KS1 Summer 2018 report

Priorities for Summer Term

* To lead Year 2 to an increased percentage for Reading, Writing and Maths in their end of Key Stage assessments.
* To support teaching and learning in RWInc to ensure that as many children pass the phonics screen as possible.
* To identify which children need 1:1 RWInc tuition and look at the impact of the tuition.

Strengths

* RWInc sessions taking place daily.
* Daily 1:1 RWinc sessions for identified children.
* SATs successfully completed in Year 2 – an increased percentage of children reaching the expected standard and at greater depth.
* Phonics screen completed for all of Year 1 and children in Year 2 who needed to resit.
* Reasoning skills being taught daily in Maths lessons which has supported the children through their reasoning paper.

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| Action  | Impact  |
| Organised KS1 test administration – staffing, resources and room availability.  | The needs of certain individual children were met by organising a 1:1 prompt for them to complete their test papers. The children with emotional difficulties were happy and settled during the test period. The smooth administration of the tests enabled all children to stay focused and calm throughout.  |
| Supported Year 2 teacher with marking of Key Stage 1 test papers.  | Test papers were marked correctly and fairly in accordance with the published mark guidance.  |
| A wide variety of activities have allowed children to be SATs ready including Easter school, Breakfast Club 8.30 club, after school club, extra 1:1 reading, practice Key Stage 1 papers. | KS1 teacher assessment results – Reading 80% with 31% at greater depth excluding 3 ARC children (76% with 29% greater depth with ARC children.) Writing 78% with 24% at greater depth excluding ARC (74% with 23% greater depth with ARC children).Maths 81% with 27% at greater depth excluding ARC children (77% with 26% greater depth with ARC children)Published KS1 results including ARC children are higher than last year for meeting the expected standard in all areas and an increase in greater depth for writing and Maths this year. There was a 2% increase for Reading, 3% increase for Maths and 7% increase for writing. However, when ARC children were removed from the data, the Year2 cohort had an increased percentage of children meeting the expected standard by 6% for reading, 7% for Maths and 11% for writing.  |
| Supported the Key stage 1 team with preparing children for the phonics screen. | Teaching Assistants used Breakfast club time to practise phonic sounds with the children who attended at this time and they also did 1:1 tuition with identified children each day at various times. This helped to identify and support any gaps in the children’s knowledge of the sounds which they were going to be tested on.  |
| Year 1/2 phonics screen | Highest ever percentage of Year 1 children passing the Year 1 phonics screen – 87% (Published data -84% including 2 ARC children) Highest ever percentage of Year 2 passing the phonics screen – 92% (Published data - 81 % including 3 ARC children)  |
| Year 2 staff attended the agreement trialling course by the Local Authority.  | A clear understanding of the dates and schedule of the Key Stage 1 assessment arrangements and the evidence needed for Year 2 moderation. Opportunities to work with experienced and new moderators to enable accurate judgements to be made.  |
| GDPR | Supported the Key Stage 1 team with their understanding of the new GDPR regulations and distributed the guidelines on the retention of documents.  |
| Supported student teachers during their final placements in Key Stage 1.  | All 3 students passed their final placements and one of the students successfully gained a teaching post at Bridgewater for September 2018.   |
| Supported a student teaching assistant to pass their Level 3 Teaching Assistant course. | The student successfully passed all elements of their assessed placement and had a range of evidence to support each of their standards that they had to meet. They also were able to build good relationships within the year 2 team and also with the children. The student was able to support the teaching and learning in Year 2 greatly this year.  |
| Local Authority moderation of Key Stage 1 writing, reading and maths. | Through moderating at 3 other schools across the city this has enabled me to support Key Stage 1 staff to make their end of year teacher assessment judgements.  |

Actions for next year

* Support a teacher who is moving into the Key Stage 1 team.
* Support new Teaching Assistants moving into Key Stage 1.
* Continue to monitor and support Year 2 for the KS1 SATs.
* Continue to monitor Year 1 for the Phonics screen.
* Continue to monitor Read Write Inc across the key stage.1.
* Support Year 2 with the ‘In Harmony’ music project as it moves into Year 2 next year.