

## Statement of Variance

### Pupil Progress 2020 – Assess to Learn

Statement about achievement: We recognise that each learner, each child is different and unique. We set guides for the teachers against which they can judge their performance. At the same time we expect teachers to get to know their pupils really well so that they can get a clear picture of the potential he or she possesses and to then measure learning progress and success against that child's potential.

Priority areas for improving pupil progress	Guide	Actions for those whose progress is of concern	Outcome and analysis
<p><b>Literacy - reading, writing, oral language</b></p>	<p>That All students at age 6 years will be reading at orange level 15 on the Ready to Read colour wheel; By the end of year 2, children will be at purple, level 20; All children beyond that will be reading at or above the reading age which corresponds with their chronological age; All children will achieve at or above the relevant National Curriculum achievement objectives and the Literacy Learning Progressions in literacy according to their year grouping and or age. All children identifying as Maori or Pacifica will achieve commensurate with Pakeha peers. All children who have special needs or who are classed as ELL receive assistance to reach their learning potential.</p>	<p>The school will continue to support the new entrant teacher/s to provide a comprehensive reading programme aimed at successful reading outcomes for the year 1 children; All children will read with a teacher or t/aide daily and take a reader home daily; Explicit/focused teaching and learning strategies in reading, writing, inclusive of selected key competencies across school year; Testing – mid and end of year for senior syndicate; on-going throughout the year for the junior and middle syndicate; All children will have their reading tested on their birthday by the Recovery and Enhancement teacher. Fund PMP Those who do not achieve at or above level become the target group for: Reading Recovery Recovery and Enhancement Parent Tutoring HPP Teacher intervention Special Needs support Gifted and talented support Teacher-aide help Specialist assistance from RTLb, RTLit, GSE etc. ESOL staff support the classroom teachers with ELL children; The school continues to refine reporting for writing.</p>	
	<p>That All children not reading at level 11 by their 6th birthday will be considered for Reading Recovery</p>	<p>The Board will fund 0.15 fte towards the cost of reading recovery.</p>	

	That All children who come to the school from other schools or from overseas will be tested in reading within one week of their arrival where possible.	If newcomers do not meet the school expectations for reading, they will receive help to lift their reading scores from the classroom teachers and teacher aides where possible.	
	That All children will be able to respond to, enjoy and use the English language in all its variety and forms across the oral, written and visual strands as designated in the English curriculum – in a range of contexts; That Children will reach the targets in the <b>writing</b> rubric adopted March 2018.	Developing a critical literacy across the oral, written, and visual strands across the curriculum; Continued promotion of higher order thinking skills, through programmes embedded in the learning culture at NEV Normal e.g. de Bono Six Thinking Hats, Inquiry Learning; Student-centred learning; Blooms Taxonomy; Inquiry learning	
	That All children will achieve at or above the relevant National Curriculum achievement objectives and the Literacy Learning Progressions (refer pages 12 – 16) in <b>writing</b> according to their year grouping and or age	Those who do not achieve at or above level become the target group for: Recovery and Enhancement Parent and community helpers Teacher intervention ESOL support Teacher-aide help Specialist assistance from RTLb, RTLit, GSE etc.	

<b>Maths</b>	That all children will achieve at or above the relevant National Curriculum achievement objectives in <b>maths</b> according to their year grouping and or age.  By the end of Year 4, children at NEV Normal will be: Working at stage 5 (advanced counters) of the MOE Numeracy Project in addition and subtraction and also be working at stage 4 in multiplication and division. The high standard of pupil achievement at NEV Normal in Numeracy is maintained and where possible advanced further.  That children love and achieve in Mathematics.	Teaching of the number strand will be on a sliding scale – 70% in the first year and decreasing to 50% in Year 6. Professional development in maths will be provided for teachers. Teachers use a variety of grouping techniques to encourage challenge, discussion and problem solving to take place. The profile of maths continues to be raised through parents' evenings, homework and general enthusiasm. Teachers report Numeracy achievement data relevant to their students' year, at both the middle and end of the year.	
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