upon over the weeks |

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| | | | | | <ul style="list-style-type: none"> number of WHAT/WALT for TEXT level work every week inconsistent across the school (ranging from 1 to 3) most teachers plan for GPS, spelling and Guided Reading showing weekly focus. LKS2 use CGP bks to break down NC objectives into suitable weekly 'bitesize' Little evidence of WHAT/WALT for handwriting |
| 1:1D 1.2G 1.3B 2:2I | Kay Bridson (HT) Justine Watkins (DHT) | 12.01.17 | Book Scrutiny | What is the quality of marking, feedback and pupils' response to marking? | <ul style="list-style-type: none"> Since 2015 OFSTED, more children are responding to marking more regularly. In general, if a teacher asks a question children respond to it More corrections are evident (English & Maths Books) Teachers are using the agreed marking codes to indicate success criteria and if for example they work was completed independently/buddy/teacher. This was a suggestion from the HMI who felt the teachers were doing too much marking to be sustainable Ensure consistency with pupils going back and correcting GPS in a written piece of work in green pen in response to a 'nudge' from the teacher Ensure VF is used to 'flag up' when this has been done. Opportunities are being lost Set a small task or ask a questions which demands an answer/ thought |
| (2.1D) | All staff | 12.01.17 | Staff Meeting | How can we communicate with parents over maths targets better? | <p>Communication with parents – maths fact booklets</p> <p>Abacus – make sure send out the termly games to the parents and put them on online. Send home maths facts booklet in the spelling book with maths fact booklets.</p> <p>Changed focus of proposed Parents' Workshop for writing to maths (08.02.17). Ensure we receive feedback from parents.</p> <p>HC & KB – KS2 JMW & KS - KS1</p> |
| (5:2C), (5.3D), (5.3E) | Kay Bridson (HT) Lloyd Turner (Governor) | 17.01.17 | Follow-up questionnaire to parents | What do we need to communicate back to parents and what further info do we require to feed into strategic plan? | <p>Parental Questionnaire Feedback (collated from October 2016)</p> <p>Positive Comments:</p> <ul style="list-style-type: none"> Good communication to parents. X 9 Approachability and caring nature of staff. X 12 Happy children. X 4 Enjoyable lessons. Great after schools clubs. X 4 Parents feel welcome. X 2 Smiley face assemblies are great. |

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| | | | | | <ul style="list-style-type: none"> • Children are educated about rights and responsibilities. • Security of children is good. • Inclusion of all abilities. X 3 • “Creating a friendly caring and safe environment where learning is fun.” • “Very supportive and genuinely interested in each individual pupil.” • Part funded school trips and activities. • Community feel of the school. X 3 • Very thorough and useful feedback in workbooks. • “Stratford School is a great little school, it is friendly, warm and welcoming and dedicated to the pupils at the school. Over the last 10 years we have seen a continual improvement in the school which is commendable.” • Playground. • Staff are involved in many after school activities. • “Amazing school – very friendly, happy.” • “Just a generally great school where the children are well looked after and taught brilliantly.” • “School inside and out is a very warm and friendly place.” • “Excellent communication home, well organised with timetable sent out for the year.” • “The community atmosphere that the school fosters is wonderful and particularly on sports day, the children feel like a family.” • “There is almost daily communications from the school to inform us of events etc. This help keeps everyone in the loop.” • Friendly calm environment. A very happy school. • Lovely teachers with a great atmosphere. • Caring feel of the school. • Reading skills are well taught. • “Helping support the little children and the parents adjust to starting school and transitions.” <p style="text-align: right;">Further questions following the questionnaire in October 2016 <u>Areas for Improvement</u></p> <p><i>Smiley Face Assembly</i></p> |

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| | | | | | <p><i>Should pupils be allowed to read out a list of presents?</i> (Some enjoy taking the time to write out their own lists) YES / NO <u>If no, what would be a good alternative, if any?</u></p> <p><i>Attendance Awards</i> (Weekly stickers, wrist bands for 95% attendance 3 times per year, plus the recognition for 100% attendance with a book at the end of the academic year) <i>This system has helped to improve school attendance and the vast majority of children now have attendance rates of 95%+.</i> <i>Do you think the school should continue with this system?</i> YES / NO <u>If no, please give the reason for your answer or suggest an alternative that would assist in maintaining attendance levels.</u></p> <p><i>New Parents</i> <i>Is there anything specific you think the school or the Governors should let new parents know about the school (for example, school routines etc)?</i></p> <p><i>School Meals</i> <i>What could the school do to improve school meals and/or encourage your child to take up school meals?</i></p> |
| 2:1D 3.2C | Hannah Crook | 18.01.17 | Scrutiny of KS1 & KS2 weekly lesson plans | Are learning objectives, success criteria and activities of a suitable challenge? (focus: more able, disadvantaged learners) | <p><u>Learning Objectives (WHAT/WALT) & Success Criteria (HOW)</u></p> <ul style="list-style-type: none"> • WHAT/WALT show progression through the school and of suitable challenge • Generally HOW criteria have a common thread and accumulative • Across the school HOW criteria shows greater challenge through moon, sun, star levels • More frequently in KS1, HOW criteria split into different year groups within the class • HOW criteria for writing – some classes have ‘non-negotiables’ included. Inconsistent amount of detail in HOW criteria in KS2 <p><u>Groups</u></p> <ul style="list-style-type: none"> • Some plans identify the HOW criteria the different ability groups • Across the school <i>More Able</i> are identified on lessons for English and maths |

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| | | | | | <ul style="list-style-type: none"> • Identification of groups is presented in different ways on plans. A consistent agreed approach needs to be developed • Disadvantaged learners not obvious on plans <p>Other Notes</p> <ul style="list-style-type: none"> • Vocabulary explicit on plans • Degrees of detail for TAs different across the school • Generally, evaluation notes (teachers and TAs) link to children’s learning rather than how well the activity went |
| (1:1D), (1.2G), (1.3B), (2:2I) | Jim Smith (WIA) Kay Bridson (HT) Justine Watkins (DHT) | 19.01.17 | Book Scrutiny | What is the quality of marking, feedback and pupils’ response to marking? | <p>Disadvantaged Learners (DL) - English, mathematics and topic books from FS2 – Y6</p> <ul style="list-style-type: none"> • Most of the pupils had identified SEND as well as being eligible for FSM • School leadership supplied attainment and progress information for reading, writing and mathematics for each pupil as well as a contextual update. AdHT suggested that this contextual update could be written alongside the attainment and progress information for each pupil. For those pupils with more significant SEND an additional assessment linked to the B squared assessment system may be added. • Whilst attainment and progress related to national expectations was in many cases ‘below’ overall the work in pupils books provided evidence of progress overtime. Many of these pupils also exhibited a poorer level of presentation and fine motor skills than their non DL peers. • All books were marked – teachers need to ensure that all work is clearly dated. • Marking was identifying next steps in learning for many pupils although the impact of this on future learning was more variable. • Mastery tasks were identified by blue coloured paper in some books. <p>Non disadvantaged learners - English, mathematics and topic books from FS2 – Y6</p> <ul style="list-style-type: none"> • Progress was evident in books, • Consider further developing marking comments so that they are written as questions to which pupils could make a more considered response about their learning • Further develop marking in topic books so that where writing has been the recording method it links to the main aspects of EGPS which pupils are needing to develop |

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| | | | | | <p>A number of books evidenced a developing learning dialogue between teachers and pupils</p> <p>School leadership engaged fully in the review of pupil's books and was quick to link the evidence before them to expected policy and procedures. As a result CPD has been organized to review the development of marking and feedback thus far and identify how this can impact further on pupil progress.</p> |
| 1.1 2.1 3.1 4.1 | All teachers | 19.01.17 | Staff Meeting Book scrutiny (comparison of similar AIR scores across the school) | Ensure assessment is consistent | <p>Moderation of AIR scores – cross school (writing/maths)</p> <ul style="list-style-type: none"> Agreed the AIR scores across the school, consistent judgements for, writing and maths. <i>NEXT: KS to moderate reading AIR scores</i> Year groups spread against 2 classes – using similar activities, maths using same mastery tasks. <i>Next moderation – addition to be a focus</i> |
| (5.1A) | Kay Bridson (HT) Avril Thornton (<u>Admin Officer</u>) | 23.01.17 | Safeguarding. Audit of Single Central Record and action plan | Ensure statutory safeguarding documents are up to date | <ul style="list-style-type: none"> New proforma for Single Central Record, including disqualification by association – AT to update by end of February 2017 Safeguarding file to be updated by end of February 2017 All safeguarding policies on website and SharePoint |
| (5:2C) | <u>TM (Governor)</u> | 31.01.17 | Interview disadvantaged learners | Evaluate outcomes in the broadest sense (not just attainment and progress) using new outcomes grid. | <ul style="list-style-type: none"> <i>Report not received yet</i> |
| | All teachers | 02.02.17 | Staff Meeting Book scrutiny | What do we know about our disadvantaged learners and how do we evaluate outcomes? | <p><u>Pupil Premium Strategy Established</u></p> <ul style="list-style-type: none"> whole school ethos that every child matters. Pupils eligible for Pupil Premium are supported to enjoy their learning, and their time at school, through positive relationships and experiences with teaching and non-teaching staff. |

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| | | | | | <ul style="list-style-type: none"> School leaders are friendly, accessible and visible to parents and carers at key points of the day, especially before and after school. They are willing to provide informal on-the-spot support and guidance high expectations for disadvantaged learners are communicated across the whole school with a no-excuses culture mixed ability groupings no-hands-up policy (at times) pupils eligible for Pupil Premium known to all teachers and teaching assistants Assessment, Maths & English subject leaders, and governors, monitor the attainment and progress of disadvantaged learners through book scrutiny, pupil discussion and Pupil Progress meetings pupils eligible for Pupil Premium are considered first for interventions rigorous and regular monitoring of the progress of pupils eligible for Pupil Premium takes place, especially those receiving support through interventions, to ensure no time is lost on strategies which are not effective named Governor and Disadvantaged Pupil Leader in school, who regularly attends Disadvantaged Pupil Leader Network Meetings <p>Developing/ establishing</p> <ul style="list-style-type: none"> pupils eligible for Pupil Premium discussed at every staff meeting: Pupil Progress updates! improve quality of feedback to ensure all pupils eligible for Pupil Premium receive careful marking focussing on misconceptions and misunderstandings Pupil Premium Strategy, barriers identified: <table border="1" data-bbox="1055 898 2123 1171"> <tr> <td colspan="2">3. Barriers to future attainment (for pupils eligible for PP, including high ability)</td> </tr> <tr> <td colspan="2">In-school barriers (issues to be addressed in school, such as poor oral language skills)</td> </tr> <tr> <td>A.</td> <td>A number of pupils (9/16 56%) eligible for PP also have significant SEND. This impacts on attainment across all areas.</td> </tr> <tr> <td>B.</td> <td>Levels of resilience lower in some pupils eligible for PP. This impacts on attainment and ability to 'perform well' in a test situation</td> </tr> <tr> <td>C.</td> <td>Gaps in learning in some pupils eligible for PP. This impacts on attainment, especially in maths.</td> </tr> <tr> <td>D.</td> <td>Emotional development on entry to EYFS is very low for a significant number of pupils eligible for PP. Whilst Personal Development outcomes are 'good', a significant number of pupils lack the resilience to approach pressured situations, such as tests.</td> </tr> <tr> <td colspan="2">External barriers (issues which also require action outside school, such as low attendance rates)</td> </tr> <tr> <td>E.</td> <td>Some pupils eligible for PP not able to access suitable resources and space to complete their home-learning</td> </tr> <tr> <td>F.</td> <td>Attendance rates for a small number of pupils eligible for PP reduces school hours and causes gaps in learning, especially in maths.</td> </tr> <tr> <td>G.</td> <td>Some pupils eligible for PP not able to fund trips and After School Clubs</td> </tr> </table> <p>Disadvantaged learners – book scrutiny Quality of feedback to DL</p> <p>Next Actions</p> <ul style="list-style-type: none"> Remember when you spend time with a group and give verbal feedback to write VF | 3. Barriers to future attainment (for pupils eligible for PP, including high ability) | | In-school barriers (issues to be addressed in school, such as poor oral language skills) | | A. | A number of pupils (9/16 56%) eligible for PP also have significant SEND. This impacts on attainment across all areas. | B. | Levels of resilience lower in some pupils eligible for PP. This impacts on attainment and ability to 'perform well' in a test situation | C. | Gaps in learning in some pupils eligible for PP. This impacts on attainment, especially in maths. | D. | Emotional development on entry to EYFS is very low for a significant number of pupils eligible for PP. Whilst Personal Development outcomes are 'good', a significant number of pupils lack the resilience to approach pressured situations, such as tests. | External barriers (issues which also require action outside school, such as low attendance rates) | | E. | Some pupils eligible for PP not able to access suitable resources and space to complete their home-learning | F. | Attendance rates for a small number of pupils eligible for PP reduces school hours and causes gaps in learning, especially in maths. | G. | Some pupils eligible for PP not able to fund trips and After School Clubs |
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| | | | | | <ul style="list-style-type: none"> • Write if they have missed learning because of intervention • Next - compare PP with non PP on the same AIR score • TIP's post it notes – explain the children what/why <p>Grid for Governors/Teachers/Pupils to evaluate outcome</p> <table border="1"> <thead> <tr> <th></th> <th>1 (LOWEST)</th> <th>2</th> <th>3</th> <th>4</th> <th>5 (HIGHEST)</th> <th>TOTAL</th> </tr> </thead> <tbody> <tr> <td> Confidence & self-esteem (RESILIENCE) <ul style="list-style-type: none"> • absorption, managing distractions, perseverance & noticing <i>How confident do you feel in the classroom? School?</i> </td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td> Organisation for learning (REFLECTIVENESS) <ul style="list-style-type: none"> • planning, distilling, revising, meta-learning <i>How organised are you most days? Learning activities?</i> </td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td> Application to tasks and learning (engagement) (RESOURCEFULNESS) <ul style="list-style-type: none"> • questioning, making links, imagining, reasoning, capitalising <i>How engaged are you with your learning?</i> </td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td> Enthusiasm for learning <i>How enthusiastic do you feel towards your learning?</i> </td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td> Progress <i>Where on the scale would you put yourself for progress with your learning?</i> </td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td> Attainment <i>Where on the scale would you put yourself for how well you are doing for your learning</i> </td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td> Socially acceptable & integrated into class (RECIPROCALITY) <ul style="list-style-type: none"> • imitation, collaboration, interdependence, empathy & listening <i>Where on the scale would you put yourself for fitting into school life? Do you feel you know how to behave in different places/situations? (i.e. playground, assembly, church)</i> </td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> | | 1 (LOWEST) | 2 | 3 | 4 | 5 (HIGHEST) | TOTAL | Confidence & self-esteem (RESILIENCE) <ul style="list-style-type: none"> • absorption, managing distractions, perseverance & noticing <i>How confident do you feel in the classroom? School?</i> | | | | | | | Organisation for learning (REFLECTIVENESS) <ul style="list-style-type: none"> • planning, distilling, revising, meta-learning <i>How organised are you most days? Learning activities?</i> | | | | | | | Application to tasks and learning (engagement) (RESOURCEFULNESS) <ul style="list-style-type: none"> • questioning, making links, imagining, reasoning, capitalising <i>How engaged are you with your learning?</i> | | | | | | | Enthusiasm for learning <i>How enthusiastic do you feel towards your learning?</i> | | | | | | | Progress <i>Where on the scale would you put yourself for progress with your learning?</i> | | | | | | | Attainment <i>Where on the scale would you put yourself for how well you are doing for your learning</i> | | | | | | | Socially acceptable & integrated into class (RECIPROCALITY) <ul style="list-style-type: none"> • imitation, collaboration, interdependence, empathy & listening <i>Where on the scale would you put yourself for fitting into school life? Do you feel you know how to behave in different places/situations? (i.e. playground, assembly, church)</i> | | | | | | |
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| * SIAP 2015-2016; SIAP 2016-2017 | Kay Bridson (HT) Lloyd Turner (Governor) | 07.02.17 | Learning Walk | <p>Are pupils motivated, engaged and active in their learning?</p> <p>What has the impact of the SIAP on classroom culture?</p> | <ul style="list-style-type: none"> • General walk around the school visiting all classrooms during class time. • All children were engaged with their learning and utilising learning systems set up by their teachers. • Different ability pupils were being engaged in different ways during the observation. • Spelling tests were observed. • Small groups of pupils were observed being taken for Phonics. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1:1D 1:3B | Katie Hill with Sarah Wareham | 08.02.17 | Looking at English, Maths and Topic | Gathering evidence on standards and | <ul style="list-style-type: none"> • All work is dated and WALT is written in each curriculum area. • The presentation is neat and the quality of work is very good in all subjects. The expectations regarding the quality and quantity of work is the same across the | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| | | | books from each year group. | expectations across the curriculum. Looking for consistency in expectations, presentation and marking. To ensure RTM is consistent across subjects as well as year groups. | <p>curriculum. Children have the same amount of pride in their work regardless of the subject. Also indicates that the standards and expectations of the teachers are high in every subject.</p> <ul style="list-style-type: none"> • Topic vocabulary explained and corrected including high frequency words in topic related work. • Spelling policy implemented with the first 3 in correct spellings highlighted and chn respond with corrections in topic books as well as English books. • GPS corrected in Topic books as well as English books. • Good handwriting is expected in all subjects, children especially in KS1 are going back and correcting letters in R.E work and Topic work. Clear progress in handwriting across all the books looked at. • The use of different literacy skills and genres used across the curriculum eg; Letter writing in R.E; descriptive writing in topic; non-chronological reports. • Evidence of RTM in each subject; <ul style="list-style-type: none"> - RTM is being implemented at the start of lessons for editing / correcting purpose or sometimes carried out in chunks. Teachers are continuing to work on allowing time to respond and how it best suits the different lessons, the subject and the individual child. - KS1 are continuing to learn the marking symbols and VF (verbal feedback) is used more lower down the school. - Children are responding well to GPS comments and handwriting improvements. (noted in Yr 2 books) - Feedback is tailored to the ability of the child. • Moon, Sun, Stars and Shooting Stars used consistently across the board. • Marking is consistent and teachers are using symbols from the policy in all subject areas. • In KS1 post it notes highlight things which they are working on eg. High frequency words, letter formation. They stay in the book until they have got it. Evidence of letter formation of 'a' in topic book. • In EYFS VF is given and next steps are in books. Evidence of consistent approach to learning. |
| * SIAP 2015-2016; | K.Walker (HT from St | 08.02.17 | Learning Walk | Gathering evidence on standards and | <p>Feedback from Karen Walker:</p> <ul style="list-style-type: none"> • Consistency across the school (environment, behaviour management and expectations, WHAT/WHY/HOW, moon/sun/stars/shooting stars) |

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| SIAP 2016-2017 | Andrews School) K.Bridson (HT) | | | expectations across the curriculum. Looking for consistency in expectations, presentation and marking. To ensure RTM is consistent across subjects as well as year groups. | <ul style="list-style-type: none"> Engaged children (especially pupils in Y2/3 Class – embalming a tomato!) Work in books – appropriate for age groups. Impressed with quantity of work in books (e.g. pupils in Y4/5 completing their second English book) Post-its used well <p>Action: Ensure all work is marked and respond to their response if required</p> <p>Action: Continue with TIPs post-its</p> <p>Action: each class to have a lesson about ‘What is feedback’ to discuss marking, tutorials etc</p> <p>Action: write pen-portraits for each child (complete at a Staff Meeting in Term 4)</p> |
| 2.2I 4.1E | All teachers | 09.02.17 | Staff Meeting | Mastery – Abacus additions, nctem resources (review milestones and plan ahead) Feedback from CPD: HC Maths Subject Network Mtg; KS & JR Boolean Maths Course | <p><u>Maths Network</u></p> <ul style="list-style-type: none"> KS1 moderation evidence difficult to find from last year (estimation, time and fractions (not ½ ,1/4) Issue raised regarding Abacus and if it challenging enough and meeting end of year expectations <p>Action: Hannah Crook to investigate White Rose materials to support Abacus teaching/planning</p> <p><u>Mastery</u></p> <ul style="list-style-type: none"> Shared Mastery resources and examples of mastery activities in books ‘What is mastery?’ <ul style="list-style-type: none"> Deep understanding Efficient Application of knowledge ‘More thinky’!!!! <p><u>Boolean Maths Course (Kat & Jenny)</u></p> <ul style="list-style-type: none"> Additive reasoning <ul style="list-style-type: none"> Shared Y1 and Y2 facts sheet (addition) <ul style="list-style-type: none"> Explicit teaching for addition facts ‘What do you know?’ – use as part of questioning in class Include Y1/Y2 facts as part of the Number Booklet next year |

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| | | | | | <ul style="list-style-type: none"> • Multiplicative reasoning <ul style="list-style-type: none"> ○ Discussed order of multiplication <p><i>IMPACT:</i></p> <ul style="list-style-type: none"> ○ <i>Greater understanding of mental methods and efficiency</i> ○ <i>Discussion with Lou De Bens (Rapid Maths)</i> ○ <i>Shared Y1/Y2 fact sheet with parents at Parents Workshop</i> <p>Action: Jenny Robinson to scan/upload image onto maths area of Teachers SharePoint</p> <p><u>Greentrees EYFS/KS1 Maths (report from Jodie Waters following visit to Greentrees Primary School (a local outstanding primary school))</u></p> <ul style="list-style-type: none"> • Started with task, rather than a whole-class teacher input, then follow-up mini-plenaries throughout the lesson • Children sat in mixed ability groups |