Ecton Village Primary Academy Background Priorities 2018-19

What the priority involves in a nutshell	Success Criteria
To Improve Attendance 1. To improve the whole school attendance figure from 94% to 96% to be in line with national. With GRT removed from the figures, our overall attendance in the year 17/18 was 95%. GRT attendance rose from 74.6% in the year 16/17 to 80.4% in the year 17/18 and this will be further improved to 88% and thus in line with National GRT attendance. 2. There will be month by month analysis of groups and whole school and this will be compared to the same month last year. 3. To target the key group(s) and families which negatively affect attendance with support and guidance to encourage improved attendance.	1. Key groups identified and analysed and report reflecting this written termly. 2. Letters will be sent to families who have attendance below 92% and those who drop below 90% will be on a Parenting Contract for Attendance. Families who fail to engage with the process will be referred to EIT. KC to monitor. 3. Families with persistently poor attendance will be given short term goals with clear rewards designed to appeal to the individual child. This will be a bespoke challenge for specific children identified by KC through weekly monitoring of attendance.

Evaluations
January 2019:
April 2019:
July 2019:

To Develop the range of vocabulary understood and used by children in all key stages 1. EVPA will provide children with a vocabulary rich learning environment. 2. Subject specific vocabulary will be taught and academic talk will be encouraged. 3. Purposeful talk to support learning will be encouraged in all key stages. 4. Accelerated Reader will be used to assess children's vocabulary	1. Classroom displays will support the development of vocabulary. KS1 will have a 'Word of the Day' day display. KS2 will have displays to improve and support aspirational word choice. This will be evidenced in their writing. 2. LTPs will have key words identified and these will be used for pre-teaching and over teaching. Academic talk will be used to encourage children to make connections and categorise words thus generating a greater understanding of word depth (multifaceted knowledge of the word including spelling, pronunciation, multiple meanings etc). This will be evidenced in books and in lesson observations. 3. Teachers will model the use of Standard English and plan for oral rehearsal of writing tasks in KS1 and KS2. Opportunities for talk will be planned for in EYFS through the continuous provision and in teacher input

	sessions. This will be evidenced in teacher planning and lesson observations. 4. Accelerated reader will be used to track pupils' understanding of the vocabulary in the books they have been reading.

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To increase the level of challenge for Higher Attaining Pupils in all key stages 1. All teachers will know what excellence looks like in the curriculum areas for the age of the children they teach. They will know which skills the children should be able to demonstrate and know how to move them beyond ARE if that is appropriate for the individual child. 2. Teachers will share what excellence looks like with the children. 3. Children will not tell the teacher they are finished, instead they will ask, 'Is my work excellent yet?' 4. Teachers will differentiate their planning to meet the needs of the children in their class. This may include: by task; by resource; by pace or by offering choice.	1. Teachers will use the SAS descriptors in KS1 and KS2, TAFs in years 2 and 6 and the Development Matters Statements in EYFS to ensure a broad and developed understanding of ARE and beyond. Teachers in year 2 and year 6 will use the Teacher Assessment Exemplification Materials published by the DFE to gain a secure understanding of what writing at the expected standard and a greater depth looks like. 2. All teachers will observe the class above theirs at least once each term to gain an understanding of the next phase of the children's learning journey. Teachers will use 'Sharing Standards' to broaden their experience of marking writing and see a national sample. Teachers will mark the year groups they teach and the year group immediately above their own using the Sharing Standards tool. 3. Teachers will model excellence and use anchor charts to support the creation of excellent work. Children will understand the process of creating an excellent piece of work through live modelling. Excellent work will be displayed and celebrated both in the classroom and in assembly. Excellent maths

and English work from all classes will be displayed in the hall and updated weekly.

By challenging children to ensure that their work is excellent we will create a culture of editing and improving work. Teacher modelling, clear success criteria and peer and teacher feedback will ensure that all children aim to create excellent work.

4. Children may start work at different points, sometimes they may accelerate past something they are already capable of doing. The class may be working on the same concept but the resources on offer for the higher attaining pupils may be different. Pace is key and can vary. Some pupils can benefit from working at a faster pace than their peers, while others may relish the opportunity to work more slowly, allowing in depth study. Bruner (1996) argues that pupils should be given the opportunity to select their own activities. Teachers may, at times, plan for this. Children could select from a variety of material to complete a task, or start a task at a different point.

Targeted questions that involve higher order thinking skills and more intricate language and vocabulary will be directed at higher attaining pupils.

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