



CLASS TEACHER REPORT TO GOVERNORS 2020 -2021	
CLASS: 5/6N	YEAR GROUPS: 5 and 6
TEACHER: Mrs Newton	SUPPORT STAFF: Mrs Stevens

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							ATTAINMENT PROFILE BASELINE/AUTUMN TERM									
	R		W		M			R			W			M		
	Autumn	Summer To date	Autumn	Summer To date	Autumn	Summer To date		BSLN AT+	T1 AT+	T3 AT+	BSLN AT+	T1 AT+	T3 AT+	BSLN AT+	T1 AT+	T3 AT+
ALL	1.26	4.26	1.17	4.17	1.35	4.40										
BOYS	1.30	4.10	1.20	4.30	1.40	4.40	ALL	8%	35	82	4%	22	77	4%	35	86
GIRLS	1.23	4.40	1.15	4.07	1.31	4.39	LAC	/	/	/	/	/	/	/	/	/
PPG	1.31	4.48	1.23	4.31	1.31	4.48	GAP	/	/	/	/	/	/	/	/	/
NON PPPG	1.20	3.90	1.10	4.00	1.40	4.30										
LAC	N/A	N/A	N/A	N/A	N/A	N/A	BOYS	9%	40	80	9%	30	80	9%	40	90
EAL	1.00	5.00	1.00	5.00	1.00	5.00	GIRLS	8%	31	83	0%	16	75	0%	31	84
SS	1.00	3.67	1.00	3.33	1.00	4.00	GAP	1%	9%	3%	9%	14	5%	9%	9%	6%
EHCP	N/A	N/A	N/A	N/A	N/A	N/A										
							PPG	7%	38	83	0%	23	75	0%	31	92
							NPPG	10	30	80	10	20	80	10	40	80
							GAP	3%	8%	3%	10	3%	5%	10	9%	12

The vast majority of groups have made at least 3.6pts progress across the year. Consequently, there are high levels of attainment in all three subjects, across all groups. This can be attributed to small class size, nearly all vulnerable children in school during Lockdown and very high participation on Google classroom, as well as the Graduate Award Scheme. Gaps have not all necessarily narrowed, due to some being very small in the first place, along with some flipping the opposite way in line with progress made. Nevertheless, the majority of gaps are narrow.

TARGET: To improve pupils' oracy by further developing their vocabulary, thus raising standards in English and across the curriculum.

CLASS ORACY ATTAINMENT DATA						
	BSLN AT	BSLN AT+	AUTUMN AT	AUTUMN AT+	SUMMER AT	SUMMER AT+
ALL	21%	21%	35%	35%	68%	68%
Boys	36%	36%	40%	40%	70%	70%
Girls	8%	8%	33%	33%	67%	67%
LAC	/	/	/	/	/	/
PPG	7%	7%	33%	33%	67%	67%
NPPG	40%	40%	40%	40%	70%	70%
SEND	0%	0%	0%	0%	0%	0%
EAL	0%	0%	0%	0%	0%	0%

Standards in oracy have been raised in both English and RE through an increased focus on vocabulary through the Word of the Week and applying that to oral and written work, alongside the use of dictation. Vocabulary and the spoken word have also been key features of the Chatta! program which has been incorporated into the classroom. This has raised standards as well as confidence in oracy across all areas of the curriculum, with a particular focus on English and RE. Oracy data across the school is further evidence of improvement in English.

TARGET: To ensure development of curriculum and cultural capital.

All III documents for English and RE have been completed for the areas of the curriculum on the subject key objectives progression section of the school website. Within these, appropriate vocabulary is listed along with the cultural capital that pupils may acquire. This vocabulary has then been incorporated into the Word of the Week for each year group – much of which has now been explicitly taught. Across year groups, pupils have recently been asked questions to elicit their understanding of the vocabulary learned much earlier in the year. The recall of English-based vocabulary was impressive with the vast majority of children able to explain and use the words correctly, increasingly so with age. In RE, the results varied, but recall did improve with age. Furthermore, within English, every child has produced a piece of portfolio work evidencing some of their vocabulary knowledge, within an appropriate context, thus also evidencing a broadening of their cultural capital.