

KS1 Parents' Information Evening

Tuesday 21st September 2021



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Sharing information about:

- Celebrating success
- Vision and school improvement
- Teaching for Mastery in mathematics
- Read Write Inc. and English

Celebrating Success at Kingsland

Ofsted
outstanding

...the quality of education
provided is exceptional.

Teachers are very
skilled at deciding
the best way to
teach the
curriculum
content.

The educational offer is
highly ambitious.

Pupils' behaviour
exemplifies the aim
'Learn to love.'

...outstanding
teaching and a rich
and creative
curriculum

SIAMS
outstanding

Behaviour is
excellent because
children are taught
Christian values

Pupils' behaviour
exemplifies the aim
'Learn to love.'

Celebrating Success at Kingsland



Overall absence in autumn 2020 (2.0%) was in the lowest 20% of all schools.

The key stage 2 three-year average reading attainment score (107.9) was in the highest 20% of all schools in 2019.



Celebrating Success at Kingsland

- **EYFS** Attainment Data

School	National
63%	57%

- **Phonics Screening** Attainment Data

School	National
85%	68%

Celebrating Success at Kingsland

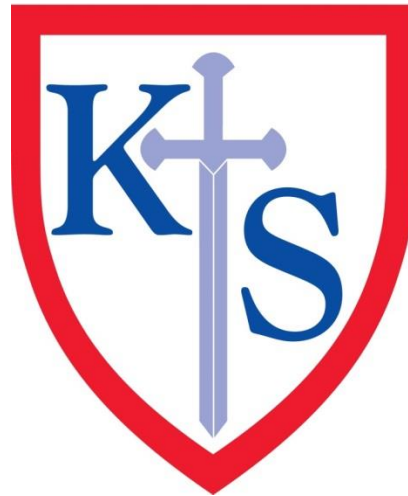
- **KS1** Attainment Data

Subject	School	National
Reading	84%	67%
Writing	79%	59%
Maths	84%	68%
RWM	79%	54%

- **KS2** Attainment Data

Subject	School	National
Reading	100%	71%
Writing	81%	70%
Maths	81%	67%
RWM	81%	58%

Vision and School Improvement



Let your light shine

“Let your light shine before others that they may see your good deeds and glorify your Father in heaven.” Matthew 5:16

Let your light shine on our vision:

As God’s children, overflowing with His light, we will shine before others to inspire, nurture and bring joy so all may embrace life in its fullness to the glory of God.



Christian Values

Autumn 1	Autumn 2
Educating for Hope and Aspiration	Educating for Dignity and Respect
LOVE Tolerance of different faiths and beliefs	RESPECT Mutual respect
Spring 1	Spring 2
Educating for Wisdom, Knowledge and Skills	Educating for Community and Living Well Together
JUSTICE Democracy	THANKFULNESS Individual liberty
Summer 1	Summer 2
Educating for Community and Living Well Together	Educating for Hope and Aspiration
FORGIVENESS Awareness of what it means to be British	PEACE Rule of Law



Kingsland CE Primary School



'Let your light shine'

"Let your light shine before others that they may see your good deeds and glorify your Father in heaven." Matthew 5:16

School Improvement Plan 2021 – 2022 Summary

Digging Deeper and Lingering Longer

The following issues have been identified through school self-evaluation procedures that include attainment and progress, data analysis, questionnaires, group discussions, pupil voice conversations and observations of teaching and learning.

Ofsted (O)	SIAMS (S)
Overall effectiveness – what is it like to attend the school?	How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

A	The Quality of Education – Love to Learn (O) Wisdom, Knowledge and Skills (S2)			RAG
1	Mathematics	TfM - short & long term planning for progression; lesson design; problem solving & number sense	SD / W. Maddocks	
2	English	Reading: progress & attainment for the lowest 20% Writing: thinking in sentences; personal spellings	SD / BP / HW / H. Webb	
3	EYFS	TfM Mathematics in EYFS EYFS curriculum and revised ELGs – a new era	GC / S. Connop	
4	Assessment of foundation subjects	Accurate and consistent assessment of all foundation subjects	SD / SLT / all staff / Love to Learn governors	
5	Assessment for Learning	Impact on positive attitudes to learning	SD / SLT / all staff / Love to Learn governors	
6	Curriculum Development	Develop weaker areas: French, Music, Swimming, Computing, DT	SD / SLT / all staff / Love to Learn governors	
7	Outcomes for Pupils	Decrease % WTS / increase % EXS+	SD / SLT / all staff / Love to Learn governors	

B	Behaviour and Attitudes – Learn to Love (O) Community and Living Well Together (S4) / Dignity and Respect (S5)			RAG
1	Celebrating Diversity	Strengthening links with Tanzania & France	SD / SLT / all staff / Learn to Love govs	
2	Growth Mindset	Developing resilience Behaviour and manners; mental health & well-being	SD / SLT / all staff / Learn to Love govs	
3	Courageous Advocacy	Developing passionate service and responsibility	SD / SLT / all staff / Learn to Love govs	

C	Personal Development (O) Character Development: Hope, Aspiration and Courageous Advocacy (S3)			RAG
1	SIAMS Agenda	Aiming for excellence Impact of Collective Worship (S6)	SD / HW / Learn to Love govs	
2	Religious Education (S) & SMSC	Effectiveness of Religious Education (S7) Developing depth of learning through P4C	HW / Learn to Love govs / J. Read	
3	Relationships & Sex Education (RSHE)	Curriculum development across the school	SD / CS / all staff / Learn to Love govs	

D	Leadership and Management (O) Vision and Leadership (S1)			RAG
1	Safeguarding	A culture of safeguarding – never complacent Risk Assessment consistency	SD / BP / SL / all staff / Safeguarding govs (MB)	
2	Budget and Buildings	Making the best of what we have Exploring future possibilities	SD / SLT / Full govs	
3	Monitoring Teaching and Learning	Triangulation of quality of education, pupil outcomes and pupil voice, including attitudes to learning	SD / SLT / all staff / Love to Learn govs	
4	Governors	Rigorous monitoring of areas of the SIP	SD / H. Webb	
5	Staff Development	Developing critical friend / sharing good practice Supporting and developing new staff	SD / SLT / Full govs	

Ofsted and the curriculum

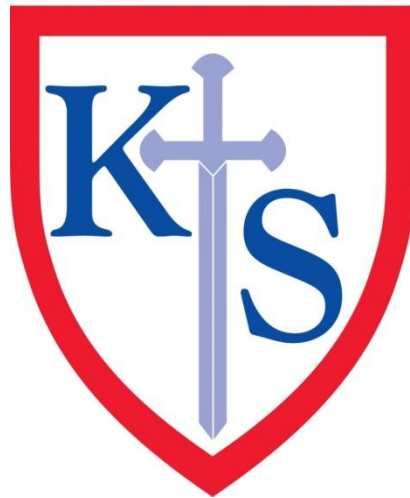
- The curriculum – what pupils learn – is the very core of education
- Deep dives
- Covid – what to prioritise and what to omit
- Progress means **KNOWING MORE AND REMEMBERING MORE**
- So a curriculum needs to carefully plan for that progress by considering the **BUILDING BLOCKS** and **SEQUENCE** in each subject
- **Change to long term memory**
- **Sticky knowledge**

A Rich and Vibrant Curriculum



	2019 – 2020 Curriculum 'B'			2020 – 2021 Curriculum 'A'			2021 – 2022 Curriculum 'C'			2022 – 2023 Curriculum 'A'		
	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer
Whole school enrichment	YR Santa Safari KS1 pantomime KS2 theatre KS1 Nativity	Performing Arts Festival	Y5/6 production	YR Santa Safari KS1 pantomime KS2 theatre KS1 Nativity Y5/6 Manor Ad.	Performing Arts Festival	Y3/4 Daker Wood	YR Santa Safari KS1 pantomime KS2 theatre KS1 Nativity	Performing Arts Festival	Y5/6 production	YR Santa Safari KS1 pantomime KS2 theatre KS1 Nativity Y5/6 Manor Ad.	Performing Arts Festival	Y3/4 Daker Wood
RE enrichment		KS2 Christian Churches visit			Whole school Interfaith Learning			KS2 Wolverhampton visit			KS2 Christian Churches visit	
Themed weeks	Craft	Science	Healthy School Olympics RSE	Music		Healthy School RSE	Craft	Science	Healthy School RSE	Music		Healthy School RSE
Charities and Community	Children in Need MacMillan	Sport Relief	Christian Aid	Children in Need MacMillan	Comic Relief	Christian Aid	Children in Need MacMillan	Sport Relief	Christian Aid	Children in Need MacMillan	Comic Relief	Christian Aid
Sporting Events	Bedstone X Country	Winter games Lucton X Country Football	Summer Games Kwik Cricket	Bedstone X Country	Winter games Lucton X Country Football	Summer Games Kwik Cricket	Bedstone X Country	Winter games Lucton X Country Football	Summer Games Kwik Cricket	Bedstone X Country	Winter games Lucton X Country Football	Summer Games Kwik Cricket
Class 1	Ourselves	Around the World in a Pirate Ship	Journeys: Growing	All About Me	Climate Change: A Rocket to the Poles	Now and Then	Amazing Me	X Factor	Holes	All About Me	Zero Waste:	Now and Then
Class 2	People Who Help Us Great Fire of London	Katie Morag	Journeys: Paddington Goes Around the World	Me and My Community Sparkle and Shine	Climate Change:	Homes	Our Heroes (including Robin Hood)	India	Toys	Me and My Community Sparkle and Shine	Zero Waste: Plastic Waste	Homes
Class 3	Impressive Inventors	Raging Rivers	Journeys: Magnificent Mountains	Stone Age	Climate Change: Extreme Earth	Kingsland and Tanzania	Whizzing Wheels	Oceans	France	Stone Age	Zero Waste: Plastic Waste	Kingsland and Tanzania
Class 4	Battle of Britain and World War 2	Hereford and Australia	Journeys: A Journey Back in Local Time (Mortimer Project)	Ancient Greece	Climate Change: Climate Change – The Facts	Britain and the Romans	Ancient Egypt	Music From Around the World	A Journey Back in Local Time (Mortimer Project)	Ancient Greece	Zero Waste: Blue Planet	Britain and the Romans
Class 5	Women Who Have Changed the World	Hereford and Japan	Journeys: Space	Poverty	Climate Change: Climate Change – The Facts	Maps	Crime and Punishment	Awe Inspiring Architects	Early Islamic Civilisations	Poverty	Zero Waste: Blue Planet	Maps

Teaching for Mastery in Mathematics



What does mathematics look like at Kingsland?

National Curriculum for Mathematics

Aims

The national curriculum for mathematics aims to ensure that all pupils:

- become **fluent** in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- **reason mathematically** by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- can **solve problems** by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

Programmes of Study of the NC

- Number and place value
- Addition and subtraction
- Multiplication and division
- Fractions (decimals / percentages / ratio / proportion)
- Measurement
- Geometry – properties of shapes
- Geometry – position and direction
- Statistics (Y2 – Y6)
- Algebra (Y6)

What is Teaching for Mastery in mathematics?

- For *all* children – a belief that ALL children can achieve
- To secure deep understanding
- To enable children to reason mathematically
- Whole class interactive teaching
- Longer time to deepen understanding – not do more of the same
- Balance of factual fluency and conceptual understanding

If someone came to a Kingsland maths lesson, what would they see?

- Whole class inclusive teaching
- Pre-planned key questions
- Children speaking in full sentences
- Stem sentences that provide children with accurate mathematical language – repeated altogether
- Use of high quality images and representations
- Mathematical concepts being looked at from all angles – conceptual variation

If someone came to a Kingsland maths lesson, what would they see?

- Work in books that shows small step progression through a mathematical concept
- Open ended problem solving activities
- Teachers spending time creating high quality lessons and resources rather than overly detailed marking
- Focussed, short / sharp paired talk
- A carefully planned journey of questions and activities through the concept

If someone came to a Kingsland maths lesson, what would they NOT see?



- Learning being capped by highly differentiated groupings
- Repetitious questions in books which only allow children to see the concept from one angle
- Abstract teaching with no conceptual understanding
- Lots of unnecessary marking in books
- Learning by rules and success criteria
- Lots of 'talk and chalk' / listening with no interaction
- Children not engaging with the maths because it is too hard / too easy

Maths School Improvement

Mastering Number

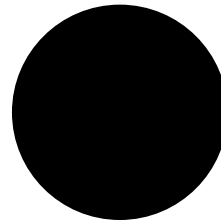
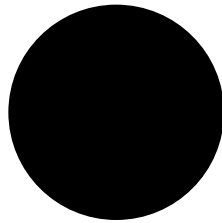
- Rekenreks
- Subitising
- Not counting in 1s

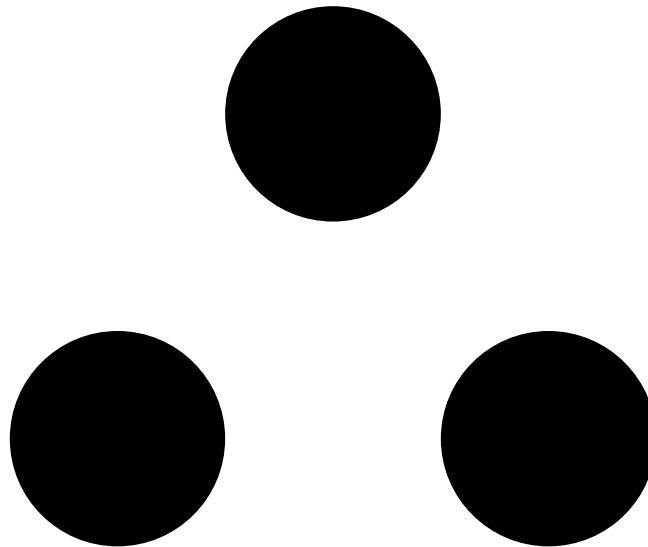
- Doubles, near doubles, number bonds, times tables

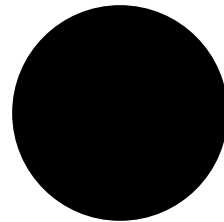


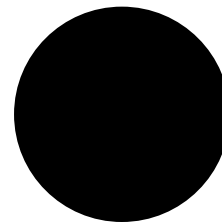
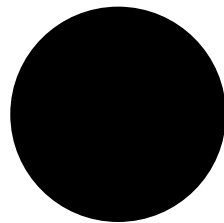
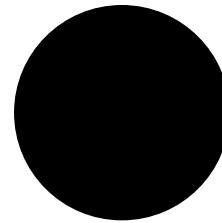
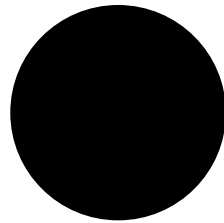
Subitising

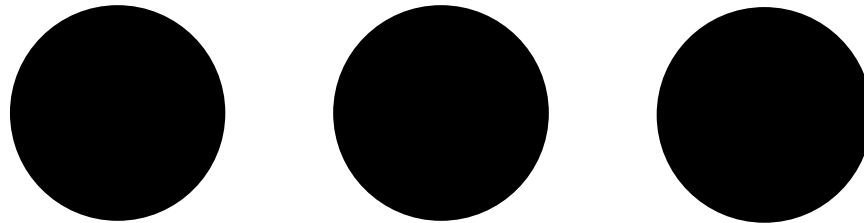
How many can you see?

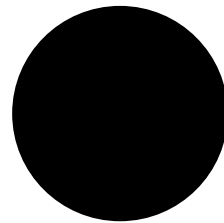
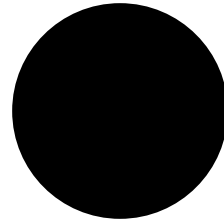
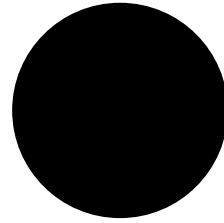


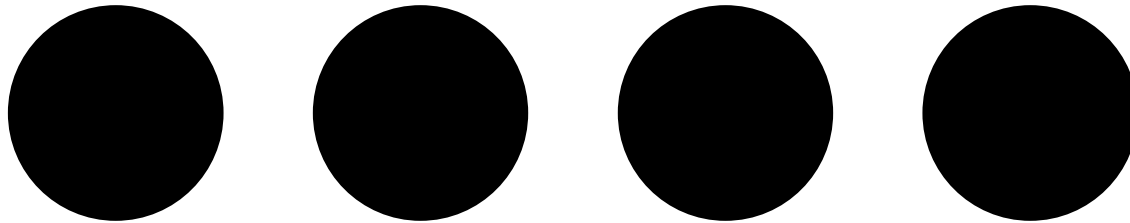


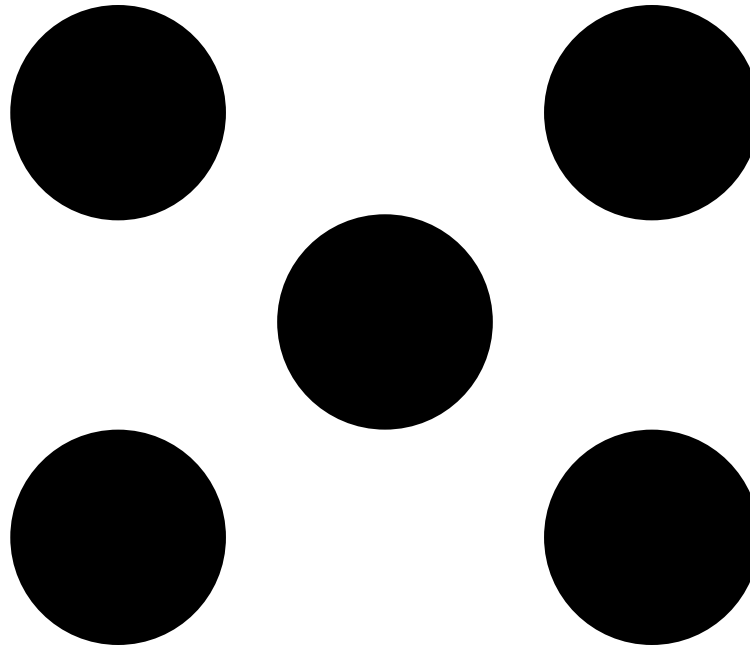


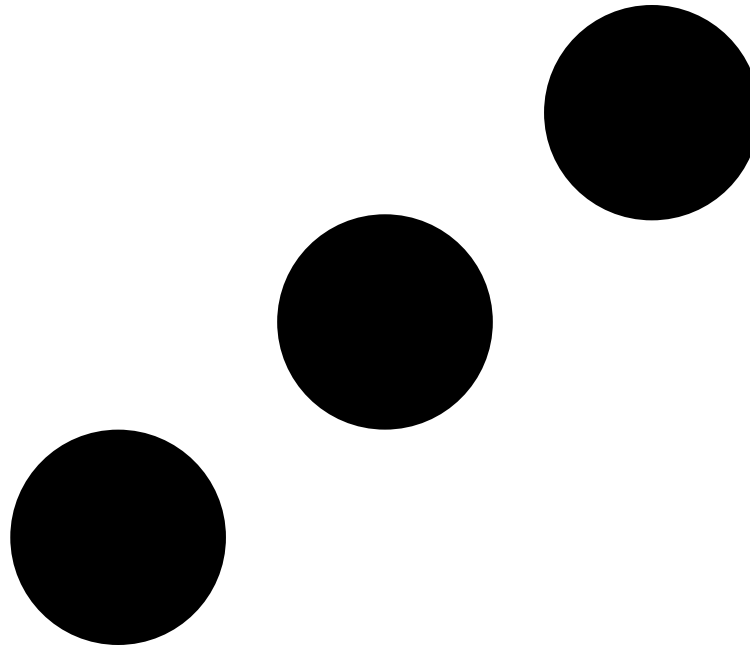


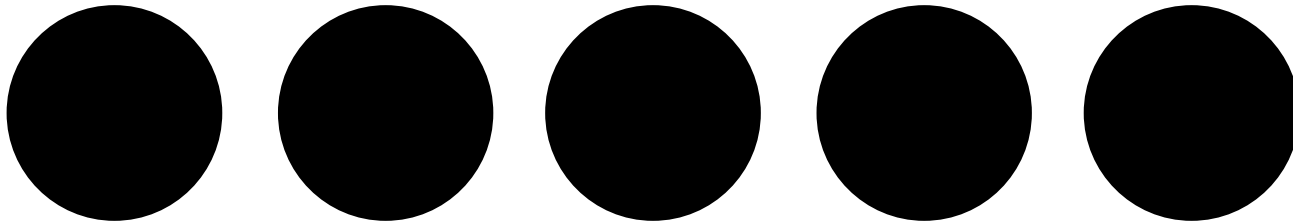


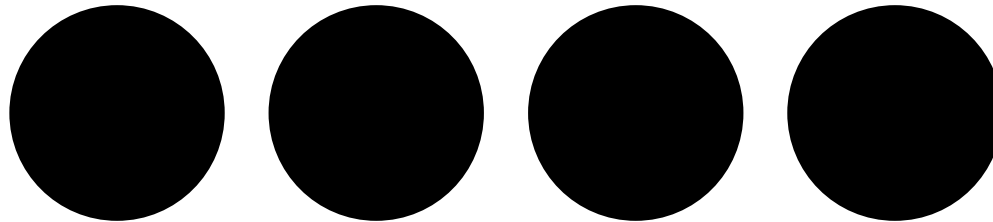


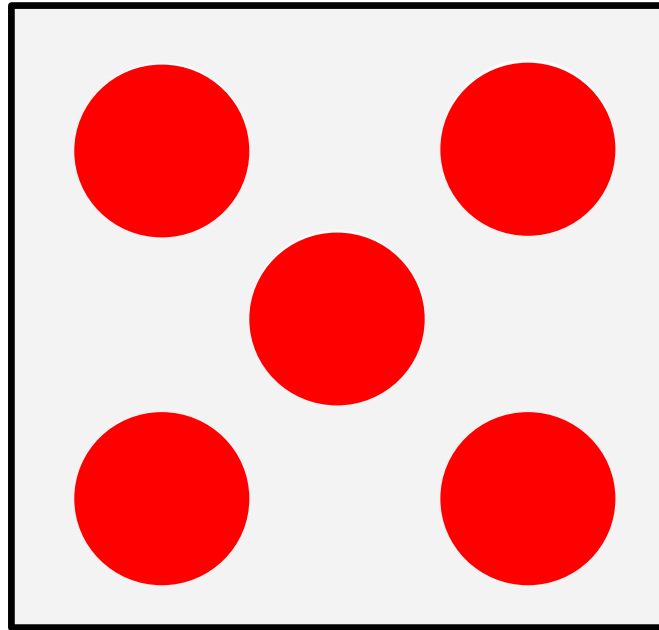


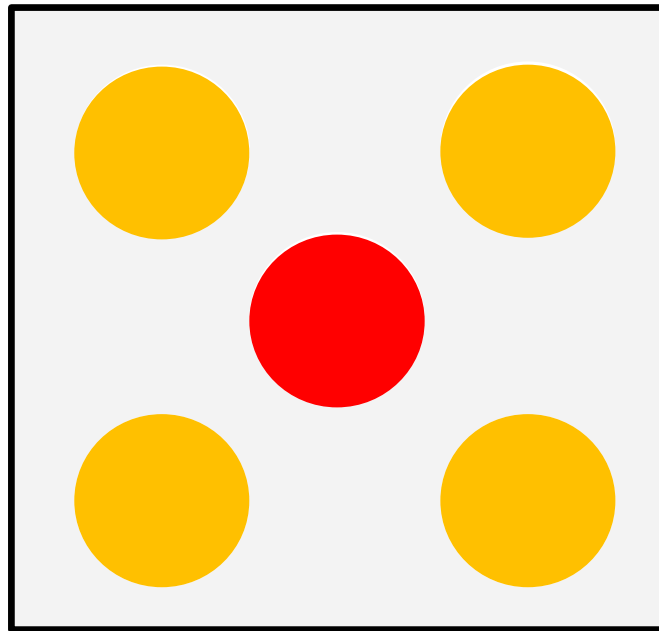


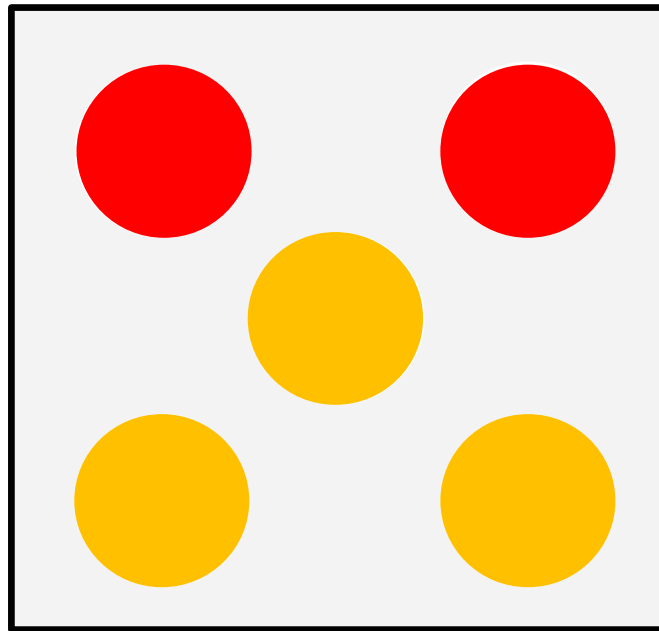


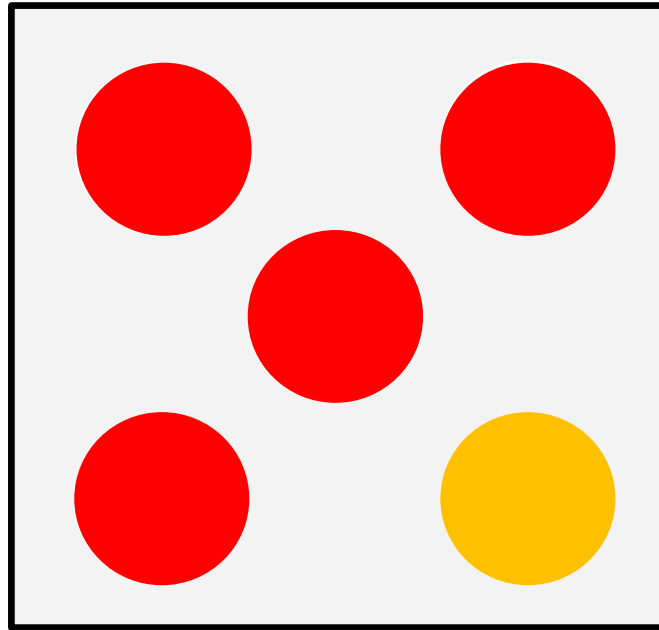


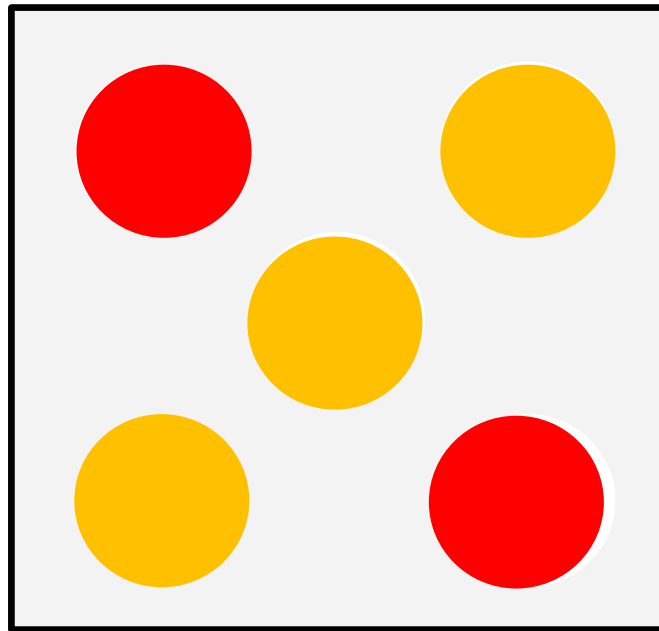


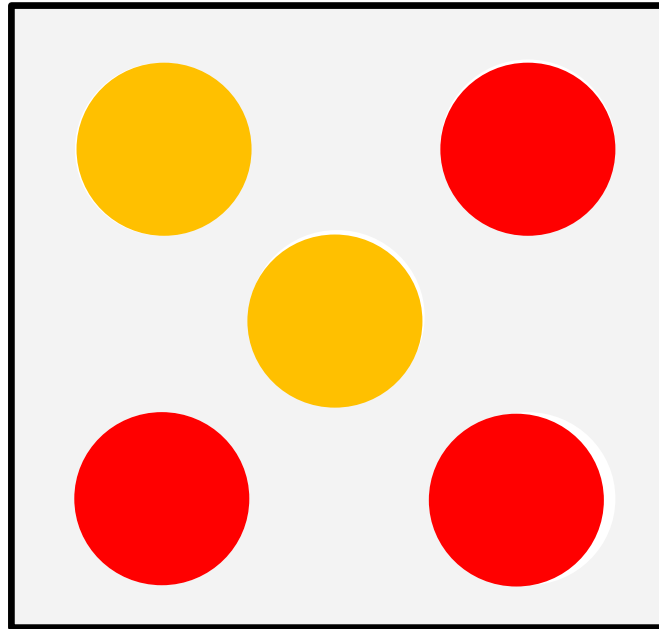




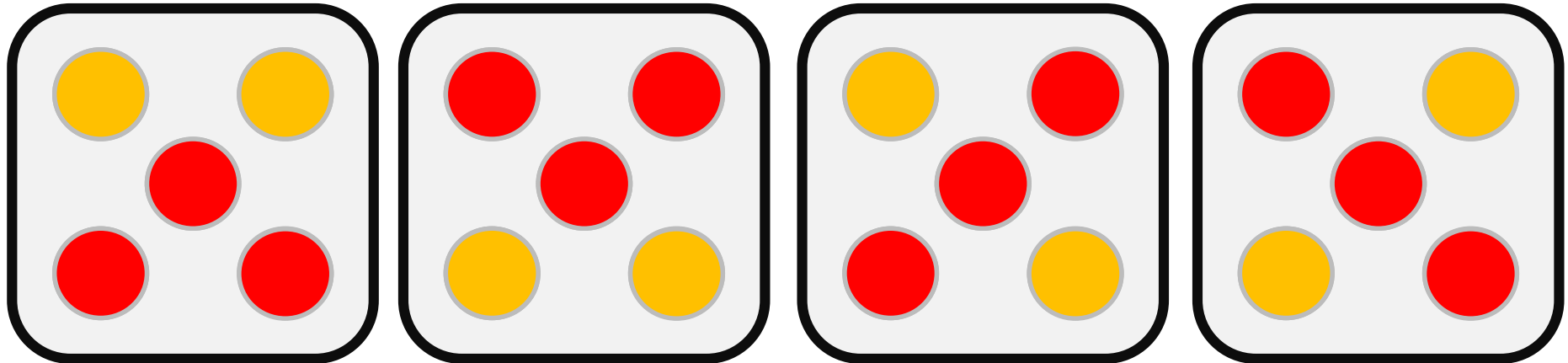


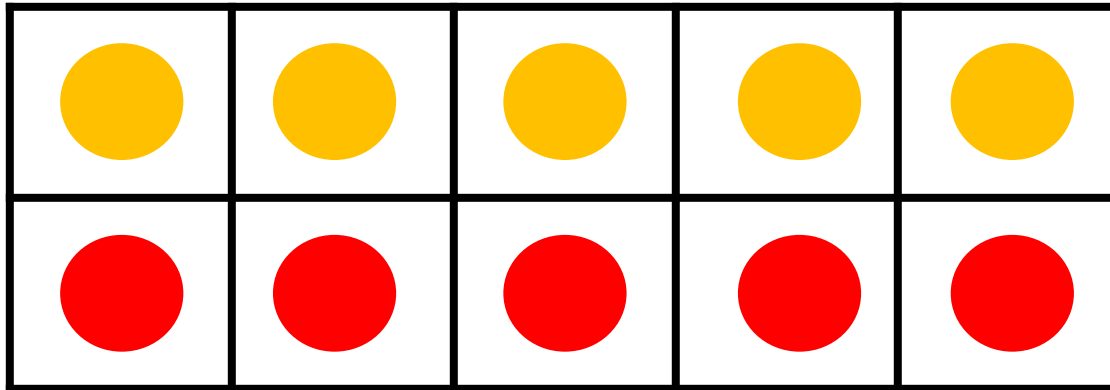


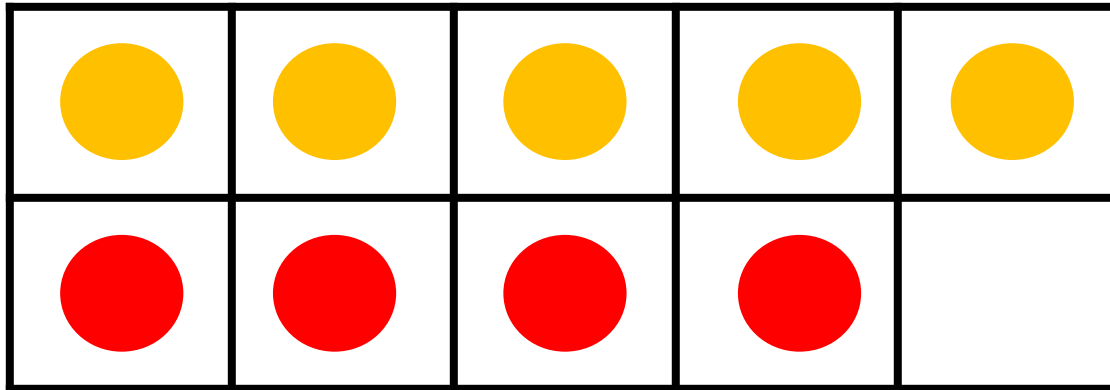


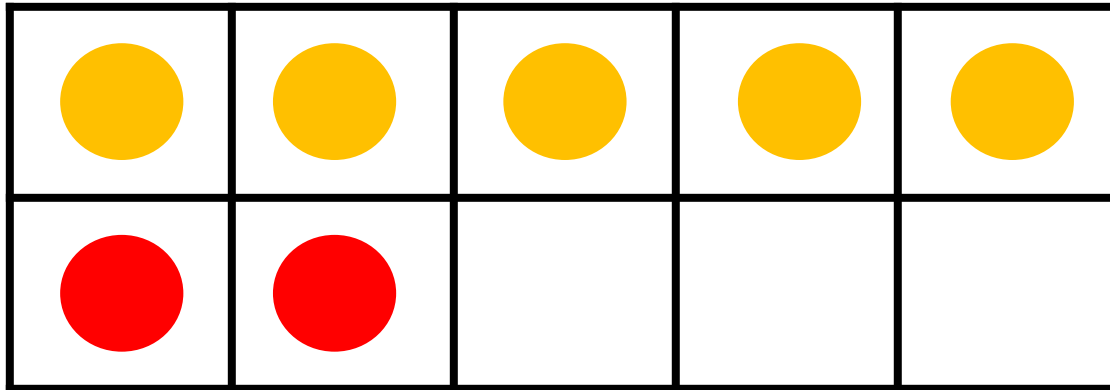


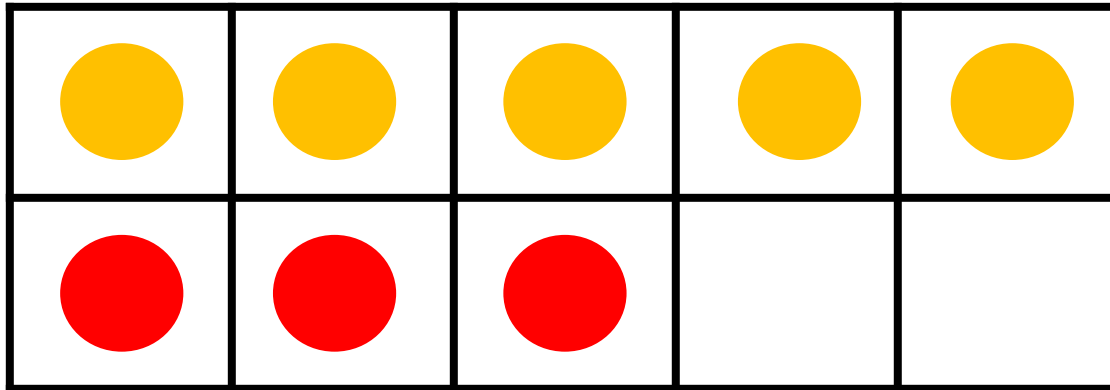
What is the same? What is different?
Which pictures are most similar?

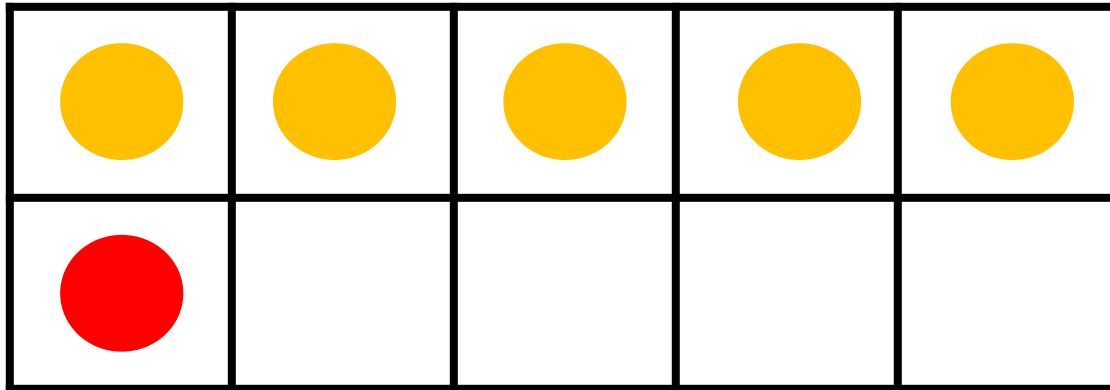


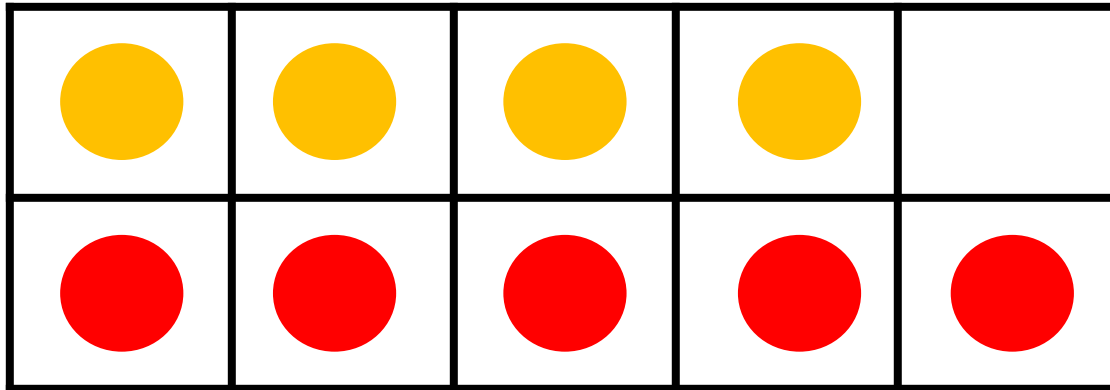


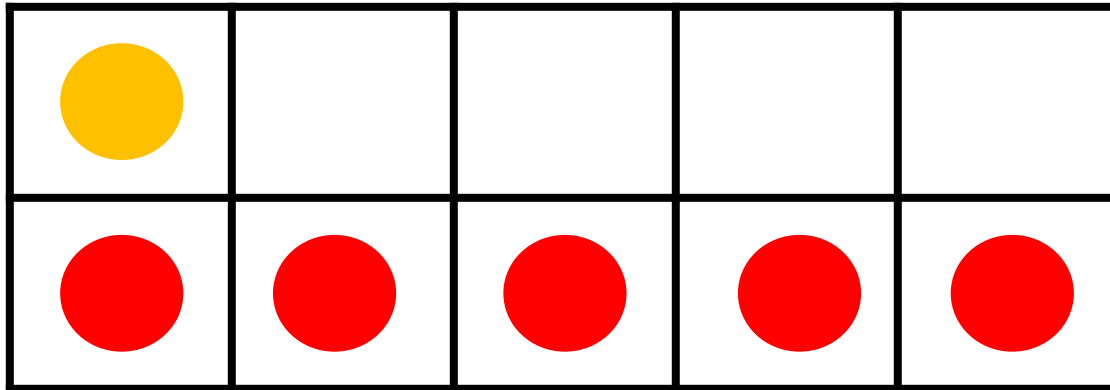


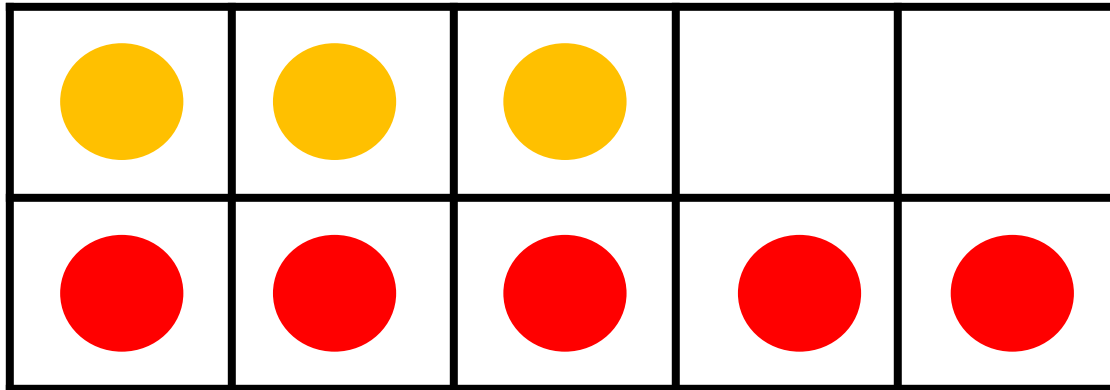


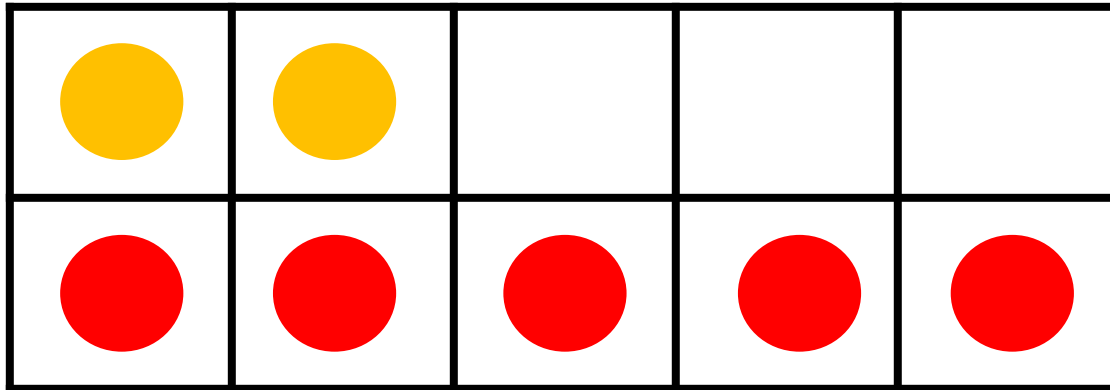




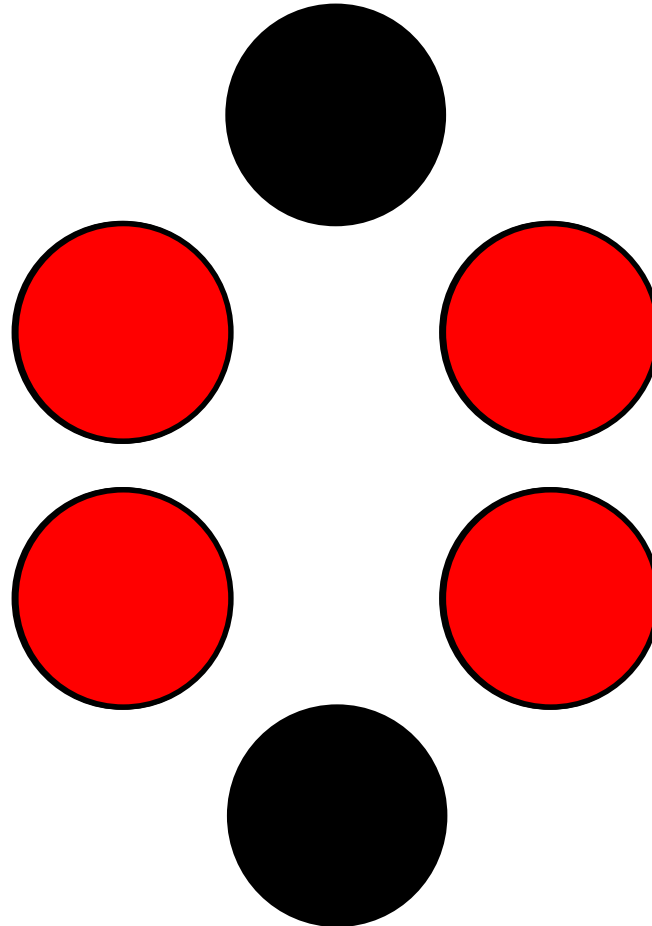


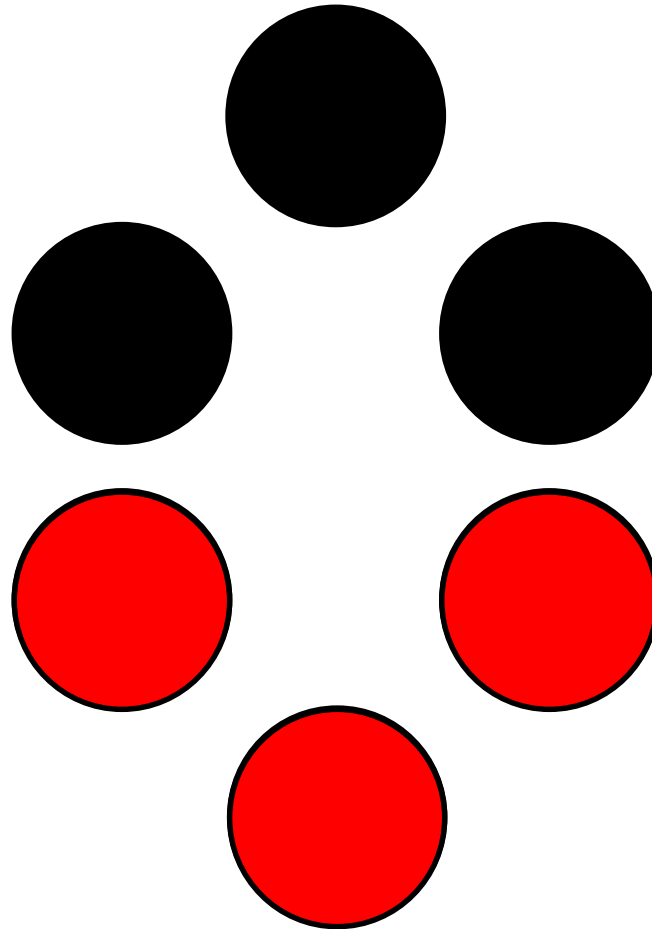


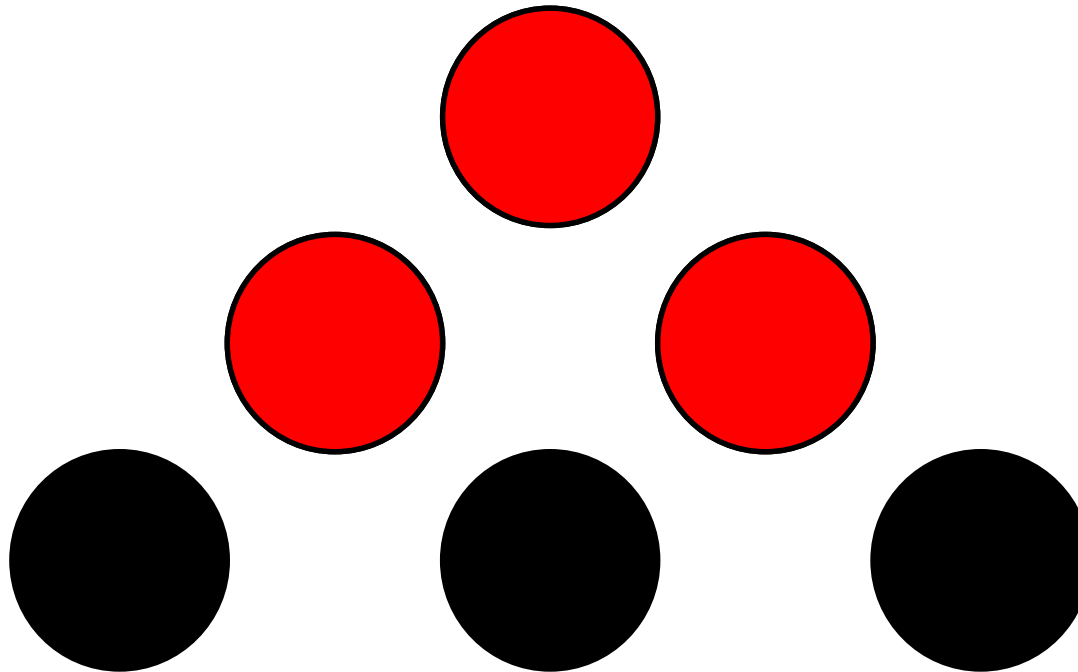


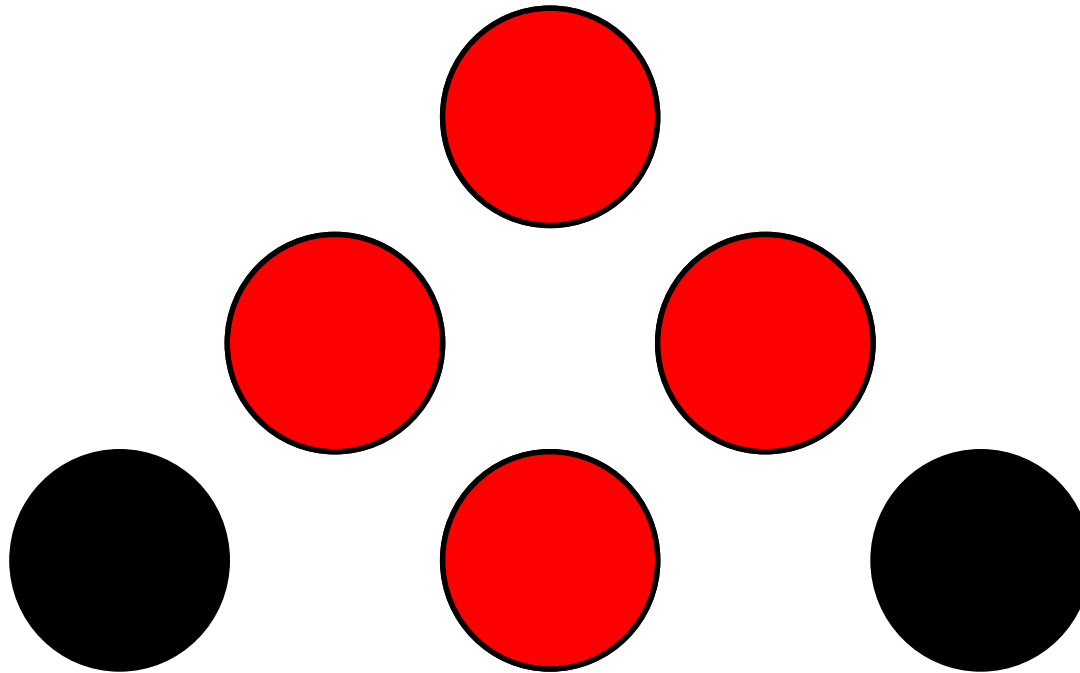


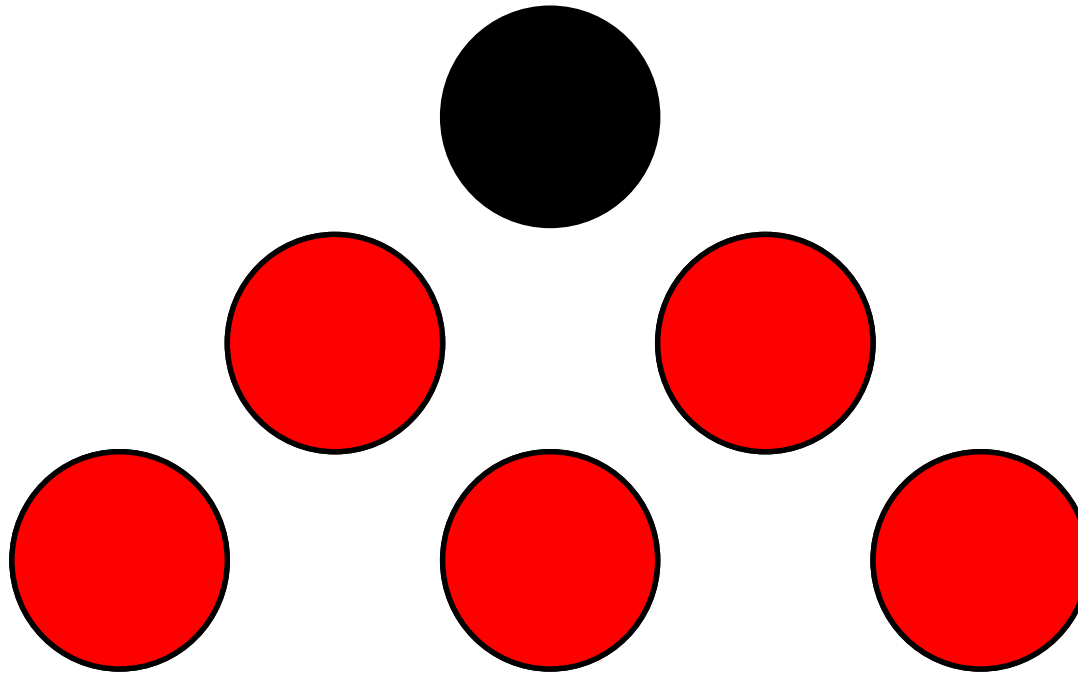
How many?

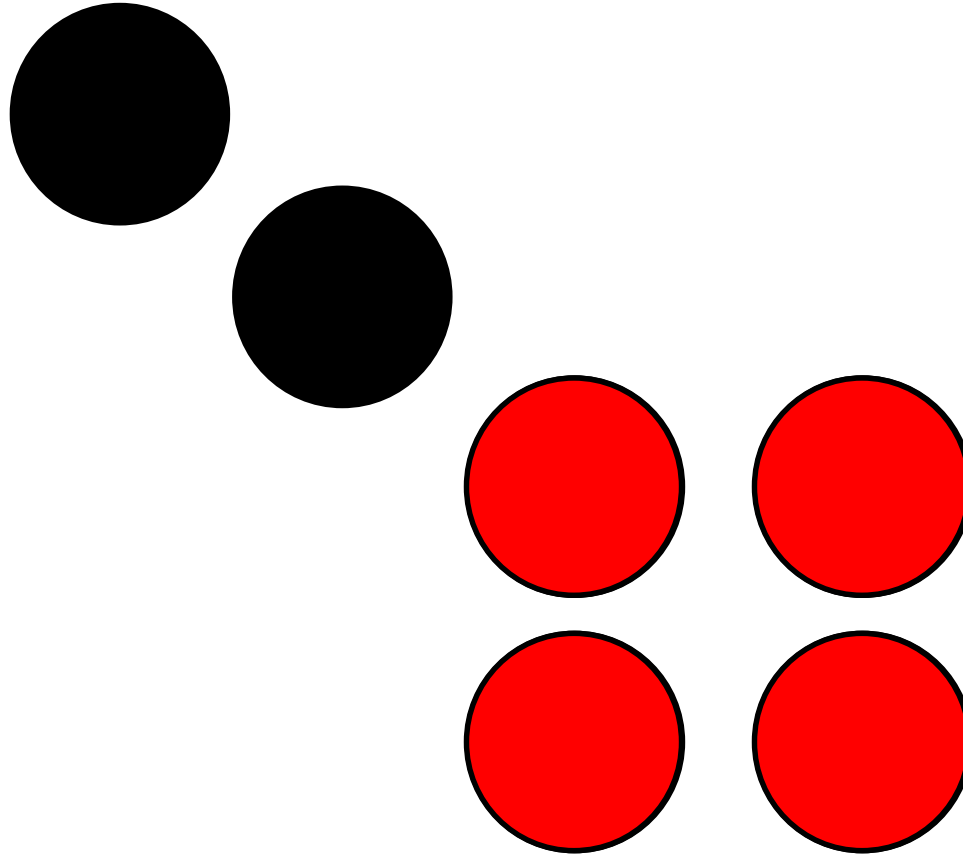


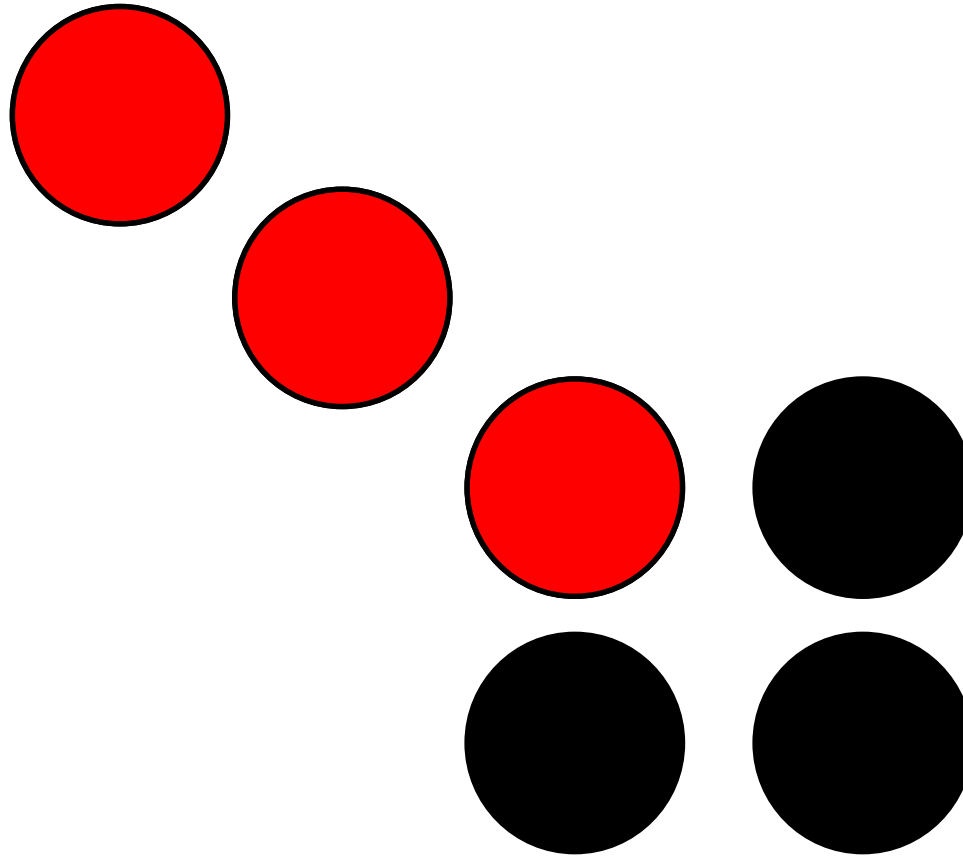












$$6 = 5 + \boxed{1}$$

$$6 = 4 + \boxed{2}$$

$$6 = 3 + \boxed{3}$$

$$6 = 2 + \boxed{4}$$

$$6 = 1 + \boxed{5}$$

$$4 + \square = 6$$

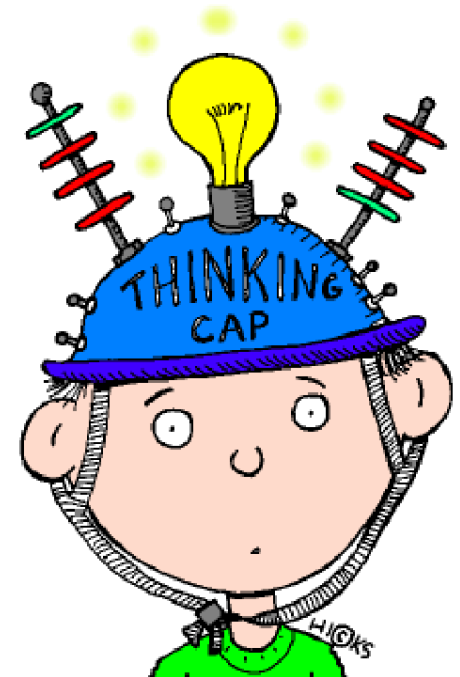
$$1 + \square = 6$$

$$\square + 3 = 6$$

$$\square + 5 = 6$$

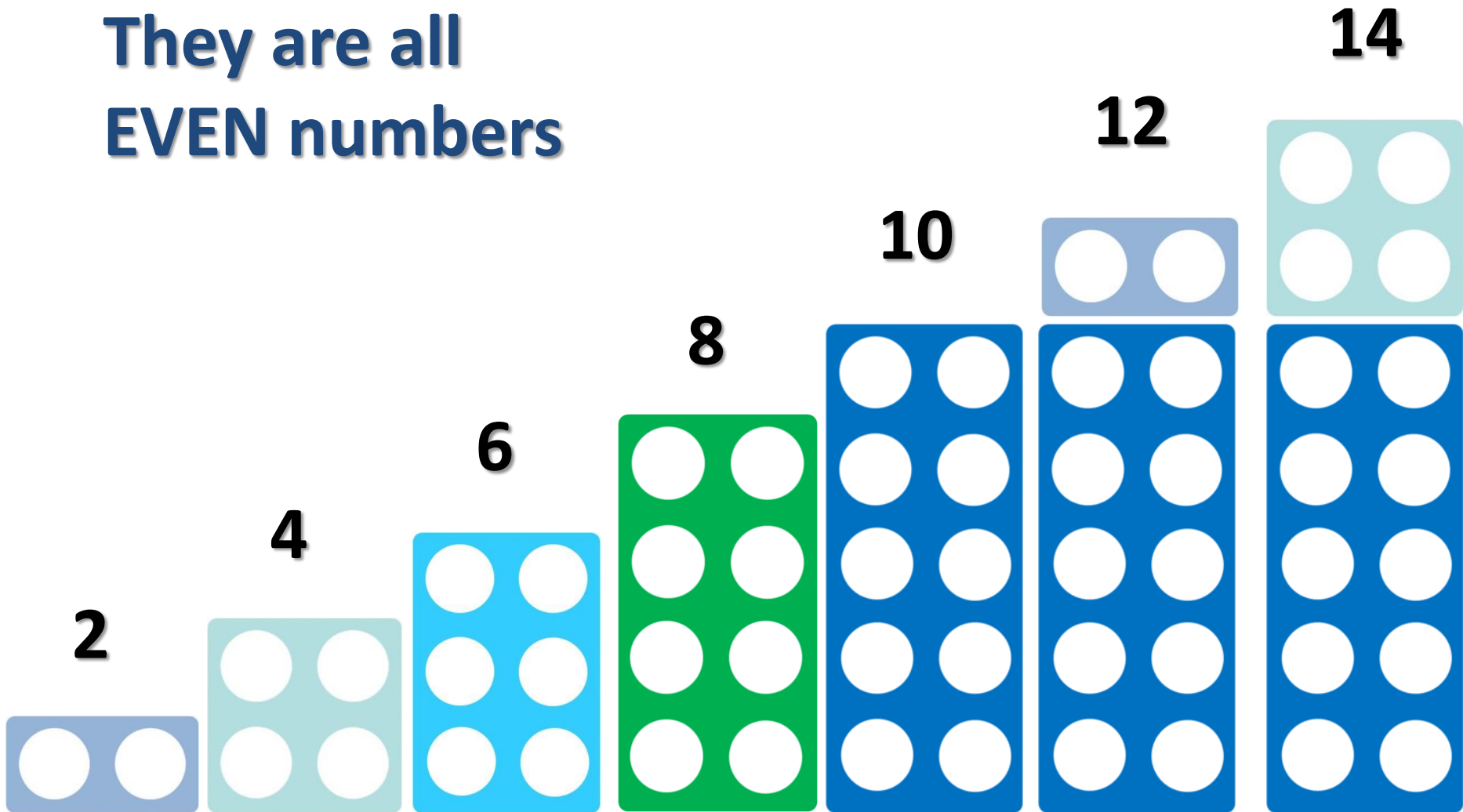
$$6 = \square + 4$$

Y2 Reasoning about adding



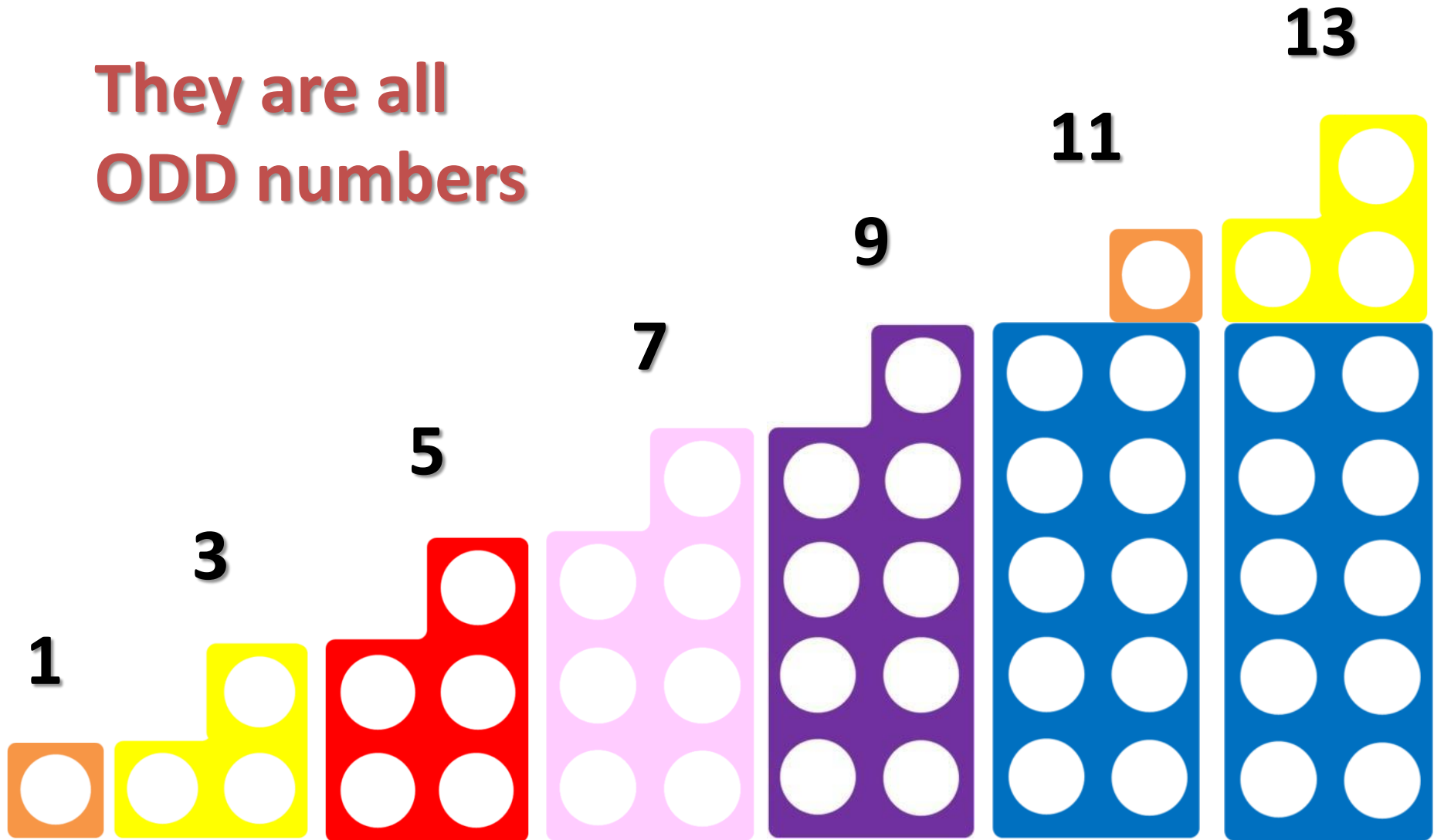
What do you notice?

They are all
EVEN numbers



What do you notice?

They are all
ODD numbers



Sort your Numicon into two groups:

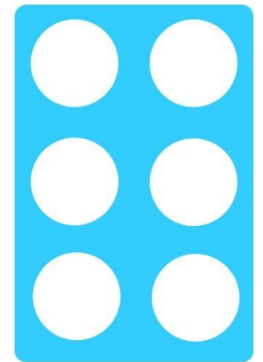
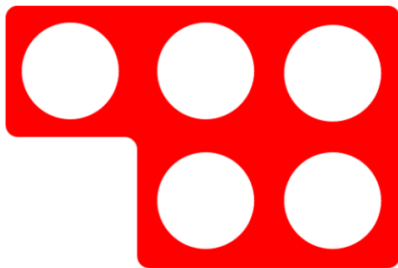
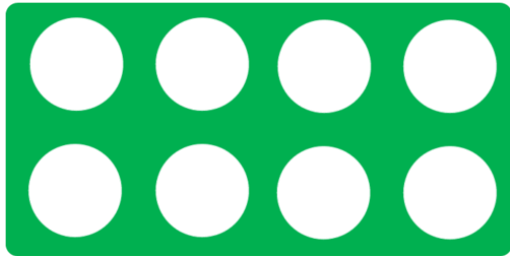
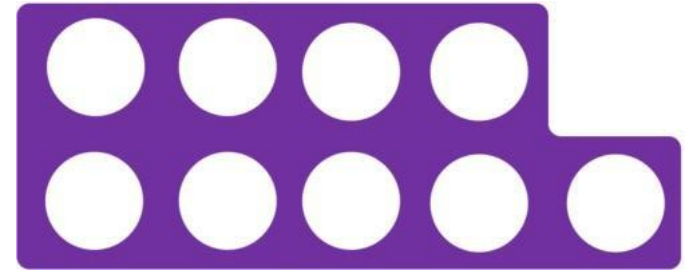
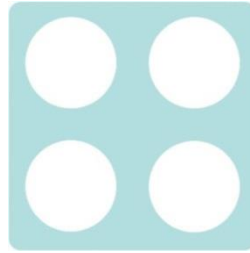
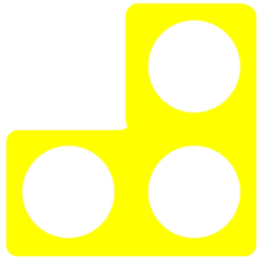
odd numbers
even numbers

How could you ORDER them?

What do you notice about all the odd numbers?

What do you notice about all the even numbers?

True or false? How do you know?



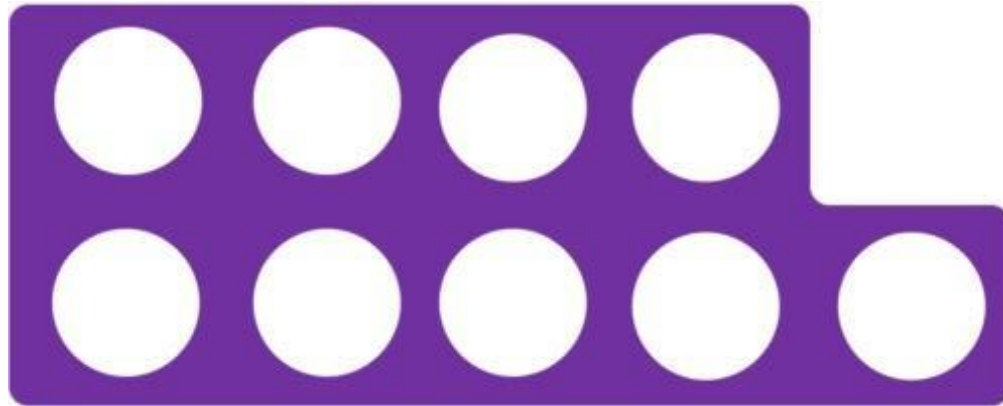
Glimpses

Watch carefully!

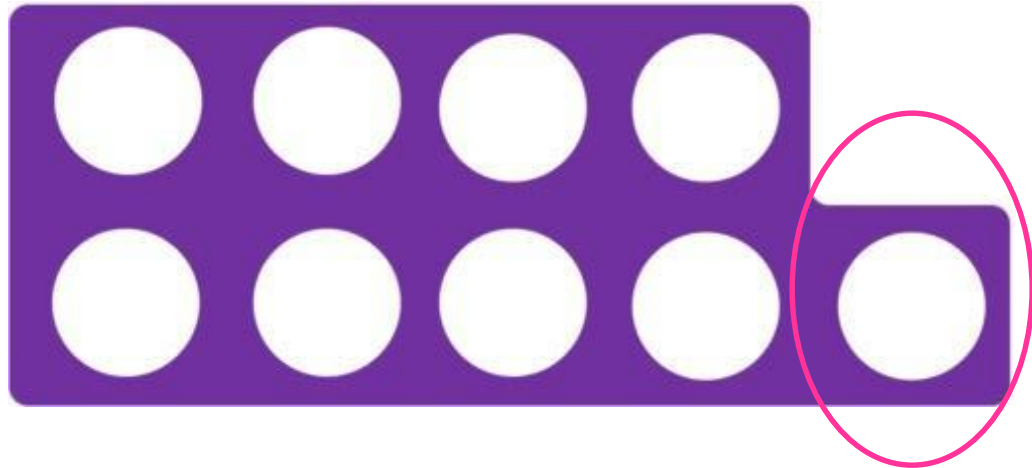
Odd or even?

How do you know?

Glimpses

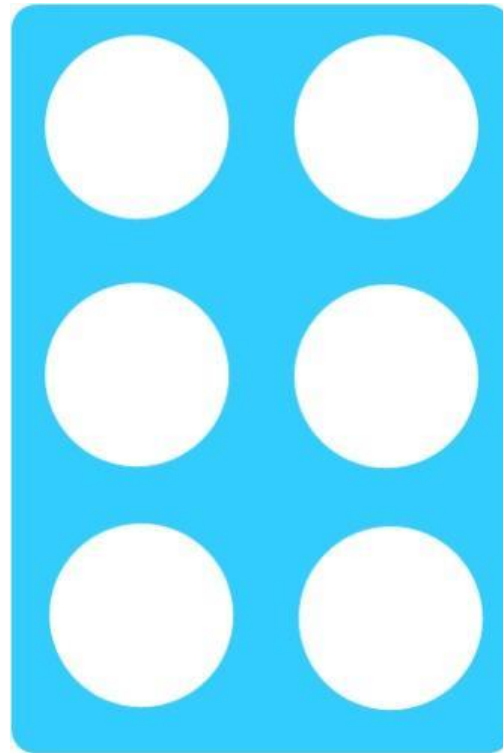


**Odd or even?
How do you know?**

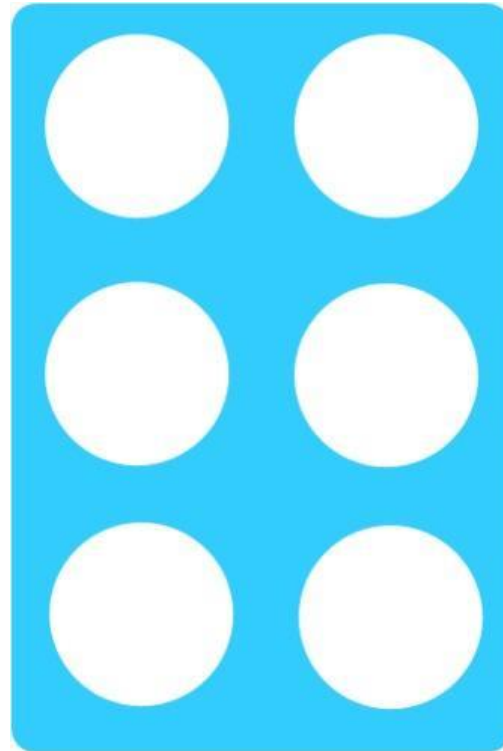


odd

Glimpses

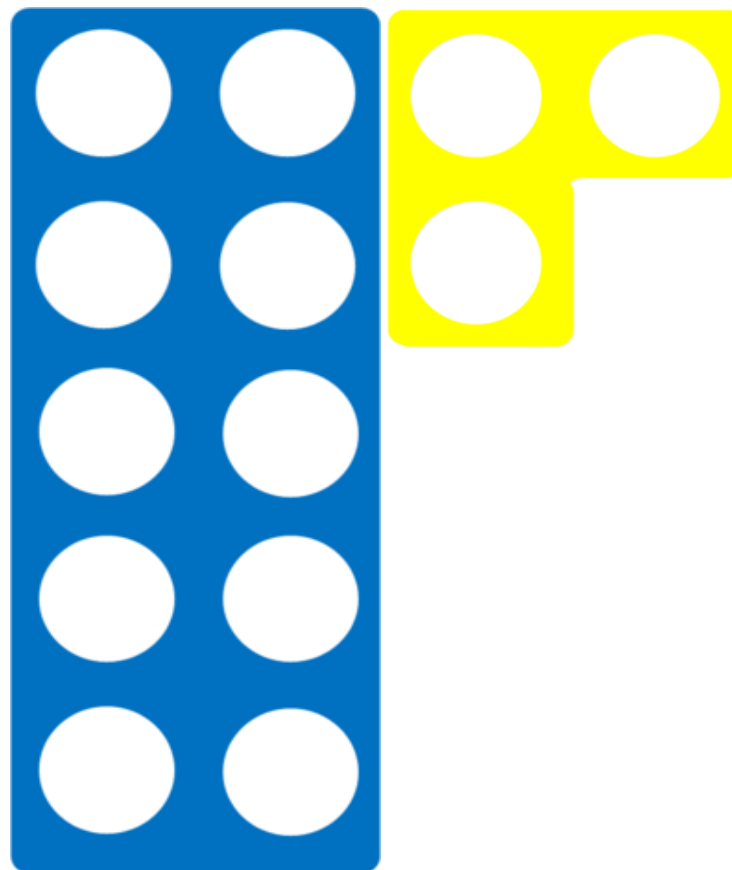


**Odd or even?
How do you know?**

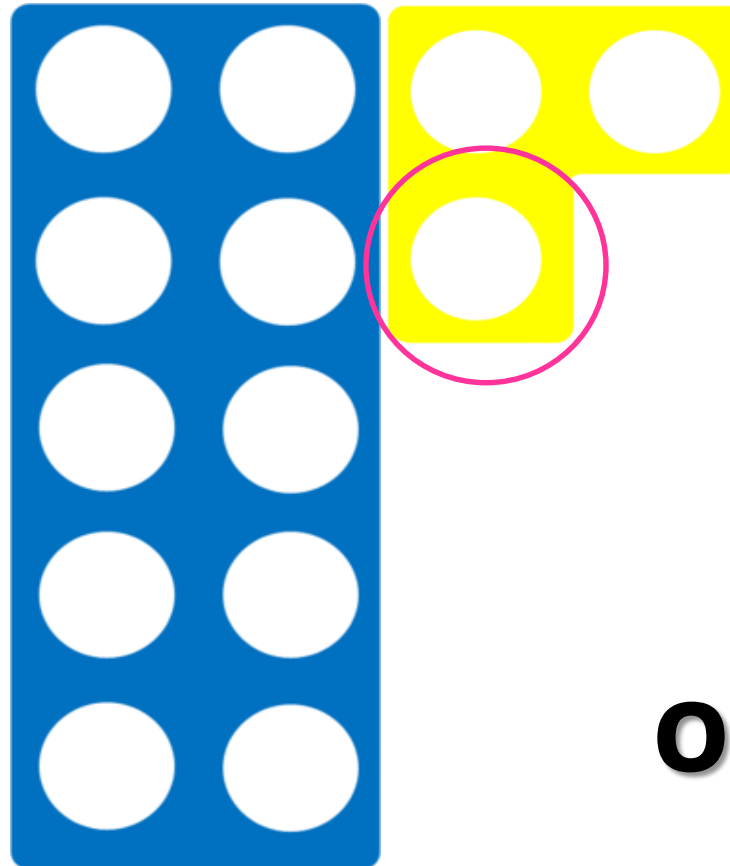


even

Glimpses

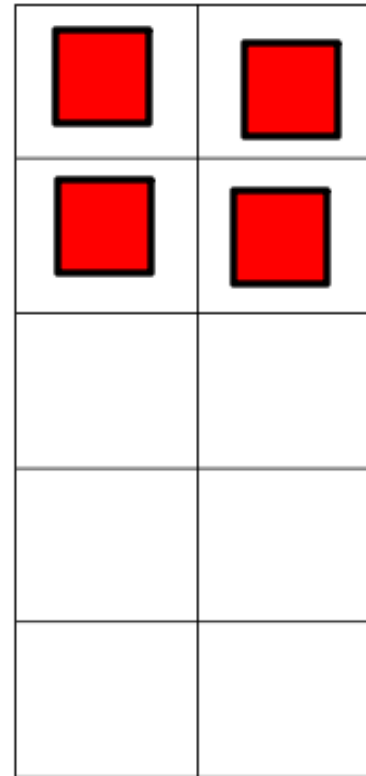
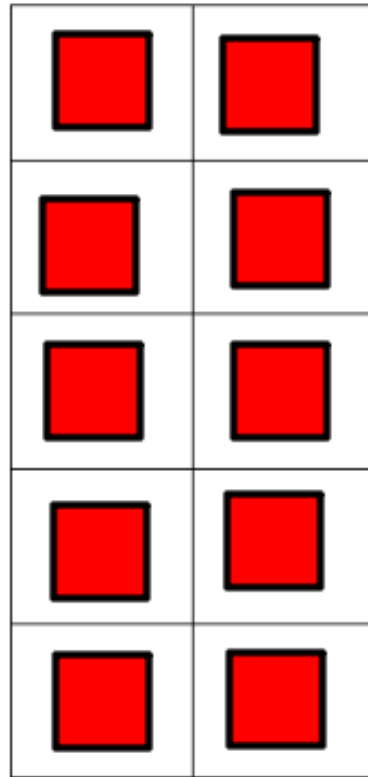


**Odd or even?
How do you know?**







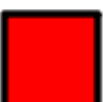






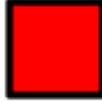


odd

Glimpses



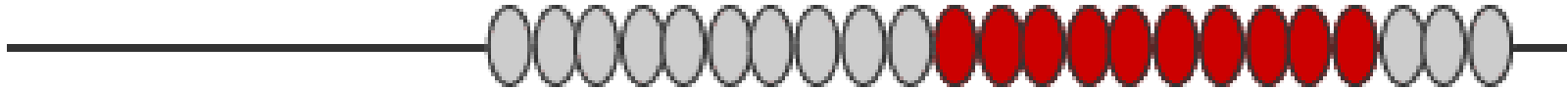
Odd or even?
How do you know?

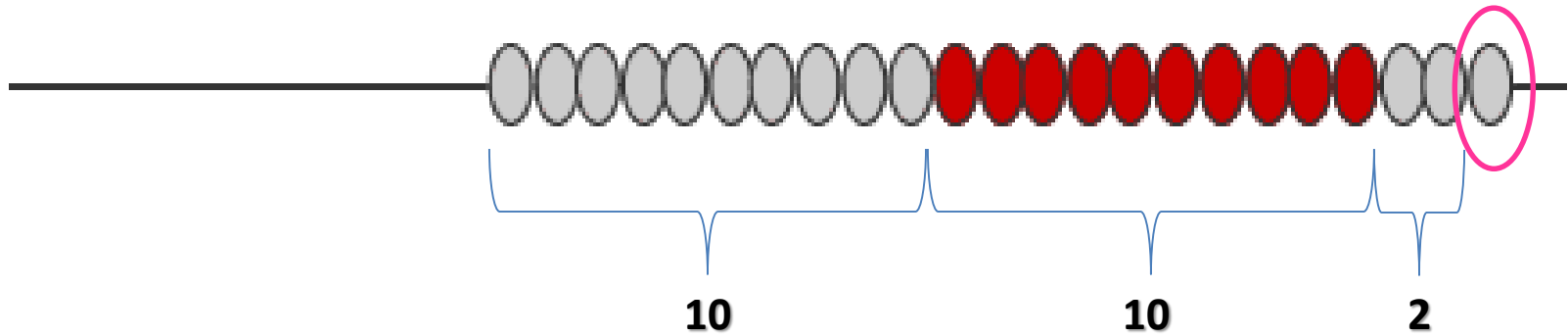
	
	

even

Glimpses

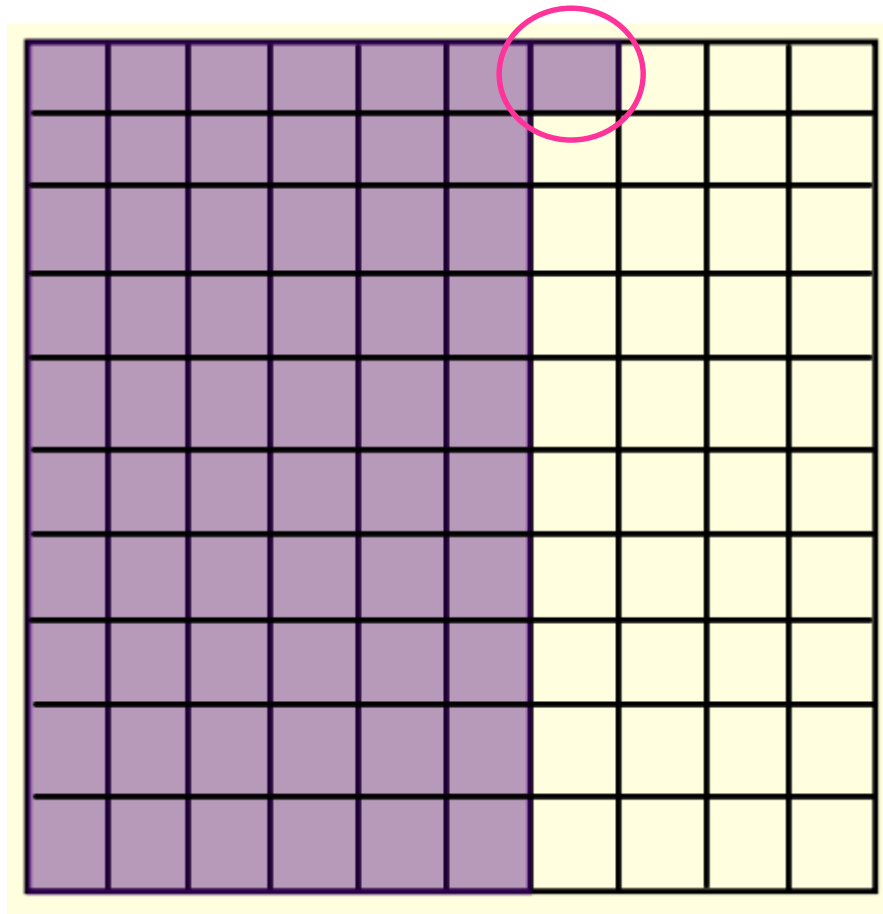


**Odd or even?
How do you know?**



odd

**Odd or even?
How do you know?**



odd

Reasoning about adding

- What happens when you add two even numbers together?
- What happens when you add two odd numbers together?
- What happens when you add an odd number and an even number together?

What are we aiming for ...?

- When we add two even numbers together ...
- When we add two odd numbers together ...
- When we add an odd number and an even number together ...

**If I added all the numbers from 1 to 10 together,
would I get an odd number or an even number?**

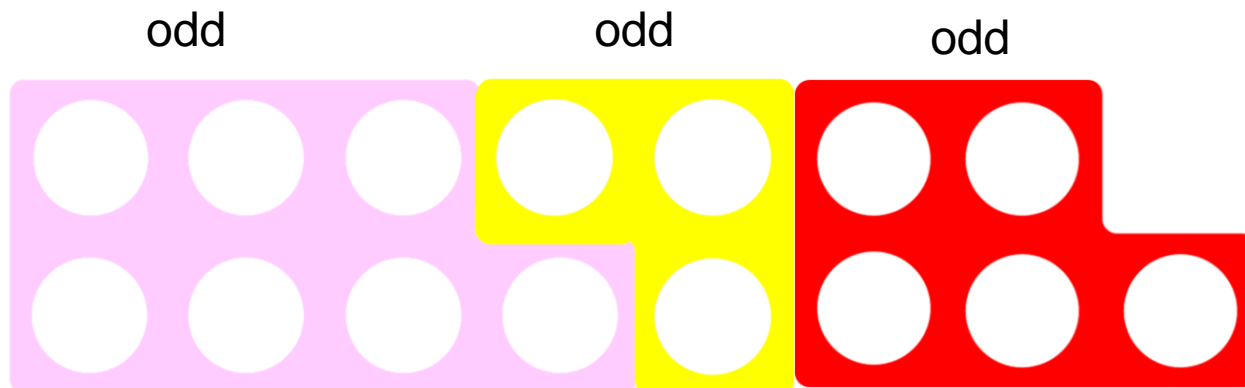
1 2 3 4 5 6 7 8 9 10

Captain Conjecture says,
'An odd number + an odd number + an odd number = an even number'.
Is this sometimes, always or never true?



Explain your reasoning.

Use the Numicon to prove it ...



How can you help at home?

Maths talk

- How do you know?
- Why is it that?
- What do you notice if ...?
- Language / vocabulary development
- Expect children to speak in full sentences

How can you help at home?

- Subitising
- NOT counting in 1s
- Doubles, near doubles, number bonds
- One digit addition and subtraction facts
- Times tables (x10, x2, x5, x3) – Y4 MTC
- Oral word problems
- NumberBlocks



What does English at Kingsland School look like at KS1?



The Reading Framework



Department
for Education

The reading framework

Teaching the foundations of literacy

July 2021

Reading is
fundamental to
education

Pupils who fail to
learn to read
early on start to
dislike reading

Developing children's spoken language

Becoming a fluent, skilled and attentive reader starts at the earliest stages, before children encounter a book for the first time, partly driven by the quality of their parents' talk with them that expands their vocabulary.

Parents who engage their children in books prepare them to become committed and enthusiastic readers: they can transform their attitudes to reading.

Book-related talk introduces children to language that they might not hear in ordinary conversation.

Here's how many words children would have heard by the time they were 5 years old:

never read to ... 4,662 words

1–2 times per week ... 63,570 words

3–5 times per week ... 169,520 words

daily ... 296,660 words

five books a day ... 1,483,300 words

The English National Curriculum

What is its Purpose?

So children:

...can communicate their ideas and emotions to others and
...others can communicate with them...

...develop culturally, emotionally, intellectually, socially and
spiritually...

...acquire knowledge and to build on what they already know...

Is 'essential to participating fully as a member of society' (NC)

The Aims of the English Curriculum:

Aims

- read easily, fluently ...good understanding
- habit of reading ...pleasure and information
- wide vocabulary... understanding of grammar
- write clearly, accurately and coherently
- competent in the arts of speaking and listening

What does English include?

- spoken language
- reading
- writing
- spelling, vocabulary, grammar and punctuation

Spoken Language

‘Spoken language underpins the development of reading and writing...’

The **quality** and **variety** of language that pupils hear and speak is vital for developing their vocabulary and grammar and their understanding for reading and writing. (NC)



What does that look like at our school?

- drama/
role play
- circle time
- news sharing
- explaining
- teaching
- discussing
- playing games
- debating
- philosophy
- 'Speaky'
- asking and answering
questions
- repetition of stem sentences



- taking part or leading
worship times
- presenting

In English lessons:

- dictation/ hold a sentence
- verbalise each sentence
- 'headphones' activity

We put a **lot** of emphasis on
the spoken language:

*If you can't say it correctly, you
won't be able to write it
correctly.*

Reading

‘The programmes of study for reading at key stages 1 and 2 consist of two dimensions:

- word reading
- comprehension (both listening and reading).’

(NC)



Reading widely and often:

increases pupils' vocabulary

feeds pupils' imagination

opens up a treasure-house of wonder and joy for curious young minds

(NC)

Every child needs to read confidently in order to access the next stage in their education

Word reading

speedy working out of the pronunciation of unfamiliar printed words (decoding)

speedy recognition of familiar printed words

Underpinning both is the understanding that the letters on the page represent the sounds in spoken words ... **phonics** (NC)

Phonics at KS1

We do this primarily through a programme called
'Read Write Inc' (RWI)

- *Mrs Wilson*



Writing

The programmes of study for writing at key stages 1 and 2 include:

-**transcription** (spelling and handwriting)

-**composition** (articulating ideas and structuring them in speech and writing).



Transcription (handwriting)

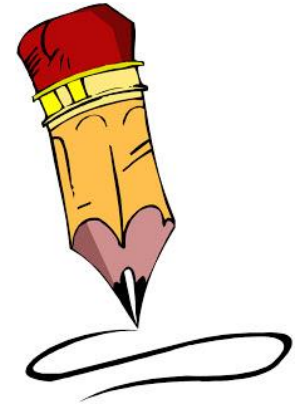


Handwriting is taught from EY until your child has developed a **fluent and joined handwriting style**.

We start by using many practical techniques to **develop motor control**, correct pencil grip and sitting position;

leading to the teaching of correct formation of each **lower case letter**, then **upper case letters** and **joining**.

Transcription (spelling)



EYFS and KS1:

- RWI
- common high frequency words (*when, me*)
- common spelling patterns
- common exception words (*red words* e.g. *my*)
- *non-negotiable spelling list*

What are the writing expectations by the end of KS1?

Working at the **expected standard**

The pupil can, after discussion with the teacher:

- write simple, coherent **narratives** about personal experiences and those of others (real or fictional)
- write about **real events**, recording these simply and clearly
- demarcate most sentences in their writing with **capital letters and full stops**, and use **question marks** correctly when required
- use **present and past tense** mostly correctly and consistently
- use **co-ordination** (e.g. or / and / but) and some **subordination** (e.g. when / if / that / because) to join clauses
- segment spoken words into phonemes (sounds) and represent these by graphemes (letters) , **spelling** many of these words correctly and making phonically-plausible attempts at others
- spell many common exception words*
- **form capital letters and digits** of the correct size, orientation and relationship to one another and to lower-case letters
- use **spacing** between words that reflects the size of the letters.

What does this look like at the end of KS1?

A Molley task machine

You plug in the machine. Then ~~you~~^{you} switch it on. The Molley task computer will go bleep, buzz, bleep and then you press a ~~bot~~ button on the key board. The Machine will do ~~anything~~^{anything} you want. Before you do anything make sure you have plugged everything in properly. Then Switch on the TV box so you can watch every thing that is hapening inside the machine!

There were lots of spiders in the
attic. Some thing was flapping its
wings behind a * enormous box. I
wonder what is in that box thought
Eloise. He crept closer to open
the ^{box} but suddenly a ^{pigeon} ~~pigeon~~ came out
from behind the box. Go away! said
Eloise quietly. The ^{pigeon} ~~pigeon~~ ~~se~~ went out
the window. ^W ^F ^{al} ~~st~~ ~~ard~~ Eloise that was
close.

It isn't easy!

...And it doesn't happen overnight!

It takes **time** and **patience** and **practise** and **resilience** and **determination** and **courage** to get things wrong and make things better and a **willingness** to have a go!

The children need *your* help too..😊





Please...



- share the **love of reading** with your child- stories, poems, news, facts... (let them see you enjoying reading too)
- make **home learning** a regular and positive experience in your home- and expect them to do their best
- practise **reading and spelling words in daily life**- shopping lists, signs, letters, recipes... and praise them for having a go
- encourage your child to **speak in complete sentences** and **experiment with new words**
- **model and use correct terms and names** e.g rabbit (bunny), delicious (scrummy), those books (them books)
- encourage your child to **speak for themselves**- order in a restaurant, pay in a shop, phone a relative, give directions to a friend...