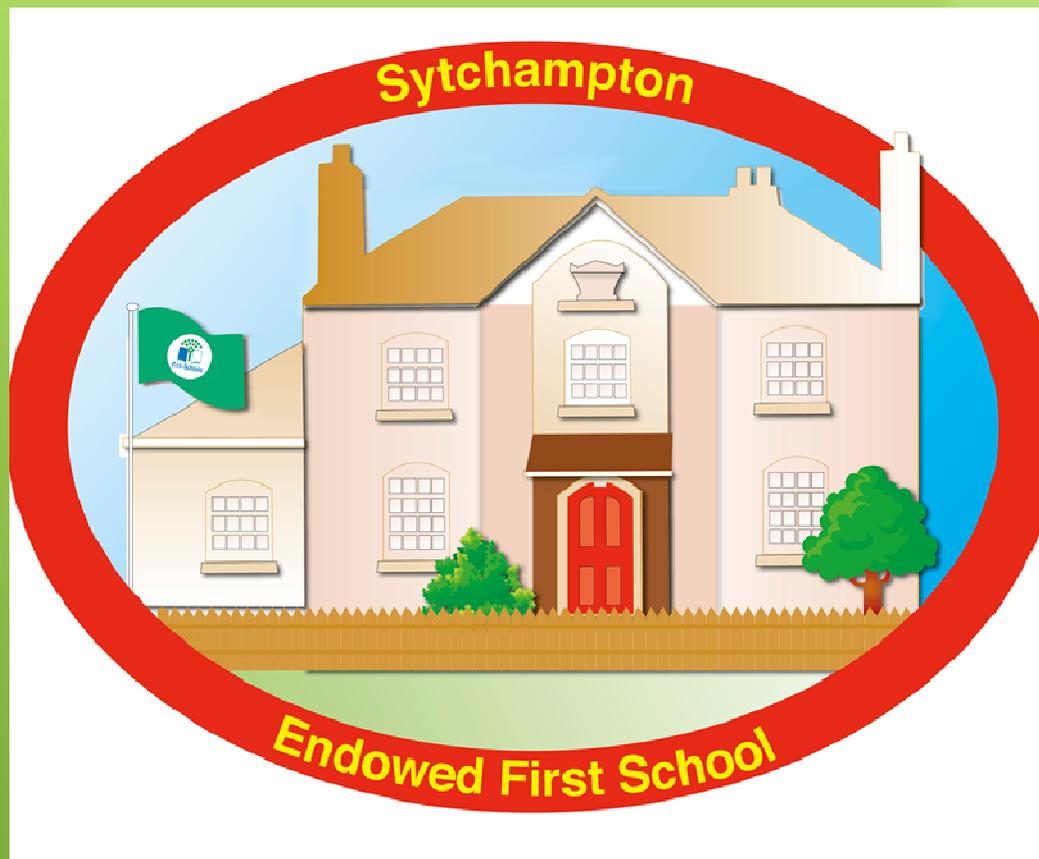


# Parents information evening



# Aims of the presentation

- Where are we now?
- School Development priorities
- The New Curriculum
- How you can help?
- To understand assessment without levels
- How we will communicate this to you

# Time to reflect - where are we now?

## In just over six terms we have:

- Restructured our classes and teaching staff – now employing new teacher UKS2
- Reconstituted our Governing Body
- Have clear development targets which are monitored by Head teacher, governors and staff.
- Have electronic tracking system to assess learning and progress from both the old and new methods of assessment.
- Redesigned our learning environment to celebrate pupils' work.
- Upgraded our ICT- pcs in classrooms and trolley with 10 laptops
- Introduced longer parent consultations, parents forum meetings and invited parents to share celebration assemblies
- Have a proactive PTA who, with an amazing group of parents, have raised £14,000 + in 2 years to fund some of the above and help us move forward.  
**THANK YOU ( please complete survey to tell us what you can help with)**
- Given pupils a voice in assemblies, school council, eco council and house system
- Taken over the running of our wrap around care and holiday club
- Used PE funding (ring fenced) to offer a greater variety of PE and competitions
- Staff and pupils work with our TRIO school of Ombersley and Wychbold. We share staff training, activity days etc. Making links with local primary schools.

# Ready Steady Grow!

Enjoying the learning journey together



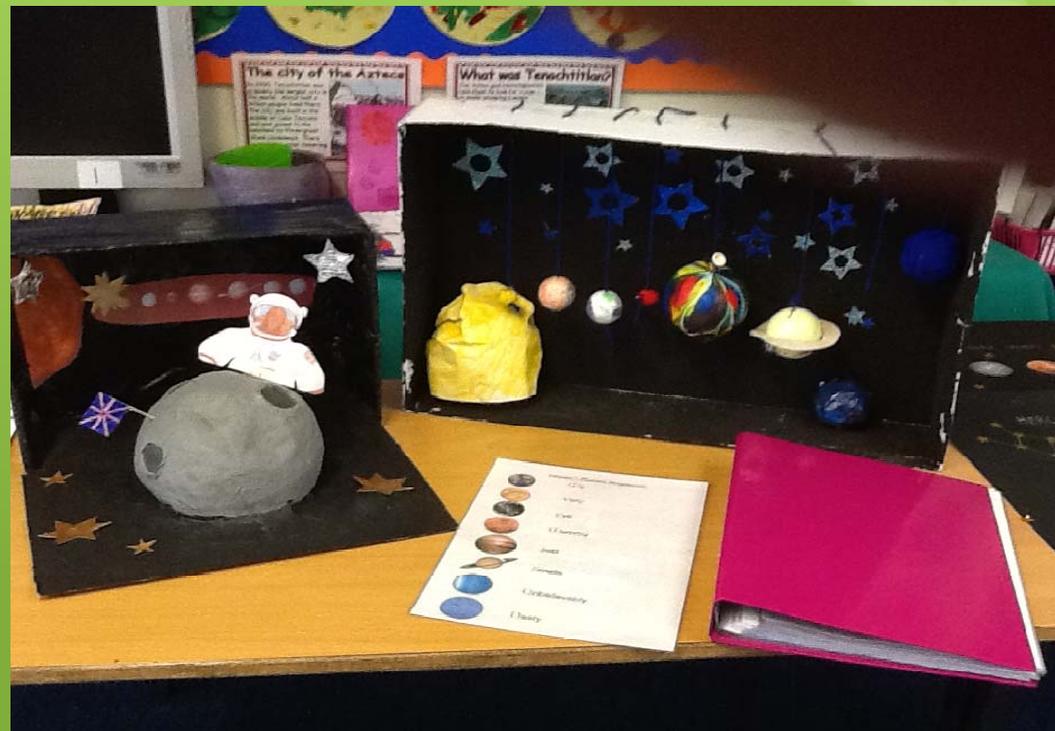
# Our new targets:

1. To maintain a good level of reading progress across the school with 50% of pupils above age related expectations by Year 2 and 90% by the end of lower KS2. With targeted phonics groups and interventions for SEN pupils. Review home reading and new log books. **CURRENTLY ON TRACK**
2. To further focus on writing, particularly for boys, by further developing 'Talk for writing', introducing a grammar starter ( VCOP) and focus on handwriting and presentation from year 1. Maintain the level of writing at L2A/3 at 40% with the small year 2 cohort of 10 pupils. **CURRENTLY 30%**
3. Maintain the focus on mental ability in maths and challenge, with a focus on securing number work in the Autumn term and maths starters. With 60% achieving well above age related expectations at the end of KS1. **CURRENTLY 70% ON OR ABOVE**

# The New Curriculum

- Introduced from Sept 2014 (we started to revise from Sept 2013)
- Aims to improve the general standard of education whilst allowing schools to tailor the curriculum to the needs of the pupils
- We offer specialist FRENCH, MUSIC, PE and outdoor learning and aim to utilise the **strengths** of our whole staff team.
- Strengthened focus on English, Maths and Science
- Link core subjects of History/ Geography/ Art to **TOPIC** themes
- Increased expectation on computing – introduced J2e
- Our curriculum promotes diversity, inclusion, community cohesion and encourages active learning and outdoor learning.
- Most of all we work to create unforgettable memories and skills for life

**WE ARE A SMALL VILLAGE SCHOOL  
BUT WE HAVE BIG AMBITIONS**



# How you can help

- **Reading – NC encourages reading for pleasure.**
  - The importance of reading for pleasure – how many of you read a bedtime story? How many dads read to their children?
  - Did you know that 1 in 5 children nationally are never read to!
  - 1/3 of children nationally do not own a book!
  - Reading ignites the imagination and takes us to special places – **BUT** do we rely too much on entertainment through a screen?
  - In school we help children understand a text through guided reading in a group – asking questions and checking understanding.
  - Home reading is in place to develop the reading ability of each unique child – some children need to boost their confidence by reading in depth at one level, some who have the understanding move on more quickly
  - **IT IS NOT A COMPETITION OR A CHORE!**

# How you can help

## ○ Writing

- Encourage your child to mark make and then write in lots of different contexts
- Practise Spellings and use phonics in their writing
- Spellings follow the National Curriculum for each year group, with grammar introduced in an active way in Yr.1
- Talk for writing –
- Video
- Handwriting RWInc letters at first, writing on line with finger spaces, ascenders and descenders by year 1 with an expectation of joined up writing by year 3 introducing pens in year 4.
- Pen licence

# How you can help

## ○ Maths/ Number

- We focus number work in autumn term: from number bonds, number patterns and the four main operations
- There is an expectation for children to know all of their times tables by year 4 - PLEASE PRACTISE at home
- When they are secure tables can be linked to corresponding division facts
- New maths calculation policy - in line with the expectations of the new curriculum available tonight and on website.
- Lots of everyday links from telling time, using money and measures.
- **Make things fun and practical – we do!**

## Other ways to help

- Encourage your child to do things for themselves eg. carry book bags, fasten their coat, tie laces etc.
- Have the right equipment in school eg. warm clothes and wellies for forest school. We love to use our fantastic outdoors area.
- **NAMED** uniform
- PE kit should be in school all week.
- Make sure your child has good attendance – if not, gaps in learning quickly develop.
- Make sure your child is on time.
- We are a healthy school and encourage healthy eating, snacks and drinks.
- Support **the PTA** to help provide the extras eg. text/email service, computers, play equipment

# Assessment without levels

- The DfE has made the biggest change to education in 20 years
  - This year is for transition – DIP IN DATA – new expectations
  - We have a tracking system (started LY) which has the ability to move between the old and new systems and follows DfE guidance.
  - It is used by over 2000 schools nationally
  - Levels were not removed because teachers are no longer required to track pupils!
  - They were removed because they were too broad, gave children a label and encouraged pupils to race to next level
  - They did not encourage or reward a depth and application of learning – this is now linked to a 'mastery' additional score.

# What does this mean?

## What is Learning?

Knowledge



Skill



Develop  
Understanding



Surface



Deep



Conceptual  
Apply Ideas To  
Un scaffolded  
Scenarios

Idea Ideas

Interrelate  
Ideas



# Links to New Curriculum

- The new curriculum delivers 'fewer things in greater depth'
- It makes it very clear what has to be taught year by year
- Pupils are measured against this
- Schools are encouraged to have own assessment system
- Schools will be benchmarked against the national curriculum
- We do this by giving pupils feedback, clear next steps and ongoing assessment throughout the year as well as 'Tests'.
- New Sats at end KS1 and KS2 in 2016 linked to learning in the New Curriculum
- We will show the percentage of child on and above age related expectation

# The way we assess:

- Continually assessing children on class work
- Children given daily feedback on their next steps
- Independent work across the year to show progress eg. letter to Santa
- Tests in the summer term to give experience of tests, formally situation **but** this is balanced against teacher assessment.
- KS1 SATs used in this way tests in reading, writing and maths but balanced against teacher assessment and reported to Dfe and you at the end of the school year.
- We moderate ( check) our assessment with other schools to have a accurate benchmark

# Feedback marking

Pupil completes task in line with learning objective

Green for good

Pink for think!

Pupil dialogue

Handwritten student work on grid paper. The work includes several long division problems and a word problem. The problems are:

- 3.1  $6/08/42 = 7$
- 3.2  $6/08/42 = 14$
- 3.3  $6/08/42 = 21$
- 3.4  $6/08/42 = 28$
- 3.5  $6/08/42 = 35$
- 3.6  $6/08/42$

The word problem is: "Nana was given some money for her birthday. She spent  $\frac{6}{8}$  of £176, how much did she spend?"

The student's answer is:  $8/08/176 = £132$

Teacher's feedback note: "Excellent work on fractions - well done!"

Yellow arrows point from the text on the left to the corresponding parts of the student work: the first arrow points to the first problem, the second to the second problem, the third to the feedback note, and the fourth to the final problem.

The image features a solid green background with a repeating pattern of white butterfly silhouettes. The butterflies are scattered across the frame, some appearing larger and more prominent than others, creating a decorative border effect. The central text is a simple, dark grey sans-serif font.

What will this look like?

# How this looks on our tracking system

Your tracking scheme for National Curriculum 2014 ...

This grid shows the tracking scheme for the National Curriculum 2014 and how it relates to the old levels and A

	Year 1			Year 2			Year 3			Year 4		
Expectations	Y1 Low	Y1 Mid	Y1 High	Y2 Low	Y2 Mid	Y2 High	Y3 Low	Y3 Mid	Y3 High	Y4 Low	Y4 Mid	Y4 High
Tracking Point	10	11	12	13	14	15	16	17	18	19	20	21
Level	1C 1C+	1B 1B+	1A	2C- 2C	2C+	2B	2B+	2A	3C-	3C	3C+	3B
NCP / APS	7 8	9 10	11	12 13	14	15	16	17	18	19	20	21



Low = emerging, mid = expected, high = exceeding ( leads to mastery)  
 This may also link to a score with age related = 100

# Sytchampton Primary Offer

- Opportunity to have complete learning journey from age 4+ to 11years
- Baseline on entry ( NEW 2016) and pupil progress tracked and assessed at age 7 and 11yrs.( NEW TESTS 2016)
- School will be monitored on this data.
- Small school has advantage of knowing each individual and developing their skills and strengths – offering support and challenge
- Valuing each child as an individual – to develop confidence, skills for future and a growth mindset.
- Timetable which emphasises literacy and numeracy every day for year 5 and 6
- Specialist subjects such as French and music taught in afternoon in PPA time

Blazers – to show aspiration for  
our older children

# Upper KS2 Offer

- Pupils would have increased responsibility through School Council, ECO Council and House Captains ( Take the pressure off years 3 and 4)
- Develop Music eg. choir, school band due to longer time to learn instruments / productions.
- Increase opportunities for competitive sport ( PE Finding for further 4 years)
- Enhance language skills – specialised French teacher and introduce optional French trip?
- New Curriculum has prescribed coverage for Yrs 5 & 6 and is the same for Middle schools.
- Readiness for secondary important and an Ofsted requirement
- Link to other schools – Primaries, Middle/Secondary and Private eg. Winterfold House keen to share facilities
- Support around school as role models and helping younger children eg. playground leaders
- Global education and opportunities
- Use of new technologies and skills for future world of work

# Finally....

It is 6 years since our last Ofsted and I hope I have demonstrated how much education has changed and how we have adapted.

It is our key priority to show Ofsted what teaching and learning looks like everyday.

- We can only do this if we work as a team because every stakeholder has a key role to play: -
- Fundamental to this is TRUST in each other
- Constructive criticism through the correct forums
- Know our common goals – where the school is going
- Know that we all have a part to play in maintaining high standards



Question time

