

Our Key Priorities for moving forward in 2023-2024

(See SDP for full detail)



Overarching EYFS Priorities 2023/24

- Embed our work to target the progress and attainment of all children - increasing the percentage of children achieving an 'expected' level in Maths and Literacy on exit from the EYFS. **Target: 56% Expected for Literacy - Comprehension, Word Reading and Writing and 61% in Mathematics - Numbers and Numerical Patterns**
- Embed our work and target the progress and attainment of EYPP children, with a focus on boys, throughout the EYFS as these are the children whose attainment gap is the largest at the end of Reception.
- Continue to develop vocabulary and language using Early Talk Boost, NELI, Makaton and WIGIT - a 'Communication Friendly' setting

Specific Target Areas:

- **Boys:** Managing Self, Building Relationships, Listening, Attention and Understanding and Speaking
- **PP Focus:** Speaking, Managing Self, Building Relationships and Writing
- **Embed new systems related to the EYFS framework across the setting.**
- **Continue the 'on entry' baseline assessment in Reception Year**
- **Embed the new EYFS staff team - supporting new members of staff**
- **Tracking to show children make at least 4+ steps progress across Development Matters bands during the academic year.**
- **Continue with specific EYFS SEND Provision to support successful outcomes for all children.**
- **Build on and develop virtual information for all stakeholders.**

- Number
- Numerical Patterns



- Past and Present
- People, Culture and Communities
- The Natural World



- Comprehension
- Word Reading
- Writing

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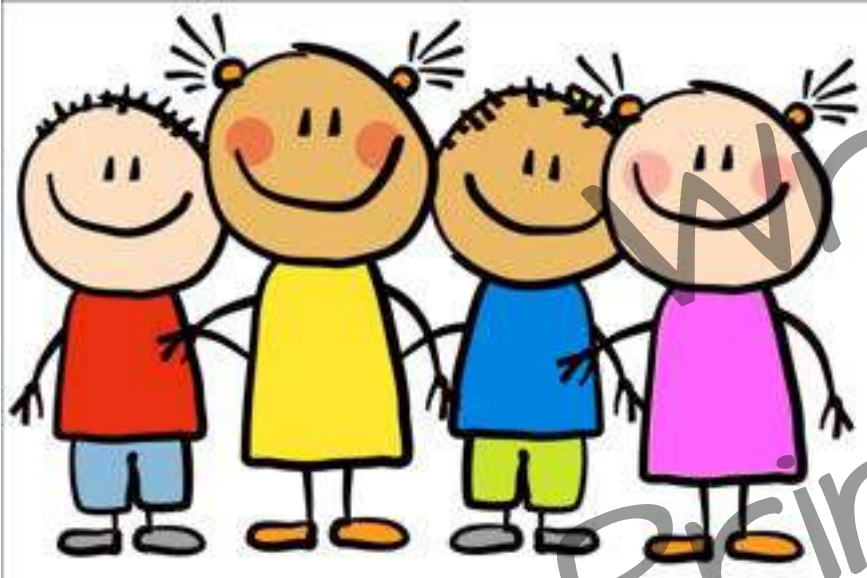
- Creating with Materials
- Being Imaginative and Expressive

Time for Twos



- Continue to develop an excellent Time for Twos educational provision to start the educational journey for Wren's Nest children at the age of 2 not 3.
- Language development - continue the use of Makaton, Early Talk Boost and Widget to aid the accelerated acquisition of language and vocabulary
- To raise attainment by increasing the percentage of children working at a developing/secure level within the Birth to 3 band on exit from the Time for Twos provision.
 - Target: 70% of children within the cohort (average of 17 areas). Within this 70% (25% of cohort) to be working at a secure level of understanding.
- Boys in the Prime areas of curriculum:
 - PSED and CL - all strands - to be Nursery ready and majority of boys within the cohort to be working in the Birth to 3 age band on exit from Time for Twos (likely to be developing/secure).

Nursery and Pre-School Priorities



Target:

For 30% of the Preschool cohort to be **secure** within the Nursery band in the Prime areas (PSED, CL, PD)

and

in the Specific areas (LIT and NUM) of Development Matters **on exit** from their Preschool education.

- Boys - close gap, 'diminish the difference' in attainment
- EYPP - close gap, 'diminish the difference' in attainment
- Phonics focus - gaining understating of linking picture side to sound - RML - friezes, oral blending.
- Language development - use of Makaton, Early Talk Boost and Widget to aid the accelerated aquisition of language and vocabulary

Reception Priorities

Target:

- To raise % attainment for Expected and GLD
 - 56% Expected for Literacy - Comprehension, Word Reading and Writing and 61% in Mathematics - Numbers and Numerical Patterns
 - 51% Good Level of Development

Target:

- Undertake the Reception baseline.

Target:

- Maintain the fidelity of the RML phonics programme and increase the proportion of children working at Green Band by the end of Reception. 35% of cohort to be in Green Band.
- Reduce number of children - <25% - working on Ditty Band or below.

Target:

- Undertake interventions and actions that have had significant impact for targeted children especially Pupil Premium with focus on Pupil Premium boys.

Target:

- Embed SEND provision in EYFS. This will include new formation of staff team and outside agencies.



Reception Priority: Continue to reduce the tail!

- Embed our developed work to continue to reduce the 'tail' of Reception children working within the Nursery age band at the end of Reception in priority areas of the EYFS curriculum.



% of children still working in Nursery band at end of Reception	Target 2023/24	2022/23	2021/22	2018/19	2017/18	2016/17	2015/16
Listening, Attention and Understanding	15%	18%*	17%	8%	10%	10%	22%
Building Relationships	15%	20%*	14%	6%	10%	12%	-
Self-Regulation	10%	13%	14%	5%	10%	10%	20%
Word Reading	10%	13%	4%	16%	10%	12%	21%
Writing	10%	13%	4%	18%	10%	13%	19%
Number	10%	16%	14%	18%	10%	12%	17%

Key Actions for Phonics

EYFS → Y2

REC:

- Embed 'Creating a Strong Start' in Reception.
- Coach staff with focus groups including bottom 20% of children.
- Children to focus on acquiring sounds more quickly and;
- gaining the skill of blending more quickly.
- Fluidity within groups to meet children's needs.

Focus for teaching within the Spring Term:

REC: Higher set - speed sound set 2

Year 1:

- Y1 lower sets - speed sound set 1 recap and focus on word time 6 and 7 (recap of Reception expectations)
- **Speed Sound set 2 - 12 sounds, to be taught when SSS1 is established, including 'Special Friends'**
- **Speed Sound set 3 to be taught as needed** Y1 and Y2 children to acquire sounds and make good progress through the phonics programme
- Fluidity within groups to meet children's needs

Year 2:

- **JS and KC move to Y2 LIT/LANG programme - October 2023**
- RG and GB - to focus on target 'crunch' children. RG to move onto blended blue/grey by start of Autumn term **embedding SS2 and SS3 - RG group moving onto Lit/Lang by January 2024**
- Phonics sessions during afternoon - to focus of sessions 'Fred Talk' accuracy (not speedy reading)
- Year 2 Retakes (Rainbow Room and Sunflowers group only)
Staff to use the sound tracker and PSC word generator to meet children's needs.

Next steps for KS1 in 2023/24

- ✓ Increase the percentage of the "Reception Expected cohort" children who go onto achieve expected at the end of KS1 for all subjects (Focus for Y1 and Y2) - **Particular focus on Writing.**
- ✓ Increased focus on Phonics in Year 1 (additional afternoon session + more intervention)
89% of children pass the phonics screening check in Year 1 – June 2024
- ✓ To increase fluency in reading skills, develop children's application of phonics into writing skills and continue with spelling programme in Y2 which works in conjunction with Phonics.
- ✓ Majority of Year 2 children to be accessing Lit and Lang programme by January 2024.
- ✓ Cracking Comprehension sessions to be embedded into practice throughout Key Stage 1.
- ✓ Continue with booster work and interventions to bring more children on track and 'close gaps' following COVID 19 (particularly TEXS/some WTS group).
- ✓ Use of Teaching Assistants to carry out short term interventions, in addition to quality first teaching.



Key targets for end of KS1 2023/2024

(see Target Trajectory grids for
specific year group targets)

End of Key Stage 1 Targets:

EXPECTED ATTAINMENT: Increase the percentage of children who are at least at the expected level for writing, reading and maths.

Targets:

- For 63% of the cohort (38/60 children) to be at least at the expected level in Reading
- For 58% of the cohort (35/60 children) to be at least at the expected level in Writing
- For 62% of the cohort (37/60) to be at least at the expected level in Maths

Combined: 52% of the cohort (31/60 children) to be at least expected in Reading, Writing and Maths

ABOVE : Increase the percentage of children who are at more able and working at a Greater Depth in writing, reading and maths.
(None of the children were Exceeding in the Early Learning Goal at the end of Reception)

Targets:

- For 12% of the cohort (7/60) to be working at a Greater Depth (GDS) in Reading
- For 11% of the cohort (7/60) to be working at a Greater Depth (GDS) in Writing
- For 8% of the cohort (5/60) to be at a Greater Depth (GDS) in Maths

Key Actions for Phonics (Year 3/4)

Year 3 and 4 have been impacted by Covid 19 disruption

Year 3 were in Pre-School for the first lockdown and Reception for second lockdown - foundation learning years

Year 4 were in Reception for first lockdown and Year 1 for Second lockdown - key school learning years

Year 3:

- Y3 staff (KP) to focus on delivering accurate speed sound session and increase children's fluency when reading to enable children to move onto Literacy and Language as soon as possible. KP to work on Blended approach to blue and grey story books in preparation for KP group to move to Lit/Lang
- KP group to focus on children to ensure accuracy and fluency when reading - Phonics
- JR - to start **Lit/Lang Year 2** for the first half term with a view to moving to Lit/Lang Year 3 by Autumn 2.
- **SB and PC to work with top set - continue with Y3 Lit/Lang programme.**

Year 4

- 1:1 phonics sessions to be delivered to target children during pm sessions - NP, KP to support acquisition of sounds and reading practise.
- MW to work with 'crunch' group - with a 'blended' Phonics and Literacy and Language approach to prepare children for Lit/Lang Programme as well as consolidation of Phonic knowledge.

Key targets for end of KS2 2023/2024

(see Target Trajectory grids for
specific year group targets)

End of Key Stage 2 Targets:

EXPECTED Targets: Increase the percentage of children who are at least at the expected level for writing, reading or maths.

- **68% of the cohort (40/59 children) to be at least at the expected level in Reading** (67% in 2023, 54% in 2022, 33% in 2019, 50% in 2018, 59% in 2017, 44% in 2016 - test)
- **60% of the cohort (35/59 children) to be at least at the expected level in Writing** (58% in 2023, 56% in 2022,, 40% in 2019, 50% in 2018, 50% in 2017, 49% in 2016 - TA)
- **74% of the cohort (44/59 children) to be at least at the expected level in Maths** (74% in 2023, 69% in 2022, 45% in 2019, 50% in 2018, 48% in 2017, 46% in 2016 - test)
- **71% of the cohort (42/59 children) to be at least at the expected level in GPS** (69% in 2023, 56% in 2022)

COMBINED Target: Achieving the expected level of attainment in Reading, Writing and Maths:

- **57% (34/60 children) to achieve the combined EXPECTED** (52% in 2023, 44% in 2022, 28% in 2019, 35% in 2018, 36% in 2017, 21% in 2016)

EXCEEDING Targets: Increase the percentage of children who are more able and working at a Greater Depth in writing, reading or maths.

- **For 30% of the cohort (18/59) to be working at a Greater Depth (GDS) in Reading** (38% in 2023, 25% in 2022, 7% in 2019, 10% in 2018, 13% in 2017, 9% in 2016)
- **For 15% of the cohort (9/59) to be working at a Greater Depth (GDS) in Writing** (8% in 2023, 7% in 2022, 7% in 2019, 13% in 2018, 11% in 2017, 9% in 2016)
- **For 25% of the cohort (15/59) to be at a Greater Depth (GDS) in Maths** (31% in 2023, 20% in 2022, 2% in 2019, 13% in 2018, 16% in 2017, 9% in 2016)

COMBINED Target: Achieving a greater depth level of attainment in Reading, Writing and Maths:

- **10% (6/59 children) to achieve the combined GDS target** (8% in 2023, 3% in 2022, 2% in 2019, 0% in 2018)

Year 5 and 6* -
key focus this year

Year 5 were in Year 1 for first lockdown, Year 2 for second lockdown - key school years

Year 6 were in Year 2 for first lockdown, Year 3 for second lockdown - transitional school years

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Target Trajectory Grids 2023/2024

Year 5 and 6* -
key focus this year

Writing:

Projected Targets for Writing Based on the Summer Term 2023 Teacher Assessment/End of Key Stage Test Data																
National Average KS2 Test Results 2022/23 – Expected 71% and GDS 13%																
Current Year Group	2022/23 Teacher Assessments		2023/24 Targets		2024/25 Targets		2025/26 Targets		2026/27 Targets		2027/28 Targets		2028/29 Targets		2029/30 Targets	
	EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS
R	52%		54%													
GLD	GLD 49%		GLD 51%													
1	24/60 40%	1/60 2%	34/61 56%	1/61 2%	34/59 58%	1/59 2%										
2	35/61 57%	6/61 10%	35/60 58%	7/60 11%	35/61 58%	2/61 4%	35/59 60%	2/59 4%								
3	30/60 50%	2/60 3%	36/61 59%	7/61 11%	36/60 59%	7/60 12%	37/61 61%	4/61 6%	37/59 63%	4/59 7%						
4	25/62 40%	3/62 5%	32/60 54%	4/60 7%	37/61 61%	7/61 12%	36/60 60%	8/60 13%	39/61 64%	5/61 9%	39/59 66%	6/59 10%				
5	24/59 41%	7/59 12%	32/62 51%	6/62 10%	39/60 59%	7/60 11%	38/61 63%	8/61 13%	37/60 62%	9/60 14%	41/61 67%	7/61 12%	41/59 69%	8/59 13%		
6	35/61 58%	5/61 8%	35/59 60%	9/59 15%	38/62 62%	9/62 15%	38/60 64%	9/60 15%	40/61 66%	9/61 15%	41/60 68%	9/60 15%	43/61 70%	9/61 15%	42/59 72%	9/59 15%
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Targets 2023/2024

Year 6

Other subjects:

Projected Targets based on the Summer Term 2023 Teacher Assessment/End of Key Stage Test Data

Combined, GPS and Science targets for 2023/2024

	2022/2023 achieved		National data 2022/2023		2023/2024 Targets	
	EXS+	GDS	EXS+	GDS	EXS+	GDS
Combined	52%	8%	59%	7%	57%	10%
GPS	69%	33%	72%	28%	71%	30%
Science	73%				75%	

COVID 19 Recovery continues...

2019/20 COVID 1 March 2023	2020/21 COVID 2 - Jan 2020	2021/22	2022/23	2023/24 (CURRENT YEAR)
Y2	Y3	Y4	Y5	Y6
Y1	Y2	Y3	Y4	Y5
REC	Y1	Y2	Y3	Y4
PS	REC	Y1	Y2	Y3
NUR/T42s	PS	REC	Y1	Y2
HOME/T42s	NUR/T42s	PS	REC	Y1
HOME	HOME/T42s	NUR	PS	REC
BORN	HOME	HOME/T42s	NUR	PS

Within other areas of the SDP

COVID 19 Recovery continues

Our key priorities remain:

- Continuing to close and 'fill' gaps
- Prioritise key children for target intervention - data packs for each year group with detailed analysis.
- Maintaining high expectations for behaviour and learning
- Maintaining consistent routines

Parent workshops (2020/21) continue	Parents to work alongside their children to develop a greater understanding of how they can support their children at home. Strategic and model: • Book Bridge Scheme • Literacy Knowledge Organisers • Home - school opportunities • Literacy at Dinner Time • Family Curriculum Hub (on Online Learning Offer)	Parents give knowledge through a range of activities used to support their understanding of how they can support their children at home. Parents develop specific strategies (and later which to do for support) that enable their children to make progress in their reading skills, supported at home.	KS1 KS2 KS3 KS4 KS5 KS6 KS7 KS8 KS9 KS10 KS11 KS12	Parental Feedback/Photographs from sessions Parent responses	Children developing a love for reading - showing to read Parent responses show their children are engaged more with their parents reading at home and developing their skills.	4.8.21	22.12.21
Spelling	The school will continue to focus on the key skills of spelling, handwriting and the correct use of punctuation. The school will continue to support the spelling programme by October 2021. Spelling knowledge organisers to be published on the website as well as used in classroom as a resource to support spelling. Current Spelling rules to be displayed in each classroom as a constant reminder for all to support spelling and learning. The spelling teacher (SST) to continue to monitor the spelling and assessment of the spelling programme. Lesson One to be held once and a week to review spelling. (SST to be available to support the school with this). Use of SATs portal to support the school with the spelling programme. SATs Results to be used to support the school with the spelling programme.	Staff are clear on all expectations and consequences when teaching spelling at home. This clearly evident and displayed in each classroom as the English spelling list - one assessment prompt sheet. Children's books show evidence of consistent spelling and subsequent progress in the key skills of spelling and handwriting. Spelling knowledge organisers to be used in each classroom as a constant reminder for all to support spelling and learning. Spelling programme to be used in each classroom as a constant reminder for all to support spelling and learning. Spelling programme to be used in each classroom as a constant reminder for all to support spelling and learning.	KS1 KS2 KS3 KS4 KS5 KS6 KS7 KS8 KS9 KS10 KS11 KS12	English book lists to provide evidence of consistency of spelling programme - additional focus during with thoughts.	Children to monitor and address their spelling. Review of SATs results to be used to support the school with the spelling programme.	4.8.21	22.12.21

Additional Actions for COVID recovery planning (required if/as necessary) outside of other priority areas:

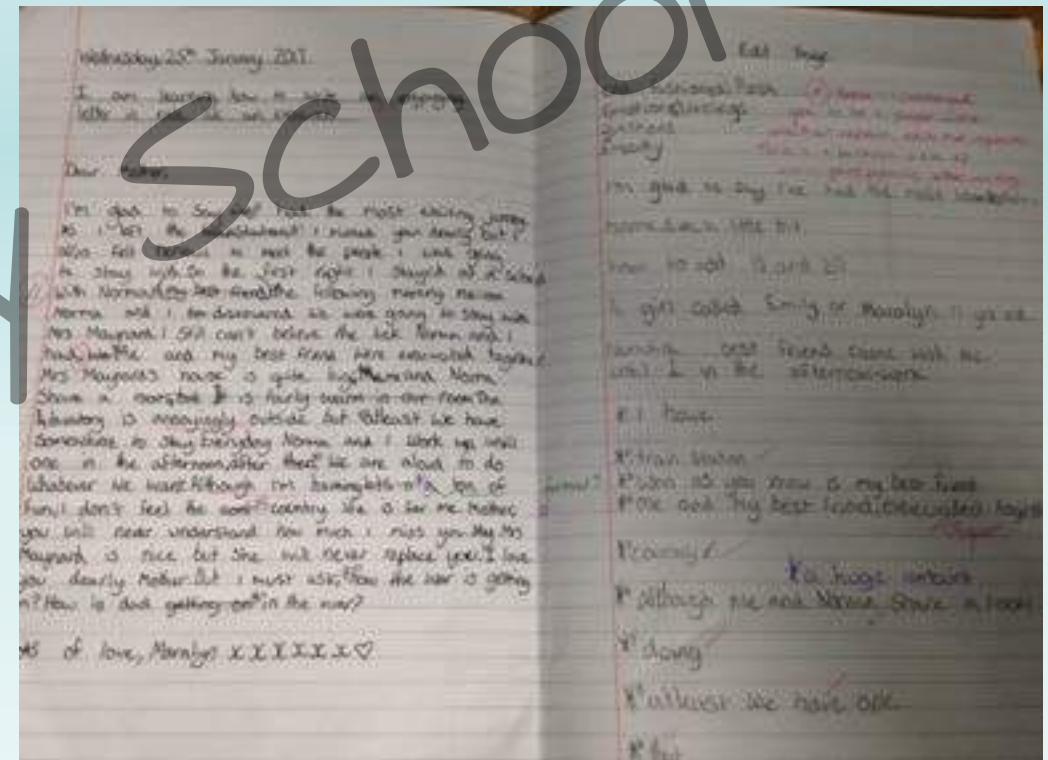
Section	Action	Success Criteria	Led By	Monitoring	Evaluation	Start Date	Due Date
Key Documentation for Online, Remote education	School will update documentation to reflect current practice: • Remote education document for Parents published on Website • Remote education document for Parents published on Website • Online Learning	School will have documentation that supports children in being safe online as well as guidance for parents regarding the appropriate use of remote learning during a period of school closure.	SP SB AS AS	Have to adopt policies and key documentation. To be reviewed annually.	Report back to SLT and RMP review. Evidence reported to RMP / Full Review	4.8.21	Ongoing
Recovery Documentation - key areas of learning in W181 months	Recovery documentation that can be accessed at home / by children will support blended learning should this be needed during potential lockdown. Recovery documentation will also help teachers to plan effectively for key concepts and skills that have not been taught from previous year group teaching that need to be embedded to address knowledge gaps. White Rose Hub resources purchased by school Estimated cost £150	Staff access new resources to plan effectively for children's learning. Learners bridge gaps that have been created from children not being in school during COVID-19 pandemic. Children make good, and in most cases, accelerated progress in key areas of learning.	AS AS SLT	AS to work lessons - look of progress in knowledge acquired from. OT/SLT data - Actions to be reviewed to inform practice for half term 2 of	SP to feedback to Curriculum and Shareable resources Evidence reported to RMP / Full Review	4.8.21	Ongoing

'Standalone' section in SDP

Key Priorities for 2023/2024...

What happens in classrooms must continue to be excellent - in every lesson!

- ✓ Good, effective teaching in every lesson - children learning and making good progress across the curriculum.
- ✓ Children's outcomes in books and on walls provide evidence of good progress.
- ✓ Use of Teaching Assistants to carry out short term interventions post COVID 19, in addition to quality first teaching.
- ✓ Writing across school - supporting EYFS, Year 2 and Year 6 judgements - CPD to support



OFSTED left us with these next steps

- Leaders have not yet fully implemented their curriculum plans in **design and technology**. As a result, pupils have not completed the programmes of study in these subjects. **Leaders should ensure that the curriculum is fully implemented in all subjects, for all pupils.**
- **Systems for checking how well pupils are doing to identify next steps are not consistently effective in all subjects.** Consequently, leaders are not sufficiently aware in every subject which pupils have learned and remembered the intended curriculum content. **Leaders should ensure assessment systems are in place consistently across all subjects.**
- Not enough children leaving early years have achieved a good standard in **literacy and numeracy by the end of Reception**. Therefore, some still require additional catch-up support in later years. **Leaders should ensure that more children achieve are confident in reading and mathematics so they are well prepared for the start Year 1.**





Our own post OFSTED Action Plan

Action plan for Development Points - OFSTED 2022

Development Point	Actions taken by School	Who?	Date due?
Assessment in Foundation subjects <ul style="list-style-type: none"> Already in place - PE, Science and Music 	<ul style="list-style-type: none"> Tried approach for further introduction - planned over a year - manage workload - staff SDP for 2022/2023 Additional staff meeting time when assessment period within monitoring calendar Conversation with OTTrack - best and most efficient way of recording assessments 	SLT Teachers	End of 2022/2023
Fully embedded Art and DT curriculum <ul style="list-style-type: none"> DT week already embedded, next one planned w/b 16.5.22 	<ul style="list-style-type: none"> Staff meeting re launch Art - Summer term AS and SS to finalise plans Time within Summer for staff meetings and monitoring to establish Continued as part of SDP for 2022/23 Tighten opportunities within wider curriculum planning Working with Crestwood Park Primary School 	SLT Teachers	End of Autumn 2022 Full cycle completed 2022/23
Plan key components within Literacy units of Lit/Lang <ul style="list-style-type: none"> Opportunities for extended writing? 	<ul style="list-style-type: none"> Grid devised by AS for staff to complete identifying the key components in each unit of Lit/Lang that is taught are identified. (Information is in Teacher handbooks) - overview on one sheet Grid to form part of English offer on school website 	SLT Staff meetings - Teachers	July 2022
Offer MFL for The Pod and Shooting Stars/Pumas	<ul style="list-style-type: none"> Plan for time to teach MFL within provisions - re visit provision timetables to ensure curriculum is balanced for all Look at MS timetable to enable quality teaching of MFL 	SLT MS GC, MB, MW	September 2022

Plan for First Aid teaching from R - Y6	<ul style="list-style-type: none"> SLT to research how to provide this - the use of external staff - AMA or via St John's Ambulance? SLT to review cost implication Revisit the RSE policy to ensure the teaching of First Aid is captured and evidenced within the document and mapping of whole school First Aid teaching To be identifiable on school website 	SLT - EP Documentation and website - EV and SB	September 2022
Planned and deliberate opportunities for Economics teaching (Citizenship)	<ul style="list-style-type: none"> Capture incidental learning within a whole school overview document related to developing children's knowledge of future life experiences Revisit RSE and PSHE planning to make deliberate and planned learning opportunities evidence the teaching of Economics SLT to research how local Banks/Building Societies can support this in school 	SP/AS/MW Teachers	End of Autumn Term 2022
Record the Enrichment Offer at Wren's Nest in one overview document	<ul style="list-style-type: none"> SLT to work with staff to collate information regarding Enrichment opportunities. This will evidence the linked thinking staff use when providing Enrichment opportunities to support the curriculum offer To be published on the school website under 'Trips and Visits' section or a proposed calendar for the year 	SLT Teachers	October 2022

Wren's Nest School
 Ofsted
 raising standards
 improving lives

A reminder for us..

Quality of Education

- Continue to provide our children with consistently 'good' teaching and learning, every day!
- Continue to be effective in the classroom - no teaching from the chair!
- Continue to plan, resource and deliver sequential and logical lessons in a well thought out unit of work for each curriculum area.
- Know what you are teaching (research it if unsure and act like it is the best thing since sliced bread!) - **'Fake it to make it!'**



A reminder for us..

Quality of Education

- Books will continue to provide evidence of children making good progress. This is for **ALL curriculum areas** not just English and Maths.
- Books will continue to show children care about and have pride in their learning!
- Learning environment will reflect quality outcomes which are relevant and up to date - linking to current themes/ working walls for English and Maths.
- 'No Hands Up' approach to ALL teaching - engaging all children in their education through a range of alternative strategies - e.g. TOL, popcorn, pick a pair, paraphrasing

Our books at Wren's Nest



- ✓ Following the marking policy
- ✓ High quality, clear images and resources
 - ✓ High expectations and standards
 - ✓ Targets and success criteria (colour template)
- ✓ Children self-assessing
 - ✓ A4 Knowledge Organisers
- ✓ Absence stickers
 - ✓ Purple stars
- ✓ Photos showcasing learning
 - ✓ Clear progression through the book
- ✓ Merits and stickers to celebrate achievements
 - ✓ Schemas and Main Types of Enquiry
- ✓ Front covers for each new unit
 - ✓ "My reflection" - where appropriate
 - ✓ Children using pink and purple pens
(where appropriate to meet the needs of the children)

(Target sheet for each English and Maths unit highlighted and kept in folder)

Our environment at Wren's Nest



- ✓ Science boards backed in green, English in yellow and Maths in blue (pastel)
- ✓ Artefact/resource tables for English, Science, Maths and History/Geography
 - ✓ Current Spelling rule on display (spelling programme)
- ✓ Current Grammar focus
 - ✓ Times Tables
- ✓ Vocabulary on display in pocket chart
 - ✓ Visual timetables
- ✓ Red/Orange words (where appropriate)
 - ✓ Phonics chart on display
- ✓ Team points and merit sheets on display to celebrate
 - ✓ "Team" peg and tray labels
- ✓ Golden nuggets and Key Question for current topic
- ✓ Annotated Schema webs
 - ✓ Timelines appropriate for the age

Cracking Comprehension

Approved by all staff
December 2020

at
Wren's Nest



- ✓ All children should have their own copy of the teacher text as well as the independent text
- ✓ Children to use highlighters to annotate the text
- ✓ The children should use a purple pen to mark their responses against the teacher's modelled answers
- ✓ Teacher to model all answers on a lined IWB or flipchart
- ✓ Where opportunities arise, make reference to SPAG when modelling
- ✓ Add/adapt to the questions as appropriate for your group to allow them to access them or add challenge
- ✓ Provide background knowledge to the text
- ✓ Use of a range of feedback responses
- ✓ Teacher to model how to highlight the relevant evidence in the text
- ✓ Teacher to share the reading strategies they are using to answer the questions
- ✓ Aim to complete a set of teacher and independent task weekly, but at least one set per fortnight
- ✓ When filing completed work, keep the text with the answer sheet
- ✓ Where possible, include opportunities for three-mark questions and sequencing of events
- ✓ Aim to work at age-expected texts as soon as possible

Spelling

at
Wren's Nest



✓ Spelling Practice Books

Pre-Programme Activities

Book 2A

Book 2B

(29 units across Year 2 in book A and B)

Book 3 (14 units)

Book 4 (14 units)

Book 5 (12 units)

Book 6 (12 units)

✓ Consolidation Sessions

There are online sessions after every 2 units: Dictation and choose the right word worksheets.

The reference numbers can be found in the tracker.

Unit	Practice Test	Consolidation Session
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9
10	10	10
11	11	11
12	12	12
13	13	13
14	14	14
15	15	15
16	16	16
17	17	17
18	18	18
19	19	19
20	20	20
21	21	21
22	22	22
23	23	23
24	24	24
25	25	25
26	26	26
27	27	27
28	28	28
29	29	29

✓ Speed Spell

Choose words that the children find difficult to spell in previous units, practice incorrect spellings found on the unit tests and use year group appropriate spellings

Spelling

at
Wren's Nest



✓ Assessments

6 practice tests per year. Pass rate 16/20. Please complete consolidation sessions to plug any gaps in order to move on to the next unit (if not passed).

The data can be inputted on staff/staff/write/staffspelling/22-23/ then choose the year group you are in and the relevant book.

All assessment sheets both teacher crib sheets and children's assessment papers can be found on staff/staff/write/staffspelling

Once you have completed a spelling practice book there is an end of unit assessment to complete.

Each test has 20 questions and the words are selected from recently taught content and content taught in previous units for years.

Year 2	Year 3	Year 4	Year 5	Year 6	Year 6 Challenge
<ul style="list-style-type: none"> Practice Test 1: Y2 units 1-5 Practice Test 2: Y2 units 6-10 (plus revision) Practice Test 3: Y2 units 11-15 (plus revision) Practice Test 4: Y2 units 16-20 (plus revision) Practice Test 5: Y2 units 21-25 (plus revision) Practice Test 6: Y2 units 26-30 (plus revision) 	<ul style="list-style-type: none"> Practice Test 1: Y3 units 1-5 (plus revision) Practice Test 2: Y3 units 6-10 (plus revision) Practice Test 3: Y3 units 11-15 (plus revision) Practice Test 4: Y3 units 16-20 (plus revision) Practice Test 5: Y3 units 21-25 (plus revision) Practice Test 6: Y3 units 26-30 (plus revision) 	<ul style="list-style-type: none"> Practice Test 1: Y4 units 1-5 (plus revision) Practice Test 2: Y4 units 6-10 (plus revision) Practice Test 3: Y4 units 11-15 (plus revision) Practice Test 4: Y4 units 16-20 (plus revision) Practice Test 5: Y4 units 21-25 (plus revision) Practice Test 6: Y4 units 26-30 (plus revision) 	<ul style="list-style-type: none"> Practice Test 1: Y5 units 1-5 (plus revision) Practice Test 2: Y5 units 6-10 (plus revision) Practice Test 3: Y5 units 11-15 (plus revision) Practice Test 4: Y5 units 16-20 (plus revision) Practice Test 5: Y5 units 21-25 (plus revision) Practice Test 6: Y5 units 26-30 (plus revision) 	<ul style="list-style-type: none"> Practice Test 1: Y6 units 1-5 (plus revision) Practice Test 2: Y6 units 6-10 (plus revision) Practice Test 3: Y6 units 11-15 (plus revision) Practice Test 4: Y6 units 16-20 (plus revision) Practice Test 5: Y6 units 21-25 (plus revision) Practice Test 6: Y6 units 26-30 (plus revision) 	<p>End of Year Practice Tests</p> <p>There is one End of Year Practice Test each year, and two for Year 2 (2A and 2B). These papers test all of the content from a year of teaching (i.e. at least one sample word from each unit, plus a selection of words from the Special Focus pages). This includes a selection of red words (common exception words for Y2 or orange words/less hot words for Y3-6). The tests also include homophones and grammar focuses such as apostrophes where appropriate.</p>

✓ Spelling Extra Practice Zone at Home

If you'd like your pupils to access the activities at home, you can create a class login. Once you are logged into Oxford Owl, create a class login by hovering over your name in the header bar and selecting Create class logins from the dropdown menu. Complete the Class username and Class password fields, then click on the Create class login button. You will receive an email confirming your new class login details.

Curriculum Priorities

- Curriculum Review Mornings
- 'Wow Moments' to be used during lessons.
- 'Golden Nuggets' to be an integral part of each lesson.
- **Adaptive Teaching** - Metacognition - 'You might remember this by...' use of mnemonics, well organised knowledge organiser, checklists - on offer for all
- An inclusive curriculum
- Subject specific:
 - History
 - Art, Design and Craft
 - Geography
 - Children's understanding of economic wellbeing and money - 'Money Monday' per term
- Knowledge Organisers
- Schema Webs
- Floorbooks
- Opportunities for Assessment



Understanding Adaptive Teaching

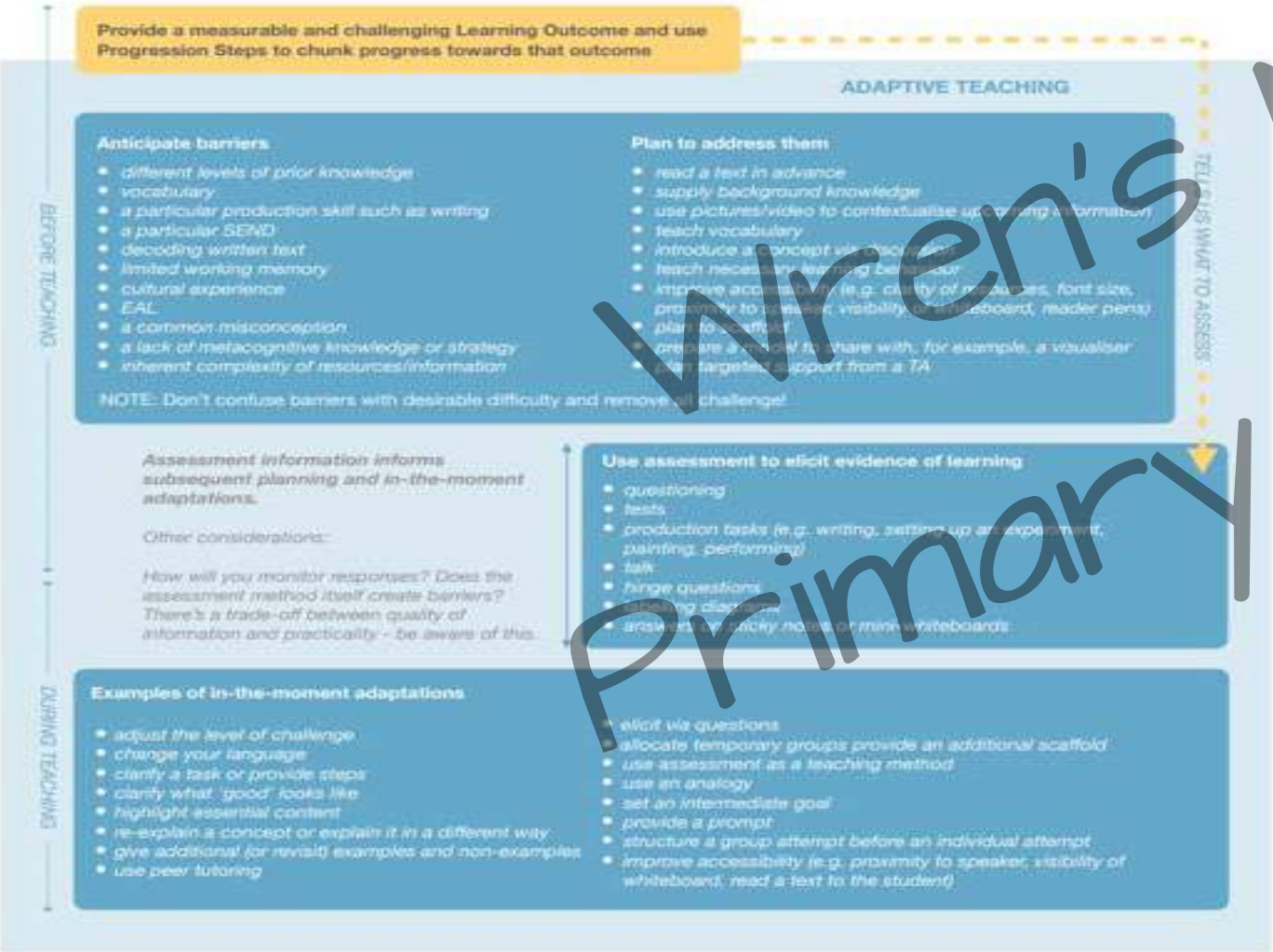
The Early Career Framework provides a helpful explanation of why Adaptive Teaching matters:

- Pupils are likely to learn at different rates and to require different levels and types of support from teachers to succeed.
- Seeking to understand pupils' differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching.
- Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success.

As far as possible, make curriculum do the work of determining learning objectives, assessment methods and likely barriers. A well-planned curriculum will reduce the teacher's need to make in-the-moment adaptations. When additional adaptations are necessary, note that the strategies below are illustrative, not exhaustive, and that adaptations will need considering from a subject-specific point of view.

For an overview of strategies which research evidence suggests can have a positive impact across phases and for all pupil groups, including those with SEND, see the EEF's '5-a-day' approach:

<https://bit.ly/EEF5aday>



Our Curriculum

at Wren's Nest



Lessons

- ✓ Target and Success Criteria slide
 - ✓ New skill/knowledge being learned
- ✓ "We are..." slide
 - ✓ Updated Schema slides
- ✓ Flashback Four slide
 - ✓ Target and Success Criteria including schemas
- ✓ Big Question slide
 - ✓ Timeline when appropriate
- ✓ References made to the Knowledge Organiser
 - ✓ Lessons that reflect the medium term planning
 - ✓ Modelled writing on lines following the handwriting policy
- ✓ Scaffolded support
 - ✓ Range of feedback strategies
- ✓ WOW moments
 - ✓ Golden Nuggets
- ✓ References to working wall and artefact tables
 - ✓ Children editing using Think Pink and Purple Polish
- ✓ Key questions

Our Curriculum

at Wren's Nest



Books

- ✓ A4 Knowledge Organisers to start each unit
 - ✓ Target/Success Criteria sheet including Schemas
 - ✓ Children self-assessment using smiley faces
 - ✓ A Target and Success Criteria that enable the children to achieve their target in small steps
- ✓ Evidence of Think Pink and Purple Polish
 - ✓ Purple stars used to show where children have received intervention
 - ✓ Scaffolded support
- ✓ Absent stickers used where appropriate
 - ✓ Work that reflects the medium-term planning
- ✓ Appropriate use of age-specific maps and other resources
 - ✓ Clear, high-quality and non-pixelated images
- ✓ Use of school timelines
- ✓ Marking policy followed - if the lesson is interactive and recorded through photographs, it still needs to be evaluated and marked. This may be a generic comment forming part of the photograph/resource. Remember: if using TAP or TNA, a VF is an appropriate comment, but ensure you do speak to the child.

Our floorbooks at Wren's Nest



- ✓ Kept out on display to showcase learning
- ✓ unit front cover sheet
- ✓ Schema webs annotated appropriately
- ✓ Planning sheets for the unit
- ✓ Key vocabulary for unit included as a glossary
- ✓ Share a timeline (where appropriate)
- ✓ Knowledge Organiser
- ✓ Daily target
- ✓ Big questions along with children's responses
- ✓ Pupil voice to be included using lined post-its
- ✓ Photos of the learning taking place and outcomes
- ✓ Examples of children's work
- ✓ Slides from teacher's Notebook
- ✓ Where appropriate, reflection on the learning

Design Technology

History
and
Geography

Economics
and
First Aid

Art, Design and
Craft

Big Question

SEND



FLUIDITY IN ADAPTING PROVISION TO
MEET THE NEEDS OF OUR CHILDREN.

Wren's Nest
Primary School

SEND at Wren's Nest 2023 - 2024

K (SEND support): 90 children = 21%
E (EHCP): 42 children = 10%

National: 13%
National: 4%

K and E: 132 children = 31%

National: 17%

Current EHCPs at Wren's Nest Primary School 2023-2024

Nursery 40	Reception 58 NOR	Year 1 61 NOR	Year 2 60 NOR	Year 3 61 NOR	Year 4 60 NOR	Year 5 62 NOR	Year 6 60 NOR
1 child = 3% of the cohort.	2 children = 3% of the cohort.	5 children = 8% of the cohort.	2 children = 3% of the cohort.	6 children = 11% of the cohort. 1 child awaiting assessment	8 children = 13% of the cohort.	9 children = 16% of the cohort. 1 child awaiting assessment	7 children = 12% of the cohort.
	1 EHCP being written			EHCP being written	EHCP being written		2 EHCPs being written

On the 1st September 2023, our full-time numbers (R-Y6) will be 420 children (2 places available in Reception and Year 6. Year 1 and Y3 are 1 child over in year group and Y5 are 2 children over, all other year groups are full). This means we currently have 10% of children (with submitted applications this could rise to 11%) with an EHCPs.

42 EHCPs Currently

5 EHCPs pending

New for
2023/2024

This will be awarded to 2 children from each year group each month. These children are recognised for **always** making the right choices, being positive role models and also to mark excellent achievement in academic work.



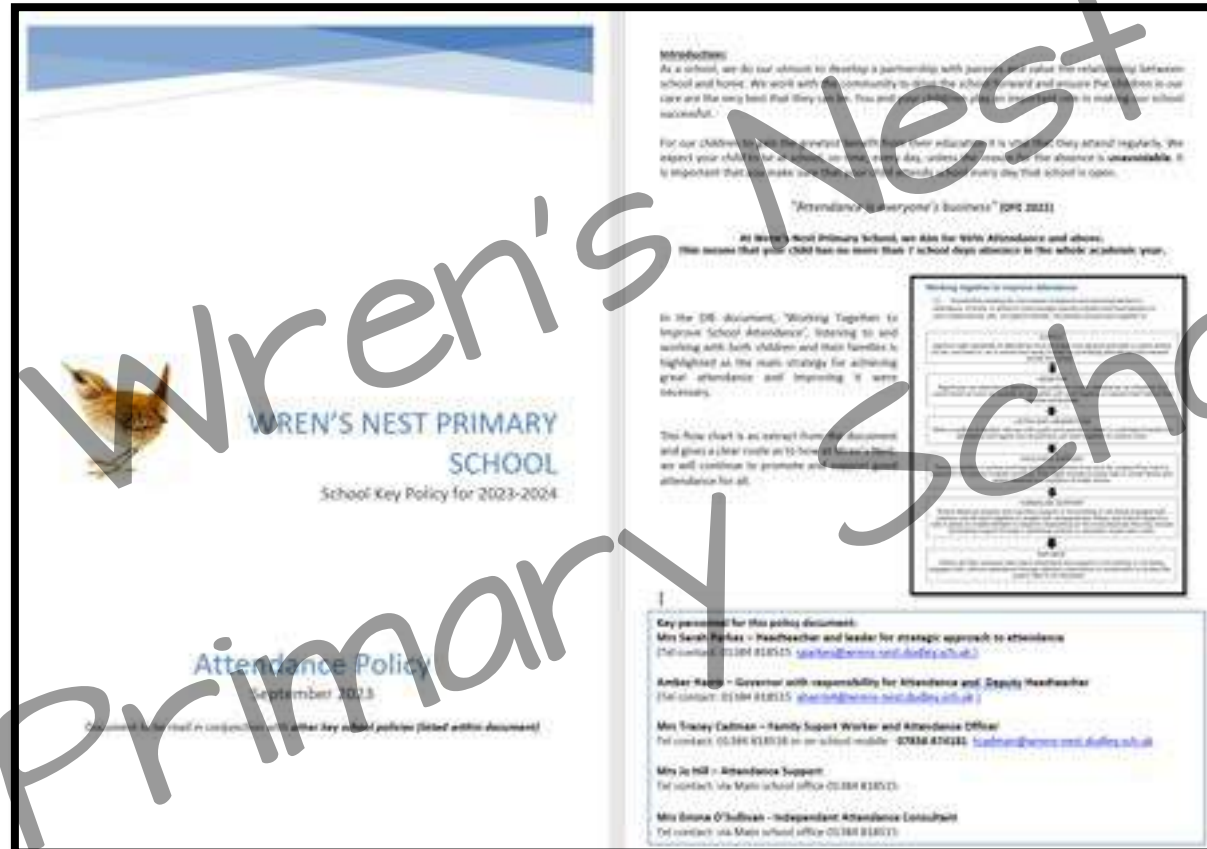
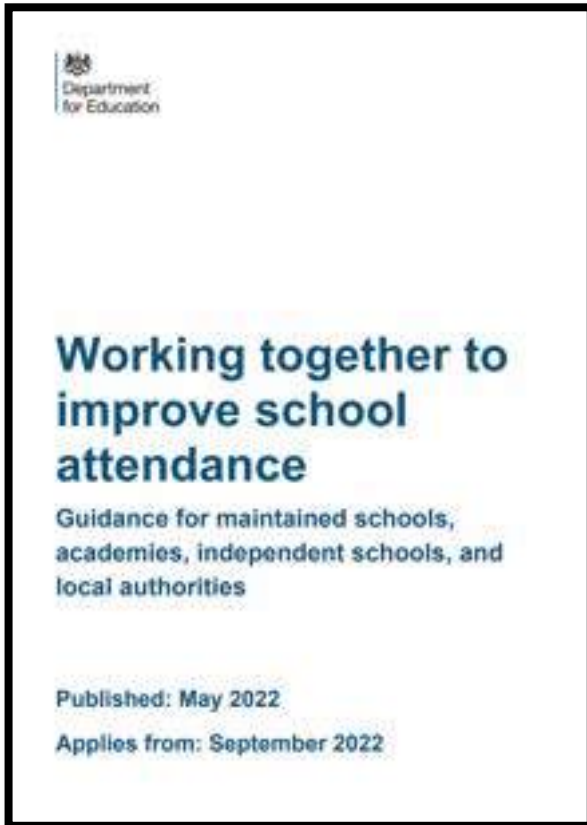


Continue with Full Implementation of Enrichment Programme

- **Breakfast Club – Early Birds** – Free breakfast club for children to start the day with a smile and “hello” from an adult as well as socialising with their friends and peers. Children will have toast/bagels in classrooms – this provision will continue for all children.
- **Visits and visitors** – an extensive range of visits out of school and visitors/speakers into school to support themes of learning within the curriculum design at Wren's Nest – giving children a 'hands on, experiential' approach to their learning.
- **After School Clubs** – a range of activities provided for children free of charge to broaden their experiences and give them the opportunities to develop and grow a range of interests and hobbies.
- **NTP programme groups** – these will continue to support children in closing the gap in attainment compared to their peers nationally which, in some cases, has been exaggerated by the impact of COVID 19.

All the above supports the development of our children's Cultural Capital here at Wren's Nest.

Promoting Good Attendance



"Leaders are passionate about their school, ensuring that pupils attend regularly. They have very high aspirations for their pupils to succeed, which pupils themselves embrace."

- OFSTED 2022

The Starfish Story

An old man was walking on the beach one morning after a storm. In the distance, he could see someone moving like a dancer.

As he came closer, he saw that it was a young woman picking up starfish and gently throwing them into the ocean. "Young lady, why are you throwing starfish into the ocean?"

"The sun is up, and the tide is going out, and if I do not throw them in they will die," she said.

"But young lady, do you not realize that there are many miles of beach and thousands of starfish? You cannot possibly make a difference."

The young woman listened politely, then bent down, picked up another starfish and threw it into the sea.

"It made a difference for that one."

~Adapted from the original by Loren Eiseley

LIFE'S A DANCE

Making a difference
in children's lives

