



Guiseley Primary School

Going for Goals – Teaching and Learning

The children have been working hard towards their end of year targets and the goals that they set for themselves at the beginning of last term and we believe it is a good time to outline what 'Teaching and Learning' looks like at Guiseley Primary now that the pandemic is coming to an end.

Reading – this continues to be a focus throughout school; becoming a fluent reader is crucial for making progress across the whole curriculum. The children begin their learning journey in Nursery through regular story times and the introduction of Narrative Therapy in the Early Years and Key Stage One ensures that children learn to read for meaning. Whilst listening to stories, the children are questioned about 'Who', 'Where', 'When' and 'Why' which enables them to articulate about character, setting and plot as they actively listen. They are encouraged to join in with repeated phrases and to learn actions which enable them to recite stories. In this way they learn to understand what they are reading in addition to being able to fluently decode the words contained in the text. As the books become more complex, the need for the children to fully understand what is being read becomes of greater importance, especially as children begin 'reading to learn' rather than 'learning to read'. Teachers and teaching assistants have been trained in the skills needed to improve understanding, for example through the use of questions concerned with retrieval (finding answers in the text) and inference (using their own background knowledge to give reasons). The children move through successive numbered reading books as their fluency and comprehension progresses. From Year 2 onwards the children are assessed in comprehension using previous SATs papers in Year 2 and Year 6 and age standardised tests in Year 3, 4 and 5. In this way, progress can be measured and additional teaching planned where needed.

Writing – a writing review took place immediately prior to school closure in March 2020 and teachers have fine-tuned the process to build on the success of the Talk for Writing programme. Children may talk about a WAGOLL (What A Good One Looks Like) which is a high-quality piece of text which models the genre and specific skills that are to be taught, for example, speech punctuation or using adjectives. Writing lessons offer opportunities for planning, vocabulary development, drafting and editing. In addition to quality content, the whole school focus on improving presentation has had an impact across all subjects, not just in English. Once the children have learned correct formation of letters they begin to join their handwriting. This is usually in Year 2 and the children receive focused handwriting lessons in addition to lots of opportunities to practise in their English, maths and topic books.

Maths – following regular whole staff training in the Maths Mastery approach throughout school, there is evidence from internal assessments of a marked improvement in progress. Along with other schools within the Aireborough Learning Partnership, Guiseley Primary plan lessons using the White Rose Maths scheme. This proved invaluable during school closure as home learning was able to be consistently delivered at home via the White Rose videos and within the classroom and is in line with our school Calculation Policy. The Maths Mastery process aims to give all children a deep understanding of a mathematical concept before they move onto the next step. Children are required to use precise mathematical vocabulary to problem solve, reason and explain. They are able to explain the methods they are using and are learning to spot errors and learn from them. Where children need more support, this is delivered in focused intervention groups. This is having a strong impact on standards of teaching and learning. The introduction of a 'Same Day Intervention' has been particularly successful in giving children the opportunity to practise a new concept in the afternoon before the next lesson is delivered. The introduction of the TTRockstars (Times Tables Rock stars) website alongside Mathletics has had a positive effect on children's recall skills and

daily fluency lessons are enabling children to regularly practise written calculation methods (such as column addition and subtraction, long multiplication). More information about how we teach Maths can be found in the Curriculum section of the school website. During the spring term the School Improvement Advisor performed a 'Deep Dive' into teaching and learning in mathematics and she recognised the significant progress that has been made towards improving children's progress.

Assessment, recording and reporting – termly age-standardised testing ensures that children are both prepared for and used to performing under "test" conditions from an early age; this familiarity of completing tests helps to reduce anxiety amongst the children. The assessments the children take in Years 3, 4 and 5 enable the school to identify gaps in children's learning and address them through targeted interventions. In addition to these end of term assessments, the children also undertake end of unit tests in maths alongside regular reading comprehension and spelling tests. In Year 2 and Year 6 the children are tested using previous years' SATS papers and in Year 1 the children are assessed mainly on the work they have completed in class. The most recent spring assessments demonstrated how well the children are performing towards their end of year targets. This is particularly pleasing considering the time that the children have missed and we recognise the considerable input from yourselves during school closure.

The children's progress is tracked against prior attainment to ensure they make good progress. This means, for example, that children who reached the 'expected standard' at KS1 would be expected to achieve at least the 'expected standard' at the end of KS2. The children are set targets from Year 1 onwards (based on their current development and attainment) and progress against these targets is closely monitored. Senior leaders meet regularly with class teachers to discuss the progress of every child. There are many factors that can influence a child's progress and we aim to work in partnership with parents to minimise any identified barriers to learning. Where concerns about progress are identified, class teachers work in conjunction with the SENDCo, (Mrs Wain) and the Learning Mentor (Mrs Hewitt) to ascertain any underlying issues and will consult with external agencies where necessary.

In addition to the end of year report, we have introduced the interim report which you currently receive prior to the spring parent consultation meetings. Our intention is that parents are updated on the progress their children are making towards age-related expectations and also their end of year target. We recognise the importance of a strong parental partnership and the report offers suggestions as to how you can support your children's learning at home.

Inclusion – this remains at the heart of everything we do with a focused commitment to ensuring that all our children achieve their potential and make progress. Our SEN assessment tool, BSquared, supports teachers and teaching assistants to track the progress of children with SEND and suggests next steps. It is particularly helpful in providing evidence of attainment for children on individualised learning plans who may be making only small, but significant, steps of progress. The Hive continues to be a popular resource where children can access groups such as sign language, life skills, cookery, art, speech and language etc. We are in the process of further developing this area with the introduction of a sensory room which will provide opportunities to improve visual, auditory and tactile processing by providing a sense of calm.

Phonics – the successful acquisition of phonic knowledge is crucial to learning to read and write. Throughout school we have a strong focus on acquiring the necessary skills to tackle reading and spelling, and in FS2 through to Year 3, phonics is taught at the same time every day, in class groups or smaller focused groups. Children in FS2 learn to read using a phonic based reading book alongside a narrative style reading book which enables simultaneous learning of word recognition. In line with government policy we are now in the process of trialling a systematic synthetic phonics programme which we aim to launch in September. This will ensure a consistent approach and ensure the children are enabled to make rapid progress.

Curriculum – the review and development of a broad and balanced curriculum has been a strong focus, particularly since the pandemic. We are keen that the need for children to 'catch up' in reading, writing and maths should not be at the detriment of other subject areas and particularly the acquisition of knowledge and skills to increase children's 'cultural capital'. (This is defined by Ofsted as "the essential knowledge that children need to be educated citizens".) It has been lovely to reintroduce the class assemblies, visits and visitors which are essential for enriching children's

learning, maintaining their interest and ensuring the curriculum is relevant to their everyday life. Moving forwards we hope to develop the curriculum further and make greater use of the local area. For further information about what your child is learning, please refer to the half termly brochures and the Curriculum and Class information tabs on the school website.

The way ahead....

Thank you to all the parents that contributed to the recent questionnaire. It has been particularly useful as the school begins to move forwards following the pandemic. It was lovely to read so many positive comments and we were particularly pleased to hear how happy your children are and that you appreciate the approachable and caring staff. The last two years have obviously been a difficult time for the children, parents and staff. School closure and the subsequent restrictions had an impact on every aspect of school life and it was reassuring to read that most parents appreciated the efforts the leadership team had made to keep the whole community safe.

We were interested to hear where parents feel there are areas for development and I would like to address the common themes. This information will be passed onto the new Headteacher and this, along with the recent questionnaire about the recruitment process, will be vital in shaping the future development of Guiseley Primary School.

Wider personal development – some parents expressed a desire for further development of other aspects of learning, for example, PSHE, culture, trips, residential, clubs etc. The new PSHE (Personal, Social, Health and Economic) curriculum now includes an aspect of RSE (Relationships and Sex Education) and also incorporates 'MindMate' which is the mental health and wellbeing work that is so important following the pandemic. Clubs have been running again since September, and now that these can be mixed, we are aiming to increase the selection and frequency to include a greater choice. Teachers are looking at the curriculum to see where further enhancement can be included, whilst also being mindful of the financial implications for some parents. A residential will take place in the summer term for the Year 6 children and parental preference was towards a further residential taking place in Year 5 next year rather than in Year 4 as previously.

Communication – some parents felt that this could be improved. To ensure staff safety during the pandemic we asked that parents did not approach the class teacher at the beginning and end of the day. However, this is now welcomed, although for safeguarding reasons please wait until the staff have safely seen the children in and out of school at the beginning and end of the day. Staff on duty are always happy to pass on messages to the teacher. Alternatively, please feel free to email the class teacher via the office. If it is of a personal nature, you can request a call-back and staff will endeavour to reply as soon as possible.

Website – some parents commented that they cannot always find the information they need on the website. Miss Adair has contacted Webanywhere, our website provider, and they have added a 'search' feature which should improve this.

Homework – the feedback about homework was variable; some parents felt there was too much and others would like to see more opportunities for practising skills at home and researching topic work. The Senior Leadership Team will be researching current guidance and will relaunch our homework offer in the near future.

I hope you have found this information useful. As a school our ethos of 'inclusive, nurturing and challenging' remains at the centre of everything we do. Above all, we aim for your children to be happy and well-cared for, both socially and emotionally, and to continue to develop a deep love of learning.

Coming soon...new strapline!

Mrs Sally Buckton

Headteacher