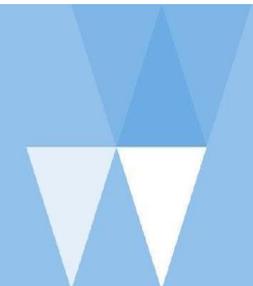




<b>School Name:</b>	Gordonton	<b>School Number:</b>	1728
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<b>Strategic Aim:</b>	<p><b>Literacy</b></p> <p><b>To increase the number of students achieving at or above the expected curriculum achievement level for Writing.</b></p> <p><b>To increase the number of students achieving at or above the expected curriculum achievement level for Reading</b></p>
<b>Annual Aim:</b>	<ul style="list-style-type: none"> <li>• To Raise the achievement of all learners in the school</li> <li>• To Identify target learners and deliver specifically tailored programmes to accelerate their achievement.</li> </ul>
<b>Target:</b>	<ul style="list-style-type: none"> <li>• That the <b>38 Students</b> currently assessed as being below or well below their expected level of achievement in <b>Writing</b> will make <b>accelerated</b> progress against the curriculum</li> <li>• That the <b>27 Students</b> currently assessed as being below or well below their expected level of achievement in <b>Reading</b> will make <b>accelerated</b> progress against the curriculum</li> <li>• That all other students will make appropriate progress in Reading and writing.</li> </ul>



# Tātaritanga raraunga

## Baseline Data:

Analysis of school-wide **Writing** data (Triangulated and evidenced OTJs) identified gaps across the school. The data shows that in November 2020 38/220 students were achieving below or well below in writing.

Analysis of school-wide **Reading** data (Triangulated and evidenced OTJs) identified gaps across the school. The data shows that in November 2020 27/220 students were achieving below or well below in Reading.

<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
<p>Co-construction of success criteria with students – aimed at learning needs</p> <p>Direct Acts of teaching based on what the child is able/ not able to do and is analysed regularly</p> <p>Major focus on ‘How we assess?’ it was evident that assessment practices were localised and entrenched in archaic practices. There was little communication about method, no single assessment method and no moderation. Students were reassessed and found to be behind where they had been placed.</p> <p>Teaching students to be better learners; use of language of learning, success criteria used by students as ‘their tool’ to assist/support their learning</p> <p>Teachers to establish with individual learners, ‘learning intentions/success criteria relevant to the individual’s learning needs; ‘next steps in learning’</p> <p>Timetable to be formalized to make sure each student is receiving dedicated. deliberate acts of teaching around writing.</p>	<p>Covid Happened. As a result of the global pandemic, resultant school closures and illness in the community, significant opportunity for consistent and robust face to face teaching and learning were limited.</p> <p>Children learned at distance, used hard packs and relied on parents to be the teacher. Levels of engagement were varied between homes.</p> <p>It is highly difficult to effectively teach Reading at a distance. As each child exhibits different responses to text, each child requires slightly different teacher responses.</p> <p>We swung our focus onto review of the entire literacy programme and started a move to structured literacy across the school.</p> <p>There were no norm referenced standardised tests administered from term 1 due to COVID and therefore some slip backs in</p>	<p>Impacts of the year seriously affected the ability of students to gain solid continuity in their learning</p> <p>A lack of opportunity to test students in meaningful ways against deliberate teaching and learning diminished.</p>	<p>A more structured approach to Reading and writing learning.</p> <p>The school has taken on the curriculum model of structured literacy. This will provide a more systematic approach to writing, refocus on phonics and grammatical skills and provide a more robust benchmark for assessment of writing which has typically been subjective despite moderation and balancing.</p>

expected learning outcomes went unnoticed for a lot of the year.

## Planning for next year:

- o **To Use End of Year Data to inform learning priorities.**
- o **To monitor the achievement of target students in reading and writing, throughout the year**
- o **To use achievement data to inform support for Target Learners**
- o **To experiment with assessment tools that may enhance student learning**
- o **To implement and maintain a structured literacy approach across the breadth of the school.**
- o **Ensure formative assessment practices are consistently applied throughout the school in line with the structured literacy model.**
- o **Use assessment tools in an agreed way.**
- o **To Review the Way in Which Student Achievement is communicated to Parents/Whanau to involve them in more ways than just summative reporting.**