

Beckenham Te Kura o Pūroto - 2020 Analysis of Variance

Mathematics

Team	Number of Target Students	Start of Year Data	Action Plan:	End of Year results	Next steps
Kahikatea Y1-3	Tier 3 - 5	pre Level 1	*SPRING into Maths intervention programme 4x a week *Parent Information afternoon to introduce/demonstrate ways to support children at home (2x a term)	4 moved to Early Level 1 1 moved to Mid Level 1	
Kahikatea Y1-3	Tier 2 - 21	Early Level 1	*SPRING into Maths programme 4x a week *Parent Information afternoon to introduce/demonstrate ways to support children at home (2x a term)	4 -Left 3- at expectation 12-below expectation 2- well below expectation	
Kahikatea Y1-3	Tier 3- 6	(Y3's) Mid Level 1	*SPRING into Math intervention programme 3x a week *Mad Math Minute 3x a week *Parent Information afternoon to introduce/demonstrate ways to support children at home (2x a term)	1- left 4 have moved to Early Level 2 1 has moved to Late Level 1.	All children made good progress and need continued monitoring to ensure they keep up with year level expectations.;
Kōwhai (Y3/4)	Tier 3 - 10	Y3s working below Level 1P Y4s- working below Level 1A	GLOSS or JAM (below L4) , to get a more detailed breakdown of needs - TA support at math's time by taking small groups of students using Numicon and the ALim resources/schemes of learning. Aim to move all students 1 sub level by the end of the term in add/sub. Review progress on W10T1 JAM or GLOSS and Basic Facts assessment.	At the start of 2020 23 of them were performing below expectation for the curriculum. At the end of the 2020 school year 12 of those students were achieving at or above curriculum expectations. 9 of the students were below expectations and 1 was well below curriculum expectations.	Continued communication and reflection on how our maths program is running. To start the year we will continue with the inquiry, basic facts/strands, workshop approach and we will constantly adapt and change this for what is working best for the students. We are very lucky to have amazing teaching assistants who run our targeted workshops on a daily basis, following our planning and adapting for the needs of the target students. We will continue to follow this program next year as well.
Kōwhai (Y3/4)	Tier 2 - 7	Y3s working at mid level 1	e-ako maths and studyladder to develop number fluency. These will provide the children with direct instruction and progressions to work through. Teachers will	At the start of the 2020 school year 11 students were achieving well below curriculum	

		Y4s working at Late Level 1	monitor student progress weekly and use this to direct and scaffold learning for the following week.	expectations. By the end of the 2020 school year 1 of these students were achieving at the expected curriculum level. 3 were achieving below expectations and 6 were achieving well below expectations. 1 student left the school.	
Pōhutukawa (Y5/6)	Tier 2: 37 (Below Expectation)	All learners are working within Level 2 of the curriculum	PAT Maths on all learners week 4. Use data to analyse areas of greatest need and group accordingly. Rob from DMIC to come and run PD with staff - Rae and Anna to lead this for our hub. As a team we are creating a shared resource to bank all our warm ups and problems to cover all 5 areas of the maths curriculum to ensure a balanced approach (as advised by Rob) Minimum reflection 1 x per term as a team.	11 of the Tier 2 students went from below expectation to achieving at expectation. 26 were still below expectation	To implement explicit teaching of place value in every maths group, with a targeted focus on first acquiring digit representation (up to 7 digits) and moving through to modelling, regrouping and renaming. Also continued focus on basic facts automaticity (+,-,x,/))
Pōhutukawa (Y5/6)	Tier 3: 4 Well Below Expectation	Working at level 1 or early 2.	GLOSS or JAM - depending on what's appropriate, to get a more detailed breakdown of needs - TA support at math's time (Kerliea) overseen by Anne	3 of the 4 Tier 3 students went from well below expectation to below expectation. 1 student remained at well below expectation.	We will continue to set targets and monitor Tier 3 students through explicit teaching of place value, with a targeted focus on acquiring digit representation (up to 7 digits). Also continued focus on basic facts automaticity (+,-). Continued TA support.
Kauri Y7/8	13	Working between L2P - L3A - need more individualised support	All - Grouped together for problem solving. Specific problems written for the group targeted to be challenging yet accessible. 2 x weekly basic facts practise using extra maths (online basic facts learning tool) 1 student - Daily numicon work with volunteer adult Using videos created by teacher to demonstrate and teach use of Numicon. 3 students: DMIC problem slides shared with home so that children can practise with whānau/tutor	1 x late 2 7 x early 7 5 x mid 3 3 x late 3 2 x early 4 3 x no movement 9 x 1 sub level 7 x 2 sub level 1 x 3 sub level	

Writing

Team	Number of Target Students	Start of Year Data	Action Plan:	End of Year results	Next steps
Kahikatea Y1-3	9	Y1/2 working at pre-L 1	* 10 mins daily Phonics Writing Reading (PWR) programme (Amber) *Home Learning tasks weekly		
Kahikatea Y1-3	31	Y2/3s working at L1B	*Fast words daily and essential spelling lists 1-3 with homegroup teacher 3x a week *Home Learning tasks weekly		
Kahikatea Y1-3	9	Y3s working at L1P	* 15 minutes daily essential spelling and CVC word writing. (Jules) * Home Learning tasks weekly		
Kōwhai (Y3/4)	Tier 2 - 14	Y3s- working below Level 1P Y4 - working at L1A	We will run a buddy writing session once a week as an opportunity for children to record their ideas and thinking with guided support from a learning buddy. e-asTTle and Writing Progressions will assess the achievement of students. Writing sample to be collected and analysed W2T1 and W10 T1. Teachers will use this information to identify next steps and groupings.	18 Target Students for Writing At the beginning of 2020 6 of these students were achieving below curriculum expectations. At the end of the 2020 school year 4 of those students are now achieving at or above curriculum expectations. 2 students are achieving below curriculum standards. All students had 1:1 support during writing sessions and in small groups.	Further 1:1 and small group interventions needed for these students. We will also continue on our journey with structured literacy using the Heggarty program and beginning the year with the implementation of The Code as our spelling program - a specific phonemic and phonological awareness approach.
Kōwhai (Y3/4)	Tier 3 - 13	Y3s students working Below L1P Y4 students working below L1P	Add spelling programme to include the PWR and including fast words as a component of our writing sessions. Teachers will take small writing groups/workshops to target as risk learners A sensory approach to learning will be used to develop high-frequency words in conjunction with the Early words programme. Essential Spelling tests will be administered W2T1 and W10T1 to monitor and assess progress.	Further 1:1 and small group interventions needed for these students. We will also continue on our journey with structured literacy using the Heggarty program and beginning the year with the implementation of The Code as our spelling program - a specific phonemic and phonological awareness approach.	Making sure we have enough word cards for varying levels of writing and working as a team to create subject specific word cards to help students achieve to their very best. Some subject specific word teaching in small groups as well. Teachers will need to continue to constantly communicate with each other about achievement levels and how to best support struggling writers

Pōhutukawa (Y5/6)	Tier 2 - 26	All working in Level 2 of the curriculum - ranging from 2B, 2P, 2A	Anne to run ALL programme with these learners. Goal is to work over two terms (most likely starting term 2 week 1) and provide these learners with a second hit of writing instruction a day. Groupings will be made based upon learning need as opposed to sub-level within the curriculum. Goal is to achieve accelerated learning for these target writers (moving 2 sub-levels of the curriculum) and also to ensure that new strategies and skills learned are transferable into classroom writing practice. The team are looking at our timetable for term 2 to work out how we will achieve a second daily hit 4x a week for each learner. Anne to talk to Sandy about ALL funding.		
Pōhutukawa (Y5/6)	Tier 3 - 5	Working within level 1 or early level 2	Individualised approach by home group teacher - focus on sparking interest in writing (e.g. science badges), learner to choose own writing topic if driven to do so. Provision of supports to allow some development of independence at writing time to include Book Creator, Clicker, Talk to text support through docs. RTLit Caroline to support these teachers with their learners.		
Kauri Y7/8	Tier 3: 6 Tier 2: 22	Tier 3: working within level 2 Tier 2: working within level 3	Scaffolding provided to support with hub writing tasks - small group in breakout supported by teacher Foci for modelling in small group identified by homegroup teachers during writing feedback Areas identified so far: - generating ideas for writing, and what to do when stuck - fluently writing grammatically correct sentences - consistent use of punctuation	Early Level 2 X 1 Late Level 2 X 2 Early level 3 X 9 Mid Level 3 X 4 Late Level 3 X 1 Early Level 4 X 7 Mis Level 4 X 4 6 didn't move 13 moved 1 sub-level 6 moved 2 sub-levels 3 moved 3 sub-levels	
Kauri Y7/8	15	Spelling support required	Targetted spelling group. Pseudo word test identified instruction needed in spelling rules, long vowels and consonant digraph patterns. Use of Spelling Under Scrutiny resource to target these areas and revisit previous learning regularly.		

Reading

Team	Number of Target Students	Start of Year Data	Action Plan:	End of Year results	Next steps
Kahikatea Y1-3	Tier 2: 26	Y2 - 20 at L1B Y3 - 6 at L1P	ESOL program (where appropriate) explicit teaching of language structures (listening and speaking) 3x week Buddy reading with a peer/adult for reading mileage daily		
Kahikatea Y1-3	Tier 3: 3	Y2 - 1 at pre-L1 Y3 - 2 at L1B	Buddy reading with a peer/adult for reading mileage daily PRW program daily		
Kōwhai (Y3/4)	Tier 2: 18	Y3s- Working below L1P Y4s - Working below L1A	We will run an integrated approach to teaching reading/writing and spelling through the implementation of the Alternative 20 min PWR programme (RTLit) Children will have had a pre-assessment of alphabet and phonetic knowledge W3T1 and this will be reassessed in W10 T1 to monitor progress and achievement. Students to be grouped according to their phonological knowledge NOT reading level.	There has been some great progress made by students in Kōwhai this year, largely due the the slow implementation of the structured literacy programmes. Teachers have begun to implement this in their guided reading sessions and we have had 1:1 sessions happening daily with our teaching assistants, using the Heggarty program as a support for this. They have also used the Rainbow Reading program to help keep up the amount of books these students are viewing everyday	Next year we will continue on our journey with structured literacy using the Heggarty program and beginning the year with the implementation of The Code as our spelling program - a specific phonemic and phonological awareness approach.
Kōwhai (Y3/4)	Tier 3: 12	Y3s Working below L1B Y4s - Working Below L 1P	Teaching Assistant to develop and extend sight word knowledge for 16 students through the daily teaching of Early Words This will be taken in a 1:1 situation with teaching assistant and teacher. Children assessed W2 T1 and re-assessment W9T1 to identify progress. If successful, programme to continue into Term 2. Otherwise, develop a new strategy	13 students were achieving well below curriculum expectations at the beginning of 2020. All of these students had individual targeted lessons each day, focused around Rainbow Reading and the Heggarty structured literacy approach. They also had small group focus around Heggarty in their guided reading sessions. 1 student left the school. Out of the other 12, 2 students are working below curriculum expectations and 10 of these students are still working well below curriculum expectations. All have made some progress in their reading.They have all made progress in their reading and have had small group interventions using the Heggarty Program.	
Pōhutukawa (Y5/6)	Tier 2: 15	Late or mid-level 2 of the curriculum	Decoding focus: Seven Plus. We have formed a group of 8 and a group of 7. These learners are to receive a 25-30 minute Seven Plus lesson daily, 4x per week. First step in W4 T1 is to BURT test all of these learners to ensure their suitability for this programme. Progress to be reviewed after 5 weeks of running the programme and again at 10 weeks - this is designed to be a ten-week programme but we have the flexibility to continue it for longer if our review indicates that it is necessary.	There is now a very high level of explicit teaching around reading in our literacy time. Targeted interventions (supported by Caroline Morritt) as well as Seven Plus and ITTM (Sharp Reading skills) have greatly increased learner confidence and engagement. We do, however, acknowledge that the impact of Covid has resulted in lower levels of contact time and we	Further professional learning on Structured Literacy to continue.

				are very keen to continue this programme next year.	
Pōhutukawa (Y5/6)	Tier 3: 8	1 learner has a specific ILP. The remaining learners range from level 18 to 21 Late L1 - early L2.	Two groups - these learners will receive daily reading instruction with a teacher. In alternate weeks - looking at Rainbow Reading or STEPS programmes to supplement progress. Phonological awareness testing will be carried out (as well as BURT to check if any of these learners are better suited to Seven Plus). Phonological instruction will be included as a part of their reading programme as indicated by assessment results (currently considering Sunshine Online and Yolanda Sorrel explicit instruction). Programme and progress to be reviewed Wk10 T1. Assessment to be used to monitor progress - phonological awareness testing, RR or PROBE as necessary - minimum 1x per term. Teacher working with these learners to be supported by RTLit Caroline.	1 of the 8 well below readers are now below the expected standard, leaving 7 students still sitting at well below.	RTLits continued support on how to support our dyslexic learners is needed. We will continue to use a structured literacy approach and small group teaching for our Tier 3 learners.
Kauri Y7/8	12	Need support with decoding strategies	(Nicky's Group) Term 1 / 2 focus on seven plus and STEPS / reading novels with audio. 15 mins with each group three times a week 2 students also getting weekly reading with a volunteer from browsing box. Based on RR results regroup targets with a focus on comprehension strategies in term 2/3. Make use of Into Inference.	L 21 X 1 Late Level 2 X 2 Early Level 3 X 5 Mid Level 3 X 2 Late Level 3 X 1 5 didn't move 6 moved 1 sub-level 1 moved 2 sub-levels	Build up collection of high interest readers at easier level. Investigate other resources to support with inference teaching.
Kauri Y7/8	16	More focus required on developing comprehension	Children are in with a mixed ability group. Focus is on identifying different language features from within a variety of text types and identifying the effect that it has on the reader. Children will gain the benefit from hearing the ideas of the rest of the group. After whole group teaching, main group is sent off to work independently while the target group stays with the teacher and work through the task together. Based on RR results regroup targets with a focus on comprehension strategies in term 2/3. Make use of Into Inference.	Early 3 X 2 Mid 3 X 5 Late 3 X 4 Early 4 X 2 1 didn't move 5 moved 1 sub-level 5 moved 2 sub-levels 2 moved 3 sub-levels	