Improvement plan for Darlington Primary School

2019 to 2021

School name

Darlington Primary School

Vision statement

High expectations through quality purposeful learning opportunities provided in a supportive community, will develop students who are resilient and confident to take risks with their learning.

DARLINGTON

K-7 School

Plan summary

Goals	Targets	Challenge of practice
Increase the number of junior primary students meeting the Standard of Educational Achievement for running records in Junior Primary.	Increase the number of year 1 and 2 students reading at SEA by 3.	If teachers adopt a consistent approach to the teaching of synthetic phonics all students will develop their reading skills to a level that is at or above the Standard of Educational Achievement.
	Increase the number of year 1 and 2 students reading at SEA by 5.	
	Increase the number of year 1 and 2 students reading at SEA by 8.	
Increase the number of primary students achieving the in the higher bands in NAPLAN Reading for Years 3, 5 and 7 and in the above average stanine levels of the PAT R for all year levels.	Increase the average number of students in the higher bands for NAPLAN by 2 Year 3 - 6.5 to 8 students Year 5 - 3.7 to 5 students Year 7 - 2.3 to 4 students.	If teachers develop all students inferential and evaluative thinking through explicit instruction and the gradual release model and apply comprehension strategies across the curriculum then the number of students achieving reading scores in the higher bands will increase.
	Increase the average number of students in the higher bands for NAPLAN by 2 Year 3 - 10 students Year 5 - 7 students Year 7 - 6 students.	
	Increase the average number of students in the higher bands for NAPLAN by 2 Year 3 - 12 students Year 5 - 10 students Year 7 - 6 students.	
Increase the number of primary students achieving in the higher bands in NAPLAN Maths for Years 3, 5 and 7 and in the above average stanine levels of the PAT M for all years levels	Increase the average number of students in the higher bands for NAPLAN by 2 Year 3 - 5 to 7 students Year 5 - 1.7 to 3 students Year 7 - 1 to 3 students.	If teachers use the gradual release model to explicitly teach mathematical thinking and reasoning and provide regular opportunities for students to participate in non-routine tasks then the number of students achieving numeracy scores in the higher bands will increase.
	Increase the average number of students in the higher bands for NAPLAN by 2 Year 9 students Year 5 5 students Year 7 5 students.	
	Increase the average number of students in the higher bands for NAPLAN by 2 Year 11 students Year 5 - 7 students Year 7 - 7 students.	

Improvement plan for Darlington Primary School
2019 to 2021

How to complete this template

- Complete every step. The Quality School Improvement Planning Handbook explains how to do this. In addition, your education director will provide support.

- Complete steps **1 to 3** during term 4 of 2018 and have it approved by the principal, governing council chairperson, and education director.

- Email this plan (steps 1 to 3) to your education director.

- Publish your school improvement plan on your school website.

- Work through **step 4** *(Improve Practice and Monitor Impact)* regularly throughout the school year. This step does not need to be published on your website.

- Complete **step 5** *(Review and Evaluate)* in term 4 of each year. This step does not need to be published on your website, though it should inform the Improvement Planning and Outcomes section of your annual report to the school community.

- Your school improvement plan will be current for 2019 to 2021 and should be updated in term 4 each year.

For further information and advice, contact:

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Analyse evidence of student learning and answer the question 'What are our goals for improvement?' Specify up to 3 goals and annual targets for student learning improvement in the table below.

The Quality School Improvement Planning Handbook explains how to do this.

Goals			Targets
Goal 1	Increase the number of junior primary students meeting the Standard of Educational Achievement for running records in Junior Primary.	2019	Increase the number of year 1 and 2 students reading at SEA by 3.
		2020	Increase the number of year 1 and 2 students reading at SEA by 5.
		2021	Increase the number of year 1 and 2 students reading at SEA by 8.
Goal 2	Increase the number of primary students achieving the in the higher bands in NAPLAN Reading for Years 3, 5 and 7 and in the above average stanine levels of the PAT R for all year levels.	2019	Increase the average number of students in the higher bands for NAPLAN: Year 3 - 6.5 to 8 students Year 5 - 3.7 to 5 students Year 7 - 2.3 to 4 students.
		2020	Increase the number of students in the higher bands for NAPLAN above the historic average: Year 3: 33%, Year 5: 29%, Year 7: 21%.
		2021	Increase the number of students in the higher bands for NAPLAN above the historic average: Year 3: 33%, Year 5: 29%, Year 7: 21%.
Goal 3	Increase the number of primary students achieving in the higher bands in NAPLAN Maths for Years 3, 5 and 7 and in the above average stanine levels of the PAT M for all years levels	2019	Increase the average number of students in the higher bands for NAPLAN by 2 Year 3 - 5 to 7 students Year 5 - 1.7 to 3 students Year 7 - 1 to 3 students.
		2020	Increase the number of students in the higher bands for NAPLAN above the historic average: Year 3: 21%, Year 5: 29%, Year 7: 14%.
		2021	Increase the number of students in the higher bands for NAPLAN above the historic average: Year 3: 21%, Year 5: 29%, Year 7: 14%.

Step 2

Consider how improvements in teaching practice will help to achieve your improvement goals and answer the question 'What areas of practice should we focus on improving to reach our goals?' Specify your challenge of practice for each goal in the table below.

The Quality School Improvement Planning Handbook explains how to do this.

Challenge of practice

Goal 1	2019 If teachers adopt a common approach to the teaching of reading based on the BIG 6, all students will develop their reading skills to a level that is at or above the Standard of Educational Achievement. 2020 – 21 If teachers adopt a consistent approach to the teaching of synthetic phonics all students will develop their reading skills to a level that is at or above the SEA.
Goal 2	2019 If teachers develop all students' inferential and evaluative thinking through explicit instruction and the application of comprehension strategies across the curriculum then the number of students achieving reading scores in the higher bands will increase. 2020 – 21 If teachers develop all students inferential and evaluative thinking through explicit instruction and the gradual release model and apply comprehension strategies across the curriculum, then the number is if students achieving reading scores in the higher bands will increase.
Goal 3	2019 If teachers explicitly teach mathematical thinking and reasoning and provide regular opportunities for students to explain their mathematical thinking and reasoning then the number of students achieving numeracy scores in the higher bands will increase. 2020 If teachers use the gradual release model to explicitly teach mathematic thinking and reasoning while providing regular opportunities for students to develop their fluency and fluency plus mathematical skills then the number of students achieving numeracy scores in the higher bands will increase. 2021 If teachers use the gradual release model to explicitly teach mathematical thinking and reasoning and provide regular opportunities for students to participate in non-routine tasks then the number of students achieving numeracy scores in the higher bands will increase.

Consider evidence of best practice to answer the question 'What actions should we take to improve our practice and reach our goals?' Specify your actions for improvement, timeline, responsibility, resources and success criteria for each goal in the tables below.

The Quality School Improvement Planning Handbook explains how to do this.

Goal 1	Increase the number of junior primary students meeting the Standard of Educational Achievement for running records in Junior Primary.
Challenge of practice	If teachers adopt a common approach to the teaching of reading based on the BIG 6, all students will develop their reading skills to a level that is at or above the Standard of Educational Achievement. If teachers adopt a consistent approach to the teaching of synthetic phonics all students will develop their reading skills to a level that is at or above the SEA

Actions	Timeline	Roles and responsibilities	Resources
Teachers will spend half day during week 0 revisiting the Big 6 and the purpose of whole school literacy agreements.	Jan 2019	Principal to schedule Katrina Spencer of week 0 All staff participate in the training **Completed 2019**	Katrina Spencer consultancy fees $
PASM screen is undertaken in the EY - Receptions on entry to school - Enrolments within 5 weeks at school - IEL language students 1 term after entry - IEL literacy students 2 terms after entry PASM Screen to be continued, screening to be undertaken T1, and T4 Teachers to select 3 children to follow throughout the year	Jan 2020 Jan 2021 Week 3 Term 1	EY teachers to screen students IEL teachers to screen students SWD teacher to screen new enrolments Junior Primary Teachers Junior Primary Teachers	PASM Test Release for staff to undertake the PASM Screen Literacy Coach to work with staff to interpret results No additional costs

All EY Teachers implement the Heggerty Phonemic Awareness Program for 15 minutes per day as part of the phonics lesson and use the PASM to monitor their progress Heggerty program commenced Day one of term 1	Jan 2020 Jan 2021	EY Teachers EY Coach to work with staff to review PASM results through PLC EY Coach to coach staff implementing the program All Junior Primary teachers	Heggerty Phonemic Awareness Program No additional costs
All EY Teachers implement a sequential systematic synthetic phonics program (Jolly Phonics) Literacy Guarantee Unit Phonics Sequence to be used by all Early years staff Jolly phonics lesson components to be used daily4 times per week by all Junior Primary classes Intervention Phonics program for students who did not pass the 2020 Phonics Screen	Term 1, 2020 Term 1 2021	All EY Teachers Training for staff to identified – phonics HUB Group Students to be screened using (SPELD Phonics Assessment Tools to monitor students progress termly Junior Primary Teachers Junior Primary Teachers Janice Symes and Karen Symons Training for new staff – Lisa Sims	EY Literacy Coach to support EY teachers to group students for phonics lessons EY literacy coach to support EY Teachers to monitor students phonics development Redeployment of staff
Decodable readers are used in the Early Years until students have developed the 'reading reflex" Phonics sound cards and blending instructions for families to go home on Day 6	Term 1, 2020 Term 2, 2020 Term 1	Purchase decodable readers – Janice Symes Purchased EY Literacy Coach to work with staff to identify tools that will measures students reading reflex All Early Years Staff	$1,000.00 Decodable Readers Agreed assessment and monitoring tools as determined No additional costs

Decodable Texts to be sent home and used as soon as the students has a bank of words that they can decode			
Early Years literacy block to include: - 50 minutes of phonemic awareness and phonics - 50 minutes of comprehension strategy development, vocabulary building, high frequency words, oral language, genre writing - 4 times per week Develop consistency of practice for the teaching of phonics in the Early years Phonics Program Phonics teaching Sequence from the Literacy Guarantee Unit to be used in 2021 - All lessons to include the components of the Jolly Phonics lesson as documented - Students phonics skills to be tracked	Term 1, 2020 Ongoing Week 0, 2020 Term 1, 20201	Class Teachers to program the Literacy Block using gradual release model. – on track Class teachers- group students for phonics – we do small group instruction – on track SSO support provided for 4 50 minute lessons per week to support small group instruction. On track Leadership to provide training for SSO's – Monday Week 1, Term 3 All Early Years staff	Costs of SSO support No additional costs
Teachers will develop and implement the School Literacy Agreement based on the Big 6 - teaching order for sounds - comprehension - sight words EY Team to develop consistent practice of literacy teaching processes including:	June 2019 Ongoing	Principal to organize release days and/or staff meeting times to develop and implement agreements Teachers program against The Big 6 for Literacy Components of the Big 6 as evident in the Literacy Block and in leadership walk through's. – see above	Big 6 materials Literacy Coach

An agreement on: -sequence of teaching for the Big 6 - resources to be used - an assessment cycle Develop consistency of practice for the teaching of phonics in the Early years Literacy Guarantee Unit Phonics Sequence to be used by all Early years staff Jolly phonics lesson components to be used daily4 times per week by all Junior Primary classes Heggerty undertaken daily in Early Years	Term 2, 2020 2021	Literacy Coach to support EY Literacy PLC to document their practice to develop a consistent approach to the teaching of literacy - All Early Years Staff	Funding to release staff: 8 TRT's X2 No additional costs
Identify training requirements for staff re: - Reading Doctor working in conjunction with Flinders Uni -Reading Doctor - Sound Way Approach Identify and put into practice links to the Big 6 Early Years staff reinforce students phonics skills through games, apps within the literacy block Ensure reading Doctor on all Early Years iPads	Term 3, 2020 Term 1 2020 and ongoing Term 1, 2020	Sharleen to organize Reading Doctor training Claire to contact Esther re Sound Way training EY Literacy group to share ideas of games and activities to reinforce phonics and early literacy skills – Lisa Sims IT Manager	Sound way materials 18 iPads with Reading Doctor / Sound Way loaded for White Building Five from Five website Word Builder Reading Doctor Florida Centre for Reading Research Reading doctor costs for upgrade

Plan actions for improvement

Implement daily reading and sight word practice across the junior and middle primary (R-4) for students at risk. Agreement to be reached which sight words to use across the school Focus of the literacy sessions to be on the development of Phonics Skills and vocabulary development – SSO's supported to undertake this in class. To be continued to with focus on Phonics skills development training for School Services Officers –	Term 1 Ongoing 2021	Deputy Principal: - train SSO's to undertake invention work with students at risk. - monitor the program with SSO's Class Teachers: - identify students and sets the program for them and class teachers monitor Lisa Sims and Karen Symons to undertake	Oxford Word List EY Literacy Coach for resources Karen Symons and Lisa Sims reassigned from other tasks
Teachers take Running Records twice a term and follow up results with students identified for additional supports. EY team to develop and assessment cycle that will measure growth with phonics and phonemic awareness Assessment cycle to be introduced in the Early years that incorporated: - PASM - Phonics Assessment Sequence - Oxford Sight Words - Reading – decodable and then move to Running Records - Running Records continue to be taken for Year 1 and 2 students - LEAP Levels for all EALD students	Twice a year Term 1, 2020 2021	Class Teachers: Running records taken and results followed up CT and Leadership: Monitor results to determine if intervention is required Leadership allocate students to intervention groups and monitor their achievement Assessment cycle to measure phonics and phonemic awareness growth each term agreed All Early Years staff	EY Literacy Coach for resources Additional release for staff to undertake assessment Support to interpret results and plan next steps

Goal 1 continued	Increase the number of junior primary students meeting the Standard of Educational Achievement for running records in Junior Primary.

Actions	Timeline	Roles and responsibilities	Resources
School Service Officers allocated to the Guided Reading Session 4 times per week Junior Primary Literacy Block (Complex) to be held after recess Middle Primary Literacy Block (White Building) to be held before recess	Term 1 ongoing	Deputy to program support for Guided Reading Training for SSO's in GR to support class room teachers with students. Implemented and ongoing	SSO'S
		Total financial resources allocated	

Success criteria	[1] Students are engaged in component of the Big 6 (reading, phonics, PA, vocabulary development) during the literacy Block as observed during walkthroughs [2] Improve the number of students reaching the standard of educational achievement for reading in Junior primary [3] Improve the number of year 1's achieving 60% on the Phonics Screen. 2019 – 30%, [4] Students phonic skills develop following the LGU Phonics Sequence Assessment [5] Students working at age for PASM at the end of the year [6] Students are engaged in phonemic awareness and synthetic phonics activities as observed during walkthroughs

Goal 2	Increase the number of primary students achieving the in the higher bands in NAPLAN Reading for Years 3, 5 and 7 and in the above average stanine levels of the PAT R for all year levels.
Challenge of practice	If teachers develop all students' inferential and evaluative thinking through explicit instruction and the application of comprehension strategies across the curriculum then the number of students achieving reading scores in the higher bands will increase. If teachers develop all students' inferential and evaluative thinking through explicit instruction and the gradual release model and apply comprehension strategies across the curriculum then the number of students achieving reading scores in the higher bands will increase.

Actions	Timeline	Roles and responsibilities	Resources
Develop the Whole School Literacy Agreement for: - whole school methodologies (practices) - assessments Defining good literacy practice will define the whole school literacy agreement	Term 1 March 2019 Term 1, 2020	Principal - schedule meeting times for JP and Primary to meet for 2 half days to draft the literacy agreement whole school methodologies Staff to document what Literacy Block looks like for different year levels Review during PLC – Claire Loades and primary teachers	Release for teachers to develop whole school literacy agreement - 2 Full days - 4 TRTS per day Katrina Spencer - Big 6 Training for all staff
Teachers use the gradual release model to explicitly teach comprehension strategies: predicting, questioning, clarifying, summarizing, synthesizing, visualizing, making connections, inferring , and activating prior knowledge using texts at	Introduced Term 1, 2 and 3 ongoing	Class teachers: - explicitly teach the comprehension strategies of: predicting, questioning, clarifying, summarizing, synthesizing, visualizing, making connections, inferring, and activating prior knowledge - program for all strategies to be taught at least 2 strategies per term	Sheena Cameron "Reading Comprehension Strategies" one copy per staff Big 6 Comprehension Materials

year level or above.		-use close reading strategies - design of the reading program through embedded activities that build comprehension and incorporate dialogic around literate and factual texts during guided reading Leaders - review with staff strategies being taught through classroom observations and walk through - organize training for staff	readwritethink website Teacher toolkit
Develop consistency of practice across the school teaching Close Reading and Comprehension through an agreed checklist and process for Staff to: 1. Observe each other 2. Undertake a book audit / task audit Staff to explicitly track those students who have the potential to score in the higher bands and monitor their growth Develop comprehensive strategy that is implemented across all classes Use the literature component of the English scope and sequence to plan and teach comprehension strategies using Close Reading processes	Term 1, 2021	All Primary years staff	No additional resources
Teachers strengthen the design of the reading program using close reading of texts, through multiple reads of a text to gain a deeper understanding and to move past the surface content of a passage to understand the	Term 1, 2020	Literacy PLC: - develop and understanding of the "Close Reading Strategy" - Class Teacher trial the use of close reading within the literacy block	Burke B (2016) ' A Close Look at Close Reading: Scaffolding students with complex texts'. available at http://tiny.cc/CloseRead

themes and author choices within the text		- CT to share what they learn and to determine the next step Classroom: - Close reading introduced within the literacy block - teachers select texts for close reading that come from a range of curriculum areas	
Develop comprehensive strategy that are implemented across all classes using Close reading Use the literature component of the English scope and sequence to plan and teach comprehension strategies using Close Reading processes	2021	All primary years staff	No additional resources required
Teachers intentionally select strategies that enable students to provide extended responses and ask questions of each other	Term 3, 2020	Through primary literacy PLC explore types of talk, questions, response stems and where they can be used in the across the curriculum to develop learning area vocabulary Classroom - teachers explicitly teach and model how to engage responsibly in classroom interactions - teachers teach the skills of listening actively, responding critically, sustaining thinking through extended turns, clarify thinking	Anchor charts Classroom talk: Understanding dialogue, pedagogy and practice
Training for teachers to use the PAT R data to determine skills levels and how this fits within the Gradual Release model so that we are addressing the learning needs of students working at above SEA to maintain growth and momentum	Term 2, 2020	All staff PAT trainers from town OARS Materials	OARS Materials Trainer

Teachers use a teaching and learning cycle (gradual release)incorporating dialogic talk and reading activities to build content and develop vocabulary prior to writing	Term 3 2020	Staff training in typical school genre language patterns for circumstance, participants and process	Derewianka,Teaching and Learning Cycle
			Derewianka - a new grammar companion for teachers
		Teachers use a range of text types to support students to develop typical school genre patterns	Rossbridge, J and Rushton K. Conversations about Text 2, Teaching grammar using factual texts
LEAP training for the assessment of EALD students and the incorporation of dialogic talk and reading activities as a part of the teaching and learning cycle	Term 1, 2021	All staff	
		Pip Tragaras and Lisa Sims to coordinate	Training costs – 3,000
Teachers performance discussions with leaders focus on intentional strategies to increase the number of students in the higher bands and above average stanine levels in Pat-R.	Ongoing	Leadership - provide accurate data from 2018 / 2019 to all class teachers at the start of 2019 to identify students that need to be retained and moved into the higher bands Teachers - program for and are able to discuss the intentional teaching strategies developed for individual students and their next steps	Performance development meeting times Teacher Programs
Follow the student process to be introduced – teachers identify 3 students who they will follow across the year and share with their peers the progress that students have made and the intervention and teaching strategies that have been used.	2021	All teachers Sharing and reflection time to be provided within the staff PD rogram Leadership to place on PD agenda	No additional resources

Goal 2 continued	Increase the number of primary students achieving the in the higher bands in NAPLAN Reading for Years 3, 5 and 7 and in the above average stanine levels of the PAT R for all year levels.		
Actions	Timeline	Roles and responsibilities	Resources
Students apply comprehension strategies across curriculum areas to: - learn what the strategy is - what strategy to use - how to use the strategy - when and why to use the strategy Training for teachers to use the PAT R data to determine skills levels and how this fits within the Gradual Release model so that we are addressing the learning needs of students working at above SEA to maintain growth and momentum	Term 2 2021	Teachers program and plan learning opportunities for the use of comprehension strategies across curriculum areas. Class teachers to share strategies they have used across the curriculum with each other All staff	Comprehension strategy cards PLT's are developed for sharing and planning strategies Variety of authentic text types across curriculum areas for students to access and use. Both digital and paper texts to be used. Training costs
Teachers ensure accurate diagnosis of students struggling with literacy to implement high quality structured interventions. Students identified for possible intervention when enrolling. Review the need to Phonics Intervention	As needed 2021	Teachers undertake: RR on students consistently Sound Recognition Checklist Letter Recognition Checklist Oxford Sight 400 Words SPAT For students new to the school – Special Education teacher to undertake – Karen Symons and Linda Fox	Release time for class teacher to undertake assessment for students at risk Literacy Skills Checklist completed for newly enrolled students

Guided Reading groups are based on the reading skill and levels of the students and supported by School Service Officer support to allow for students practice.	Term 1 ongoing	Class teachers determine reading groups Class teachers select resources and comprehension focus Leader allocates SSO for GR Leader timetables GR sessions so they are common in each block Leader organizes training for SSO's re Guided Reading and their role in the process Completed 2019 but ongoing	One SSO allocated to each class for GR 4 times per week - 200minutes X7 GR readers Sheena Cameron Comprehension materials
	Total financial resources allocated		
Success criteria	1] The number of students working in stanine 7, 8 or 9 increased in: Year 4 by 10%, Year 5 by 10%, Year 6 by 10%, Year 7 by 10%. **Year 3 - 0%, Year 4 29%, Year 5 14.6%, Year 6 – 29%** 2] Students working in the higher bands in year 3 and 5 are maintained as they progress through school. 3] Students discuss the comprehension strategies they are using. 4] The explicit teaching of Close Reading strategies are observed during walkthroughs 5] Students discuss the purpose of close reading as a strategy		

Goal 3	Increase the number of primary students achieving in the higher bands in NAPLAN Maths for Years 3, 5 and 7 and in the above average stanine levels of the PAT M for all years levels
Challenge of practice	If teachers explicitly teach mathematical thinking and reasoning and provide regular opportunities for students to explain their mathematical thinking and reasoning then the number of students achieving numeracy scores in the higher bands will increase.
	If teachers use the gradual release model to explicitly teach mathematical thinking and reasoning and provide regular opportunities for students to develop their fluency and fluency plus mathematical skills then the number of students achieving numeracy scores in the higher bands will increase.
	If teachers use the gradual release model to explicitly teach mathematical thinking and reasoning and provide regular opportunities for students to participate in non-routine tasks then the number of students achieving numeracy scores in the higher bands will increase.

Actions	Timeline	Roles and responsibilities	Resources
All staff to receive training in the Big Ideas in Number and implement their learning in the classroom.	Term 2	Leadership to contact PMA to identify trainer Leadership to organize Pupil Free Day for Maths Completed 2019	Big Ideas in Number Transforming Task document Jo Boaler - You Cubed Resources Release for staff to work in groups Proficiency Strands ACARA Maths Curriculum
Teachers develop students thinking and reasoning skills in maths. The focus of PLC's to be staff sharing Non Routine Tasks and what the students have learnt.	Maths PLC – start Term 1, 2020 Twice per term Term 1, 2021 - monthly	Teachers to co develop strategies and assessments and plan together. Linda Fox to lead the Maths PLC All staff Linda Fox to coordinate and develop program with key teachers identified	Staff meeting time Maths PLC Partnership LDAM for workshops PLT meeting times.

Use the PLC to: - discuss the learning of students and how they are tracking. - Identify what we would see in a classroom if teachers were developing the students thinking and reasoning skills Undertake Teachers Observing Teachers to answer the question are we explicitly teaching mathematical thinking and reasoning skills Staff to work in teams with leadership to develop units that can be modelled and that challenge students			
Students identified with fluency problems - working in stanine 2 and 3 Lyn Grey Gardiner intervention in Maths for year 3 and under.	Term 1 Not considering this	Training for SSO's to be organised by leadership Class teacher and leadership identify students for intervention - SSO allocated for intervention - SSO with leadership timetables intervention sessions	Maths proficiencies and guide books.
Design mathematical investigations that build on knowledge learners have and provide opportunities after individual reflection for small group critical and constructive discussion. Staff to explicitly track those students who have the potential to score in the higher bands and monitor their growth.	Begin in term 1 but ongoing 2021 Term 1	Incorporated into the Maths PLC Teachers to develop rich learning tasks Teachers hold learning conversations in Maths Students complete Maths journals Teachers work with students on developing good questions Teachers have a plenary at the end of the session Student Observations of questions used in classrooms All teachers	BiTL Questioning Tools Jo Boaler Transforming Task

Sharing of Mathematical investigations amongst the staff Use the Maths scope and sequence and identify opportunities for using non-routine tasks and to explicitly teach mathematical thinking and reasoning skills Develop Observation Tool for Teacher Teams that answer the following questions: - are opportunities provided for students to develop their fluency and fluency play skills - are teachers using a gradual release model to stretch students Undertake regular Maths Book Audit to determine the impact Staff share ways to provide feedback to students both formative and summative			
Student Voice in Learning partnership project is further developed. Move across the school with the project – focus on Continue the training and support for the students as we have a new cohort. The students believe that we need to: • Ask more open questions	Start term 1 2020 2021	Students to survey teachers on how students help design the curriculum Teacher Librarian to work with one class teacher per term to co-construct rubrics for genre writing with the students in the class All teachers	Partnership focus. Release for Janice Symes to coordinate the group Recruit volunteer students and classes for students to work across classes to undertake observations.

• Don't tell the students exactly what to do but let them fill the gaps • Ask questions with more than 1 answer • Group students but change the groups regularly allowing all students to work with each other Having less of the question to allow for stretch			
Students identified with fluency problems - working in stanine 2 and 3 on PAT M undertake Quicksmart in year 4, 5, 6 and 7.	Ongoing	Class teacher and leadership identify students for Quicksmart SSO allocated for Quicksmart intervention SSO with leadership timetables Quicksmart sessions Karen Symons and Nick Clark Ongoing	Quicksmart resources (in school already) SSO Resources - 200minutes per week

Actions	Timeline	Roles and responsibilities	Resources
		Total financial resources allocated	
Success criteria	1] The number of students working in stanine 7, 8 or 9 increased in: Year 4 by 10%, Year 5 by 10%, Year 6 by10%, Year 7 by 10% **Year 3 7.69%, Year 4 8.7%, Year 5 13%, Year 6 28%** 2] Students identified from year 4,5,6 and 7 complete Quicksmart program and make a stanine's growth 3] Students working in the higher bands in year 3 and 5 are maintained as they progress through school. 4] Students are observed sharing and explaining their mathematical thinking and reasoning when discussing and recording their mathematical investigations 5] Student voice in learning project expanded. 6] Math book audits demonstrate student skills in explaining their mathematical thinking and reasoning		

Approved by principal

Name

Date

Approved by governing council chairperson

Name

Date

Approved by education director

Name

Date