

## AGENDA/ ACTION NOTES

<b>MEETING:</b>	Parent Partnership Meeting	<b>Date of Meeting:</b>	Tuesday 21 <sup>st</sup> June 2016
<b>LOCATION:</b>	Mersey Vale Primary School	<b>Time of Meeting:</b>	2.30pm
<b>PRESENT</b>	Ulrike Gossmann, Deborah Jumani, Claire Chilvers, Jayne Mullane		
<b>APOLOGIES</b>	-		

### AGENDA

1. Welcome and introductions
2. Updates since last meeting
3. Feedback from parents/ carers
4. Any Other Business

### ACTIONS and ISSUES

No.	Issue	Discussion/Action	By Who	By When
1	Welcome and introductions	Everyone introduced themselves and said which classes their children were in at Mersey Vale.		
2	Updates since last meeting	<p><b>School Improvement Plan 2015-16</b></p> <p><b>Target 1:</b> To continue to raise attainment in writing focusing on key pupil groups (pupil premium, SEND, EAL, A,G &amp; T, boys/ girls, LAC) by implementing and embedding effective strategies. (Catherine Whitehead: Assistant Headteacher (AHT) / Inclusion leader)</p> <ul style="list-style-type: none"> <li>• AHT created a comprehensive tracking system for pupil groups using EXCEL</li> <li>• AHT/English subject leader gathered evidence of writing from each pupil group and began to create portfolios.</li> <li>• AHT supported teachers to embed previous SIP target by using old and new Alan Peat resources</li> <li>• English targets focused on handwriting</li> <li>• Cross-curricular writing grids still being used.</li> <li>• Whole school writing (poetry) competition during Anti-Bullying Week</li> <li>• Learning Mentor and SEN teaching assistant continue to run writing interventions across the school focusing on children with SEND and Pupil Premium.</li> <li>• INSET 04/01/16 with Diane Beckett (Capita SIMS Consultant): Excel sheet now replaced by SIMS marksheet which allows immediate analysis by pupil groups. Staff meeting late Feb to remind teachers how to access and use.</li> <li>• Teachers can now compare progress of pupil groups eg. PP v Non-PP, FSM v Non-FSM, Boys V Girls, EAL V Non-EAL</li> <li>• Analysis of EAL writing shows that attainment is lower than other pupil groups. Shahnaz Ali (EMA teacher) to deliver training 18/04/16</li> <li>• Shahnaz Ali using EAL writing checklist with targeted children throughout school who are new to English. Identifies baseline and can track progress but still within E</li> <li>• CFC &amp; CW adapted pupil progress proformas to include specific analysis of writing by pupil groups, further intervention needed</li> <li>• Whole school handwriting week now last week of every half term. Handwriting/ presentation to be highlighted and awards given in assembly</li> <li>• New writing record books created with piece of writing from Autumn term, assessed. CW to monitor</li> <li>• Assessment of writing indicates good progress overall</li> </ul>	CW lead All staff	On-going 2015-16

- 25/04/16 Teacher assessment of writing, Tom Gadsby + discussion with Y2 and Y6 teachers and follow up staff meeting with all teachers
- 23/05/16 Heaton's cluster writing moderation, year group teachers discussed assessment of writing and ARE. Writing portfolios created. Matters arising – use of different criteria across cluster, Tom Gadsby to follow-up and create consistent criteria for all schools to use
- CW & SB creating portfolios of writing from assessments for different pupil groups
- Interventions by AC focus on writing
- Handwriting weeks continuing

**Target 2:** To create an annual assessment cycle and develop staff skills in order to effectively track and analyse data, improve attainment and accelerate progress of all pupils. (Jayne Mullane: HT & Claire Chilvers: DHT)

- Staff meeting 12/10/15 to review marking and feedback policy and to introduce draft annual assessment cycle & timetable for assessment weeks. Teachers felt these were reasonable and will trial 2015-16.
- Agreed to have assessment week 3 later so now will be last week in June. This will enable teachers to cover more of curriculum and give children greater opportunity to meet year group expectations.
- Created year group expectations record sheets for reading & writing to start using assessment week 1, Autumn term
- Excel spreadsheets to track E/ D/ S/ M attainment and progress in all classes
- Meeting held for teaching assistants re. assessment, pupil groups
- CFC, SB & RM attended trio meeting with teachers from Tithe Barn and Norris Bank, new arrangements for end KSI and assessment in English and mathematics discussed
- JM & CFC informal observations of teaching and learning carried out October 2015 with focus on feedback and marking. 3 stars and a wish feedback sheet given to all teachers
- INSET 04/01/16 with Diane Beckett (Capita SIMS Consultant): Teacherapp including assessment marksheets, programme of study assessment, set up overall termly tracking and analysis by pupil groups. Also overview of new national progress measure using materials and videos from Learning Leads eg. Tom Gadsby, Michael Tidd
- Set up new writing record books for all children
- Targets set for February – July, to be shared with parents. Focus – English - improving reading comprehension or phonics skills Mathematics – learning number facts/ times tables
- Separate target booklet/ planner to be introduced KS2 rather than target sheet stuck in books? Y6 keep target booklet in tray and get out each lesson, introduce for KS2 from September 2016. KS1 – to continue with sheet on front of books
- Evidence of targets being referred to and reviewed by children and teachers during observations of teaching and learning
- All teachers input of data/ teacher assessment from end Autumn term. Now downloaded into Stockport tracker. Used for pupil progress meetings eg. analysing progress and attainment of different pupil groups
- Staff meeting 11/01/16 led by Sharon McBriarty: Stockport tracker and data analysis, enhanced data pack
- Teaching & Learning governing body committee meeting: CFC shared assessment and pupil progress info, FFT dashboard
- CFC Assessment working party meeting 21/01/16 and presented new assessment system to other assessment leaders
- 29/01/16 Y2 & 05/02/16 Y6 cluster meetings – CFC, CWhiteley, RM
- 11/02/16 Y2 & 10/02/16 Y6 Statutory Assessment training for experienced teachers led by Tom Gadsby & Moira Rayner - RM
- Tracking progress in phonics to be introduced following action plan meeting SB, CWhiteley, CFC
- 08/02/16 JM & CFC meeting with Tom Gadsby (School Improvement Adviser) including EYFS baseline, Y2 & Y6 target setting, arranged writing assessment support and staff meeting for 25/04/16

JM & CFC lead

All staff

On-going 2015-16

- CFC Feedback to Teaching & Learning Committee of Governing Body. Governors will be informed of attainment and progress at the summer term governing board meeting
- 18/04/16 Introduction to new annual report to parents/ carers using SIMS profiles, Tracy Carley – teachers now begun to input comments according to timetable
- 25/04/16 Teacher assessment of writing, Tom Gadsby + discussion with Y2 and Y6 teachers
- 05/05/16 INSET Assessment and reporting
- 16/05/16 All teachers selected maths work to evidence assessment using E/ D/ S/ M + governing board book look and feedback [S:\Governor Resources\Governor visits\Governor visit feedback sheets 20160516.pdf](#)
- 23/05/16 Heaton's cluster writing moderation, year group teachers discussed assessment of writing and ARE
- Week beginning 09/05/16 Year 6 sat end of KS2 tests. Reading paper, English grammar, punctuation and spelling test paper 1&2, Mathematics paper 1 – arithmetic, Mathematics paper 2 – reasoning and Mathematics paper 3 – reasoning. Writing is teacher assessed.
- During May Year 2 are sitting the end of KSI tests Reading test paper 1&2, Mathematics paper 1 – arithmetic, Mathematics paper 2 – reasoning are statutory. English grammar, punctuation and spelling test paper is not this year and writing is teacher assessed.
- Continue regular, focused 'drop-in' monitoring and opportunities for gathering pupil voice by SLT with analysis and feedback to all staff. Informal '3 stars & a wish' by HT/ DHT 26/05/16 focus on feedback from children re. assessments
- Assessment fortnight 16 – 27/05/16 – timetable according to new arrangements for all classes (except Y2 & Y6) using range of summative assessments outlined in the draft Assessment cycle. These assessments are subject to change. Now piloting Twinkl maths assessments Y3, 4 & 5
- 24/05/16 Y2 teachers to attend LA cluster meeting
- Moderation of KSI results to take place on 27/06/16

Feedback from parents: Children seem far more aware that they are being tested and felt it was never-ending.

**Target 3:** To introduce a mastery approach to teaching and learning within mathematics, to enable all pupils to reason, problem-solve and apply their skills fluently and become confident and competent mathematicians. (Rachael Mather: TLR Projects & Initiatives)

- 'A good mathematician...' and talking frame speech bubbles on display in each class to promote skills necessary for mastery
- Problem solving toolkit given to each class to promote and scaffold a wider range of problem solving techniques across school
- Liverpool University outreach mathematics workshop for day 06/10/15 very successful. Involved all classes Y1 - Y6, sessions including classes working together to solve maths puzzles
- Tara Loughran training attended by CFC, CW, RM & JM
- RM met with other trio maths leaders from Tithe Barn and Norris Bank to discuss maths curriculum, approaches and resources. Staff meeting 05/10/15 – Mastery approach to teaching and learning in mathematics. RM delivered staff meeting and shared resources and approaches eg. A Focus on Mathematical Reasoning to Promote Deep and Mastery Learning – Years 1 – 2, 3 – 4 & 5 – 6, intro chilli challenge encouraging differentiation which meets aims of Mastery approach
- New arithmetic test resources & mental maths resources bought and to be used to improve fluency
- RM Maths club ran for Y4 in Autumn 1, focus on times tables
- Teachers feel more able to spend longer on topics, to ensure 'deeper' learning of skills.

RM lead  
All staff

On-going  
2015-16

		<ul style="list-style-type: none"> <li>• Maths week 12 – 16<sup>th</sup> October + assembly. Whole school focus on multiplication and division. See class blogs and Twitter #mvpsmathsweek</li> <li>• All teachers attended INSET with Debbie Morgan and trained on teaching for Mastery. Discussed how to challenge more able using ‘deep’ problem solving activities, intelligent practice methods etc. Teachers met with year-group teachers from across the Heaton to plan Maths topics.</li> <li>• ‘How are we calculating?’ interactive display created to encourage children to select methods carefully. Focus on addition and subtraction this term.</li> <li>• Lots of discussion between staff re. new curriculum and mastery approach; teachers supporting and contributing to each other’s CPD well.</li> <li>• SB and AA attended EAL Maths training on 20/11/15. Fed back to all KS2 teachers.</li> <li>• Maths learning walk, pupil voice and book scrutiny performed by trio of headteachers on 16/11/15</li> <li>• Staff meeting focus on differentiation, deeper (hot) learning, shared new resources including maths boxes for Y1 – Y3 to help children with their concrete learning</li> <li>• Trio meeting with maths subject leaders – discussed resources eg. Fluency with fractions</li> <li>• 3 Teaching assistants attended training with Tara Loughrin re. supporting pupils with new mathematics curriculum</li> <li>• Pupil voice and book scrutiny part of learning walk – response time in place during early work UKS2, everyone doing maths activity eg. Y1 completing number square activity, Y4 countdown activity, Y3 multiplication facts. Book scrutiny evidence of high quality response time being used mainly UKS2.</li> <li>• Book scrutiny – focus on deep learning activities. Across school much more evidence of deeper learning in books</li> <li>• Pupil voice – frequent reference to challenge</li> <li>• Maths/ puzzle club started run by Ms Lynch, Thursday lunchtimes, Y3 with 4 x Y6 maths champions</li> <li>• RM &amp; AA successful in application to be part of North West Mathematics hub</li> <li>• Observations of T &amp; L focus on mathematics – JM &amp; CFC observed maths teaching in all classes including work scrutiny and pupil voice. Feedback given to teachers + identifying targets for further development. Significant strengths observed throughout school. Document produced to share and discuss at staff meeting 14/03/16</li> <li>• 16/05/16 All teachers selected maths work to evidence assessment using E/ D/ S/ M + individual teacher mastery approach self-audit repeated, improvement evident from first audit + governing board book look and feedback <a href="S:\Governor Resources\Governor visits\Governor visit feedback sheets 20160516.pdf">S:\Governor Resources\Governor visits\Governor visit feedback sheets 20160516.pdf</a></li> <li>• RM feedback to T &amp; L committee 16/05/16</li> <li>• Peer support sessions underway – focus on self-evaluation of strategies to meet mastery approach to teaching and learning in mathematics</li> <li>• Teacher Research Group – RM &amp; AA observed lesson at school in Tameside, gap task done, to attend further session Summer 2</li> <li>• RM to arrange parent workshop</li> <li>• Now piloting Twinkl maths assessments Y3, 4 &amp; 5</li> <li>• CW trialled NCETM mastery papers with Y5</li> </ul>		
3	Feedback from parents/ carers – priorities for 2015-16	<p><b>I. To develop a more innovative and fun approach to maths and science</b></p> <ul style="list-style-type: none"> <li>• Maths week activities including Liverpool University outreach mathematics workshop very successful. Involved all classes Y1 -</li> </ul>		

- Y6, sessions including classes working together to solve maths puzzles
- Maths/ puzzle clubs started at lunchtimes run by Miss Mather and Mrs Lynch + Y6 maths champions
- 10 x Y6 children attended ‘Number Fun’ session at Priestnall School during February half term holiday. *Parents of those children who had attended this session said their child had really enjoyed it.*
- Maths and science subject leaders have met with colleagues from other schools to discuss innovative approaches
- Planning to be involved in activities re. Manchester: European City of Science June 2016
- Y1 – Y6 visit to Jodrell Bank planned for July 2016. Children will take part in workshops related to space and science.
- Sports week links to Maths and Science including healthy living and eating, time-tabling, data collection and calculation
- Chemistry with cabbages Y6 workshop, June 2016

**2. To improve reading comprehension skills for children by informing parents how this is taught in school and how they can help their child to read for understanding**

- 17/11/16 Phonics workshop for parents run by Mr Ellis included opportunity to observe phonics session in Y1 and meeting/ Q & A with Mr Ellis
- Information on school website about how reading is taught throughout school eg. Key Stage 1 Phonics in school follows the processes recommended through “Letters & Sounds” and is supplemented by other resources and activities, e.g. “Phonics Play” and “Jolly Phonics”
- Reading schemes follow Stockport Book Bands (a variety of books, of similar ability level, colour-coded to indicate level). We also have a selection of books to support de-coding and reading phonetically. Parents may find the following links useful in supporting their child
- [Reading Leaflet Key Stage 1](#)
- [Reading Leaflet Key Stage 2](#)
- [Key words](#)
- Reading has been identified as a main School Improvement Target for 2016-17

**3. To encourage all children to develop good manners and use appropriate language in different situations**

- Golden tickets awarded in assembly
- ‘Top Table’ special lunch table every Friday
- Classes use various reward systems e.g. Y2 Encouragement Box. This could be extended to the rest of school
- On-going verbal praise to children displaying good manners and appropriate language/ discussion with children not displaying good manners and appropriate language
- Good Manners Week planned for later in Spring term
- SIMS Teacherapp introduced as quick method of highlighting and recording positive or negative behaviour – HT informed
- Behaviour boards and buddy benches used during breaktimes and lunchtimes to encourage and celebrate appropriate behaviour, Also ensures teachers are made aware of any incidents so that they are dealt with swiftly.
- Less recorded incidents of poor behaviour

4	Any other business	<b>Date of next Meeting: Tuesday 27<sup>th</sup> September 2016, 9am</b>		
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