

2022 Monitoring of School Targets

Junior Targets

Mathematics

Target: At least four of the seven Year 3 learners, who are currently working at expected mathematics curriculum levels, will make more than one year's progress to be working above curriculum expectations.

Key : June November

Actions What did we do?	Baseline Data Jam Testing	Outcomes What happened?	Reasons Why did it happen?	Evaluation Where to next?
<p>Focus on basic facts (greater time spent on this than strategy) (Mahuri)</p> <p>Math stations for independent learners (practise and practical math activities)</p> <p>Guided math sessions focusing on strategy (Weri)</p>	<p>Student Y- Stage 4</p> <p>Student B - Stage 4</p> <p>Student I- Stage 5</p> <p>Student N- Stage 4</p> <p>Student F- Stage 3</p> <p>Student T- Stage 3</p> <p>Student O- Stage 4</p>	<p>Some movement</p> <p>Some lack of retention (if not revisited enough it goes missing)</p> <p>Some students picking things up quickly others requiring</p>	<p>Focus on Literacy (BSLA/ASLA) reduced guided teaching time in math</p> <p>Disrupted term (illness of children and staff)</p>	<p>Awareness of impact of BSLA and trying to reallocate this time to those who need more repetition</p>
<p>Regular and targeted assessment to review progress in specific areas allowing instruction to be better targeted.</p> <p>Larger focus on building</p>	<p>Student Y- Stage 5</p> <p>Student B - Stage 4</p> <p>Student I- Stage 6</p> <p>Student N- Stage 5</p> <p>Student F- Stage 4</p> <p>Student T- Stage 4</p> <p>Student O- Stage 5</p>	<p>5 of the 6 children made 1 Stage progress at least. This equates to more than 12 months of progress in many cases.</p> <p>Considerable progress across</p>	<p>Continued pull of time resources through the BSLA programme may have reduced teaching time in Math.</p> <p>Teachers spent more time focusing on foundational skills to build</p>	<p>Within staff PD sessions to maximise teacher capacity in Math.</p> <p>Review targets and how progress is</p>

<p>foundational skills such as place value and basic facts.</p>		<p>all domains for all students which is not seen just by viewing their overall stage. Increased confidence noted by teachers, better resilience, and a larger number of known strategies. While only 1 of the 7 would be considered 'Above' across all domains in Math. 3 additional students showed some domains where they achieved above expectations also.</p>	<p>confidence and the basis needed for more advanced strategies. Regular specific assessment completed in a timely manner allowed for more targeted instruction</p>	<p>reported to show progress in all domains.</p>
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Literacy (Writing)

Target: Five of the ten Year 0/1 learners currently working at the expected writing curriculum level will make more than one years progress to be working above curriculum expectations

Key June November

Actions What did we do?	Baseline Data Writing Sample	Outcomes What happened?	Reasons Why did it happen?	Evaluation Where to next?
<p>BSLA- All Children WTE- Simple sentences Phonics- learning the rules Narrative/creative writing- motivating and engaging Sharing and reading aloud Purpose driven (authentic) Children involved in noticing progress (comparing beginning of the year data to today's skills)</p>	<p>Student J- 1i Student O- 1i Student A- 1i Student L- 1i Student N- 1i Student I-1i Student S- 1i Student P- 1ii Student M- 1ii Student E- 1i</p>	<p>Transfer of phonics rules into their writing Sounding and blending skills from BSLA transferring to writing Success builds success- children have enough base skills to see themselves as a writer and can write independently Children love writing</p>	<p>BSLA Time on Task- Write everyday (frequency) Sharing aloud reading</p>	
<p>Continued BSLA programme WTE coaching in school for Māhuri and Kākano- focused on areas of concern. Planned targeted writing sessions each day. Focus on sharing writing in class and receiving feedback. Clear links drawn between reading and writing through BSLA Continued progress through the phonics elements of BSLA (foundations of writing).</p>	<p>Student J- 1ii Student O- 1ii Student A- 1iii Student L- 1ii Student N- 1ii Student I-1ii Student S- 1ii Student P- 2b Student M - 2b Student E - 1iii</p>	<p>Noticeable shift for many children, in 3 cases 2 stages shift, showing accelerated progress. All children made at least 1 stage shift representing a minimum of 12 months of progress. Improved surface features (better understanding of phonics). Improved independence and confidence as writers We finished the year with 2 students working above expectations representing 20% of the cohort.</p>	<p>Time on task Targeted instruction in phonics, supported by an integrated approach (reading and writing). BSLA</p>	<p>How can our progress/findings in these foundational phases of writing support at higher levels?</p>

Literacy (Reading)

Target: Seven of the nine Year 2/3 learners, who are not yet working at expected reading curriculum levels, will make more than one year's progress.

June November

Actions What did we do?	Baseline Data PM Running Record	Outcomes What happened?	Reasons Why did it happen?	Evaluation Where to next?
BSLA- All children	Student O- Tupu (Phonics +) Level 6 Student I- Level 18 Student B- Level 18 Student E- Level 22 Student A- Level 14	Huge gains in reading Increased motivation Obvious application of phonics skills Increased confidence (they have strategies to decode unknown words)	Increased confidence (they have strategies to decode unknown words) Time- Frequency and time spent on teaching these skills Rule based approach worked well, builds confidence that if they know the rules they can decode words Child who has not made as much progress was only present 40% of the term	Spoken to parents about attendance Keeping parents informed of progress ASLA Group for 3 of these target children Increasing frequency of guided teacher sessions
BSLA for all and ALSA intervention for 3 of the 5 children	Student O - Level 8 Student I - Level 23 Student B - Level 24 Student E - Level 25 Student A- Level 18	Incredible progress across the year, 3 of the 5 children made more than 2 years progress. This moved them from well below expectations to at expectations.	BSLA and ASLA programme Student O showed limited progress across the year resulting in another RTLB referral being completed.	Develop a plan to support their continued progress. Work with staff to pinpoint the key factors in success to ensure these are part of our programmes for 2023. Refine processes for referral post COVID interruptions to most services.

Senior Targets

Mathematics

Target: At least four of the six Year 5 learners, who are not currently working at expected mathematics curriculum levels, will make more than one year's progress.

At least three of the six Year 6 learners, who are not currently working at expected mathematics curriculum levels, will make more than one year's progress.

Key - June November

Actions What did we do?	Baseline Data PAT / OTJ February	Outcomes What happened?	Reasons Why did it happen?	Evaluation Where to next?																																			
<p>Revision of key ideas regularly</p> <p>Group teaching for more targeted teaching</p> <p>Daily practice of knowledge to build confidence</p>	<p>YEAR 5</p> <table border="1" style="margin-left: 20px;"> <thead> <tr> <th></th> <th>PAT</th> <th>OTJ</th> <th>PAT</th> <th>OTJ</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>35.2</td> <td>5A</td> <td>50.8</td> <td>6E</td> </tr> <tr> <td>L</td> <td>41.9</td> <td>5E</td> <td>39.2</td> <td>5A</td> </tr> <tr> <td>U</td> <td>47.6</td> <td>6E</td> <td>59</td> <td>6A</td> </tr> <tr> <td>N</td> <td>41.9</td> <td>5A</td> <td>49.2</td> <td>6E</td> </tr> <tr> <td>L</td> <td>33.8</td> <td>5A</td> <td>37.9</td> <td>6E</td> </tr> <tr> <td>R</td> <td>absent</td> <td>5E</td> <td>29.4</td> <td>5A</td> </tr> </tbody> </table> <p>Average PAT scaled score for a year 5 is 38.9</p> <p>Average progress from year 5 to 6 is 6.2</p>		PAT	OTJ	PAT	OTJ	A	35.2	5A	50.8	6E	L	41.9	5E	39.2	5A	U	47.6	6E	59	6A	N	41.9	5A	49.2	6E	L	33.8	5A	37.9	6E	R	absent	5E	29.4	5A	<p>Most student engagement is low, and not willing to ask questions or clarify understanding.</p> <p>Every child has made one year's progress on their OTJ since June. 3 have made two years of progress since the end of 2021. 1 has made three years progress since the end of 2021.</p> <p>3 are working at year 5 expectations. 2 continue to be one year below the year 5 expectations. 1 is now one year above.</p> <p>Based on their PAT scaled scores: four out of the six have passed the average scaled score of 38.9 for a year 5.</p>	<p>The students who are engaged and interested are beginning to see connections and relationships between concepts and ideas.</p> <p>There was an observable change in engagement in the lessons as their confidence grew.</p> <p>The use of materials scaffolded their understanding.</p>	<p>Foster willingness to participate in discussion, ask questions and share thinking.</p> <p>Two of the identified children will need extra maths support in 2023.</p>
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		<p>Three out of the five progressed more than the average of 6.2. One child can't show progress on this measure as they were being home schooled for the first PAT.</p>																														
	<p>Year 6</p> <table border="0"> <tr> <td>PAT</td> <td>OTJ</td> <td>PAT</td> <td>OTJ</td> </tr> <tr> <td>E 41.9</td> <td>5E 40.6</td> <td>6E</td> <td></td> </tr> <tr> <td>I 36.6</td> <td>5E 39.2</td> <td>5E</td> <td></td> </tr> <tr> <td>A 43.8</td> <td>6E 49.7</td> <td>6A</td> <td></td> </tr> <tr> <td>K 11.7</td> <td>2 19.3</td> <td>2</td> <td></td> </tr> <tr> <td>L absent</td> <td>5E Left</td> <td></td> <td></td> </tr> <tr> <td>O 41.4</td> <td>6E 47.3</td> <td>6A</td> <td></td> </tr> </table> <p>Average PAT scaled score for a year 6 is 45.1 Average progress from year 5 to 6 is 4.5</p>	PAT	OTJ	PAT	OTJ	E 41.9	5E 40.6	6E		I 36.6	5E 39.2	5E		A 43.8	6E 49.7	6A		K 11.7	2 19.3	2		L absent	5E Left			O 41.4	6E 47.3	6A		<p>2 have passed the average scaled score of 45.1 3 made more than the average progress of 4.5</p> <p>Since the end of 2021, 3 have made two years of progress. 1 has made one year of progress. 1 was not able to show a year's progress based on the OTJ.</p>	<p>1 student has been getting weekly tuition outside of the school lessons to reinforce the key ideas. There was a close collaboration between the teacher and tutor.</p> <p>One student lacked confidence and was embarrassed in the small group situation so she never engaged. She was excellent when working with her one on one.</p>	<p>2 students are moving on to Cambridge Middle School. Information to further support their learning has been passed on.</p>
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Literacy (Writing)

Target: Six of the ten Year 4 learners currently working at the expected writing curriculum level will make more than one year's progress.

Key- February June November

Actions What did we do?	Baseline Data Writing Sample	Outcomes What happened?	Reasons Why did it happen?	Evaluation Where to next?
<p>Continued to explore the different sentence structures and further develop their knowledge thereof.</p> <p>Exposed them to good literature</p> <p>Role modelling through daily sharing of students' writing and celebrating the individual sentence</p> <p>Structured spelling programme to give students confidence</p> <p>Modelling/ shared writing- thinking aloud in order to help the students to choose suitable sentences and words.</p> <p>Zero expectation on quantity, high expectation on quality of singular sentences.</p> <p>Motivation through images</p> <p>Employing strategies through WTE eg Hunter's Swoop</p> <p>More engagement from reluctant (boy) writers, and more enjoyment for writing</p>	<p>E 2A 3B 3B</p> <p>A, 3B 4B 4B</p> <p>X, 4B 4P 4P</p> <p>R, 2B 3A 3A</p> <p>N 1A 2P 2P</p> <p>H 2P 3A 3A</p> <p>M 2P 4B 4B</p> <p>C 2A 3B 3B</p> <p>S 5B 5P 5P</p>	<p>Students have grown in confidence, and developed their knowledge of spelling and sentence structures.</p> <p>More descriptive vocabulary being used and a better knowledge of the structure.</p> <p>S has made 6 months progress.</p> <p>4 students have made one year's progress</p> <p>2 students made 2 years progress</p> <p>2 students made three years progress</p>	<p>Teaching pedagogy has adapted to meet the needs</p> <p>Content Knowledge has developed and grown</p> <p>Write That Essay coaching sessions in our classrooms to support the teacher with their pedagogy.</p>	<p>Continued motivation and high expectations</p> <p>Achievable</p> <p>Allow students to see themselves as successful writers</p>

Literacy (Reading)

Target: That 5 of our nine Year 4 to 8 learners, who are currently not yet working at expected reading curriculum levels, will make more than one year's progress.

Key : February June November

Actions What did we do?	Baseline Data Probe/PM Running Record	Outcomes What happened?	Reasons Why did it happen?	Evaluation Where to next?																																				
<p>4 students part of ASLA programme</p> <p>Shared class novels to encourage enjoyment of literature</p> <p>Lots of opportunities to practise fluency</p> <p>Reading with Teacher Aide for 2 students</p> <p>Daily independent reading activities that are consistent</p> <p>Home reading is issued daily</p>	<table border="0"> <tr> <td>A</td> <td>8-9</td> <td>9-10</td> <td>9-10</td> </tr> <tr> <td>S</td> <td>6-6.5</td> <td>6-6.5</td> <td>7.5-8</td> </tr> <tr> <td>L</td> <td>8-9</td> <td>8-9</td> <td>9-10</td> </tr> <tr> <td>T</td> <td>10y</td> <td>10</td> <td>10-11</td> </tr> <tr> <td>K</td> <td>8-9</td> <td></td> <td></td> </tr> <tr> <td>H</td> <td>9-10</td> <td></td> <td></td> </tr> <tr> <td>M</td> <td>11-12</td> <td></td> <td></td> </tr> <tr> <td>J</td> <td>5-6</td> <td colspan="2">left our school</td> </tr> <tr> <td>D</td> <td>9-10</td> <td></td> <td></td> </tr> </table>	A	8-9	9-10	9-10	S	6-6.5	6-6.5	7.5-8	L	8-9	8-9	9-10	T	10y	10	10-11	K	8-9			H	9-10			M	11-12			J	5-6	left our school		D	9-10			<p>1 student has made a year and a half's progress in 2022. 3 students have made a year's progress.</p>	<p>1 student was involved in the ASLA trial.</p> <p>Reading mileage is a factor in supporting this growth.</p>	
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Recommendations for Targets 2023 ERO recommends that we don't pick up specific groups but look at the whole.