

SIAP Monitoring Summary Grid 2016-2017 Term 2

SIAP reference	Who	When	How	Aim	Summary
3.1 1.1	<p>S.Wareham (English leader)</p> <p>H.Crook (Maths leader)</p> <p>All teachers</p>	01.11.16 (17.11.16)	Question analysis/ Staff Meeting	<p>Identify areas for improvement using more able and 'typical' children.</p> <p>(Whole cohort analysis skewed by the high levels pupils with special education needs)</p>	<p>Question analysis of KS2 SATs 2016 of 2 more able children and 2 'typical' children</p> <p><u>Spelling</u> Spellings incorrectly spelt by at the 4 children: SS4 (suffix ly) = nationally, ferociously. The whole cohort struggled (N.Average = 27.1), SS6 (-ous), SS7 (-cian/tion/sion), SS10 = facial (N.Average = 68.8), SS14 = ceiling (N.Average 54.3) Next Step: KS1 teachers to analyse the KS1 spelling test</p> <p><u>GPS</u> Positives from the tests were discussed. Sub-strands children did not do as well in: SS3 – adjectives (N.A 54.1), SS7 – relative pronouns, SS19 – noun phrases, SS22 – simple past/ present, SS23 – verbs in the perfect form, SS27 – subjective verb form</p> <p><u>Reading</u> Positives from the tests were discussed. Sub-strands children did not do as well in: Strand 3- summarising main ideas from more than one paragraph, Stand 5 - predict what might happen from what is implied Next Step: across the school, provide opportunities to highlight key words to improve skimming, scanning Next Step: class teachers to increase opportunities for children to summarise – e.g. retelling story succinctly, story maps, tell me 3 ways. Use plenary time</p> <p><u>Maths Paper 1</u> Positives from the tests were discussed. Sub-strands children did not do as well in: SS8 – fractions (multiplying and divide), SS12 – use of percentages for comparison</p> <p><u>Maths Paper 2</u> Positives from the tests were discussed. Sub-strands children did not do as well in: SS5 – commutative, associative and distributive laws, SS11 – convert between metric unit , SS12 – capacity, SS16 – co-ordinates (N.B. this question was at the end of the paper)</p> <p><u>Maths Paper 3</u> Positives from the tests were discussed. Sub-strands children did not do as well in: SS4 – multiply and divide by mentally, SS6 - commutative, associative and distributive laws, SS7 – problem solve with fractions and decimals, SS9 – properties and classify shapes, SS13 – perimeter and area, SS22 – solve problems involving data Next steps: class teachers to highlight and be aware of these areas in planning. Focus on in-depth when these areas arise Next steps: class teachers to relay information from question analysis to their class TAs</p>

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1 2	Justine Watkins (DT/ EYFS Leader)	02.11.16	Analyse baseline data	To collate official baseline data based on first 6 weeks in school	<p>EYFS Baseline summary November 2016</p> <table border="1"> <thead> <tr> <th>Cohort</th> <th>Boys</th> <th>Girls</th> <th>SEN</th> <th>Summer born</th> </tr> </thead> <tbody> <tr> <td>21</td> <td>14</td> <td>7</td> <td>3 (2b, 1g)</td> <td>6 (1b, 5g)</td> </tr> </tbody> </table> <p>Whole Cohort</p> <table border="1"> <thead> <tr> <th colspan="2"></th> <th>Well below Typical</th> <th>Below Typical</th> <th>Typical</th> <th>Above Typical</th> </tr> </thead> <tbody> <tr> <td rowspan="4">Prime areas</td> <td>Overall</td> <td>14.3%</td> <td>33.3%</td> <td>42.9%</td> <td>9.5%</td> </tr> <tr> <td>PSED</td> <td>9.5%</td> <td>38.1%</td> <td>52.4%</td> <td>0%</td> </tr> <tr> <td>CL</td> <td>28.6%</td> <td>19.0%</td> <td>23.8%</td> <td>28.6%</td> </tr> <tr> <td>PD</td> <td>4.8%</td> <td>14.3%</td> <td>76.2%</td> <td>4.8%</td> </tr> <tr> <td rowspan="3">Specific areas</td> <td>Overall</td> <td>14.3%</td> <td>42.9%</td> <td>33.3%</td> <td>9.5%</td> </tr> <tr> <td>Literacy</td> <td>14.3%</td> <td>42.9%</td> <td>19%</td> <td>23.8%</td> </tr> <tr> <td>Maths</td> <td>9.5%</td> <td>19%</td> <td>61.9%</td> <td>9.5%</td> </tr> </tbody> </table>	Cohort	Boys	Girls	SEN	Summer born	21	14	7	3 (2b, 1g)	6 (1b, 5g)			Well below Typical	Below Typical	Typical	Above Typical	Prime areas	Overall	14.3%	33.3%	42.9%	9.5%	PSED	9.5%	38.1%	52.4%	0%	CL	28.6%	19.0%	23.8%	28.6%	PD	4.8%	14.3%	76.2%	4.8%	Specific areas	Overall	14.3%	42.9%	33.3%	9.5%	Literacy	14.3%	42.9%	19%	23.8%	Maths	9.5%	19%	61.9%	9.5%
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5.1	Kay Bridson (HT) Angi Britten (Chair of Governors)	02.11.16	Safeguarding audit	Audit safeguarding and return to LA	<ul style="list-style-type: none"> The school has: a DSL, DDSL, nominated governor, designated teacher for children who are looked after The DSL and DDSL are familiar with latest statutory guidance and all staff have read and understood KCSE 2016 The school has a safeguarding folder bringing together evidence to support the school's safeguarding arrangements The DSL (27.05.15) and DDSL (22.06.15) have completed the Advanced level Multi-agency CPD training (every 2 years) The nominated governor has attended safeguarding training and 'topped-up' using online courses The school has an up to date CP policy, Code of Conduct, Whistleblowing procedures and Allegation against adults flowcharts are displayed (Sept 2015) At least one person on any appointment panel has undertaken <i>Safer Recruitment Training</i> (KB – 11.03.13. 5 yearly) <p>NEXT STEPS:</p> <ul style="list-style-type: none"> book DSL and DDSL onto update training (BOOKED) 																																																					

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					<ul style="list-style-type: none"> • revamp pack for new staff (induction)/ regular visitors • update <i>Online Safety Policy, Acceptable Use Policy, Single Central Record</i> inline with KCSE 2016 (include dis. by association) • website audit – ensure safeguarding section is up to date • ensure all governors are DBS checked as governor or volunteer
1.1 2.1	All teachers	03.11.16	Scrutiny of Termly Topics	Evaluate the changes to the Home Learning Policy	<ul style="list-style-type: none"> • 95% of children handed their Termly Topics in on time • A wide variety of subjects were covered within the heading 'A Famous Person (dead or alive) reflecting the interests and ages of pupils • 25% of children really made a huge effort to complete their projects in an interesting and creative way. Working hard to present their ideas in a variety of ways • Presentation generally very good • Feedback from pupils is positive. Pupils motivated and keen to know the next challenge • NEXT STEPS: share Termly Topics in class and display examples for the whole school to see in order to inspire next times. Certificates will be graded blank, bronze, silver, gold and 'double gold' to reflect the effort and quality differences amongst the topics
1.3	School Council Sarah Wareham	07.11.16	School Council	Evaluate the impact of dedicated Number Time and use of Planet Booklets	<p><u>What are number facts?</u></p> <ul style="list-style-type: none"> • They are targets which you need to learn. • Learning your times tables and thinking ahead about the next one you might learn. • A fact about numbers • To help you with your number bonds and all sorts. • They will prepare you for your next year. • Everything • Help you in maths. <p><u>What do you think about the planets booklets</u></p> <ul style="list-style-type: none"> • They are really helpful because you have to learn those things to help you with other subjects; you learn your times tables and other stuff which is really important to your learning. • They are useful because you know what you have to do next; you can remember your facts – if your teacher told you, you might forget but you have it down in

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					<p>your book; inside the booklets they test you on different things; help you with your numbers; I didn't know my three times table but now I know my 6 times table!</p> <ul style="list-style-type: none"> • Its sometimes too tricky • Why do we have to do them three times? If you are in year 4,5 and 6 and you know your two times table, why is it on there? <p><u>Have the planets booklets helped you learn your number facts?</u></p> <ul style="list-style-type: none"> • Mainly all agreed that they have helped, KS1 some students unsure if they have helped. <p><u>Do you think you are learning your number facts fast enough?</u></p> <ul style="list-style-type: none"> • I think so because there are a lot of things to be tested on in there and you can ask other people if they could test you on it and it is really helpful in your learning. • Yes for my times tables but only kind of for the inside because so far we have only focused on times tables with Mrs Aylett. • Once we have finished the times tables we move onto the inside • I think that when we do our times tables with Mrs Aylett we should be allowed to choose one or maybe a few tables to practise.
1.1B 1.2 1.2G 1.2H 2.2H 2.3A	Lloyd Turner (Governor)	08.11.16	Interviews with groups of children from Years 2/3/4/5/6	To determine the impact of recent developments regarding Home Learning.	<ul style="list-style-type: none"> • Interviewed groups of children from a variety of classes using a range of pre prepared questions. • Groups were interviewed in an informal manner. • Groups were occasionally split into all girls and all boys to determine if there were any further trends. • Overall the pupils were found to be engaged and enthusiastic about home learning. • The pupils enjoy the format of the home learning. Stickers, certificates and other elements of recognition reinforce this. • The changes to home learning have definitely been effective in engaging the pupils.

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All	<p>Governors (Angi Britten, Carole Long, Tessa Mann, David Mills)</p> <p>Kay Bridson (HT) Justine Watkins (DHT)</p> <p>Jim Smith (WIA)</p>	10.11.16	School Evaluation Review	Is the school taking effective action to be judged 'Good' at the next Section 5 inspection?	<ul style="list-style-type: none"> WIA expressed his appreciation for all the pre-SER information that was sent through. The SIAP monitoring grid is a clear succinct document and would prove useful for an Ofsted inspector. The HT has put it on the website and will keep it up to date. The WIA asked to borrow the SIAP monitoring grid as an example of good practice to share with other schools. From the monitoring grid a governor pulled out a gender issue (girl's maths). It is something the HT is working on. Girl's maths booster sessions are being held. There is a major focus in the SIAP on maths and girls in year 4/5/6, writing across all years and boys EPGS. The WIA had looked at RAISEonline and the girls are lower in all KS1 areas. The DHT explained that one disadvantaged girl skewed the data. Venn diagrams have been produced. Action: Add Venn diagrams, without identifying pupils, to the website to explain the data. The WIA produced a document compiled by the LA Assessment and Pupil Progress adviser on how to read/interpret RAISEonline. The school will take a copy. The WIA explained the RAISEonline data. The low attaining pupils performed worst in maths. Progress is also down in Maths. This was on the 2015-16 SIAP. This data was skewed by one boy with significant special needs. Action: Print RAISEonline data sheets, annotate with explanations/reasons and add to folders. The HT explained that because of the complex needs of the children the school will seek to but may struggle to achieve 85% at expected standard at end of KS2. Starting with 70% as base. Action: Identify and track children who have attended from EYFS to Year 6 with no special needs to show progress and attainment levels. CoG confirmed that when governors challenge the HT on data there is always an explanation there. It is contextualised in the governors' annual report. Parents were able to ask questions at a meeting. G-CL enquired as to whether it is harder to obtain statements for pupils under the new regime. The DHT confirmed that it is harder to get ECHPs as the banding statements have to be met. Most milestones for September and October have been completed and RAG rated. They are not all green yet as there has not been enough time to say they are embedded. The WIA advised if any of the actions are well on the way to being completed that they should be ragged 'Yellow' now. The school is now using 'SharePoint'. Governors also have email access and an area to save documents in. It is still in the transition period. Training has been provided. The WIA believes that the school self-evaluation, monitoring and evaluation are developing well and that this has completely changed in the school and is secure. The school is on the right path and on track to achieve 'Good' at the next Ofsted inspection. The Achilles heel could be data. Context is everything and this needs to be clear. Governors are aware of the key priorities and respond quickly. The school is in a very good place. Floor standards were met in 2015-16.

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					<ul style="list-style-type: none"> G-DM enquired as to whether there was any value in requesting an early Ofsted inspection. The WIA responded that it can be requested before the usual two years are up. Pupil outcomes from May 2017 should be stronger so it might be advisable to wait until there is more evidence of this. Clear predictions should be available in the New Year. The HT also advised waiting as two teachers have returned from maternity leave this year and need to embed their practice into the improving school. The WIA informed the group that the LA carries out evaluations. These can take up to two days and could cost approximately £2000. The WIA would like an LA evaluation to be carried out to support the schools improvement to Good. Action: WIA to discuss possibility of LA evaluation in February/March with LA senior leadership team. The pupil premium strategy 2016-17 is on the website and includes impact analysis. The HT is wary of including lots of data as children could potentially be identified. A data drop will take place in December. The website will then be updated with the current up to date information. SIAMS inspection is due. G-DM mentioned that in the Note of Visit from 6 October the WIA undertook lesson observations and both he and the HT had a little concern about an RQT. The HT responded that the RQT could have been a little stronger, has provided feedback and that the teacher is acting upon the advice given. <p>An overarching judgement was made at the SER:-</p> <p style="text-align: center;">the school is taking effective action towards being judged as a Good school at the next Sec. 5. - YES</p>															
3.1A 3.1B 3.1C 3.1D 4.1B 4.1C	Maths Team English Team	10.11.16	Book scrutiny	Are RTM procedures being carried out consistently across year groups and groups of pupils? Are short-term targets challenging?	<table border="1"> <thead> <tr> <th></th> <th>KS1</th> <th>Next steps</th> <th>KS2</th> <th>Next steps</th> </tr> </thead> <tbody> <tr> <td>Girls maths</td> <td>Good use of tips – post it notes</td> <td>Use green pen for RTM – year 2 should be using now, train year 1 so using in term 3 Ensure they have enough time to respond to marking</td> <td>Consistent use of green pen Marking policy implemented Some corrections Some evidence questions</td> <td>To use marking to question and challenge with more difficult questions Hold children accountable</td> </tr> <tr> <td>Boys Writing</td> <td>More evidence of green pen for RTM</td> <td>more evidence of editing work using marking policy</td> <td>More evidence of green pen for RTM</td> <td>more evidence of editing work</td> </tr> </tbody> </table>		KS1	Next steps	KS2	Next steps	Girls maths	Good use of tips – post it notes	Use green pen for RTM – year 2 should be using now, train year 1 so using in term 3 Ensure they have enough time to respond to marking	Consistent use of green pen Marking policy implemented Some corrections Some evidence questions	To use marking to question and challenge with more difficult questions Hold children accountable	Boys Writing	More evidence of green pen for RTM	more evidence of editing work using marking policy	More evidence of green pen for RTM	more evidence of editing work
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1.2 1.3 2.1 2.2 2.3 3.1 3.2 4.2	Kay Bridson (HT)	w/b 14.11.16	Learning Walk	<p>To ensure vocabulary is given a high priority in lessons</p> <p>To ensure consistency across the school with agreed routines, especially WWH and sharing success criteria</p>	<ul style="list-style-type: none"> Vocabulary is being shared more explicitly with pupils Vocabulary is shared visually, as well as verbally Good consistency across the school in the use of WHY, WHAT, HOW Success criteria are understood by pupils and TAs Success criteria are being used in all subjects Success criteria show higher expectations because they are linked to the end of year expectations High levels of engagement across the school with pupils provided with many more opportunities to be independent learners. Pupils of all ages work with concentration and focus. Pupils are motivated and enthusiastic about learning number facts and enjoy using their planet booklets. They understand goal setting and are proud of themselves when they achieve them as demonstrated by several Y4 pupils who are determined to complete the booklet in a set time frame (self-challenge) 					
1.1A 1.1B 1.1C 2.1A 2.1B 2.1C	Hannah Crook (Curriculum Moderator)	20.11.16 <i>(planned for 11.11.16)</i>	Scrutiny of KS1 & KS2 medium term planning	<p>Monitor & evaluate the WHAT/WHY/HOW; monitor & evaluate the medium term planning approach</p> <p>Is there a consistent approach to medium term planning across the school?</p>	<ul style="list-style-type: none"> Across the school the WHAT/WHY/HOW is used for English and Foundation subjects Consistent use of Abacus planning across the school for the main sessions Links to PE, French and RE scheme of work Most teachers using the same format for medium term planning ENGLISH – some inconsistencies about the number of objectives/activities tackled per week across the school MATHS - Some counting/number facts planned – but inconsistent across the school 					

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					<p><u>English Planning (Possible Actions)</u></p> <ul style="list-style-type: none"> • staff discussion about how to show/ensure mixed year groups are receiving the national curriculum required • EYFS & KS1 agreement on how to show phonic medium term planning <p><u>Maths Planning (Possible Actions)</u></p> <ul style="list-style-type: none"> • counting focus to be identified on medium term planning • include an 'Every week' section at end (e.g. counting, Driving test) <p><u>Foundation Subjects Planning (Possible Actions)</u></p> <ul style="list-style-type: none"> • staff discussion about if to mark on extended writing/ opportunities for mathematics and if appropriate for medium term planning • PSHE to be planned using the Jigsaw scheme of work <p><u>Significant SEND (Possible Actions)</u></p> <ul style="list-style-type: none"> • staff discussion and agreement about how much detail in medium term planning there should be for children with significant SEND
1.2 2.2 3.2	School Council Sarah Wareham	21.11.16	School Council	Ensure improved model for differentiating the curriculum (established in all classes 2015/2016) is embedded in all Key Stages and classrooms	<p><u>What does WALT stand for?</u></p> <ul style="list-style-type: none"> • We are learning to • It is kind of useful because it is shortened • Why can't we just have a normal title, like we used to. • Discussed that it helps understand what you are learning. • Instead of writing WALT then the title can we just write the title because it takes longer. • It only makes the title longer by four letters and a colon and it tells you where and how you can use a colon. <p><u>How do you use moon, sun, stars and shooting stars in your classroom?</u></p> <ul style="list-style-type: none"> • In every lesson the teachers try to make you push yourself with learning and help you go higher with the moon, sun, stars and shooting stars. • We use them in the classroom. • We use them after the lesson in our books near the title and it's also something that we really want to aim for. • When did we start having them and why? Last year, Students explanations: So we can learn more and be better. We have them so that we can put more progress in our writing – we aim to get somewhere. You can look back and see what you need to improve. So we get better. So you know what you are doing.

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					<ul style="list-style-type: none"> • I don't like them because if you are on the moon you might feel let down and if you are shooting stars people might think you are showing off about it. • Why are they called moon, sun, stars and shooting stars? Student responses: You are trying to reach for them and that is something you would reach for. Because the moon is small and the sun is bigger and stars there are quite a few and shooting stars are rare to see. If you get better than shooting stars you might be on a different planet. Moon shows you have made a little achievement, sun is a bit bigger, stars are bigger than shooting stars is really big. • If you want to be a shooting star you can write more or do more. <p><u>What do you like about moon, sun, stars and shooting stars?</u></p> <ul style="list-style-type: none"> • I like that it tells you what you are aiming for; it tries to make you more confident with things you don't like; if you know that you're not very good at something and then you saw the shooting stars it makes you work harder and gets you moved up. You can be really proud of yourself. • It helps you when you are learning because you have to put more progress in your learning because you know what to aim for. • If you are on the moon and you want to be a shooting star you can just do more. • It makes you work harder because you are aiming for something. • When you go to the end of the session and you have to write a comment about which one you are on it makes you look back at your work carefully and look at what you have put in. • I like that you get to choose which one you are and choose something to aim for. <p><u>What do you not like about moon, sun, stars and shooting stars?</u></p> <ul style="list-style-type: none"> • I don't like that sometimes we don't get a chance to write what we are and why at the end of the session. • When you know you are not very good but you know someone is on the shooting stars you feel really annoyed. • When I don't reach what I want I get really annoyed – The moon should be easier. • I don't like that if you reach the moon you know someone else has done better – you feel really ashamed that you didn't reach the one you wanted to reach, it makes you want to try harder to get better. • Sometimes for the shooting stars its some things that some people have learnt that others haven't (mixed year groups)

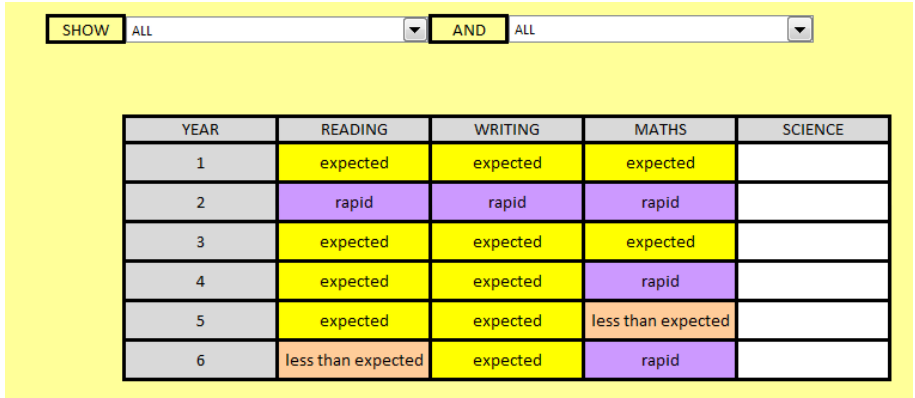
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					<ul style="list-style-type: none"> I don't like when I am a moon and other people are not and they want to be a shooting star. <p><u>What would you improve about moon, sun, stars and shooting stars?</u></p> <ul style="list-style-type: none"> I would change that when teachers write them they make the moon a tiny bit easier and the sun a tiny bit hard and the stars pretty hard and shooting stars harder than the sun. Smaller gaps between each – not such big steps to get to the next one. Maybe the teacher could tell people what to aim for. We could have groups – so a group to get to moon, one for sun etc. I want the shooting star to be changed to a rocket. I think for the moon we should make it different for every lesson – rather than carrying over from one session to the next. Before moon we could have rocket so when you land on the moon you will be better. Each session you could have something different – one could be moon, sun, stars etc. The next could be earth, rocket, moon, sun. Maybe if you are struggling for something you could put your name on a help list and your teacher could set you something to aim for.
1.2 1.3 2.1 2.2 2.3 3.1 3.2 4.2	Kay Bridson (HT) & Jim Smith (WIA)	24.11.16	Lesson Observation	<p>To ensure teaching is at least 'good'</p> <p>To ensure consistency across the school with agreed routines, especially WWH and sharing success criteria</p>	<ul style="list-style-type: none"> Overall consistent approaches to planning and the development of responding to marking were evident in all classes. Behaviour was Good. All classes exemplified the SUN, Moon, Stars differentiation strategy and the WWH approach. Pupils were confident to talk about their learning and were in many instances implementing improvement advice. <p><u>EYFS/ KS1</u></p> <ul style="list-style-type: none"> Mathematics – Pupils were enthusiastic and engaged learners, teaching was pacy and well organized. TAs provide effective support. Behaviour and attitudes to learning are positive and add to learning. Expectations are well established. Ensure that 'next steps' in marking are consistently responded to and when discussing the WALT and success criteria require the pupils to read them aloud. Consider identifying any more able Y1 pupils who can join the Y2s for more structured

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					<p>mathematics lessons. Pupils respond well to the clear challenges provided and demonstrate good levels of collaboration and cooperation.</p> <ul style="list-style-type: none"> • Mixed activities (teacher lead guided mathematics group, TA led small world – fine motor construction group, external activities). Pupils are carefully listened to and provided with effective feedback to develop their learning. Teaching consolidates learning well and provides opportunities to practice and apply skills and knowledge. Subject specific vocabulary is being developed effectively through questioning. Clear links between ‘indoor’ and ‘outdoor’ learning activities. Pupils attitudes and behaviours contribute well to learning. Pupils are safe and well cared for within a stimulating and effective learning environment. <p>KS2</p> <ul style="list-style-type: none"> • English – newspaper reports of earthquake in Nepal. Pupils were confident assured learners with excellent attitudes to learning. Their conduct was exemplary and they responded very well to the targeted advice and feedback they were given by all adults who were supporting learning. Teachers sets high expectations and an extremely purposeful learning culture has been exists. Questioning is highly effective and pupils are eager to know how to improve their work. Pupils work hard and make mature and informed choices to develop their learning. High levels of independent learning were evident. Differentiation is effective. • English – recount of visit to Salisbury Cathedral. Planning is effective. Pupils focus productively upon their learning and very little time is wasted. Differentiation is effective. Learning is effectively reviewed against the lesson success criteria. Expectations are high and pupils make progress. Pupils are carefully listened to and provided with good feedback. Behaviour is very good and positive attitudes support learning well. Teaching is calm, responsive and measured to the needs of pupils. Questioning is highly effective and embeds learning very well. • English – Play Scripts – Behaviour makes a positive contribution to learning and questioning is used effectively. Clear differentiation is in operation. Pupils demonstrate good levels of independent learning and support for one another. Teaching establishes clear expectations and feedback is given to pupils both individually and in groups. Consider providing WALT / SUN, Moon, Stars success criteria on pre printed sheets to increase the pace of learning. Pupils learn well overall and are clear about the expected outcomes for the work they are engaged

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					upon. <i>'I'm not on the moon yet, but I'm on the way. In fact, I'm on the rocket..... Ooh I just landed!' Y5 boy</i>
1.1C	Kay Bridson (HT)	28.11.16	Learning Walk	Monitor – is vocabulary being explicitly shared with pupils in lessons? Are pupils learning their spellings and being made accountable?	<ul style="list-style-type: none"> Vocabulary is being shared more explicitly with pupils Vocabulary is shared visually, as well as verbally Discussions with pupils indicates that they understand the expectations for learning spellings and understand what is expected of them <p>NEXT STEPS: evaluate with teachers our consistency across the school (spellings)</p>
1.1C 2.1C	Hannah Crook (Curriculum Moderator)	30.11.16 <i>(planned for 11.11.16)</i>	Scrutiny of KS1 & KS2 weekly lesson plans	Ensure teachers plan for and provide pupils with opportunities to complete written work of increased quantity and quality (suitable challenge) Ensure teachers plan for and provide pupils with opportunities to develop mental arithmetic (suitable challenge)	<p>Planning for Writing</p> <ul style="list-style-type: none"> Teachers provide opportunities for extended writing Some opportunities for extended writing in topic areas 2/4 HOW criteria include 'non-negotiable' aspects of writing for year groups and criteria shows progress 3/4 HOW criteria links to the features of the text type Daily GPS Carousel with one activity Upper Key Stage 2 planning for Writing Enjoyment <p>NEXT STEPS: agree a consistent planning approach for GPS</p> <p>Planning for Mental Arithmetic</p> <ul style="list-style-type: none"> Number facts time is allocated at the beginning of the day across the school. Some teachers write focus for this session Yr4-6 daily 'Quick Maths' time allocated <p>NEXT STEPS: agree a consistent planning approach for Number Time and Quick Maths</p> <p>Other Notes</p> <ul style="list-style-type: none"> Vocabulary is explicit on planning WHAT/WHY/HOW evident for majority of lessons, including topic subjects More HOW criteria show progression
1:1B 1:1C / 1:2F	Katie Hill (English Governor)	30.11.16	Book Scrutiny with Sarah Wareham.	Gathering evidence on the how teaching of English (specifically GPS) is being improved and how standards are being raised in	<ul style="list-style-type: none"> Looked at books from lower, middle and higher attainers from Years 1 to 6. Clear evidence across the year groups that teachers have high expectations of the quantity and quality of work expected and it is in line with year group expectations. Evidence of GPS being taught. In KS1 this is evident through WALT's and written feedback. In KS 2 from Year 4 to 6 children have specific GPS books which they work through. (Action point 1.1)

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3:1E				English across the school.	<ul style="list-style-type: none"> All children have a writing tutorial sheet at the front of their English books. In KS1 targets are put forward by the teacher and discussed with the individual. In KS 2 children have more ownership over their targets and put their own ideas forward. Marking across the school is meaningful. It highlights what the child can do referring back to the WALT and next steps are clear to move the learning forward. There is clear progression of RTM across the school. As the children move up through the school, the expectations of RTM is increased. Children are encouraged to be reflective and be responsible for their learning by thinking of next steps and what they need to get there. (Action point 1.2)
1:1B 1:1C / 1:2F 3:1E	Sarah Wareham (English Subject Leader)	30.11.16	Book Scrutiny	Gathering evidence on the how teaching of English (specifically GPS) is being improved and how standards are being raised in English across the school.	<p>Is the quantity and quality of presentation in line with year group expectations?</p> <ul style="list-style-type: none"> There is clear progression from Y1-6 There is more evidence of handwriting practice from Y3 – 6 <p>Is there evidence of pupil progress?</p> <ul style="list-style-type: none"> Evaluating front and back pages of children’s books show progress is being made Writing tutorials show children reflect on their learning to make progress. End of year expectation targets are evident in writing tutorials <p>Is there enough evidence of coverage of the curriculum?</p> <ul style="list-style-type: none"> All year groups show a range of writing audiences and purposes <p>Is there evidence of GPS?</p> <ul style="list-style-type: none"> KS1 and Y4/5 some evidence of specific lessons focussed on GPS objectives Y4-6 feedback identify GPS targets in marking Y4-6 GPS evidence is in their workbooks rather than their English books <p>Is there evidence of differentiation? (Quality Teaching First)</p> <ul style="list-style-type: none"> Evidence of differentiation across all Key Stages. It was evident through the levels of support (I – independent, B – buddy and T - teacher, Teaching assistant). Scaffolding through writing frames. Language and feedback for the pupil is differentiated depending on their ability <p>Is the level of challenge appropriate for year group?</p> <ul style="list-style-type: none"> Progression is evident. As children progressed the writing quantity increased and sustained the quality <p>Is response to marking used effectively?</p> <ul style="list-style-type: none"> Y3-6 show response to marking. Green pen is used consistency. Response to marking is through completing corrections, editing or responding to an extension task/question

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					<ul style="list-style-type: none"> • Post-it notes are sometimes used <p>Do children have writing targets? How are they shared?</p> <ul style="list-style-type: none"> • All children have held a writing tutorial and the record sheet is in the front of their books • Children in KS2 take an active role, in conversation with the teacher, in assessing and setting own targets for writing <p>NEXT STEPS:</p> <ul style="list-style-type: none"> • ensure writing checklists have relevant GPS expectations in line with end of year expectations • agree how children are to acknowledge in a meaningful manner to marking feedback • Y3 to have and use GPS workbooks
1.1C 1.2F 1.3A 3.1A 3.1B 3.1C 3.1 3.1E	All teachers	08.12.16	CPD discussion	Evaluate suitable challenge (GPS)	<p><u>GPS – How do we know we are planning suitable challenge?</u></p> <p>KS1 – planning and teaching to end of year expectations and expecting more than one thing at a time, eg finger spaces, capital letters and full stops. Evidence of the end of year expectations being taught and commented on in feedback for grammar and punctuation from monitoring. Spelling – challenging most children aren’t using them in their writing.</p> <p>NEXT STEPS:</p> <ul style="list-style-type: none"> • challenge children to use their spellings from spelling tests or phonics in their writing, get children to highlight which words they have used • Model using the spelling words in a sentence and encourage them to try • Make sure that challenge is also in topic books <p>KS2 – use of workbooks to focus learning of grammar and focus end of year expectations. Spellings – children show higher levels of motivation and are engaged with the challenge and learning new vocabulary. Vocabulary has really improved and is evident in their books</p> <p>NEXT STEPS:</p> <ul style="list-style-type: none"> • link learning in GPS text books into their writing books. Highlight learning from GPS book using post it and transferring in their writing books. • challenge children to use their spellings from spelling tests in their writing, get children to highlight which words they have used • Make sure that challenge is also in topic books

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				Evaluate suitable challenge (reading)	<p><u>Is the new home learning policy affecting children's reading progress?</u> Reading – KS1- children who are reading regularly at home (5 times or more) are making good progress. How do we help the children who aren't reading and aren't making progress? NEXT STEPS: teachers to talk to parents to identify reasons why children are not reading regularly at home and provide support as necessary</p> <p>KS2 – children to complete a book review when they have finished the book or when they wish to change a book without finishing it. NEXT STEPS: Sarah Wareham to compose a book review sheet for KS2 to use</p>																																			
3 4	Justine Watkins & Hannah Crook (Assessment Team)	12.12.16	Wiltshire Tracker; Ranking Sheets; Year Group Moderation	Current attainment and progress of cohorts and groups	<p>PROGRESS</p>  <table border="1"> <thead> <tr> <th>YEAR</th> <th>READING</th> <th>WRITING</th> <th>MATHS</th> <th>SCIENCE</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>expected</td> <td>expected</td> <td>expected</td> <td></td> </tr> <tr> <td>2</td> <td>rapid</td> <td>rapid</td> <td>rapid</td> <td></td> </tr> <tr> <td>3</td> <td>expected</td> <td>expected</td> <td>expected</td> <td></td> </tr> <tr> <td>4</td> <td>expected</td> <td>expected</td> <td>rapid</td> <td></td> </tr> <tr> <td>5</td> <td>expected</td> <td>expected</td> <td>less than expected</td> <td></td> </tr> <tr> <td>6</td> <td>less than expected</td> <td>expected</td> <td>rapid</td> <td></td> </tr> </tbody> </table>	YEAR	READING	WRITING	MATHS	SCIENCE	1	expected	expected	expected		2	rapid	rapid	rapid		3	expected	expected	expected		4	expected	expected	rapid		5	expected	expected	less than expected		6	less than expected	expected	rapid	
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					<p><i>* N.B. Wiltshire Tracker uses the end of EYFS to calculate progress. This does not link in with the AIR scores. NEXT STEPS: Justine to contact Andrew Howard about measuring Y1 progress</i></p> <ul style="list-style-type: none"> • Target children re-evaluated to include target children for ATTAINMENT and target children for PROGRESS <p>NEXT STEPS:</p> <ul style="list-style-type: none"> • moderate and analyse EYFS progress • teachers to complete Pupil Progress Sheets (focus on target children) ready for discussion on TD Day