

Where We Are Now: Highlights from the SDP Evaluation of 2015-2016

Our running theme last year was...Be Extraordinary! Looking at traits such as resilience, bounce-back-ability, focus, perseverance, grit, tenacity, and bravery, learners reflected on how they could apply these to their learning. Children talk enthusiastically about their learning and how they challenge themselves to be 'purple learners'.

Last year saw the implementation of our first cohort of Learning Detectives whose job is to observe learning traits across school and feedback on them. Many key themes that arose as a result of these observations and case study research, feature on our 2016-2017's school development plan.

Leadership and Management

Mrs Lucas is in her final stages of the NASENCO award at Brookes University and our established SENCO, keeping practice up to date, with children's voice at the centre. Mr Silvester, new deputy, Mrs Rance, promoted as School Business Manager and Mrs Hyde, promoted as HLTA, all trained in performance management to begin rigorous and distributed process from September 2016. Networks established with partnership schools and schools with similar philosophies; alliance member with Wroxham, strategic member of OTSA. Governors also have begun extending partnerships and have organised governor meetings with other schools. We have a group of committed governors who are actively seeking training, completing subject visits and seeking to fully understand the ethos and direction of our school. They have been fully involved in designing policy and practice while supporting and challenging all that we do.

Effectiveness of Early Years

Miss Zimmerman has been an Early Years Lead Teacher for Oxfordshire and has shared practice with other schools, while welcoming visitors to experience her classroom. Working walls, where possible, have been moved to child height and are now interactive. Children talk about how the learning walls help their learning. The EYFS team attended EAL training at Wroxham and OCC and have helped these children to make good progress and transition into year 1 seamlessly. New resources have been purchased for the classroom and the outdoor area to enhance children's learning experiences and to stimulate learning through play. 82% of the children moved into year 1 with a good level of development which is significantly above local and national averages.

Outcomes for Pupils

Passion, Pace and Pitch was the focus for all lesson observations underpinned by assessment for learning. Teacher questioning has become much more prevalent in lessons. Teachers have now observed teaching across school and have begun working in coaching trios to discuss and debate key issues. We have begun to eliminate the notion of abilities, with a majority of children now working in mixed ability groups, collaborating in trios, with many year groups allowing children to choose their own challenges. Challenge and achievement for all remains the key driving force. All teachers have been trained in the lesson study approach, with some already having carried out a full lesson study. With the removal of old 'levels', subject leaders devised their own curriculum assessment grids which teachers now use to determine progress against key headings. We held rigorous pupil progress meetings six times a year, to monitor the progress of pupils in every class and towards the end of the year all reading and writing judgements were moderated in trios. Pupil progress meetings have become central to monitoring, intervening and understanding progress across the school. There has been a paradigm shift in the way we assess across school. Summative tests have been replaced by ongoing formative assessment to ensure teachers trust their own teacher judgements while not relying on test scores.

Quality of Teaching, Learning and Assessment

Writing was our key curriculum focus for the year and we implemented ASPIRE writing, our school's half dozen approach to ensuring purpose for writing. Children talk enthusiastically about writing and throughout the year we welcomed authors into school to inspire creativity. Regular extended writing opportunities are now given to pupils to give them time to practice their writing skills. The importance of talk in the classroom has also been key; our approach highlights that if children have time to talk about their writing with others, sharing their ideas and then planning before they write, they begin to write more fluently.

Personal Development, Behaviour and Welfare

Our relentless focus on manners been noticed by our community. Children are much more aware of others around them, going above and beyond just what is expected. We enjoyed a visit from the headteacher of Masekane in Africa and children. International links have been now established further with a school in France that Ms Dark has initiated and children enjoyed learning throughout the year around different cultures and traditions from countries around the world. UNICEF themes remain a part of collective worship and form part of citizenship learning across school. Our outdoor area has continued to improve, with children providing their ideas for different 'areas' to enjoy play and rest. Parents have been instrumental in helping to create new spaces and maintain the grounds. We have worked on raising the profile of pupil voice and leadership and now have established playground leaders, house leaders, librarians, school council members, eco council members and Learning Detectives. Safeguarding has remained a priority and we continually assess to ensure robust and rigorous safeguarding policies are in place and everyone is updated regarding new information in a timely and efficient manner.

Removing summative tests has meant that teachers must truly trust their formative assessments of their children. Assessment for learning therefore must underpin every lesson, and teachers must adapt and change practice according to the needs of their pupils. Assessments are now compiled through observations and feedback. Teachers and pupils must be able to explain where pupils are in their learning now, where they are aiming to go next, and most importantly, what they must do to close the gap between the two (Sadler 1989).

Brave Leadership was vital last year. Keeping children at the heart of every decision, we questioned and reflected on everything we did as a school, seeking the 'purpose' for current practice and policy.

Highlights of some Key Priorities and Success Criteria for 2016-2017

Research

This year our school is excited to be a part of two distinct research groups. Our Maths Leads are working as part of a Mastery Maths Teacher Research Group with Glow Maths Hub. Finally, we are continuing our work with NAPE and Keycolab on the impact of educational visits on learning.

Mathematicians!

We want children to enjoy mathematics and apply their 'growth mindsets' incessantly, realising that all can be mathematicians with effort and practice.

Priority	Success criteria
Enjoyment in Mathematics	<ul style="list-style-type: none"> • Children enjoy mathematics • Their growth mindset is evident in mathematics • Questioning drives learning by pupils and adults • Resources are explicit in lessons with a CPa approach
Pupil's Wellbeing and Pupil Groups	<ul style="list-style-type: none"> • Groups of pupils are fully supported (RAFTERS, Young Carer's) • Home School Link Worker is integral to the wellbeing and pastoral support of children across the school. • Mediation and/or nurture groups established to minimise friendship issues/falling out • Key groups of pupils are supported through intervention as necessary • SENCO key to ensuring vulnerable pupils are quickly identified and supported
Speaking with Eloquence	<ul style="list-style-type: none"> • Children speak fluently • Model a 'growth mindset' in their language • Provide reasoned responses with class discussions, e.g; I agree because, I disagree because, I support, I challenge that,
Inspiring and Engaging Curriculum	<ul style="list-style-type: none"> • Writing is given a purpose across the curriculum • Children are provided with hand's on experiences to inspire them across all subjects • Visitors and educational visits planned specifically to engage children in their learning • Learning is given depth, so children are immersed in topics and have a voice in the direction of their learning
Questioning	<ul style="list-style-type: none"> • Questioning continues to drive teaching and learning at all levels • Questioning is explicit in lessons • Learning Detectives to drive initiative of teaching questioning techniques to pupils so that in lessons children are deepening their own learning by asking reasoned questions • Questions explicit in the classroom from pupils and teachers and key questions on the walls to challenge learning
Assessment for Learning	<ul style="list-style-type: none"> • Continuous drive on assessment for learning • Teaching adapted lesson to lesson in response to their pupil's needs • Verbal feedback consistent across the school • Children clear about their success criteria and their 'next step' and how to close the gap between the two. • Learning walls reflect current learning and pupil led • Pupil voice key to Pupil Progress Meetings – progress evidenced in regular pupil discussions and book scrutinies.

Learning Detectives

In an attempt to truly embed pupil voice in driving teaching and learning, Learning Detectives will continue observations and feedback, drive questioning across the school and begin training of a new cohort of Learning Detectives.

Be Phenomenal!

Children will focus on this theme in their learning, manners and attitudes. Visitors and inspiring speakers will continue to be welcomed into school to share their mistakes made, how they modelled resilience and the effort they put in to achieve success.