



<b>School Name:</b>	Sumner School	<b>School Number:</b>	3546
<b>Strategic Aim:</b>	To raise the achievement of boys in writing.		
<b>Annual Aim:</b>	To accelerate six boys who are <i>below</i> the National Standard to <i>at</i> the National Standard in writing.		
<b>Target:</b>	Six Year 6 boys who are achieving <i>below</i> the National Standard for writing will be achieving <i>at</i> the Standard by the end of 2016.		
<b>Baseline Data:</b>	Analysis of data from the National Standard writing levels indicates that at the end of 2015 we have six of our Year 5 students working below the National Standard for writing who, with intervention, could potentially achieve the National Standard.		



<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
<p>One student had left the school so the original group of 6 students was 5 students. A variety of initiatives (as outlined below) were implemented to increase the writing skills of the group.</p> <p>Planned grammar and handwriting lessons to improve surface features. Planned spelling lessons for this group with a focus on essential lists, rules, and patterns.</p> <p>Use of the e-asTTle Sumner writing student-speak rubric to establish goals and teach to the next step.</p> <p>Writing in more meaningful contexts linked to inquiry learning and to wider community events.</p> <p>Specific feedback/feedforward given to the children in written format in their writing books and via Google Docs focussing more heavily on the surface features and organisation.</p>	<p>40% (2 out of the 5) students reached the goal of <b>at</b>. The other 3 students made good progress and had an improved attitude towards writing, but did not quite reach the target.</p> <p>Most students showed improvement in surface features but some still struggled with spelling rules as well as struggling with the editing process and correcting of work to make improvements.</p> <p>Google Docs is a format all the boys enjoy using and are enthusiastic about. Some of the students showed increase willingness to edit their work while others were resistant to the ongoing editing process.</p> <p>While there was an increase in achievement level of all the students in the focus groups, there was less increase in their motivation and willingness to write. This was</p>	<p>It is believed that the reasons behind boys' poor achievement in writing are complex. As such, it is difficult in a relatively short space of time, such as 10 month, to progress all students the desired amount. While gaps in skills and knowledge can be covered, issues related to motivation and attitude need longer-term interventions. They also require careful analysis of the students' feelings towards writing and an understanding of how they perceive themselves as writers.</p> <p>Students' level of improvement in surface features and their willingness to refer to their writing goals was directly related to their willingness to engage as writers.</p>	<p>It is important to explore ways in which boys' motivation to write can be increased, along with their willingness to continue to craft their writing to ensure it is at as high a standard as possible.</p> <p>It will be necessary to gather student voice to identify areas in which boys enjoy writing.</p> <p>The students all showed increased engagement with their writing (and wrote at a higher level) when using Google Docs. For this, we will need to move towards having a 1:1 ratio of devices.</p> <p>Collaborative teaching will allow more authentic monitoring and tracking of focus group students across a range of teachers.</p>



Sharing writing targets with parents and inviting practice and revision activities to be done at home.

Time scheduled in team meetings to discuss and evaluate the progress of the target group.

Use of a team-wide monitoring sheet for the target group that shows progress against a range of assessments.

Emphasis on using Google Docs with this group of students to allow for immediate and ongoing scaffolding and feedback/forward.

Enrolled this group in Storybird on-line writing

Used comic writing/graphic novels and publishing as a genre to engage the boys in writing.

The writing focus group was attached to Room 13 (Literacy Leader's class) for focussed writing sessions- three times per week.

despite the use of topics and tools designed to engage the students.

## Planning for next year:

### Planning for 2017:

- Continue to have boys' writing as a focus in the school – linked to teacher inquiry
- Collect student voice regarding attitudes towards and motivation for writing
- Place in funding for 1:1 devices (or as close to as possible)
- Continue to use the 'Words Alive' programme as this has been successful in Years 7&8
- Include additional structured lessons with regard to spelling and grammar and editing strategies
- Years 5&6 Team Leader to have discussion with Years 7&8 Team Leader about strategies which worked and those which didn't see an impact.

<b>Strategic Aim:</b>	To raise engagement and achievement in Year 8 Girls' reading
<b>Annual Aim:</b>	To accelerate the progress of a group of students who are achieving 'at' the National Standard in reading
<b>Target:</b>	Five Year 8 girls who are currently achieving 'at' the National Standards will be achieving 'above' the National Standard by the end of 2016.
<b>Baseline Data:</b>	Analysis of National Standards reading data from Nov 2011 to Nov 2015 showed that five Year 8 girls had demonstrated either inconsistency or a decline in their National Standards levels from ' <b>above</b> ' to ' <b>at</b> '. Additionally, evidence gathered in Nov 2015 from the 'Me and My Schools' Survey showed that a group of Year 7 Girls (Year 7 in 2015, (now Year 8) were underperforming in Reading. This presented itself as a group of girls being disinterested in Reading as a subject at school and also a decline in their achievement (from above to at) in relation to National Standard data.



<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
<p>Analysis of asTTle reading papers and other such assessments to investigate students' understanding and identify areas for targeting.</p> <p>Use of team-wide discussion and a collaborative team-wide monitoring sheet to discuss and evaluate progress of target group.</p> <p>Used creative approaches in classroom reading programmes to incorporate sharing of books through art, music and drama.</p> <p>Used web-based tools such as Storybird, Canva, Google Docs, Scratch, Trello, Coggle.</p> <p>Obtained an inventory of the Years 7&amp;8 section of the Library to analyse genre, author and topic distribution of high interest areas for Year 8 girls.</p>	<p>2 out of 5 (40%) children met the target of <b>above</b>. Two students that did not meet the target made accelerated progress, moving 4 sub-levels in their asTTle testing during the year (twice what would be expected normally). All three students who did not meet the target of <b>above</b> are now achieving very close to it.</p> <p>All students showed improvement in their key reading skills and weaknesses as identified through asTTle testing.</p> <p>Using the collaborative team-wide monitoring sheet encouraged staff to reflect and rethink their approach. It also allowed teachers to compare various approaches and their effectiveness with students. The use of this shared document also helped teachers develop their</p>	<p>Excellent progress was made with all students due to the variety of actions taken. The small group settings provided for individualised support and explicit teaching according to identified needs. The Book Club environment increased interest in reading.</p> <p>Students had varied computer skills and this, at times, was a barrier to meeting deadlines or the quality of the assignment was affected.</p> <p>Due to the impending shift of the library, less library novels were purchased this year. However, we did purchase class novel sets of up to 10 books in each set to target students interests in the Focus Group. These unfortunately only arrived in mid Term 4.</p> <p>All students decided to operate their own Book Club in Term 3. This</p>	<p>Continue this programme next year. In Terms 1&amp;2, focus on Power of Two programme before considering how this may look in Terms 3&amp;4. Use this style of programme, no more than 3 times in the year to prevent boredom and over testing with asTTle.</p> <p>Team-wide pupil progress discussions need to be outlined and planned for at the start of each term. Team members will then be aware of the focus at that meeting, meaning data and observations will have been completed, and the team can focus on robust discussions around the impact of their interventions on the focus group.</p> <p>Continue with this approach looking for opportunities online to utilise programmes which make links with music and drama through the use of ICT.</p>



A Book Club was established to develop greater ownership over the direction of reading group discussions. These were interest based, as opposed to level groupings, which also promote tuakana teina opportunities.

skills in collaborative teaching across the team.

Students enjoyed the opportunity of being more creative in the way they were sharing their reading activities. This action suited several of the Focus Group students as they displayed strengths in the arts.

The 'Book Club' was a great success over Terms 2&3. In Term 2, students from the Focus Group were invited to be part of this group. They were able to bring a 'plus one'. As the term passed, students were up-skilled and provided with resources to start their own Book Club in Term 3.

meant that up to 50 students were involved in a Book Club across the Team.

The issue which arose was there were not enough copies of a book if they all wanted to read one together and discuss. This is why it is recommended to purchase more group sets.

Small workshops to be introduced in the lead up to assignments to support the students new to these web-based tools.

Continue the Book Club, or a similar approach to celebrate the social nature of reading. Also, continue to buy more group novel sets to be used in class or Book Clubs/Literature Circles.

## Planning for next year:

## Planning for 2017

- Continue the Book Club and initiate reading badges that students work towards over a school year
- Secure author visits with a particular focus on genre interests for girls eg. Bob's Books Blog
- Have all Year 7 + 8 students complete a survey covering areas of interest in regards to personal reading
- Launch the '40 Book Challenge' and celebrate successes as incremental milestones are reached
- Buy two SRA boxes, one to support lower readers and the other to challenge the more advanced readers as the current box does not extend 15% of our top/bottom readers. SRA is a programme which is delivered twice a year, for 4 weeks, focusing on fluency and comprehension development
- Buy more novel sets of 12 books to fit with the collaborative spaces for next year. Select an array of books to fit with broad interests of the students found through the student survey at the end of this year. Focus on fiction as we have several non-fiction sets already