

Mid Year National Standards data

Overall Teacher Judgements (OTJs) are made about each child twice during each full year they are at school. From New Entrant to Year 3 these judgements are made on anniversaries and mid anniversaries from the time they start school e.g. after 20 weeks (6 months) and 40 weeks (1 year at school). In Years 4-6 they are made in July and December each year. These judgements are on the reports we shared with you at the end of Term 2.

Each child's progress is considered and judged against standards set by the Ministry of Education (National Standards). We work hard on these judgements, moderating them with other teachers so we feel confident that the judgement made is fair and accurate.

Year 1						
Subject	Well Below standard %	Below standard %	At standard %	Above standard %	Total at or above standard %	National average at or above standard %
Maths	0	8.5	89.8	1.7	91.5	84.5
Reading	0	23.7	72.9	3.4	76.3	63.6
Writing	0	15.3	83.1	1.7	84.7	74.8

Year 2						
Subject	Well Below standard %	Below standard %	At standard %	Above standard %	Total at or above standard %	National average at or above standard %
Maths	0	14.3	70.1	15.6	85.7	78.7
Reading	0	10.4	61	28.6	89.6	78.1
Writing	0	10.4	81.8	7.8	89.6	74.2

Year 3						
Subject	Well Below standard %	Below standard %	At standard %	Above standard %	Total at or above standard %	National average at or above standard %
Maths	0	18.5	61.1	20.4	81.5	74.2
Reading	0	11.1	50	38.9	88.9	81.6
Writing	0	13	75.9	11.1	87	71.7

Year 4						
Subject	Well Below standard %	Below standard %	At standard %	Above standard %	Total at or above standard %	National average at or above standard %
Maths	4.8	19.4	45.2	30.6	75.8	77.3
Reading	3.2	8.1	50	38.7	88.7	83.1
Writing	6.5	8.1	71	14.5	85.5	73.1

Year 5						
Subject	Well Below standard %	Below standard %	At standard %	Above standard %	Total at or above standard %	National average at or above standard %
Maths	8	14.8	60.2	17	77.3	73.7
Reading	4.5	15.9	46.6	33	79.5	81.2
Writing	1.1	22.7	70.5	5.7	76.1	69.8

Year 6						
Subject	Well Below standard %	Below standard %	At standard %	Above standard %	Total at or above standard %	National average at or above standard %
Maths	6.7	26.7	53.3	13.3	66.7	76.2
Reading	5	26.7	35	33.3	68.3	83.6

Writing	10	23.3	61.7	5	66.7	72.6
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Whole School						
Subject	Well Below standard %	Below standard %	At standard %	Above standard %	Total at or above standard %	National average at or above standard %
Maths	3.5	16.8	63.3	16.5	79.8	75.5
Reading	2.3	15.8	52.5	29.5	82	78
Writing	2.8	15.8	74	7.5	81.5	71.4

When children are identified as 'Below Standard' they are prioritised for extra support. These children become 'target' children in class, where teachers try new ideas and methods to give them the best chance of catching up with the National Standards for their year group. As well as being targeted in class we run a range of acceleration programmes designed to help these children close the gap.

Programmes we have put in place in 2016 include:

Reading Recovery provides daily one to one teaching with a specially trained teacher for children making the slowest progress in literacy learning after a year at school. It is supplementary to classroom instruction.

Oral Language Programme is explicit teaching of the sounds of the alphabet and the letter/s that represent those sounds using the 'Sounds Like Fun' and 'Switched onto Spelling' programmes. Initially children learn to listen to and identify/say the letter/s that represent the sound before learning to listen to, identify and write the sound.

Early Words Programme teaches children at their level, one to one, in a short daily fun lesson where the focus is on building basic sight word knowledge.

SPRING into Maths a programme where a trained teacher aide works with small groups of students (usually 6)/

It is a programme that is 'over and above' classroom mathematics learning

Structure of 20 - 30 minutes 3 time a week.

- S Start counting
- P Patterns
- R Reinforcing strategy
- I Identifying numbers
- N Number facts
- G Game

This programme is aimed at increasing children's number knowledge and confidence quickly.

ALL (Accelerated Learning in Literacy – Writing) This is a 15-week intervention for year 3-6 students who are below National Standards in writing. This intervention is a supplementary support to lift student achievement. It is in addition to, and connected to, students' classroom programmes. This is being run in our school by Sharon Hartley (year 5 & 6) and Rebekah Hill (Year 3 & 4).

Reading Eggspress makes reading real books, improving spelling skills and building reading comprehension highly engaging for children. The online reading program is packed with hundreds of interactive reading activities, online children's books and literacy games.

Math-Whizz is an online virtual math tutor that caters to each child's unique ability – helping them reach their true potential and preparing them for success in Maths. As an alternative to a private tutor, it is designed to simulate the behaviour of a human tutor; it never gets bored, frustrated or casts judgment. It simply delivers the ideal lesson to progress each child's learning ability at a pace designed for them.

Study Group This year we have run a supported Study Group after school from Monday to Wednesday. Identified children who are below the National Standard in Reading and/or Writing and/or Maths have been given the opportunity to work on Reading Eggspress and Maths Whizz at school with teacher support and they are also given support in writing.

Paired Reading is a research-based fluency strategy used with readers who lack fluency. In this strategy, students read aloud to each other. When using partners, more fluent readers can be paired with less fluent readers.