

<p>Priority One Developing Number Sense</p>
<p>Targets Growth in number of students TtC – all students without a specific learning difficulty TtC? All students achieve 1 years growth in numeracy – as evidenced by PAT –M results</p>
<p>Strategies</p> <ul style="list-style-type: none"> • Staff will be trained in BliN and will use this in their daily practise, • All students will be screened for Trusting the Count. All maths lessons will include a 15 minute session focusing initially on TtC and follow up with other concepts during the year until mastery is achieved in age/ability appropriate levels of BliN, • Staff engage in PLC structures for professional development and collaborative learning in number, • Develop and implement a whole school numeracy agreement. • Use a feedback focus in order to develop formative assessment processes. • Develop agreed intervention procedures to both support those students not achieving at age appropriate ability and to stretch those working in higher bands.
<p>Timelines/Responsibilities</p> <ul style="list-style-type: none"> • Initial teacher training in BliN will be completed by the end of term 1 with on-going support from SLIPP over the year. • Screening of students in BliN will be completed by teaching staff by week 4 term 2. • Whole school numeracy agreement completed by the end of term 1 with implementation to begin at the start of term 2. • Terms 3 and 4 – Formative assessment focus (Dylan Wiliam) • Intervention in place following TtC analysis and Numeracy Agreement
<p>Outcomes Improved student number skill – evidenced by student achievement data, formative assessment and classroom observations. Teachers knowledge of capability of all students, using this information to plan and program for intervention and stretch.</p>

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<p>Priority Two Developing Reading Comprehension skills</p>
<p>Targets All students achieve 1 years’ growth in reading– as evidenced by PAT –R results and Running Records 75% of students achieve SEA in PAT - Reading Comprehension with focus on individual learning.</p>
<p>Strategies</p> <ul style="list-style-type: none"> • Develop and implement a whole school literacy agreement based on the Big 6 of Reading • Staff will focus on the Big 6 and will use this in their daily practise. • Use a feedback focus in order to develop formative assessment processes in reading. • Develop agreed intervention procedures to both support those students not achieving at age appropriate ability and to stretch those working in higher bands. • Staff programming will reflect a consideration of the literacy needs of students in the specific subjects that they teach.
<p>Timelines/Responsibilities Literacy Agreement – complete Week 6, term 2. Teachers to implement Term 2 – Term 4 Feedback focus beginning Term 3</p>
<p>Outcomes Improved student comprehension – evidenced by student achievement data, formative assessment and classroom observations. Teachers knowledge of capability of all students, using this information to plan and program for intervention and stretch.</p>

Key Questions
How do you teach reading Comprehension?