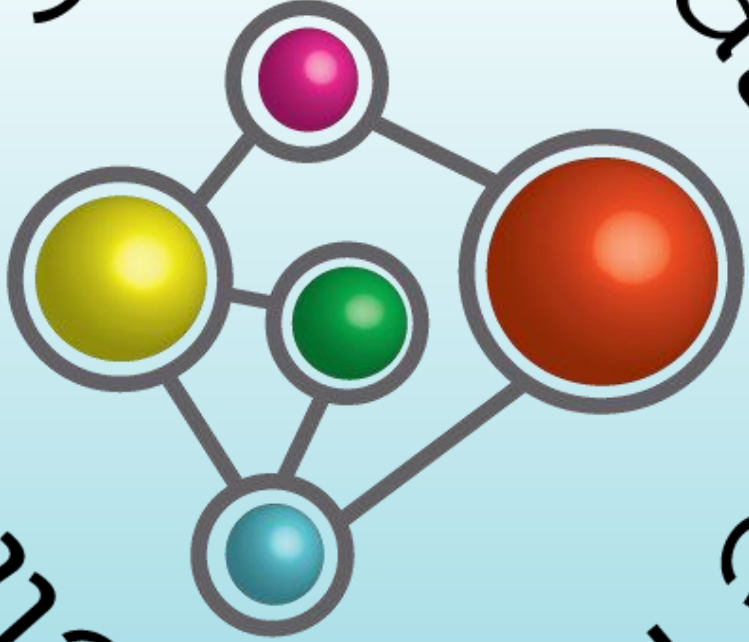


Schools alliance for excellence





Primary English Network meeting

Monday 13th July 2020



Agenda

- **Introduction & Housekeeping** – Claire Eskelson
- **Presenter 1** – Claire Eskelson - EEF research – Assessing learning in the new academic year
- **Other presenters:**
 - Jo Costin (St Dunstan's) – **Identifying gaps**
 - Sophie Murdoch (St. Polycarps) - **CPD**
 - Krista Greenwood (St. Mary's Primary) – **Reading Fluency**
 - Esther Whitbourn (South Farnham) – **Assessment and Reading**
- **Discussion / Network meetings 20/21**



Education
Endowment
Foundation

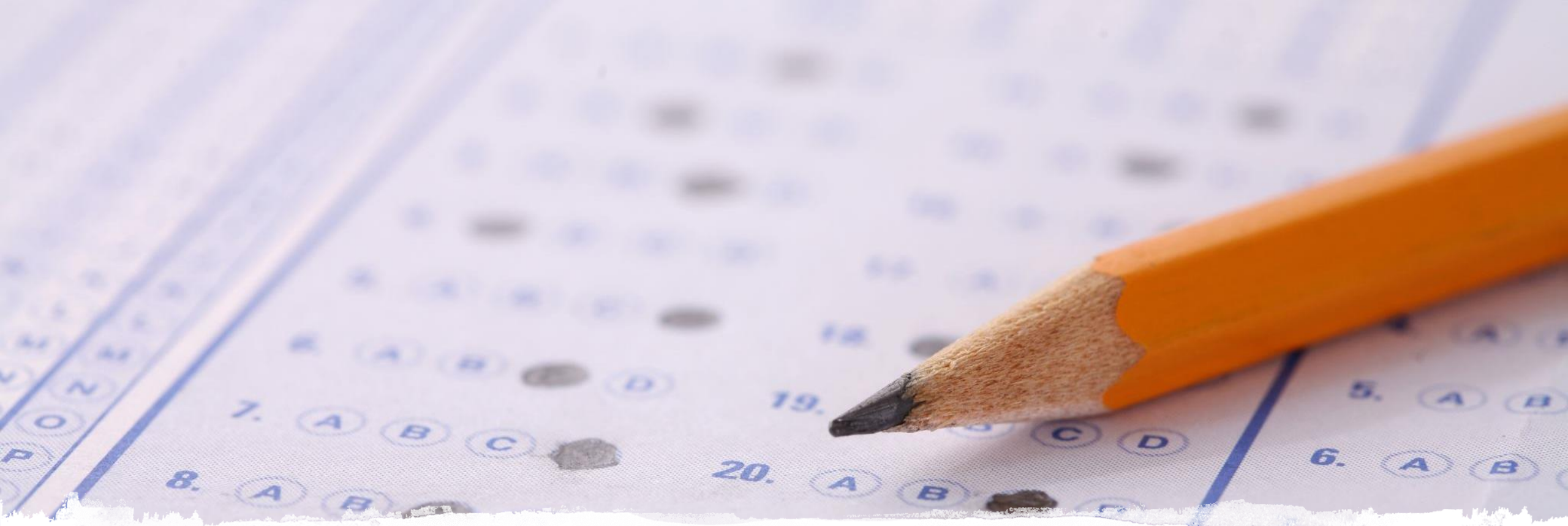
EEF's own [rapid evidence assessment](#) has suggested that school closures are likely to at the very least reverse progress made to close the gap between disadvantaged pupils and their peers since 2011.

To Assess or not to Assess.....?

return to 'normal' schooling

assessment crucial to identify gaps and
target catch-up strategies

cancellation of Key Stage 2 and GCSE
exams proves we can live without them
and perhaps should downplay these kinds
of assessments in the future.



Assessment can certainly help to identify what students have, or have not, learnt and so inform and enhance subsequent teaching.

Assessing with purpose

Assessment to:

- impact on learning – motivate students/practice in answering questions
- support school level decision making – ‘high-level’
- inform classroom teaching – formative/granular level of information



Key questions to consider this autumn about assessment quality and purpose

- 1. What is the purpose of your assessment/s?
- 2. Understanding assessment purposes means being clear what you will do as a result. Are you clear what the choices are and how your decision will depend on the outcome of the assessment?
- 3. What is the balance between deploying standardised assessment and 'granular', subject-specific formative assessment?



St Dunstan's Catholic Primary School

Jo Costin



Identify gaps in learning identified and addressed to ensure all children make at least expected progress.

- Formative assessment strategies will be honed to ensure that teachers are being responsive to the needs of the children.
 - Planning the lesson – small steps (Rosenshine’s principles of Instruction – models, worked examples, I do , we do, you do, scaffolds from novice to expert)
 - Pre-teach as required
 - Responding to and flexible in approach to addressing gaps and misconceptions within the lesson
 - Plan for catch-up and pre-teach
 - Plan to address further in next lesson
 - (Teachers in year groups will have allocated time to adjust planning daily as far as possible)



Identify gaps in learning identified and addressed to ensure all children make at least expected progress.

- Review curriculum content and prioritise aspects that are fundamental to impact of future learning.(Pareto Law 80:20 principle – what hasn't been taught, what hasn't been embedded (from what has been taught), non-negotiables.
- Learning as a change in long term memory helps to guide teachers in their practice e.g. development of vocabulary, retrieval practice, spacing, sequencing of learning.
- Network of support for teachers through year group teams, subject leaders to hone their pedagogical practices to support this.
- A supportive culture of self-improvement to have a positive impact on the children's learning.



The classroom environment strongly supports children to know and understand themselves as independent and happy learners

- Re-establish routines, high expectations, relationships and learning behaviours.
- Develop resilience through having learning chunked into small steps gradually building stamina to face learning challenges.
- Learning is meaningful, inspiring and valuable – activating pupils as owners of their own learning (meta-cognition). Inspiration ensures engagement and motivation.
- Self-regulation strategies utilising the classroom environment : enable tables, tools to get unstuck, worked examples, tools to get unstuck, working walls conducive to vocabulary development.



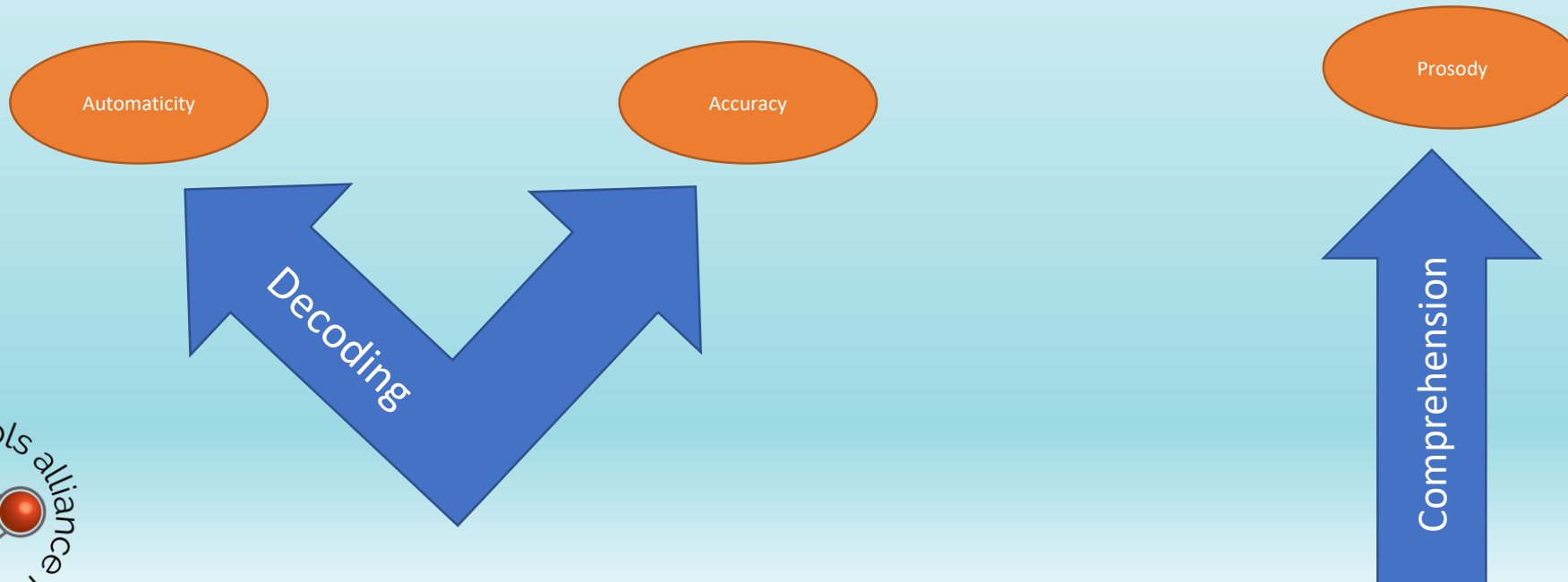
St Mary's Primary School

Krista Greenwood

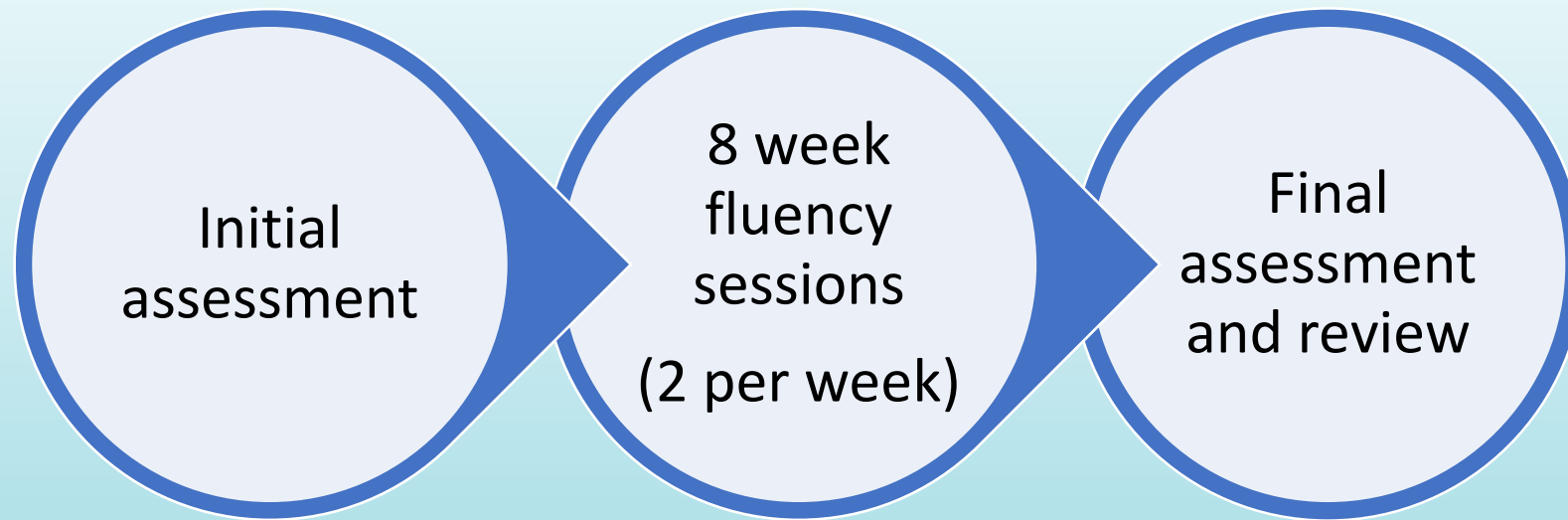


Reading Fluency – Building up children’s stamina and confidence with reading

- Automaticity (rapid word reading without conscious decoding)
- Accuracy (often measured as correct words per minute)
- Prosody (expressive, phrased reading)



How did the original project work?

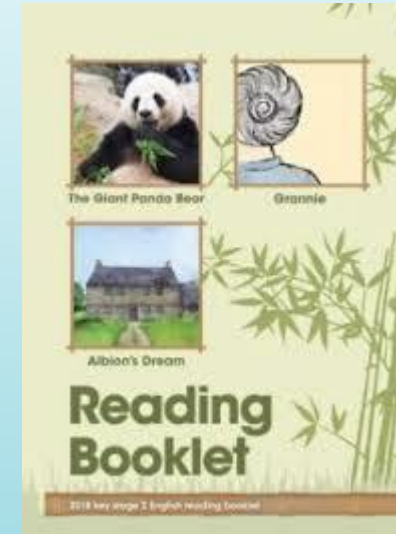


2 sessions per week!

- Session 1 – Fluency practice



- Session 2 – Vocabulary and comprehension

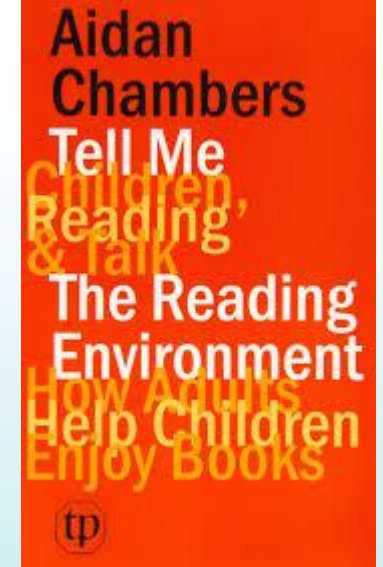


Session 1 – 20 minutes

- Teacher models overt fluency while reading a section of text (short story, prologue, section of novel)
- Children repeat sections echoing back what you read and text mark
- Children do echo reading: group, pairs, individual
- Children re-read the passage aloud (rehearsal)
- Performance reading in pairs
- Feedback to each other

Session 2 – 20 minutes

- Re-read the text using echo reading
- Comprehension and vocabulary focus – keep it open
- Ask ONE question that requires a focused answer
- 10 minutes to discuss/10 minutes to answer the question



What impressions do you get
of The Nowhere Emporium?



What has the impact been so far?

- Huge success with one-to-one Year 3 pupils
- Reasonable (and sometimes better) increase in scores of some pupils for Year 6 SATS

Pupil	Raw/Stand	Raw/Stand
Weak decoder, dyslexic?	22-97	25-97
Dyslexic	26-100	33-103
Poor comprehension	27-100	26-98
Poor comprehension	27-100	33-103
Weak decoder	24-98	37/106
Poor comprehension/EAL	21/96	25/97
Poor decoding/comp/reluctant	20/95	26/98
Poor focus and learning behaviours	25/99	32/102
Weak decoder	28/101	31/102
Weak decoder	19/94	13/89
Weak decoder	22/97	27/99
Lack of focus/ FAS	25/99	35/105
Poor learning behaviour	18/94	35/105
Weak comprehension	23/97	35/105
Weak decoder, global delay	23/97	36/106
Dyslexic	23/97	33/103
Lack of confidence	18/94	36/106



How are we further implementing this?

- Booster groups for Years 5 and 6
- Intervention groups in Years 3 and 4
- Whole class 'choral reading' in Year 1, 2 and 3
- Booster groups in Year 2
- One to one echo reading with children where phonics doesn't seem to be working! (Year 3/4)

More information?

- <https://www.hertsforlearning.co.uk/teaching-and-learning/research-projects/english-research-projects/ks2-reading-fluency-project>



Key points to remember

- Text marking should be encouraged but there isn't an exact method to this
- Children should be imitating your expression – this means you need to read with overt expression
- If children read it incorrectly repeat it correctly so they hear what to do rather than telling them what they have done wrong
- Texts should be meaty with not too much dialogue
- Texts should be interesting and exciting to the pupils
- Texts should be difficult for the children (slightly above what they can manage independently)
- Children **MUST** follow along to support tracking
- Actions are not allowed – sit on your hands if necessary



St Polycarp's Primary School

Sophie Murdoch



CPD – best practice



- ‘Great teaching is the most important lever schools have to improve outcomes for their pupils.’
- CPD focus on monitoring, moderation and re-establishing what constitutes best practice.
- Timetabling longer stretches of time to aid better AFL, feeding into CPD.
- Improve staff knowledge of effective Wave 1 and Wave 2 support.
- Coaching teams, lead by senior leaders, to ensure adapted support for all teaching staff.



South Farnham Educational Trust

Esther Whitbourn





September: baseline assessment

Assessment will help answer the following questions:

- ✓ How can teachers identify pupils who would benefit from **additional catch-up support**?
- ✓ How can teachers **most effectively support** their pupils?
- ✓ What have pupils actually missed?
- ✓ Which learning may be less secure, even though it has been 'covered'?
- ✓ How can teachers identify particular areas where pupils have **forgotten or misunderstood** key concepts?
- ✓ How can teachers ensure that new material being covered **builds on secure foundations**?





September: reading

- ✓ 'Story Buddies' via ZOOM (initiative supported by parent) – children reading to members of the school community as an alternative to visitors entering building.
- ✓ Surprise Storyteller.
- ✓ Each child read with within first two days of being back at school.
- ✓ Assembly slots – dedicated to reading.
- ✓ Purchase of high-quality texts as class readers.
- ✓ English focus groups provision.



Early focus (morning and afternoon).





Tuition

- ✓ Summer School

Intensive group sessions delivered for children currently in Years 2, 3, 4 and 5 to refresh the basics in Maths and English and address key areas missed, due to Covid-19, before they move into their new year group.

- ✓ Autumn term after school tuition (8 week programme)

Intensive group sessions delivered for all year groups to consolidate learning in class.



Summer

First class

English and Mathematics

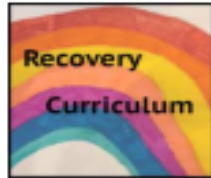
Tuition



Transition back into school during COVID-19 - Week 1 Whole school plan

Jo.gray@oneeducation.co.uk

Produced in collaboration with Ben Morgan, Chapel Street, Manchester



- Lever 1: Relationships
- Lever 2: School community
- Lever 3: Transparent curriculum
- Lever 4: Metacognition
- Lever 5: Space

Inspiration taken from A Recovery Curriculum: Loss and Life for our children and schools post pandemic.
Barry Carpenter, CBE, Professor of Mental Health in Education, Oxford Brookes University, UK
Matthew Carpenter, Principal, Baxter College, Kidderminster, Worcestershire, UK

Positive, safe, nurturing, healthy relationships

Emotional wellbeing, mental and physical health (including Physical activity (team games, yoga, walking, gardening etc)

Play, oracy, speaking and listening

Character education: resilience, cooperation, confidence, perseverance, integrity, gratitude, self-discipline, caring etc

Basic skills in maths, reading and writing

Creative arts (drama, role play, singing, music, visual arts, sculpture etc)


Reading for Pleasure

Use of outdoors as much as possible, Link all learning to engaging texts , reintroduction to other curriculum areas where relevant

Transition back into school during COVID-19 - Week 1 Whole school plan

jo.gray@oneeducation.co.uk

Produced in collaboration with Ben Morgan, Chapel Street, Manchester

Week 1			
Text: While We Can't Hug By Eoin Mclaughlin Illustrator: Polly Dunbar			
Outcomes:			
<ul style="list-style-type: none"> • Consider their pupils' mental health and wellbeing and identify any pupil who may need additional support so they are ready to learn. • Assess where pupils are in their learning, and agree what adjustments may be needed to the school curriculum over the coming weeks. 			
Learning targets	Basic Skills	Essential activities)	Overview
To understand what has stayed the same within our school and community	Speaking and listening: listen and respond appropriately to adults and their peers ask relevant questions to extend their understanding and knowledge	Introduction: Introduce 'While we can't hug' to children. (Possibly whole school via video conference) have children discuss why they think this is forming the basis of our work for the week. Ask children why they think this book is important. https://www.youtube.com/watch?v=2PnnFrPaRgY The book is also available to buy as a paperback book.	It is important that the children understand that the world has changed and that their lives have changed. It is vital that the children know that they are not the only ones living in this situation.
To understand what has changed within our school and community	use relevant strategies to build their vocabulary speak audibly and fluently with an increasing command of Standard English	PSHE: (Possibly to be developed over two or three lessons)	It is imperative that we give children the opportunity to discuss their feelings surrounding the current pandemic.
To understand what has changed within our families and lives.	participate in discussions, presentations, performances, role play, improvisations and debates	-discuss how they feel to be back at school (For EYFS/Y1 children this may be extended as exploration of classroom and school rules will be essential)	We need to help children to remember rules whilst in school, structure of the day and general systems and procedures such as behaviour policies. Children need to have time to understand changes they have noticed around the school and how we can follow social distancing. They also need to understand why this is important.
To understand what has changed in the world.	gain, maintain and monitor the interest of the listener(s) select and use appropriate registers for effective communication.	- explore what has changed in the school and at home. What has changed in the world. The new rules. What they can and can't do at the moment and why. - talking about we felt at first during the pandemic and how we feel now. - if children need to, they may want to contribute confidentially by writing a note or telling a key	Children have had a long time at home with their immediate families and interactions will have been limited. Children need to develop skills needed for collaborative learning, team work and communication. The three prime areas in EYFS: CLL, PSED, PD are crucial to all children as they return. Children need to understand that there are other ways that we can show we care without breaking

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Primary Network Meetings

- Half-termly
- Zoom and Face-to-Face
- Priorities for 20/21



Thank you!

