Woodchester Endowed Church of England (VA) Primary School

Our church school community seeks to inspire children and adults to love, learn and flourish together so we may become everything God has created us to be.

Headteacher's Update to Governors

Prepared for: Curriculum and Standards Governors' meeting to be held 26th April 2022 – 4:00pm

Assessment update

Phonics

Following a successful trial, we have just invested in a new online tracking system called Phonics Tracker. This enables staff to do live assessment and recording during all phonics sessions (including interventions) for very precise information about the sounds individual children recognise. All Rec/Y1/Y2/and some Y3 children continue to be assessed for phonics (phonics tracker will be introduced to Y3 teacher shortly) – regular intervention sessions continue to be in place those children who have gaps and they will be regularly assessed.

Phonics Mock Test for current Y1 children – March 2022 (21 children in total)	
14 children	Passed Phonics Assessment gaining 32 marks or above
3 children	On track to pass Phonics Assessment
3 children	Off track to pass Phonics Assessment
1 child	Unable to be assessed (EHCP in place)

Year 2 children

Current Year 2 children did not take the statutory check whilst in Year 1 as the government cancelled it due to the pandemic. In Autumn 2021 all eligible Year 2 pupils took the Phonics Screening Check. Three pupils on role at the time did not meant the threshold of 32. One is expected to meet the threshold in June 2022, one is not expected to meet the threshold and one has since left.

What is the Phonics Screening Check?

The Year 1 Phonics Screening Check is meant to show how well children can use the phonics skills they have learned up to the end of Year 1 and to identify those who need extra phonics help. The DfE define this a 'short, light-touch assessments' that take about four to nine minutes to complete, working 1:1 with each child. The checks consist of **40 words and non-words** that a child is asked to read one-on-one with a teacher. Non-words (or nonsense words, or pseudo words) are a collection of letters that will follow phonics rules a child has been taught, but don't mean anything – a child will need to read these with the correct sounds to show that they understand the phonics rules behind them. The 40 words and non-words are divided into two sections – one with simple word structures of three or four letters, and one with more complex word structures of five or six letters. The teacher administering the check gives a few practice words to read first – including some non-words – so they understand more about what they have to do. Each of the non-words is presented

with a picture of a monster / alien, as if the word were their name (and so a child doesn't think the word is a mistake because it doesn't make sense!).

We will administer the check the week beginning Monday 6th June 2022. In previous years the 'pass threshold' was 32 out of 40. Results will be published to children's parents but not publicly. Any children who do not meet the 'pass threshold' will be given extra phonics help and will re-take the Check in Year 2.

KS1 and KS2 statutory tests and assessments (SATs)

All primary statutory assessments planned for summer 2022 will go ahead this year, including:

- Year 1 phonics
- Y4 multiplication tables check
- KS1 teacher assessments
- KS2 tests in reading and maths
- KS2 assessment of writing

Early Years Foundation Stage Profile

School must send in data before 29th July 2022, reporting on 17 scales covering 7 areas of learning.

	Area of Learning	Scale
Prime areas of Learning	Communication and Language	Listening, attention and understanding
		Speaking
	Personal, social and emotional development	Self-regulation
		Managing self
		Building relationships
	Physical development	Gross motor skills
		Fine motor skills
Specific areas of Learning	Literacy	Comprehension
		Word reading
		Writing
	Mathematics	Number
		Numerical patterns
	Understanding the World	Past and present
		People, culture and communities
		The natural world
	Expressive arts, designing and making	Creating with materials
		Being imaginative and expressive

School must assess Reception children either:

- 1 for Emerging;
- 2 for Expected;
- A for unable to assess/exemption applies.

16 children took part in the Reception Baseline Assessment during the first 6 weeks of the autumn term. See below for current teacher assessment and progress since September 2021.

Reception Class 2022 Attainment (Entry to Spring 2 2022)			
	2021-2022		
	Entry (16 Pupils)	Autumn 2	Spring 2 (15 Pupils)
	% of pupils Expected or higher	% of pupils Expected or higher	% of pupils Expected or higher
Listening, Attention and Understanding	80%	87%	100%
Speaking	60%	67%	80%
Self-Regulation	87%	87%	93%
Managing Self	93%	93%	93%
Building Relationships	93%	93%	100%
Gross Motor Skills	100%	100%	100%
Fine Motor Skills	67%	67%	80%
Comprehension	100%	100%	100%
Word Reading	73%	73%	87%
Writing	60%	67%	73%
Number	93%	93%	93%
Numerical Patterns	73%	80%	87%
Past and Present	80%	87%	100%
People, Culture and Communities	100%	100%	100%
The Natural World	100%	100%	100%
Creating with Materials	100%	100%	100%
Being Imaginative and Expressive	100%	100%	100%

Performance Data

In response to the pandemic, the DfE cancelled the 2019/20 and 2020/21 national curriculum assessments. National Curriculum assessments will return in 2021/22 but the results will not be published in Key Stage 2 performance tables this year. Data at national, regional and local authority level for the 2021/22 academic year will be published.

Multiplication table check

The multiplication tables check (MTC) will be statutory in the 2021/22 academic year. The purpose of the MTC is to check whether children can recall their times tables fluently and to identify those who haven't so they may receive extra support. The check must be administered to all eligible Year 4 pupils between Monday 6th June and Friday 24th June. Pupils continue to practise their times tables and are encouraged to use Times Tables Rock Stars to support their recall. Those that access the site regularly demonstrate the fastest recall.

Summer 2022

Standardised assessments SATs will take place for KS1 and KS2

KS2 SATS

Monday 9th May 2022 – Spelling, Punctuation and Grammar Paper 1 and 2

Tuesday 10th May 2022 – English Reading

Wednesday 11th May 2022 – Maths Paper 1 and Paper 2

Thursday 12th May 2022 – Maths Paper 3

KS1 SATS Dates – Testing period during May 2022

Attainment September 2021 – April 2022

The document (attached) shows the progress children have made in reading, writing and maths since returning to school in September 2021 until Easter 2022. Although we have had no further national lockdowns the two terms have been disrupted by Covid with lots of staff and pupil absence. Nevertheless, progress is being made and levels of attainment improving. Interventions are in place.

Strongest attainment in Reading

Weakest attainment in Writing

Teachers have identified the lowest 20% and are putting in place interventions to support them in closing the gaps.

Primary Science Quality Mark Update

The final submission documents have been sent off and we are waiting to hear if we will be awarded the Primary Science Quality Mark. Mrs Loomes had excellent feedback from the hub leader and we are hopeful for a positive result which is due shortly:

Email from Hub Leader:

Lynne you have done an amazing job, despite the difficult circumstances you have continued to purseue the initial vision and PSQM actions that you originally planned… and much more besides!!!

This was a huge document and undertaking and Science was very much driven forward at pace due to Mrs Loomes intensive work and rigorous drive for improvement. Work focused on self-evaluation and development framework, including:

- Subject Leadership
- Science Teaching
- Science Learning
- Wider Opportunities

Unlocking Reading Fluency Project

Although reading attainment is the strongest of the core subjects, there are children who are not at age related expectations and improvement in reading will support all areas, particularly writing.

During the Spring term we investigated The Reading Fluency Project for Year 2 and kS2 which was developed by Herts for Learning and has been running successfully for over three years. The project incorporates the strategies of modelled expressive reading, echo reading, repeated re-

reading, skilled questioning, challenging text selection and modelling comprehension skills in order to improve children's comprehension. It is aimed at those who are secure with their phonics but not on track to reach ARE and focuses on fluency being the bridge to improving comprehension.
The project is run as an eight week long intervention with a group of 6-8 pupils receiving 2x 20 minutes teacher led sessions each week, however, the strategies and approaches can used more widely in all teaching of reading.
Mrs Jordan and Mrs Mann are taking part in the training offered from the Herts for Learning Team and twilights by Mangotsfield CE Primary and St Peter's CE primary.
Mrs Jordan has already started group sessions and is very positive about children's early responses.
As part of this project we have recently invested in a new 1:1 comprehensive reading assessment tool called YARC – York Assessment of Reading for Comprehension Complete Set (Primary and Early Years) which was not essential but recommended as part of the project.
Once Mrs Jordan's and Mrs Mann's trial has ended we hope to be able to train teaching assistants in delivery of this project and expand its use as a teaching intervention in Key Stage 2.

GLOSSI – Clare Dudman GCC Head of School Improvement
Revised school improvement offer from September so that all schools can have regular, professional challenge and support throughout the year rather than the traditional annual visit.
See Glossi information no subscription/£1500/£2600 (3 adviser visits during the year + 1 additional visit e.g. head pm). Points to raise with LA – cost – not already budgeted for? Is it the same cost for large and small schools?

Finance and SEND
School-led Tutoring Grant Allocation 2021 to 2022 - £1 012.50 + 25% financed by school
One teaching assistant has completed the online training in order to begin 1:1 tutoring sessions after school. Tutoring began after the February half term – currently 2 30 minute sessions per week.
Pupil Premium funding allocation 2021 22 - £13 725
Recovery Premium Funding allocation 2021 22 - £2000
Pupil Premium Funding carried forward from previous years - £4 433
Total Budget for this academic year - £20 158
The money has been spent in a variety of ways including the purchase of iPad and laptops, phonics resources, maths resources, assessment resources, extra staffing time to provide additional 1:1 and small group work.

Thank you

Lynn Pennington
May 2022