

Statement of Variance Reporting



School Name:	Te Parito Kōwhai Russley School	School Number:	3496
Strategic Aim:	Directing our learning priorities using timely and relevant assessment		
Annual Aim:	Targeting students to see if they can make accelerated progress in their handwriting as well as in their spelling.		
Target:	<p>Our overall target is to have these students improve their handwriting and their achievement in spelling as well: we want to reduce their cognitive load and increase fluency in handwriting, spelling and literacy overall.</p> <p>Comparative data: we are interested to see if the above focus also impacts positively on their overall writing, specifically their spelling and punctuation; hopefully the reduction of their 'cognitive load' will make an impact.</p> <p>Target is for students to make 10 mark increase on their Code achievement, coupled with a noted improvement in handwriting legibility.</p>		
Baseline Data:	<p>9 students in total - 5 year 7, 4 year 8</p> <p>1 girl, 8 boys</p> <p>6 European/Pakeha, 1 Māori, 1 Pasifika, 1 Middle Eastern</p>		

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Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>Helen Walls PD Understanding the link between handwriting frequency and fluency, and the uptake of spelling acquisition through the reduction of 'cognitive load'; particularly with students who are finding learning more difficult.</p> <p>The Code PD As the Code is a relatively new resource in the school, we used this specific research focus to increase the collective understanding spelling using the Code across the team; most specifically in terms of data for the students who were selected for this target.</p>	<p>Handwriting has been consistently taught throughout the year. Across most of the group there has been some improvement in their overall handwriting skills, especially with the amount written in the same amount of time. Arguably, the amount of time required to make a significant change is not sustainable. If we are to look at their handwriting in ALL books, there has been little improvement: the presentation we see in their handwriting lessons generally do not transfer to their other work. As noted above, it may be that for these students it is too late to make major changes in their handwriting without a major intervention.</p> <p>In spelling the goal was for students progress at least 10 marks in their Code testing.</p> <p>2/9 students exceeded 10 marks.</p> <p>6/9 students progressed 7-10 marks</p>	<p>This focus for targeted improvement was always going to be aspirational. It was a way of blending in-class focused learning interventions with new subject knowledge.</p> <p>The reality was, that the handwriting component was arguably too far advanced, requiring too much intervention to make meaningful and sustained progress. Nonetheless, the knowledge gained from this attention can be built on if students identified as requiring handwriting support are catered for as soon as they enter Year 7. Handwriting teaching and practice has already been instigated across the school so we should see benefits in the time to come with students come through to the senior school.</p> <p>As has been indicated, The Code is still relatively new as a resource in the senior school. It's value in identifying and supporting gaps in students' knowledge is inarguable. The Code will become BAU for our team moving forward. Dedicating</p>	<p>Spelling: We maintain the Code programme; perhaps next year we may begin to see overall increase in ability as the students that enter our team have been using the Code for a few years now.</p> <p>Handwriting: We need to begin the year with handwriting, to maintain their skills and to demonstrate the standard of work we require. This may taper off over the year but will depend on what level of ability we see in our rooms. It may be interesting to track the targeted students from this year in 2024 to see if they continue to make improvements in their handwriting.</p>

	1/9 students did not make the required shift.	time within the class programme is essential.	
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Planning for next year:

The Board will continue to support the provision of professional development opportunities for staff. The uptake of professional development such as been demonstrated above is mostly about classroom practice being informed by new knowledge. Having access to the new knowledge is key.

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Strategic Aim:	Directing our learning priorities using timely and relevant assessment
Annual Aim:	Targeting students to make accelerated progress in their handwriting as well as in their writing.
Target:	The 13 learners that are below in writing will make significant progress throughout the year. Learners will make progress compared to the e-asTTle marking rubric for the 'sentence structure' and 'punctuation' sections. Learners will score at least a 3 in the e-asTTle marking rubric for both sentence structure and punctuation. This level is the expected or above level for the specific criteria going towards the final OTJ.
Baseline Data:	All of these students are considered to be below expectation for writing. The target will extend their capabilities beyond what current achievement levels would suggest.



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<p>We know that our targeted students need to be accelerated in their sentence structure and punctuation in order to make progress in their writing ability. Based on the information gathered we believe we need to continue to: Make sure that we write every day with our learners. Use teacher aide interventions to assist targeted learners in writing. Integrate phonics learning into daily writing, reading (word work) and handwriting sessions throughout the year.</p> <p>We know that writing mileage is has decreased in our learners due to the implementation of Structured Literacy. As a result, learners have less confidence and fundamental skills towards writing. Students are struggling to write simple sentences in their books that are grammatically correct. We need to go back to basics and explicitly teach sentence structure and punctuation. To begin with this might mean less writing, however, more frequent writing. Targeted learners may only write 2-3 sentences a day at the start to build up their confidence.</p>	<p>Of the 13 learners in our target: 10 (77%) learners have reached the target and scored at least 3 in each sentence structure and punctuation of the e-asTTle score rubric. 3 learners (23%) have have reached the target and scored an e-asTTle score of 3 in structure OR punctuation. 100 % of learners moved in at least one of either sentence structure or punctuation.</p>	<p>A range of different interventions contributed to the success.</p> <p>Writing/phonics lessons were observed by Russley Literacy Team with specific TWR feedback provided.</p> <p>Use of Handwriting books - Specialised handwriting books to assist with size and formation</p> <p>Targeted writing interventions with teaching assistants who had been supported to deliver specialised learning support.</p>	<p>Looking ahead, we will continue to use the The Writing Revolution in our writing programme. This format of the book and the lessons from it go well with the sentence structure and punctuation sections of e-asTTle marking rubric. With the new classes in 2024, many of current Team Roto teachers will be starting with younger learners than this year so we will go right back to the start of the lessons from TWR and implement them into our writing lessons.</p> <p>Many of the learners coming through will have touched on some of the lessons from TWR and have some form of understanding around sentence structure that we will be able to build on. TWR has a natural progression as the learners move up in their school year levels so they can follow on the activities from the book.</p> <p>We will continue utilise Teacher Assitant time to run small group interventions where they can target writing lessons from TWR. This has proved to work well in 2023. It is important that we continue to develop the expertise of our teacher assistant workforce</p>

AR and potentially one other teacher will be enrolled in the online PD around The Writing Revolution. They then share their new learning with the rest of the team and implement this into our teaching of writing. We have also purchased The Writing Revolution books that will shape our new writing in our team.

to enable them to be confident and competent contributors.

Planning for next year:

Writing continues to be a priority area across all levels of our school. Our school-wide focus of delivering writing through The Writing Revolution aims to address the core requirements around how to put good writing together. This is a system-level intervention requiring concerted and focused attention in the coming years. It requires an acceptance of modifying teaching practice and philosophy and in some cases, making changes to long-term beliefs.