

Record of Consultant and Adviser Support: Millfield Primary School

<u>Subject</u>	<u>Date</u>	<u>Cons/ Adv</u>	<u>Commentary</u>	<u>Actions</u>	<u>Date & Purpose of Next visit</u>
Literacy	05.04.11	AG	<p>Time: 13:15 – 15:30 Audience: Y1/2 teachers</p> <p>Prior to the visit the Consultant was contacted by the HT to ask if the visits could be postponed and time taken over to the summer term as the staff were due to meet prospective new HTs after school. Unfortunately, this was not possible so the HT decided to utilise the afternoon for the Consultant to work with the Y1/2 team on reading.</p> <p>The Consultant met with two of the Y1/2 teachers (unfortunately the LSL - Y1/2 teacher had been sent home ill). The Consultant had made a pack of resources for each teacher which included; reading and phonic tracking sheets, profile of the class sheet, blank simple view of reading sheet, examples of guided reading planning, information on questioning (APP linked, examples from Blooms, reading prompt cards), an example of a timetable for guided reading, ideas to link phonics to shared and guided sessions, plus others.</p> <p>The Consultant discussed the pack of information and related back to the PDM delivered earlier in the year, on 23.11.10 - some of the sheets were duplicated from that meeting. The teachers talked about what they were using and things that they had used/tried out since the PDM. Time was then taken to discuss the following:</p> <ul style="list-style-type: none"> Guided reading <ul style="list-style-type: none"> Planning – use of key questions across the session (introduction, strategy check, independent reading, return and response to the text). Timetables - suggestion is that in EY and KS1 children should have the opportunity to have a guided session twice a week (at least one session to be book based and the other could be caption/role play/phonic related reading time with the teacher) Routines – Over the course of the week the Consultant suggested that a possible rota could be; preparation work, guided reading session, follow up to guided session and two independent opportunities for reading (e.g. listening station, book corner, phonic based game, book box, reading journal...) Reading based activities, appropriate for guided and independent learners (e.g. opportunities for speaking, listening, drama, role play...) Texts – look at and discussed new books. Considered opportunities to support reading skills within guided sessions and ways of using books (e.g. just using a front cover to elicit predictions, using one picture/photo for discussion, reading a page/part of the book and discussing, retelling/summarising key points, creating a story mountain to show comprehension, dramatising part to show understanding of characters...) Individual needs <ul style="list-style-type: none"> Target readers – identified children who require additional support are being supported by the teacher and the TA on a daily basis (as well as parent helpers when available/appropriate for them and other children) 	<p><u>Consultant recommends that the LSL will:</u></p> <ul style="list-style-type: none"> Email the Literacy Action Plan and any key information to the Consultant, in order to confirm the foci for future visits. Through discussions with the HT/SIP/ISP Consultant, decide on the focus for future support and email the Consultant with any relevant information. Follow up the session focusing on reading, in particular guided reading, with the Y1/2 teachers present. Ask the Y3/4 teachers to return the borrowed books, lent out by the Consultant on 11.03.11. <ul style="list-style-type: none"> The Fire Children (AG) The Hunter (set of 6/7 books) The Village that Vanished Chinye Zumbani's drum (set of 5 books) South & North, East & West Tales from Africa The Colour of Home On Safari <p><u>Consultant suggests that the Y1/2 teachers will:</u></p> <ul style="list-style-type: none"> Give the pack of materials left with them to the LSL – Y1/2 teacher who was unable to attend the session. Follow up the meeting by developing planning for guided reading, focusing on the use of key questions Collaborate / share planning across the team to support the use of the sets of guided reading books, recently purchased. Embed routines that will support children's ability to undertake independent activities during guided reading sessions. <p><u>Consultant will:</u></p> <ul style="list-style-type: none"> Send the lesson observation form to LSL to forward to the Y1/2 teachers 	<p>Date: Tuesday 10th May</p> <p>Time: 09:00 – 16:00</p> <p>Purpose: TBC Possible demo Literacy session in Y1/2 and then working with teachers to plan next steps.</p> <p><u>FUTURE DATES:</u></p> <p>Date: Thursday 9th June Time: 09:00 – 16:00 Purpose: TBC Possibly doing follow up work on APP Reading (reviewing evidence gathered during first half of summer term and discussing/planning next steps)</p> <p>Date: Monday 27th June Time: 09:00 – 16:00 Purpose: TBC Possibly GR in KS1</p>

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			<ul style="list-style-type: none"> Additional phonic groups – being delivered by TAs to support individual children, particularly those working within phase 2 SEN – focus on IEP work, with teachers and TAs supporting individual children to support the acquisition of a range of skills (reading, phonics, speaking/listening, handwriting...) Shared Reading <ul style="list-style-type: none"> Utilising skills which could then be developed further in guided/independent reading sessions Modelling reading behaviours and articulating own ideas to support the development of children's own Choice of texts is key for engagement and motivation of children but also need to ascertain what the key teaching and learning is required to ensure they are fit for purpose - quality picture books, visual literacy (film clips, multi-modal texts), appropriate non-fiction books <p>At the end of the afternoon, the Consultant was unable to speak to the HT as she was engaged with a parent. So, the Consultant asked if the Y1/2 teachers could feedback to the LSL and give her the pack of information, as well as give key points to HT following the discussion.</p>	<ul style="list-style-type: none"> Once the focus for the meeting on 10th May has been decided, gather relevant resources/materials. 	
ISP	04.04.11	JG	<p>Time: 1:30pm -3:30pm</p> <p>Audience: SIP, Headteacher, SLT.</p> <p>The purpose of the meeting was to review the progress / impact of the RAP for the Spring term.</p> <p>Early Years: 6+ CLLD and PSED :- Target is 55%, On track to meet the target (already 39% have achieved the target)</p> <p>Key Stage 1 Level 2+: Reading:- Target is 80% (80% are on track to achieve L2 at present) Writing:- Target is 80% (78% are on track to achieve L2 at present) Maths:- Target is 85% (83% are on track to achieve L2 at present)</p> <p>Key Stage 2 Level 4+: Reading:- Target is 81% (71% are on track to achieve L4+ at present, 32% L5) Writing:- Target is 75% (59% are on track to achieve L4+ at present, 21% L5) Maths:- Target is 81% (71% are on track to achieve L4+ at present, 32% L5)</p> <p>Other points discussed during the meeting:-</p> <ul style="list-style-type: none"> The accuracy of teacher assessment: - moderation and standardisation activities need to be planned in, and the monitoring of APP for writing and Maths needs to continue. APP for reading has not been implemented yet, so how are teachers levelling? 1:1 children to be identified for the Summer term from Year 5. Small group work needs to be established for Year 5 children in the Summer term instead of 1:1. Consideration / support for mixed-age group planning. 	<p>Consultant recommends:</p> <p>These points will be considered when writing the Summer term plan.</p>	<p>Date: To be confirmed.</p> <p>Time: To be confirmed.</p> <p>Purpose: To be confirmed.</p>

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			<ul style="list-style-type: none"> SENCo needs to look at the support hours available for the Summer term and into the Autumn term as some of the statemented children are due to leave at the end of the year. 		
Maths	17.03.11	JG	<p>Time: 1:00pm – 3:15pm Audience: Year 1/2 teachers.</p> <p>Consultant met with two Year 1/2 teachers individually, the focus was following-up work from CPD that had been received by the teachers earlier in the term.</p> <p>Consultant and teachers looked at Block E2, and decided how best to plan for multiplication and division - both areas had been discussed at the training and the need for modelling and images that would support the children's learning, as well as time to develop and use the appropriate mathematical vocabulary.</p> <p>It was decided that the use of arrays and linking multiplication to repeated addition needed to be practical before recording on number lines. 'Overcoming Barriers' Level 1-2 was used to develop ideas and key questions.</p> <p>Similarly, when discussing division, practical activities were to be used to highlight the link to repeated subtraction and the use of the number line, and again 'Overcoming Barriers' Level 1-2 was used.</p> <p>Other points discussed to support the learning were as follows:-</p> <ul style="list-style-type: none"> Use of ITPs, and how these can be used to support the modelling required, and develop the use of language by asking open-ended questions Role of the Teaching Assistant during the main input to the class, and how they can best support the teacher with the differentiation, ensuring that all children are involved during the input Use of Pitch and Expectation Questions, how these can support the teacher during guided group sessions, asking key questions, observing how children approach the problem noting response and assessing children's progress (also suitable for APP.) These questions are also ideal for plenaries <p>Consultant feedback to the Year 1/2 Team Leader at the end of the session.</p>	<p>Consultant recommends:</p> <p>When planning, the teachers use 'Overcoming Barriers' booklet to check to see if there is anything relevant in the 'Overcoming Barriers' materials that will support their planning.</p> <p>To use 'Overcoming Barriers' Levels 2-3 to support differentiation and to plan appropriate activities for the more-able children.</p> <p>To develop the use of Pitch and Expectation Questions during guided sessions and plenaries.</p>	<p>Date: 4th April 2011</p> <p>Time: 1:30pm</p> <p>Purpose: RAP review</p>
ISP	14.03.11	JG	<p>Time: 1:30pm – 3:45pm Audience: Headteacher and Literacy Subject Leader</p> <p>The focus of today's meeting was to conduct a book scrutiny for Literacy across the school.</p> <p>Foundation <u>Strengths:</u></p> <ul style="list-style-type: none"> Learning objective evident on every page All work was dated Work was differentiated by outcome <p><u>Development:</u></p> <ul style="list-style-type: none"> Ensure that all work is marked either as independent work, group, support or teacher / 	<p>Consultant recommends:</p> <p>Subject Leader to feedback findings from the work scrutiny to all teachers.</p> <p>Staff to discuss the following points and agree action:-</p> <ul style="list-style-type: none"> Purpose of marking Marking policy Non-negotiable elements in books and for marking Handwriting policy Examples of good books, and expectations of children 	<p>Date: 4th April 2011</p> <p>Time: 1:30pm</p> <p>Purpose: RAP review</p>

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			<p>Teaching Assistant input</p> <p>Years 1/2 <u>Strengths:</u></p> <ul style="list-style-type: none"> • Learning objective was included for all work • Work was dated • Progression was evident for more-able and core children <p><u>Development:</u></p> <ul style="list-style-type: none"> • Next steps in marking should be developmental points for the children, therefore need to be in child-friendly 'speak' and in handwriting that is legible for children • Differentiation of work is not always clear • Progression of less-able children needs to be monitored carefully <p>Years 3/4 <u>Strengths:</u></p> <ul style="list-style-type: none"> • Learning objective was included for all work • Work was dated • Progression was evident for more-able and core children <p><u>Development:</u></p> <ul style="list-style-type: none"> • Some books had not been marked from October to January • Presentation / handwriting of the children • Differentiation of work was not always clear • Next steps in learning were not evident in some books <p>Years 5/6 <u>Strengths:</u></p> <ul style="list-style-type: none"> • All books were marked, not only to L.O., but also for punctuation and spelling • Comments by the teacher were encouraging to the children as well as informative • All work was dated • Progression was evident for more-able and core children <p><u>Development:</u></p> <ul style="list-style-type: none"> • Ensure all work has a clear learning objective <p><u>Whole school points to consider-</u></p> <ul style="list-style-type: none"> • Ensure that all work is marked either as independent work, group, support or teacher / Teaching Assistant input • Teacher's handwriting needs to be clear enough for children to read, modelling what they want the children to produce • Expectations set by the teachers on presentation of children's work 	<p>and their presentation of work</p> <p>Subject Leader to then monitor books again next term to see if agreed procedures have been implemented.</p> <p>Teachers to share books at team meetings regularly (monthly).</p>	
Literacy	11.03.11	AG	<p>Time: 09:00 – 15:50 Audience: LSL and Y3/4 teachers</p> <p>The Consultant met with the LSL to discuss the lesson observations in KS1.</p> <p>09:30 – 10:15 Joint Lesson observation with the LSL – Y1/2 Literacy lesson (Elm Class)</p>	<p><u>Consultant recommends that the LSL will:</u></p> <ul style="list-style-type: none"> • Email the Literacy Action Plan and any key information to the Consultant, in order to confirm the foci for future visits. • Follow up the observations by providing feedback to each of the Y1/2 teachers. 	<p>Date: Tuesday 5th April</p> <p>Time: 13:15 – 17:30</p> <p>Purpose: PM – GR observations in KS2, with LSL</p>

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			<p>10:30 – 11:30 Joint Lesson observation with the LSL – Y1/2 Literacy lesson (Maple Class)</p> <p>11:30 – 12:40 Discussion with LSL, regarding feedback to Y1/2 teachers, after observed lessons</p> <p>Just before commencing the afternoon session the LSL and Consultant briefly feedback to the Headteacher about the outcomes of the mornings observations. The Headteacher directed the LSL to feedback about the grading of the lessons to the teachers, as this information would be added into the schools own data. The Consultant and the LSL said that they would write up key points (Consultant to give copies to teachers / LSL to give to teachers and HT)</p> <p>13:10 – 13:30 The Consultant and the LSL fed back to the Y1/2 Teacher (Maple Class) about her observed lesson. The lesson, with a focus on differentiation, was discussed. The strengths were:</p> <ul style="list-style-type: none"> Planned support for shared session – TA was directed to support the least able children (although the effectiveness of this was lessened due to the TAs inexperience) and the teacher then targeted questions to the less able children. Modelling – supporting/activating children's prior learning and illustrating how to write a joke, articulating teaching points (e.g. use of capital letters, finger spaces, full stops, re-reading for sense/ humour) Prompts – sentence starters given for punchline and knock, knock jokes to support independent groups. <p>The areas for development were:</p> <ul style="list-style-type: none"> Guided session – initially, if the teacher had stayed with the group this may have enabled more focused teaching/learning, however the teacher did settle with the group and support the desired outcome (still consider sitting position and management of independent groups) <p>13:30 – 14:50 The Consultant worked with the two Y3/4 teachers (one of whom had joined the school two weeks previously, to cover a maternity leave). The Consultant gave both the teachers a pack of key materials to support them, which included; Support for Writing materials (overview of materials, Text Type guidance, Progression Papers, Pupil Writing Targets), an overview of Talk for Writing, Writer Grids (1a, 2c, 2a and low level 3), Improving Writing with a focus on Guided Writing booklet and other sheets such as the profile of the class sheet and ten steps to planning. The focus of the discussion was around planning and linking literacy to the cross curricular themes of Africa and Chocolate, whilst focusing on the unit 'Stories from another Culture'. Time was spent generating ideas for 'learning hooks' to engage the children in the unit of work. The Consultant asked about key learning priorities and possible ways to activate their prior knowledge. The Consultant shared the medium term overview of objectives for the unit (from Lancs Grid) and a unit of work on the portal for 'Rickshaw Girl'. The Consultant shared resources and the teachers borrowed books.</p> <p>14:50 – 15:10 The Consultant and the LSL fed back to the Y1/2 Teacher (Elm Class) about her observed</p>	<p><u>Consultant recommends that the Y3/4 teachers will:</u></p> <ul style="list-style-type: none"> Use of the Support for Writing materials to support the planning of the unit on 'Stories from another Culture'. Use the borrowed books: <ul style="list-style-type: none"> The Fire Children (AG) The Hunter (set of 6/7 books?) The Village that Vanished Chinye Zumbani's drum (set of 5 books) South & North, East & West Tales from Africa The Colour of Home On Safari <p>Please return the borrowed books to the Consultant on 5th April (at PDM)</p> <p><u>Consultant will:</u></p> <ul style="list-style-type: none"> Write up notes on the lesson observation form and give to the two Y1/2 teachers on the next visit (05.04.11) Bring relevant resources to support the GR observations and PDM on APP Reading on 05.04.11 	<p>PDM – Introducing APP Reading (re-arranged from 08.02.11)</p> <p><u>FUTURE DATES:</u></p> <p>Date: Tuesday 10th May</p> <p>Time: 09:00 – 16:00</p> <p>Purpose: TBC Possible demo Literacy session in Y1/2 and then working with teachers to plan next steps.</p> <p>Date: Thursday 9th June</p> <p>Time: 09:00 – 16:00</p> <p>Purpose: TBC Possibly doing follow up work on APP Reading (reviewing evidence gathered during first half of summer term and discussing/planning next steps)</p> <p>Date: Monday 27th June</p> <p>Time: 09:00 – 16:00</p> <p>Purpose: TBC Possibly GR in KS1</p>

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			<p>lesson. The lesson, with a focus on differentiation, was discussed.</p> <p>The strengths were:</p> <ul style="list-style-type: none"> ○ Speaking and Listening – use of talk partners/thinking time during shared session. ○ Purpose and audience – clear sense of purpose and audience created for writing (Mr Laband came at the end of the lesson to listen to their work and some jokes to be published in the school newsletter) <p>The areas for development were:</p> <ul style="list-style-type: none"> ○ Shared session – explicit teaching/modelling (teacher did write up an example of a joke but did not articulate any teaching/learning points) ○ Questioning – planning for questioning to enable range and differentiation <p>15:10 – 15:50</p> <p>At the end of the afternoon the Consultant and the LSL discussed the outcomes from the lessons and discussed the focus of the next visit (05.04.11) and the possible foci for the summer term visits.</p>		
Maths	03.03.11	JG	<p>Time: 9:00am – 3:00pm</p> <p>Audience: Individual meetings with each class teacher from Year 1/2 to Year 5/6.</p> <p>Consultant met with both teachers individually, discussing their progress with APP Maths, their evidence and how they were managing to plan for APP.</p> <p><u>Year 1/2 teachers</u></p> <ul style="list-style-type: none"> • Teachers have a good range of evidence for Maths APP - books, observations, annotated planning, starters, Teaching Assistants' notes • All three teachers are using the red APP book introduced by the Maths Subject Leader to record observations in, as well as any other relevant comments; the TAs also have access to this book and are recording evidence • The teachers consider APP opportunities when planning, and are using the guidelines to identify areas that they have insufficient evidence for • Teachers are aware of the Standard Files and are beginning to use these more <p><u>Development:-</u></p> <ul style="list-style-type: none"> • Teachers to consider the amount of evidence that they are gathering for the objectives before highlighting that the children have a good understanding • To cross-reference evidence with the guidelines so that the evidence relating to each objective can be easily found, compared and discussed <p><u>Year 3/4 teachers</u></p> <ul style="list-style-type: none"> • Teachers are using a range of evidence - APP notebooks, observations, children's work, planning, etc • Teachers are using the APP notebooks to gather the evidence in <p><u>Development:-</u></p> <ul style="list-style-type: none"> • Teachers need to transfer the evidence from the APP books to the APP guidelines, so that the overall level for the child can be achieved 	<p>Consultant recommends:</p> <p>Consideration needs to be given to:-</p> <ul style="list-style-type: none"> • Cross-referencing the evidence to the guidelines, so that the teachers ensure that a range of evidence is gathered over a period of time • APP opportunities included in planning • When marking, show work that is relevant for APP • Refer to the Standard Files for levelling and comparison of ideas • Gathering evidence for Ma1 • The amount of evidence needed before the teacher is confident that the children have achieved the objective <p>Teachers to annotate books when children have worked practically - in particular in KS1, where several days' activities can be practical. This should include a brief outline of the children's activities, i.e. week beginning 28.02.11, Time, analogue clocks, o'clock, ½ past, ¼ past, etc. The teachers will be able to refer back to this when planning future time lessons - could be used as evidence for APP and also shows coverage of objectives.</p> <p>NQT needs to:-</p> <ul style="list-style-type: none"> • Find the APP File for the class and the guidelines that would have already been started by the class teacher, 	<p>Date: 17th March 2011</p> <p>Time: 1:00pm – 3:15pm</p> <p>Purpose: To work with Year 1/2 teachers following up from CPD delivered earlier in the term.</p>

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			<ul style="list-style-type: none">To cross-reference evidence with the guidelines so that the evidence relating to each objective can be easily found, compared and discussed <p><u>Year 5/6 teacher</u></p> <ul style="list-style-type: none">Teacher is using a range of evidence - observations, children's work, planning, etcTeacher is dating and cross-referencing the evidence to the guidelinesEvidence is being used to inform planning, teaching and learning <p><u>Developments:-</u></p> <ul style="list-style-type: none">To consider cross-curricular aspects for gathering evidence in Maths <p><u>NQT</u></p> <p>Consultant explained to the NQT the main principles of APP, how to select and then use the guidelines, the difference between bullet points and dashes on the guidelines, how to gather evidence and what counts as good evidence.</p> <p>Consultant then briefly explained some of the following resources / activities that would be supportive of APP Maths:-</p> <ul style="list-style-type: none">'Steps to Success' compendium:-<ul style="list-style-type: none">Securing LevelsOvercoming BarriersAssessment GuidelinesPitch and Expectation QuestionsPuzzle and problems activitiesITPs'Babble Gabble' activities, etc	<p>and familiarise herself with the children's levels and the evidence to date</p> <ul style="list-style-type: none">Plan in one APP session a week to begin with to develop her understanding and confidenceBecome familiar with the 'Steps to Success' compendium	