

Itchen Abbas Primary School

Provision for Higher Attainers Newsletter



Summer Term

July 2019

Welcome to our first newsletter about how our school supports and stretches children in all lessons. In this newsletter, I will inform you of some of the changes and improvements we have made to our provision for higher attaining children in our school as we feel it is important for parents to understand how we support the variety of learners here at Itchen Abbas. I hope that you find this helpful and please come to see me if you would like to find out further information.

Kind regards, Miss Martin
(Class Teacher & Maths Manager)

After our Ofsted inspection in April last year, our report stated *'In 2017, the proportions of pupils who attained the higher standards in reading and writing in Year 6 and greater depth in Year 2 were in line with the national average. Current improvement planning focuses sharply on increasing the proportion of pupils who meet these higher standards across the school. Since the last inspection, leaders have developed a varied and enriched enquiry-based curriculum which makes the best use of the local area.'* This was fantastic news as all of our staff worked hard to develop our enquiry-based topics, however our next steps advised by the inspector were to ensure that *'the most able pupils are consistently provided with sufficient challenge to ensure that more pupils reach the higher standards.'* Since we received this feedback, we developed a plan to develop our teaching across the school so that all children have the opportunity to experience challenge in lessons. This newsletter will explain how we approached this.

At the end of the last academic year, I was asked to lead a project to develop the support for higher attainers across the curriculum. I initially met with staff from other schools in the area to discuss how they plan greater depth tasks in maths and English lessons and used this to inform my planning from September. A book look was also completed at the end of the academic year 2017/2018 to identify our next steps as a school.

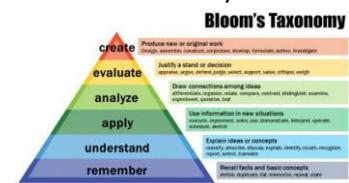
In the Autumn Term, we began the new academic year with a staff meeting to discuss the barriers for children achieving greater depth in each class. We then decided that children who did not like to take risks and those who were dependent on others were less likely to exceed the objectives of the curriculum, therefore we focused our first two terms on projects that explored resilience and independence. We rewarded children verbally and with written rewards when they showed these qualities in lessons, and shared work with our classes and adults to celebrate these skills. Teachers across the school also modelled these concepts in lessons to their classes so that children understood what the terms resilience and independence meant.

As part of our staff development, we have spent teachers' meetings and whole staff twilights planning our topics together to consider challenging tasks for the wider curriculum. This has been supported by the use of Blooms and SOLO taxonomy which are learning processes and outcomes informed by educators. For more information about these models, click on the pictures to the left of this box to find out more!

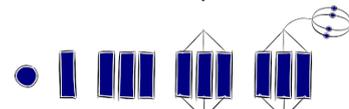
Afterschool clubs and activities that have stretched learners this year

This year, children have continued to communicate and interact with schools by participating in workshops that deepen their learning. Mr Robbins and Miss Duncan have also led clubs relating to the wider curriculum that have challenged the children's dance and physical skills.

Blooms Taxonomy:



SOLO Taxonomy:



In the Spring Term, I also attended some training at a local primary school which explored how to raise the attainment in topic lessons such as history and science. This INSET posed the question 'Is every lesson an English lesson?' which encouraged staff to consider how to apply techniques from guided reading skills and writing lessons to the wider curriculum. This training was then delivered to our teachers by myself and we have since adapted our afternoon plans to include various activities suggested. We have found that these comparative and thought-provoking tasks have opened up discussions and allowed children to consolidate their writing skills by producing texts for different purposes in their topic. Different planning tools for our children have also been introduced by teachers this year to encourage them to consider how their choice of vocabulary, grammar and punctuation will affect their audience.

Across the year, monitoring activities such as observations and book looks have shown children being challenged in maths lessons by solving open-ended multistep problems that deepen a range of concepts in the curriculum. Our pupils are now creating their own problems in lessons and reasoning their answers through a variety of methods; this has furthered their understanding of the different domains in maths and helped to develop their resilience and self-esteem. Our English books also illustrate how we have adapted our planning by allowing children the freedom to choose their audience or form of text to fit the purpose of different tasks. Children are now beginning justifying the language they choose when composing texts in order to capture their readers interest and match the purpose of what they are writing. The training has also had an impact in our topic lessons across the school as children have participated in debates, compared sources and completed various other activities to apply their knowledge in different ways using a variety of speaking, listening and written activities.

Homework tasks have also been adapted this year to give children yellow challenge boxes to complete as well as rich problem-solving tasks for maths. We are continuing to develop this and set challenges to give children to option to build on their resilience and independence at home as well as in school.

Our data has shown this year the number of children receiving the greater depth standard has increased, which is great news for our dedicated staff who have worked hard to implement these changes to improve the provision for teaching children to the greater depth standard. Our next steps are to continue to improve the quality of teaching by planning together, implementing training ideas and making links with other schools to further raise the amount of high attaining children next year.

What our children think?

This half term I asked several children, who were assessed by teachers as greater depth, a series of questions to see the impact that our changes to support higher attainers have had throughout year. All children explained that they had been given adapted tasks and enjoyed lessons where they had harder success criteria or trickier open-ended problems to solve. Two children in Key Stage Two also stated that they found certain lessons challenging when they felt that others in the class were better than them therefore suggesting that comparing themselves to others could be barrier towards accessing the greater depth standard for some. We will be looking at this next year. All children gave examples where they were engaged in specific lessons and some wanted to participate in more group projects and wanted to continue to be challenged in all lessons.

Examples of our challenging children's work across the curriculum.

<p>Purpose: To instruct people how to live in space.</p> <p>Audience: Itchen Abbas School</p> <p>Form: Instructions</p>	<p>Structure</p> <p>lets what you're need when... instructions list points what to do they need to be around and have parts summary practical time</p>
<p>Vocabulary:</p> <p>magazines sharing zoom about worksheets do about make get open website these resources directly print also getting ready results</p>	<p>Grammar</p> <p>imperative sentence command sentence special sentence structure apostrophe apostrophe clause apostrophe apostrophe prepositional phrase and apposite question mark and exclamation mark connective</p>

Funov residents have found this a problem. This could lead to more pollution more accidents and it could even make people late for work. Residents have been wanting to know why they didn't do it in a different place. Today we are going to interview Ruby Richardson.

"Hello Ruby, what do you have to say about the Long Park?"
 "Well, I think it causes lots of gung and confusion including people sending letters to the Hampshire County Council."
 "Problems. Thank you for coming to Brett Robbers and discussing your issue. She is not the only one having problems, we are also going to interview Arol's songwriter."

Compare these pictures. How are they similar?

- What form are you going to present your work in (poster, leaflet, page from an information book etc).
- Think about when you have used this form before. What features will you need to include? Create a success criteria for your writing.
- Think about what your persuasive arguments will be. What evidence will you use to prove your thinking?
- Plan your final outcome
- Now create your outcome ready to share with the class.

