



CLASS TEACHER REPORT TO GOVERNORS 2020 -2021	
CLASS: 1/2W	YEAR GROUPS: Year 1 and 2
TEACHER: Jordan Williams	SUPPORT STAFF: Sarah Cooper

TARGET: To ensure current statistically high performance is maintained, and identified aspects improved.

PAYSCALE 1-3	PAY SCALE 4-6	PAYSCALE UPS 1-3
National Curriculum & EYFS = 1.1 SPS Points termly	National Curriculum & EYFS = 1.15 SPS Points termly	National Curriculum & EYFS = 1.2 SPS Points termly

APS – AVERAGE POINTS PROGRESS						
	R		W		M	
	Autumn	Summer	Autumn	Summer	Autumn	Summer
ALL	1.10	3.22	1.07	3.22	1.03	3.36
BOYS	1.18	3.1	1.09	2.86	1.09	3.24
GIRLS	1.05	3.25	1.05	3.45	1	3.45
PPG	1.11	3.28	1.11	3.03	1	3.17
NON PPG	1.1	3.06	1.05	3.34	1.05	3.53
LAC						
EAL	1	3.5	1	3.5	1	3.5
SS	1	2.6	1	2.6	1	3
EHCP	1	2	1	2	1	2

ATTAINMENT PROFILE BASELINE/AUTUMN TERM									
	R			W			M		
	BSLN AT+	T1 AT+	T3 AT+	BSLN AT+	T1 AT+	T3 AT+	BSLN AT+	T1 AT+	T3 AT+
ALL	21%	28%	48%	14%	17%	48%	3%	3%	40%
LAC	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
GAP	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
BOYS	9%	19%	38%	27%	27%	40%	9%	9%	38%
GIRLS	28%	35%	56%	6%	11%	55%	0%	0%	40%
GAP	19%	16%	18%	21%	16%	15%	9%	9%	2%
PPG	0%	11%	34%	0%	11%	34%	0%	0%	25%
NPPG	30%	35%	57%	20%	20%	57%	5%	5%	48%
GAP	30%	24%	23%	20%	9%	23%	5%	5%	23%

ALL CHILDREN HAVE MADE PROGRESS IN READING, WRITING AND MATHEMATICS MEANING THAT ALL ATTAINMENT PERCENTAGES HAVE INCREASED IN ALL GROUPS. IN WRITING, ATTAINMENT HAS INCREASED BY 34%. THIS IS A RESULT OF THE ORACY IMPACT ACROSS THE WHOLE CURRICULUM. THE GAP BETWEEN BOYS AND GIRLS IS LESS AT THE END OF THE ACADEMIC YEAR THAN AT THE START OF THE ACADEMIC YEAR IN ALL SUBJECTS. IN READING THE GAP BETWEEN PPG/NPPG HAS NARROWED BY 7%. IN WRITING, THE GAP HAS OPENED UP BY 3% DUE TO MORE NPPG CHILDREN ATTAINING ARE. THIS IS A RESULT OF MORE NPPG CHILDREN USING GOOGLE CLASSROOM. NEVERTHELESS, ATTAINMENT HAS INCREASED SIGNIFICANTLY DUE TO QUALITY FIRST TEACHING AND INTERVENTIONS THAT HAVE BEEN IMPLEMENTED FOR PPG CHILDREN. IN MATHEMATICS, ATTAINMENT IS LOWER THAN READING AND WRITING DUE TO THE COVID-19 PANDEMIC AND NOT BEING ABLE TO COVER THE WHOLE CURRICULUM IN ITS ENTIRETY DUE TO CATCH-UP. THIS IS DUE TO THE PREVIOUS YEAR'S CURRICULUM BEING TAUGHT BEFORE WE WERE ABLE TO MOVE ON TO THIS YEAR'S CURRICULUM. FURTHERMORE, READING AND WRITING IS COVERED IN MANY SUBJECTS WHICH ENABLES THE CHILDREN TO DEVELOP THEIR ENGLISH SKILLS THROUGHOUT THE CURRICULUM.

CLASS ORACY ATTAINMENT DATA						
	BSLN AT	BSLN AT+	AUTUMN AT	AUTUMN AT+	SUMMER AT	SUMMER AT+
ALL	10%		28%		64%	
Boys	18%		36%		46%	
Girls	6%		22%		75%	
LAC	0%		0		0%	
PPG	0%		11%		50%	
NPPG	15%		35%		71%	
SEND	0%		0		10%	
EAL	0%		0		50%	

In English, we have been using the CHATTA initiative to develop and improve oracy standards in writing and all subjects across the curriculum. We have continued to use Words of the Week to encourage the children to use a richer bank of vocabulary in all subjects. My III documents provide examples of T2 and T3 words which the children can use in their work. As Deputy Oracy Coordinator, I am using the oracy target from the School Development Plan for my own NPQML project which is to raise standards in oracy across the curriculum in a lower school setting. This is in conjunction with Mrs Sharp's oracy NPQH project which feeds into the school development plan.

In my PE and Computing III documents, I have selected vocabulary, linked to the National Curriculum, that pupils can use within a piece of work. Providing examples of vocabulary in the III documents widens a pupils' vocabulary bank, thus improves a child's oracy skills which will reflect in their own work. Two PE and two Computing films have been produced which included the correct vocabulary for the purpose of the theme of the subject. Cultural capital has been documented in all my IIIs which highlights the skills, behaviour, subject knowledge and awareness that pupils can use in society, their education, and any future career or studies they may do in future life. The CHATTA initiative has been successful in supporting the development and progress of children's vocabulary in all subjects. CHATTA enables children to retain and recall new vocabulary which has been modelled by their teacher. The children then present this new vocabulary in oral sentences and can retain it for other subjects and everyday life.