

# SIAP Monitoring Summary Grid 2016-2017 Term 1

SIAP reference	Who	When	How	Aim	Summary														
1.2A 2.2A 2.2B	Michele Williams	01.09.16	Questionnaires to pupils and parents (end of July 2016)	Review current home-learning policy	<p style="text-align: center;"><b><u>Home-Learning Questionnaire for Parents-Results</u></b></p> <p>1) "All children at primary school should be set home-learning, no matter how young or old"</p> <p>Strongly agree- 17 Agree-59 Disagree- 28 Strongly disagree-8 Don't know-1</p> <p>If disagree, which year groups should get home learning?</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>EYFS</th> <th>Yr 1</th> <th>Yr 2</th> <th>Yr 3</th> <th>Yr 4</th> <th>Yr 5</th> <th>Yr 6</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">0</td> <td style="text-align: center;">6</td> <td style="text-align: center;">12</td> <td style="text-align: center;">17</td> <td style="text-align: center;">24</td> <td style="text-align: center;">29</td> <td style="text-align: center;">28</td> </tr> </tbody> </table> <p>2) Home-learning enables you to support your child's learning</p> <p>Strongly agree 36 Agree 60 Disagree 13 Strongly disagree 0 Don't know 2</p> <p>3) Which subjects do you like your child getting as home-learning?</p> <p>Reading 86 Writing 70 maths problems 81 Abacus 64</p> <p style="padding-left: 40px;">Topic 67 research 63 other 32 (particularly art/craft)</p> <p>Many responses indicated that the time spent on Home Learning should relate to the age of the child, with some parents specifying that EYFS shouldn't get Home Learning (with the exception of reading). Several parents wrote that 'written Home Learning' should be introduced/phased in at the end of KS1/beginning of KS2. A few suggested not having activities to do during the holidays.</p> <p>-preference for clear expectations (as opposed to open – ended activities)          -give a choice of activities around a theme          -set a creative topic for the term which embraces different areas of the curriculum          -give longer to complete/ maybe have 2 books which can alternate for marking/using at home</p>	EYFS	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	0	6	12	17	24	29	28
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1 2 3 4	Kay Bridson  Hannah Crook	07.09.16	Analysis of data	Review of KS2 performance tables	<p>Data to be published in the 2016 Performance Tables for KS2.</p> <ul style="list-style-type: none"> <li>Attainment for KS2 does not meet the floor targets. RWM is 30%</li> <li>Progress for KS2 meets floor targets (-0.8 for reading, -2.7 for maths and + 3.1 for writing)</li> </ul>														

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					<p>In 2016, a school will be above the floor if:</p> <ul style="list-style-type: none"> <li>at least 65% of pupils meet the expected standard in English reading, English writing and mathematics; <b>or</b></li> <li>the school achieves sufficient progress scores in <b>all three</b> subjects. At least -5 in English reading, -5 in mathematics and -7 in English writing<sup>2</sup>.</li> </ul> <p>To be above the floor, the school needs to meet either the attainment <b>or</b> all of the progress element.</p> <p><a href="#">DfE Sept 2016 (Primary School Accountability in 2016)</a></p> <p><u>Issues</u></p> <ul style="list-style-type: none"> <li>progress in mathematics of girls across KS2</li> <li>progress of boys GPS</li> <li>pupils making good progress with writing (focus of SIAP last year / not feeling tested!)</li> <li>observations of children deriving facts rather than recalling during the Arithmetic paper which means the children didn't work through the paper as rapidly as they needed to.</li> </ul>											
1 2 3 4	Kay Bridson, Hannah Crook, Katie Hill, Carole Long, Tessa Mann and David Mills.	07.09.16	Curriculum & Standards Committee Meeting	Ensure the SIAP#2 reflects the analysis so far. Are the milestones achievable/ timely?	<p>Governors noted that the progress summary from the Wiltshire Tracker showed that girls' progress was not as rapid as other groups.</p> <p>Analysis of the EYFS profile, phonic screening, KS1 SATs, KS2 SATs and the Wiltshire Tracker showed:</p> <ul style="list-style-type: none"> <li>KS2 Maths results well-below national average and floor standard</li> <li>combined reading, writing and mathematics KS2 results well-below floor standards</li> <li>slower rates of progress in writing and mathematics in Year 1</li> <li>slower rates of progress in mathematics in girls across KS2.</li> <li>observations of children deriving fact rather than recalling during the Arithmetic paper which means the children didn't work through the paper as rapidly as they needed to</li> </ul> <p>Other statutory data showed:</p> <ul style="list-style-type: none"> <li><b>EYFS</b> : Pupils make good progress in the EYFS. Attainment is above the National Average. There are no significant differences between girls / boys or groups of pupils.</li> <li>Phonics Screening in Y1 is above the National average for all groups except PP pupils which are in line (when adjusted for pupils with significant SEN). The cumulative figures for Y2 Phonic screening are now all in line with the National average (when adjusted for pupils with significant SEN).</li> <li>KS1 (Y2): Pupils make rapid progress in Y2 across all subjects.</li> </ul>											
3 4	Kay Bridson  Hannah Crook	09.09.16	Analysis of data (groups)  Wiltshire Tracker	Monitor and evaluate attainment and progress of different	<table border="1"> <thead> <tr> <th rowspan="2">Reading</th> <th colspan="2">JUDGEMENTS</th> </tr> <tr> <th>ATTAINMENT</th> <th>PROGRESS</th> </tr> </thead> <tbody> <tr> <td>All</td> <td></td> <td>RAPID</td> </tr> <tr> <td>Boys</td> <td></td> <td>RAPID</td> </tr> </tbody> </table>	Reading	JUDGEMENTS		ATTAINMENT	PROGRESS	All		RAPID	Boys		RAPID
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5.3C	Richard Fowle (Governor)	16.09.16	Audit of website using Wiltshire checklist	Ensure the school website meets statutory	All Ofsted requirements for a website were in place, except the following:																																																																														

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				requirements following its re-launch	<ul style="list-style-type: none"> <li>a copy of your school's most recent Ofsted report (incorrect link)</li> <li>a link to the report on the Ofsted website</li> <li>your school's pupil premium grant allocation amount</li> <li>a summary of the main barriers to educational achievement faced by eligible pupils at the school</li> <li>how you'll spend the pupil premium to address those barriers and the reasons for that approach</li> <li>how you'll measure the impact of the pupil premium</li> <li>the date of the next review of the school's pupil premium strategy</li> </ul>
5.3C	Hannah Crook	16.09.16 – 19.09.16	Audit and update	Ensure the school website meets statutory requirements following its re-launch	<ul style="list-style-type: none"> <li>Governor section attendance register, remits &amp; committees in place</li> <li>Ofsted reports in place with a link to the Ofsted website</li> </ul>
1.1A 1.1B 1.1C  2.1A 2.1B 2.1C  4.2B	Hannah Crook	21.09.16	Scrutiny of KS1 & KS2 weekly lesson plans	Monitor & evaluate the WHAT/WHY/HOW of individual lessons	<p>WHAT</p> <ul style="list-style-type: none"> <li>WHAT is used consistently in both KS1 and KS2</li> <li>Some WHAT are noted for children with significant needs who are following a different learning programme (e.g. See &amp; Learn)</li> <li>Some WHAT split into different year groups within the class</li> </ul> <p>WHY</p> <ul style="list-style-type: none"> <li>WHY is used consistently in both KS1 &amp; KS2</li> <li>most WHY comments link to wider learning skills</li> <li>some WHY relating to a unit aim (e.g. To create a song)</li> <li>WHY is UKS2 link to big questions (History)</li> </ul> <p>HOW</p> <ul style="list-style-type: none"> <li>HOW is used consistently in both KS1 &amp; KS2</li> <li>'I can...' statements used most of the time</li> <li>Some HOW criteria have a common thread and accumulative. This needs to be developed and consistent across the school</li> <li>Some HOW criteria split into different year groups within the class</li> <li>Most HOW related to the learning objective. HOW criteria needs to be SMART (e.g. I can punctuate my writing correctly – be explicit in the punctuation you can expect)</li> </ul>
2.2F	Kay Bridson, Justine Watkins, Hannah Crook, Sarah Wareham, Jodie Waters	22.09.16	Parent Q & A session	Supporting parents to support their children with Planet Booklets, spelling and Termly Topics (revised Home-Learning policy). Introduce book 'Maths for Mums & Dads'	<ul style="list-style-type: none"> <li>Parents would like support on methods of calculation</li> <li>Planet Booklets parents would like to be put on website</li> <li>General support for the new Home-Learning procedures</li> <li>'We have been meaning to say thank you for our book. Maths is an area we want to focus on so it feels we are 'armed' and ready with our book to refer' – Year 5 parent</li> <li>'A massive thank you for the book. It has helped clarify what it is all about as I had heard some horror stories about maths. Hopefully I'll be able to help XX a little more with his homework' – EYFS parent</li> </ul>

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1.1A 2.1A 4.1A 4.2A	Kay Bridson	September 2016	lesson observations & learning walks	Ensure the WHAT/WHY/ HOW (moon, sun, stars & shooting stars) are being used consistently across the school; ensure <i>Response to Marking time</i> is consistently applied	<ul style="list-style-type: none"> <li>• WHAT/WHY/ HOW (moon, sun, stars &amp; shooting stars evident in all classrooms)</li> <li>• Teachers explicitly sharing success criteria regularly during sessions</li> <li>• Pupils in KS1 engaged in RTM time and post-it notes being used</li> <li>• Very little vocabulary explicitly shared in the lessons.</li> <li>• Timescales were not evident at KS1 for completing tasks</li> </ul>
1.2B	School Council (Sarah Wareham)	26.09.16	School Council Discussions	Gather children's feedback regarding the revised spelling procedures	<p>SC made the decision to call independent learning resources <b>writing packets</b> and <b>maths packets</b> throughout the school.</p> <p><b><u>What do you like about the new way we do our spellings?</u></b></p> <ul style="list-style-type: none"> <li>- I like having a list</li> <li>- I like having a spelling test</li> <li>- I like practising using bubble writing.</li> <li>- I like using a highlighter to highlight my words.</li> <li>- I like having a printed list.</li> <li>- I write better sentences</li> <li>- You can practise writing so you can get better</li> <li>- I like learning tricky words</li> <li>- You get better at writing your letters the right way round</li> <li>- I like getting tested – it makes me practise more</li> <li>- I like that we take our books home to practise</li> <li>- I feel like we have more time in the school day.</li> </ul> <p><b><u>What do you not like?</u></b></p> <ul style="list-style-type: none"> <li>- I kind of don't like tricky words but you wouldn't learn anything</li> <li>- I don't like making mistakes</li> <li>- I don't like only having one week, my outside clubs get in the way.</li> <li>- It takes quite a long time – I don't like getting it wrong.</li> <li>- I think the book is too small (KS2)</li> </ul> <p><b><u>How could spellings be improved?</u></b></p> <ul style="list-style-type: none"> <li>- Longer to practise</li> <li>- More time to practise at school</li> <li>- Different ways to practise spelling.</li> </ul>

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1.1A 1.1B 1.1C  2.1A 2.1B 2.1C	Hannah Crook	02.10.16	Scrutiny of KS1 & KS2 medium term planning	Monitor & evaluate the WHAT/WHY/HOW; monitor & evaluate the medium term planning approach	<p><u>English Planning</u></p> <ul style="list-style-type: none"> <li>• Across the school the WHAT/WHY/HOW is planned for text level work</li> <li>• EYFS/Yr 1; Yr1/Yr2; Yr 4/5 WHAT/WHY/HOW is planned for each strand</li> <li>• Inconsistencies in number of objectives/activities tackled per week across the school</li> <li>• Phonics planning – is this within the spelling strand or separate strand?</li> </ul> <p><u>Maths Planning</u></p> <ul style="list-style-type: none"> <li>• Consistent use of Abacus planning across the school for the main sessions</li> <li>• Some counting/number facts planned – but inconsistent across the school</li> </ul> <p><u>Foundation Subjects Planning</u></p> <ul style="list-style-type: none"> <li>• Most planning shows the WHAT/WHY/HOW and activities for each subject</li> <li>• Links to PE and RE scheme of work</li> <li>• Explicit PSHE lessons in Yr4/5 only</li> <li>• Some planning highlight the opportunity for extended writing or links to mathematics</li> </ul>
1.1A  2.1A 4.1A  4.1D 4.2A	Jim Smith WIA visit	06.10.16	Discussions with SLT and learning walk	<p>Analyse data for 2015-2016 with Perspective Lite</p> <p>Ensure the WHAT/WHY/ HOW (moon, sun, stars &amp; shooting stars) are being used consistently across the school; ensure <i>Response to Marking time</i> is consistently applied</p>	<p><u>Discussions with SLT</u></p> <p>Data outcomes for 2016</p> <ul style="list-style-type: none"> <li>– GLD 86% sig above national average of 69%. 100% of the girls achieved GLD. Of the boys who did not they were summer born</li> <li>– Y1 Phonics school achieved 76% compared with national average of 81%. In this cohort 2 boys had Downs and when they are excluded from the figures the school achieved 84%.</li> <li>– KS1 the school was just below the national averages for reading, writing and mathematics but above the national average for RWM combined and RWMS combined.</li> <li>– KS2 the results were below the national average for attainment in all areas. DL was significantly below national averages. However the 2015 -16 Y6 cohort had a significant % of pupils with SEND including 5 pupils with autism out of the 23. KS1-2 progress measures for this cohort were better and the school will not be deemed to be below the Floor Std. This cohort had low GLD and KS1 outcomes.</li> <li>– HT and DH are confident that the 2016-17 outcomes at KS2 will be significantly better.</li> <li>– AdHT suggested that the school download the QLA for KS2 SATs to further identify where teaching and learning could be adjusted.</li> </ul> <p><u>A learning walk with HT:</u></p> <p><u>EYFS &amp; KS1</u></p> <ul style="list-style-type: none"> <li>• Confident engaged learners eager to share and discuss their activities and models linked to the ‘Stickman’ story. Clear links between indoor and outdoor learning – CIL with a purpose. All adults engaged in speaking and listening that asked pupils questions about their learning. A guided group working with the teacher were being effectively engaged in self assessment against the activity success criteria. SEN pupils were being effectively included.</li> <li>• English - pupils engaged in ‘rhymes’ work and provided with writing scaffolding sheets. Pupils were excited about their learning and eager to talk about it. TAs were engaged in supporting learning exterior to the classroom.</li> </ul>

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					<p><u>KS2</u></p> <ul style="list-style-type: none"> <li>Mathematics – exploring the properties of shape in groups. Some peripheral learning in these groups although levels of cooperation and collaboration were generally high. Both teacher and TA were engaged in questioning pupils about their learning – this would have been more focused if specific mathematics vocabulary were shared, displayed and expected to be used by all.</li> <li>Mathematics – pupils aware that they ‘blue’ learning objective sheets were for mastery task. Teacher made effective use of success criteria linked to the schools differentiation strategy. Learning was reviewed during a ‘pit-stop’ plenary. Questioning was effective but would be further enhanced by the specific use of targeted vocabulary.</li> <li>Mathematics - Effective use of success criteria – displayed on all tables and the board. Pupils clear about their use and able to use them. The vocabulary for measuring angles could have a higher profile and be expected to be used in the learning dialogue of the lesson. TA very focused on supporting pupils.</li> </ul> <p><b>Agreed outcomes to secure impact from this visit:</b> (include completion dates and responsibility)</p> <ul style="list-style-type: none"> <li>HT to rework the in school data for KS1 to determine the DL - no DL gaps.</li> <li>AdHT to email data sheets to HT and the latest Sutton Trust slide which was discussed.</li> </ul>
1.2C 1.2E 2.2E	Kay Bridson	06/07.10.16	Parents’ Evening feedback	Gather feedback about changing Parents’ Evening to earlier in the year so that expectations can be shared sooner.	<ul style="list-style-type: none"> <li>End of year expectations for all children shared with parents at Parents’ Evening (all given copy of end of year expectations)</li> <li>Ensure parents who did not attend Parents’ Evening receive their copy</li> <li><i>‘It is always good to hear how they children are getting on and the new term worked well’ – EYFS parent</i></li> <li><i>‘It is really good to know how XX is settling into Year 5 so yes – good.’ – Year 5 parent</i></li> </ul>
1.2B 2.1A 2.2B 2.2C 2.2D 2.2E 2.2F 2.2G 2.3A 2.3B 4.1A 4.1B	Hannah Crook with Richard Fowle (Maths Governor)	12.10.16	Discussion with pupils (Yr 4, 5 & 6) with their books  Learning Walk	<p><u>Arithmetic</u> Investigate the impact of Number Time (and Quick Maths for KS2) on children’s arithmetic skills</p> <p><u>Home-Learning</u> Investigate the impact of the Planet Booklets and new home-learning policy on children’s independent mathematical learning skills</p> <p><u>Vocabulary &amp; displays</u> Identify how mathematical vocabulary and displays are being used in the classroom</p>	<p><u>Arithmetic</u> NUMBER TIME</p> <ul style="list-style-type: none"> <li>Children taking part in daily number time activities</li> <li>Mixture of activities based on counting– whole class, group and independent</li> <li>Yr 4-6 provided with opportunity to practise facts from their Planet Booklets independently</li> </ul> <p>QUICK MATHS</p> <ul style="list-style-type: none"> <li>positive attitude and engagement by children.</li> <li>Consolidation of arithmetic skills – confidence growing</li> </ul> <p><u>Home-Learning</u> PLANET BOOKLETS</p> <ul style="list-style-type: none"> <li>Planet Booklets valued by children</li> <li>Children felt confident practising x tables compared to other facts in the books</li> <li>Need to develop children’s strategies for learning x tables</li> <li>Children like that they know the x tables and facts they need to know</li> <li>Inconsistent approach of Planet Booklets being used at home – some children know that parents can sign the booklets</li> <li>Children would like ideas on how to practise the facts inside the booklet (number, measure and geometry facts)</li> </ul>

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					<ul style="list-style-type: none"> <li>Where it has been possible, children like knowing they will be given the opportunity to be tested by an adult in school</li> </ul> <p>ABACUS</p> <ul style="list-style-type: none"> <li>positive attitude and engagement by children.</li> <li>Inconsistent use of Abacus by the children in Yr4-6</li> <li>children would like to know which activity is the one they need to complete for the week</li> </ul> <p>TERMLY TOPIC</p> <ul style="list-style-type: none"> <li>Timelines presented in Termly topic, no other maths</li> </ul> <p>TIME</p> <ul style="list-style-type: none"> <li>All groups, except 1, felt they spent more time on English home-learning than maths home-learning</li> </ul> <p><b>Vocabulary &amp; Displays</b></p> <ul style="list-style-type: none"> <li>All classes have a maths display</li> <li>'Static' information on display (e.g. vocabulary linked to the 4 operations)</li> <li>EYFS &amp; KS1 classrooms have representations of numbers in different ways on display</li> <li>1/5 classroom had examples of methods for how to solve problems</li> </ul>																																																						
2.1 2.2 2.3 4.1 4.2	Richard Fowle	12.10.16	Classroom visits.  Interviews with groups of children from Y4, Y5 and Y6	Gathering evidence on the how teaching of maths is being improved and how standards are being raised in maths at KS2.	<ul style="list-style-type: none"> <li>Observed a range of mathematical activities being carried out in all classrooms with children showing good enthusiasm towards them.</li> <li>Children in KS2 showed a positive attitude towards their Planet booklets, enjoying the structure they gave to their learning and measurement of progress.</li> <li>Children in KS2 clear on how the new maths initiatives were helping them in all their maths work.</li> <li>All classrooms developing maths vocabulary boards.</li> </ul>																																																						
2.1A 2.1B 2.1C 2.1D	Hannah Crook Maths subject leader –	13.10.16	Maths Subject Network Meeting	Identify areas for development in mathematics	<p><b>Wiltshire</b></p> <p>Wiltshire results – how have we done? </p> <p><b>EYFS</b></p> <table border="1"> <thead> <tr> <th></th> <th>% Eme</th> <th>% Exp</th> <th>% Exc</th> <th>% Exp or Exc</th> <th>Ave Points</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td>70.9</td> <td>2.21</td> </tr> </tbody> </table> <p><b>Mathematics</b></p> <table border="1"> <thead> <tr> <th></th> <th>17.9</th> <th>68.6</th> <th>13.5</th> <th>82.1</th> <th>1.96</th> </tr> </thead> <tbody> <tr> <td>Numbers</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Shape, space and measures</td> <td>14.0</td> <td>74.2</td> <td>11.8</td> <td>86.0</td> <td>1.98</td> </tr> </tbody> </table> <p>Overall good level of development (GLD)</p> <ul style="list-style-type: none"> <li>Wiltshire 70.8%</li> <li>National 69.3%</li> </ul> <p><b>KS1</b></p> <table border="1"> <thead> <tr> <th></th> <th>Wiltshire</th> <th>National</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>73.5%</td> <td>74%</td> </tr> <tr> <td>Writing</td> <td>63.4%</td> <td>65.5%</td> </tr> <tr> <td>Maths</td> <td>71.1%</td> <td>72.6%</td> </tr> </tbody> </table> <p><b>KS2</b></p> <table border="1"> <thead> <tr> <th></th> <th>Wiltshire</th> <th>National</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>67.7%</td> <td>66%</td> </tr> <tr> <td>Writing</td> <td>73.6%</td> <td>74%</td> </tr> <tr> <td>Maths</td> <td>66.8%</td> <td>70%</td> </tr> </tbody> </table>		% Eme	% Exp	% Exc	% Exp or Exc	Ave Points					70.9	2.21		17.9	68.6	13.5	82.1	1.96	Numbers						Shape, space and measures	14.0	74.2	11.8	86.0	1.98		Wiltshire	National	Reading	73.5%	74%	Writing	63.4%	65.5%	Maths	71.1%	72.6%		Wiltshire	National	Reading	67.7%	66%	Writing	73.6%	74%	Maths	66.8%	70%
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					<p><u>Wiltshire Analysis of KS2 Maths papers</u></p> <p>Paper 1: Arithmetic</p> <ul style="list-style-type: none"> <li>Despite the title demonstrating fluency in these papers is dependent on reasoning and children did not always step back to look at the problem. Did the squares dictate?</li> <li>Excellent perseverance from children. Over 91% of all children kept going to the last question.</li> </ul> <p>Paper 2 &amp; 3: Problem-Solving &amp; Reasoning</p> <ul style="list-style-type: none"> <li>For some KS2 children, the organisation of papers 2 and 3 was a challenge because the content that was being tested did not get progressively harder; instead content from years three to six was dotted around the papers.</li> <li>Language caused a problem. <b><i>This is an issue in our school too</i></b></li> <li>Often children did not always step back and look at the question</li> <li>Fractions were poorly answered. <b><i>This is an issue in our school too</i></b></li> </ul> <p><u>Stratford Initial Analysis of KS2 Maths Papers</u></p> <p style="text-align: center;"><b>RAISEONLINE DATA</b></p> <table border="1"> <thead> <tr> <th rowspan="2"></th> <th>Paper 1</th> <th>Paper 2</th> <th>Paper 3</th> <th>Total</th> <th colspan="3">All papers combined</th> </tr> <tr> <th>Marks</th> <th>Marks</th> <th>Marks</th> <th>Marks</th> <th>School (%)</th> <th>National (%)</th> <th>Difference (%)</th> </tr> </thead> <tbody> <tr> <td><b>Mathematics</b></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Addition, subtraction, multiplication and division (calculations)</td> <td>25</td> <td>11</td> <td>12</td> <td>48</td> <td>66</td> <td>74</td> <td>-9</td> </tr> <tr> <td>Algebra</td> <td>-</td> <td>2</td> <td>2</td> <td>4</td> <td>64</td> <td>67</td> <td>-3</td> </tr> <tr> <td>Fractions, decimals and percentages</td> <td>12</td> <td>6</td> <td>7</td> <td>25</td> <td>59</td> <td>65</td> <td>-6</td> </tr> <tr> <td>Geometry - position and direction</td> <td>-</td> <td>2</td> <td>1</td> <td>3</td> <td>53</td> <td>62</td> <td>-9</td> </tr> <tr> <td>Geometry - properties of shapes</td> <td>-</td> <td>3</td> <td>4</td> <td>7</td> <td>48</td> <td>57</td> <td>-9</td> </tr> <tr> <td>Measurement</td> <td>-</td> <td>6</td> <td>11</td> <td>17</td> <td>49</td> <td>59</td> <td>-10</td> </tr> <tr> <td>Number and place value</td> <td>1</td> <td>5</td> <td>5</td> <td>11</td> <td>66</td> <td>72</td> <td>-6</td> </tr> <tr> <td>Ratio and proportion</td> <td>2</td> <td>2</td> <td>2</td> <td>6</td> <td>53</td> <td>60</td> <td>-7</td> </tr> <tr> <td>Statistics</td> <td>-</td> <td>4</td> <td>4</td> <td>8</td> <td>62</td> <td>71</td> <td>-8</td> </tr> <tr> <td><b>Grand Total</b></td> <td><b>40</b></td> <td><b>41</b></td> <td><b>48</b></td> <td><b>129</b></td> <td><b>60</b></td> <td><b>69</b></td> <td><b>-9</b></td> </tr> </tbody> </table> <p>Paper 1 (Arithmetic) areas with highest difference between school data and national data:</p> <ul style="list-style-type: none"> <li>Addition, subtraction, multiplication and division (calculations) (-8)</li> <li>Fractions, decimals and percentages (-8)</li> <li>Ratio &amp; proportion (-8)</li> </ul> <p>Paper 2 (Problem-Solving &amp; Reasoning) areas with highest difference between school data and national data:</p> <ul style="list-style-type: none"> <li>Measurement (-19)</li> </ul>		Paper 1	Paper 2	Paper 3	Total	All papers combined			Marks	Marks	Marks	Marks	School (%)	National (%)	Difference (%)	<b>Mathematics</b>								Addition, subtraction, multiplication and division (calculations)	25	11	12	48	66	74	-9	Algebra	-	2	2	4	64	67	-3	Fractions, decimals and percentages	12	6	7	25	59	65	-6	Geometry - position and direction	-	2	1	3	53	62	-9	Geometry - properties of shapes	-	3	4	7	48	57	-9	Measurement	-	6	11	17	49	59	-10	Number and place value	1	5	5	11	66	72	-6	Ratio and proportion	2	2	2	6	53	60	-7	Statistics	-	4	4	8	62	71	-8	<b>Grand Total</b>	<b>40</b>	<b>41</b>	<b>48</b>	<b>129</b>	<b>60</b>	<b>69</b>	<b>-9</b>
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					<ul style="list-style-type: none"> <li>Addition, subtraction, multiplication and division (calculations) (-13)</li> </ul> <p>Paper 3 (Problem-Solving &amp; Reasoning) areas with highest difference between school data and national data:</p> <ul style="list-style-type: none"> <li>Ratio &amp; proportion (-10)</li> <li>Geometry – position and direction (-10)</li> </ul>
4.1C	School Council (Sarah Wareham)	17.10.16	School Council discussions	Gather children's feedback regarding the revised Home-Learning procedures	<p><b><u>Do you know what you need to do for your Home Learning each week?</u></b></p> <ul style="list-style-type: none"> <li>Year 5/6 - Yes because it is explained to us when we get it. It is easy to follow and sometimes the teacher gives you an example.</li> <li>Year 4 – Yes, it says in the slip we got given, it says what you have to do like contents, title, writing. We are OK as long as it says what to do. I enjoyed mine.</li> <li>Year 2 – I don't need to do any homework but I do spellings and reading.</li> </ul> <p><b><u>What do you like about your Home Learning?</u></b></p> <ul style="list-style-type: none"> <li>It is a lot more fun</li> <li>I like it because you get quite a long time to do it and that's all you have to do.</li> <li>I like that we get one where we have a long time and one we have to focus on because its to do with learning (yr 6)</li> <li>I like reading I like spellings</li> <li>I like doing my spellings</li> <li>I like it because you get to choose what you do, you get more time and you can concentrate a bit more because you have more time. You can ask people for help, like taking photos for you and I like doing it.</li> <li>I like that is you haven't done all of your homework you get more time in school to do it.</li> <li>I like that we get kind of more homework but we have a lot more time. The thing I like the most is the maths and we get to do times tables.</li> <li>My times tables.</li> </ul> <p><b><u>What do you not like about your Home Learning?</u></b></p> <ul style="list-style-type: none"> <li>No, I like all of it, I didn't like doing the old home work but the termly topic is really fun.</li> <li>When you read tricky books.</li> <li>I like all of it.</li> <li>I think you should get different topics each term.</li> <li>The booklets (not sure why)</li> <li>Reading 5 times a week – I don't always enjoy my book like I did, it feels like I have to do it, not because I enjoy it.</li> <li>Nothing – I like it all.</li> </ul>

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					<p><b><u>What would you improve about your Home Learning?</u></b></p> <ul style="list-style-type: none"> <li>• We could do a page and show the teacher to prove you have practised your spellings.</li> <li>• As above but with maths facts.</li> <li>• How do teachers know we have practised at home?</li> <li>• I think you should practise at least a page of spellings and ask your parents to test you</li> <li>• Not really – I think the home work is good.</li> </ul>
1.1B	Michele Williams	18.11.16	Reading conferences	Moderate reading assessments Are the children in different year groups with the same AIRE score assessed correctly?	<p><b><u>Reading Moderation/ Reading Home-Learning</u></b></p> <ul style="list-style-type: none"> <li>• AIRE scores in different bands were generally accurate</li> <li>• Reading material was generally appropriate balancing the need to widen reading material with the need to encourage reading</li> <li>• Children motivated and expressed their enjoyment of reading</li> </ul>