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<p>Good Level of Development (GLD)</p> <p style="text-align: center;">2018</p> <p>■ Werrington Primary School ■ Staffordshire (273) ■ National (15371)</p> <table border="1" data-bbox="240 911 923 1640"> <thead> <tr> <th>% at or above ARE (Age Related Expectations)</th> <th></th> <th>% EXCEEDING ARE</th> </tr> </thead> <tbody> <tr><td>Reading</td><td>81.4%</td><td>27.7%</td></tr> <tr><td>Writing</td><td>76.7%</td><td>14.8%</td></tr> <tr><td>Number</td><td>81.4%</td><td>25.9%</td></tr> <tr><td>Shape, space & measures</td><td>83.2%</td><td>24.0%</td></tr> <tr><td>Listening & attention</td><td>87%</td><td>25.9%</td></tr> <tr><td>Understanding</td><td>87%</td><td>24%</td></tr> <tr><td>Speaking</td><td>87%</td><td>27.7%</td></tr> <tr><td>Moving & handling</td><td>81.4%</td><td>16.6%</td></tr> <tr><td>Health & self-care</td><td>85.1%</td><td>18.5%</td></tr> <tr><td>Self-confidence/awareness</td><td>88.8%</td><td>27.7%</td></tr> <tr><td>Managing behaviour</td><td>85.1%</td><td>20.3%</td></tr> <tr><td>Making relationships</td><td>87%</td><td>22.2%</td></tr> <tr><td>People & communities</td><td>85.1%</td><td>22.2%</td></tr> <tr><td>The World</td><td>87%</td><td>22.2%</td></tr> <tr><td>Technology</td><td>96.3%</td><td>46.3%</td></tr> <tr><td>Exploring using media</td><td>81.4%</td><td>22.2%</td></tr> <tr><td>Being imaginative</td><td>90.7%</td><td>24%</td></tr> </tbody> </table> <table border="1" data-bbox="181 1671 1026 1877"> <thead> <tr> <th></th> <th>Read</th> <th>Write</th> <th>Number</th> <th>Shape, Space, Measure</th> <th>Good Level of development</th> </tr> </thead> <tbody> <tr> <td>EYFS – All</td> <td>81.4%</td> <td>77.7%</td> <td>81.4%</td> <td>83.3%</td> <td>77.8%</td> </tr> <tr> <td>EYFS – Boys</td> <td>66.6%</td> <td>59.2%</td> <td>66.6%</td> <td>70.3%</td> <td>59.2%</td> </tr> <tr> <td>EYFS - 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Mark-Plan-Teach ▪ Vocabulary development & oracy ▪ Questioning - Involve & challenge all (Pose, Pause, Pounce, Bounce) ▪ Hard work & Challenge - Teach to the top, High Expectations for & by all ▪ Mastery – Explore Mastery in all areas of the curriculum ▪ Motivation – A reason/purpose for learning ▪ Drive & Passion – Reinforcing expectations; Together we succeed!
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‘No Nonsense spelling’ ▪ Changes to interventions – intensive ‘close the gap’ focus ▪ 	<ul style="list-style-type: none"> ▪ Develop Reading Gazebo for break time reading ▪ More able readers to become Stage 3 ‘free Readers’ so that they are exposed to more interesting ‘challenging’ texts ▪ Zero tolerance on writing cross curricular (Standards) ▪ Author to be invited into school to work with KS1 ▪ Greater extended writing opportunities ▪ Ensure that boys are being encouraged and challenged to read in KS1 ▪ Provide more opportunities for more able pupils to attain ‘greater depth’ in writing ▪ Review/enhance Guided Reading process & recording ▪ Maths Mastery embedded - More CPA maths resources to be available ▪ Continue regular book scans, learning walks, pupil interviews, lesson observations and planning scans to monitor provision ▪ Whole school provision map to track children/interventions ▪ Audit ‘scientific investigation’ opportunities ▪ Improvements to ‘guided reading’ system ▪ Revised writing assessment grids ▪ Ensure classroom environment reflects curriculum targets & learning taking place in English & Maths ▪ Develop oracy – debates, recitals, public speaking ▪ Review ‘wow’ visits (Investigate purchase of minibus) ▪ Ensure challenge for higher ability writers (Author workshops) ▪ Increase opportunities for ‘purposeful’ sustained writing ▪ Middle Leaders to develop ‘communication friendly spaces’ / ‘breakout’ ▪ ‘Knowledge Organisers’/ essential knowledge sheets/ expectations developed & shared with children & parents. ▪ Extend & develop joint working opportunities – joint moderation, High School staff to deliver subject specific workshops at Werrington ▪ Develop opportunities for pupils to work collaboratively with pupils from other schools, and from different cultural and social backgrounds ▪ All staff to engage with a ‘disciplined enquiry’, looking at initiatives that might improve outcomes for children <p>Monitor progress of SEN/FSM groups – Development of wellbeing groups Ensure intervention timetables are moving learning forward Liaise with Pupil premium Champion to ensure that 1:1 progress learning Liaise with SENCo to ensure that SEND children are making good progress Enhance mental health/wellbeing offer</p> <p>Our Teaching & Learning Priorities for 2018/19 are:</p> <ul style="list-style-type: none"> ▪ Explicit Knowledge – KIRFs, Knowledge Organisers, Tests ▪ Feedback, Assessment & Improvement - 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Extended cross curricular writing opportunities planned ▪ New Curriculum developed centred around English ▪ Targeted SPAG intervention from year 4-6 ▪ Introduced new spelling programme across the school ‘No Nonsense spelling’ ▪ Daily multiplication/Mental Maths Tests introduced ▪ Daily spelling tests introduced ▪ Expanding interventions to target pupils not on track & to extend more able ▪ Further develop links with feeder secondary schools re: more able & talented support ▪ Visitors in to school through the Inspiring Futures programme ▪ Teacher Research Group for Maths Mastery ▪ Pupil Premium Champion appointed ▪ Intensive monitoring of planning, book scrutinies, etc by SLT ▪ ‘Fix it time’ embedded ▪ New curriculum launched ▪ Increased opportunities for extended/sustained writing ▪ Improvements to classroom displays ▪ Staff CPD – quality induction for new staff, ‘Teachmeet’, CPD opportunities, lesson study trips ▪ Regular moderation opportunities for staff ▪ Embed ‘Mark-Plan-Teach’ ▪ Presentation mark (P-scale) introduced. Pen licences launched ▪ Improved tracking system ▪ MINDZONE project ▪ Develop assessment procedures for writing by introducing new writing grid assessments – enabling clear challenging targets to be given to children and regular assessment of writing. KS2 pupils encouraged to self-assess against criteria ▪ Inspirational Maths Week. Numicon project ▪ 	<ul style="list-style-type: none"> ▪ Intensive interventions for more able pupils to ensure that more attain/ have opportunities to evidence ‘greater depth’ ▪ Include more challenge for boys in writing (link texts to new curriculum) ▪ Review/enhance Guided Reading process & recording ▪ Continue regular book scans, learning walks, pupil interviews, lesson observations and planning scans to monitor provision ▪ Maths Evening for Parents / Embed maths mastery- Develop/embed ‘fluid’ groupings in Maths ▪ Audit of maths resources and purchasing key manipulatives to support CPA approach in a mastery curriculum ▪ Introduce standardised testing (NFER) ▪ Audit ‘scientific investigation’ opportunities ▪ Changes to interventions – intensive ‘close the gap’ focus ▪ English mastery trial to be extended ▪ Develop oracy – debates, recitals, public speaking ▪ Ensure challenge for higher ability writers (Author workshops) ▪ Increase opportunities for ‘purposeful’ sustained writing ▪ Middle Leaders to develop ‘communication friendly spaces’ / ‘breakout’ ▪ ‘Knowledge Organisers’/ essential knowledge sheets/ expectations developed & shared with children & parents. ▪ Extend & develop joint working opportunities – joint moderation, High School staff to deliver subject specific workshops at Werrington ▪ Develop opportunities for pupils to work collaboratively with pupils from other schools, and from different cultural and social backgrounds ▪ Continue to develop marking & feedback – Trial ‘feed-forward’ marking <p data-bbox="1923 1167 2763 1335"> Monitor progress of SEN/FSM groups – Development of wellbeing groups Ensure intervention timetables are moving learning forward Liaise with Pupil premium Champion to ensure that 1:1 progress learning Liaise with SENCo to ensure that SEND children are making good progress Continue to explore ‘Growth Mindset’ and ‘Mindfulness’ </p> <p data-bbox="1923 1398 2347 1419"><i>Our Teaching & Learning Priorities for 2018/19 are</i></p> <ul style="list-style-type: none"> ▪ <i>Explicit Knowledge – KIRFs, Knowledge Organisers, Tests</i> ▪ <i>Feedback, Assessment & Improvement - Mark-Plan-Teach</i> ▪ <i>Vocabulary development & oracy</i> ▪ <i>Questioning - Involve & challenge all (Pose, Pause, Pounce, Bounce)</i> ▪ <i>Hard work & Challenge - Teach to the top, High Expectations for & by all</i> ▪ <i>Mastery – Explore Mastery in all areas of the curriculum</i> ▪ <i>Motivation – A reason/purpose for learning</i> ▪ <i>Drive & Passion – Reinforcing expectations; Together we succeed!</i>
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