

Parental and child Feedback

What pupils say about CORE areas : (Foundation subjects in a separate appendix)

Mathematics PUPIL VOICE (and what this tells us about the 3 i's)

A love of maths is evident across the school. All of the children spoke with energy and enthusiasm when asked if they enjoyed the subject. A Y4 child reported, 'I love maths because we get to learn something new every day.' Similarly, a Y3 child commented, 'I like learning new things and my teacher makes it fun!'

The **Model, Apply, Challenge** format of mathematics lessons is now embedded with all year groups (Y1-6) planning and delivering lessons in this format. The micro-steps of the 'Model' allow for all children to fully grasp the learning with guidance. They then practise the same skills further in 'Apply' in different contexts before moving on to 'Challenge'. Through the use of challenge, children can apply their skills to reasoning and problem solving questions. All children spoken to could explain what 'Challenge' is. The older children in Y4,5,6 had a good grasp on how the format helps them. A Y5 child, explained 'Model shows me how to do it, apply is when we practise and then challenge, is well, challenging!'. The younger children could explain what a challenge is in maths and a Y3 child commented, 'I don't always get to challenge, but when I do, I am proud!'

Covid response:

A Y6 pupil reported, 'I had to have help from my older sister, who is in secondary school, because my mum didn't know how to help me with my online maths.'

A Y3 child said, 'My mum was too busy working and I had to do all the maths by myself, it was really hard!'

Similarly, a Y1 child commented, 'My mum explained it and we watched videos, but my teacher explains it better!' The general opinion from the children was that **home learning mathematics was difficult because they could not ask for help when they needed it and they unanimously agreed that they much prefer learning maths in school.**

Times tables are being taught age appropriately throughout the school. There is a particular focus in Y3 this year as the children will sit the statutory Times Table Check in 2022.

A Y3 child commented, 'My teacher is teaching us times tables to be better in y4'. The importance of times tables learning and other key arithmetic skills is evident throughout the school. Teachers are improving **fluency** and **closing gaps in knowledge** through repetition and games. A group of Y2 children sang a song about counting in 3's and reported that this helps them learn their three times table. Additionally, another Y2 child explained, 'In PE and the Daily Mile we practise counting in 3's too!' This demonstrates that the opportunities to learn mathematical fluency is being reinforced outside of maths lessons and is therefore enabling the children to make connections and remember more.

PUPIL AND PARENT VOICE, Reading and Phonics May 2021

It is the **intent** at Queensbridge that the children leave with the ability to read and understand age appropriate texts, the desire to read books for pleasure, using them as a resource to build their knowledge and understanding of their changing world, their language and empathy.

Pupil voice from a range of children including PPI/EAL and SEND reflected the children's enjoyment of reading and the many ways it benefitted them.

- *It's so fun you get to learn new adventures, history and new words (Year 1)*
- *Some parts have a problem and I want to see how they solve the problem*
- *I like how adults make books interesting.*

- *It helps me learn more and more clever.*
- *I like it because when I'm bored it stops me from being bored (Year 2)*
- *It's fun experience to see books. Books teach you lessons – don't be greedy*
- *Helps you focus on words*
- *It helps you learn it calms me down when I'm angry calms*
- *I get stuck imaginary worlds where great stuff happens inside and great stuff (Year 3)*
- *Helps me to imagine, invent stuff, get more ideas*
- *Helps me with knowledge, writing, spelling, new words. (Year 4)*
Better than movie, no pictures. Movies too much going on to concentrate.
- *Books you get to see more (Year 5)*
Adds imagination, to a new world to explore.
- *Pretend to be in a place and see what is happening.*
- *Also helps with my writing (Year 6)*

With the above intent in mind, and building on previous good practice in September 2020, the **implementation** of reading, in **Key Stage 2** was adjusted to ensure all these strands were covered. At the start of each day, the children read books at their instructional level, or have free choice (**reading mileage**) to build reading stamina, pace, word reading and reading for pleasure. Children are heard by an adult who monitors their progress using the 'markless' monitoring sheets.

Pupil Voice indicates that children value reading mileage as a calming way to start the day.

- *Relaxes your mind before daily mile*
- *Sometimes I'm grumpy, calms me down (Year 3)*
- *When you feel annoyed it calms you down, relaxes the brain down*
Gets you ready for other things, calms you. (Year 4)
Gets the brain working for the rest of the day
- *Good way to start with a story (Year 5)*
It's relaxing-freshens your brain at the start of the day ready for your next lesson
Learning more words, calms you (Year 6)

The Reading mileage session is followed later in the morning with a reading lesson (**SPAiCE**) to build comprehension, vocabulary and test skills based on the class novel or extracts. These texts are also selected to underpin the current writing genre and/or topic being taught to reflect that reading is at the centre of our curriculum. Teachers monitor the progress of the children focusing on different strands using 'markless'.

Pupil voice demonstrated that this SPAiCE session supports not only their understanding

- *It helps me because when they are hard words you need to clarify and sometimes you don't understand or knowhow to say what it says.*
- *It's thinking questions and you get to use your brain.*
- *I actually really do like it because when you are thinking about the question you can always go back to the text-it helps you think better*
- *I like it because I get confused and I don't understand*
- *When you summarise (teacher) I understand it more (Year 2)*
- *SPAiCE, I can predict read before I read, also summarise- helps to understand the book (Year 3)*
- *Visualising is good fun. Helps me Imagine what the books is like*
- *Helps with answering questions (Year 4)*
- *Helps me to understand books if I don't understand,*
- *Teachers clarify words, new words*
- *I'm from a different country. I don't always know and get muddled up and this helps me to understand*
- *It helps with comprehension- the summarising, predicting, clarifying (Year 5)*
- *It helps with test. It will help me to do well*
- *It will help in secondary school, even with SPAG and my writing and with my speaking too*

- *We get to understand new words. The teacher helps us.*
- *We then use the words in our writing. More formal language. (Year 6)*

At the end of each day children hear the **class novel** read to them by their class teacher. The texts selected are aspirational, allowing the children to hear language above their reading level read fluently, with expression, with a bit of drama thrown in!

All **Pupils** responded positively to hearing the class novel, but some felt it was frustrating because it was not always completed.

- *Yes I like it, good way to finish the day, relaxing, calms you down*
- *Teacher real dramatic so you, understand how angry they can be*
- *He changes his tone on emotions*
It calms you from learning and stress and running around (Year 3)
- *Adults tell you new words. Just sit and listen- easier to answer questions (Year 4)*
Can't do it if reading on your own. (Year 4)
- *Yes I like the novel more. It cools my brain down*
- *Book becomes more entertaining, can imagine yourself in the story*
But annoying when we don't finish the book (Year 5).
- *Yes I enjoy it, it's relaxing*
It makes my English better
It's better, the way teacher reads it, pronounces the words(Year 6)

During lockdown teachers delivered SPAiCE lessons with work using the class novel and extracts as in line with their class programme The reading specialist who was now assigned to Upper Key Stage 2, worked initially online with the Year 6 children supporting in small groups of 2-4 and then with Year 5. **Pupil's comments** on remote learning and online lessons, covered a range of reasons as to why they valued it including the understanding, the links with writing and importantly the social aspect at this challenging time.

- *'It was nice to see my friends and talk together' I got to read aloud with my friends again- I like that' (Social)*
- *Reading Group Booster lessons really good, prepared us for when we got back to school. Got good online lessons.*
- *I find keeping up when I'm not in school hard..I keep missing bits..this helped me to keep up- thank you*
- *..lots of new words I now understand' 'I found it hard to understand the book at first, but this helped me to keep up..and going back over what was happening in class.. that helped*
- *..it has helped me to understand the little bits*
- *I don't always understand stories.. it helped to go back with you and talk about it lots of times to understand*
- *I had more good work to do..made the story more interesting. I get it now*
- *made me think more about what was happening and got more excited about what would be happening next*
- *I understand summarising now..when you kept doing before we read the next bit.. it helped me to think better about what would happen next'(Understanding)*
- *I learnt more words .. I can use them in my writing*
- *I liked looking at how Eska used repetition to persuade.. I can use that in my writing now(Writing)*

The reading specialist is now working closely with Y5 team supporting with planning of lessons and teaching the children most impacted by lockdown.

In EYFS/ Key Stage 1 and Foundation Stage, the highly effective Daily Supported Reading (Reception and Year 1), Ability Reading (Year 2) and Phonics continues to be implemented.

As a result of the 2020 lockdown, Autumn assessments indicated that the current Y1's and the Y2's to a lesser extent were most adversely affected by the 2020 lockdown. In Y1 only **25%** of the Y1 children were at expected reading level (typically it would be 70- 80-%).

In response to the high level of need the two reading specialists worked intensively with a larger number of children to accelerate these lower than age expected reading levels in Y1. By December 2020, the number on track had risen to **60%**.

The reading specialists also provided in class support to the Y1 team (NQT and NQT +1year) with a self-monitoring form of **scaffolded writing**. Writing is modelled following reading lessons, to reflect the reciprocal elements of reading and writing. Writing sessions were and continue to be used to build on and consolidate the language structures being read. They are used to model talk for writing and the children are then supported with the transcription element, including spelling and phonics.

This model was also **extended in to Year 2**, as it had been piloted with this cohort in Year 1 and during lockdown and has proved a very effective in developing children's own skill at monitoring their writing as well as building the reciprocal links between reading, writing and spelling.

The current Y2's benefitted greatly from the online 1-1 lessons provided (during the initial lockdown) by the reading specialists so the impact on their reading was minimalized.

During the 2021 lockdown, as only one reading specialist was now assigned to this cohort (cost effective Leadership decision), it was decided that because of the concerning level of need, she would provide **online coaching lessons** to support the parents with the teaching of reading, writing and phonics. This proved very effective in both maintaining the levels of the children's literacy and also in building the skill and the knowledge of these parents in how best to support their children.

Parent voice feedback and their improved literacy levels when they returned demonstrated this

- *Reading sessions are our favourite every time in this pandemic, taught me something*
- *You helped a lot for our child to progress in reading and writing.*
- *The advice and support you have given for me as a teacher to a homeschooling mother were priceless and really does work.*
- *The best possible feedbacks for the great work you've done*
- *The reading sessions have been very useful for X and I. It has helped us both when X is reading a book as she would just read a book to me and I would help her sound out words that she was stuck on and ask if she enjoyed the book or not.*
Your reading sessions have allowed both X and I to think more about the book, and stop and ask questions about the characters and what happens next etc, which she enjoys.
Reading has now become more exciting for her and she enjoys pretending to be the teacher when she asks me questions about the book.
- *I am very happy with the online reading. I like a Mom I have learn so much*
- *Y's reading its more better when she is reading with you and I am very grateful to you.*
You are a big help for as, both as we are learning the phonics together 😊😊'
- *You are doing amazing job with all your colleagues and any help is appreciate*
- *A Y2 child 'You will helped me do SPAiCE on the computer with my mum*
- *You phoned me, I saw you on my mum's phone.*
You told me to write a sentence and read it back. I surprised my mum!
I write for a couple of minutes, I have to think, I say it three times
You did it with me and my friends together. It was fun to read with my friends in the computer.

Intensive catch up support to close the gap in **Phonics** was implemented in Y2. The impact of this support resulted in 87% passing the postponed 2020 Phonics Check in December 2020.

Children in this Key Stage continue to value reading, ‘thinking high’ at whatever level they are reading at. *Interestingly, we have noted that new comers to this school do not carry the same intrinsic reward for reading. They are often very focused on phonics and accuracy over understanding and enjoyment. Their enthusiasm to read and discuss books is limited, and their thinking is often low.*

Throughout the school, SEND pupils (and particularly SEND/EAL/PPG overlap children) are supported to read by their LSA’s, who are directed and monitored by the reading specialists and/or their assigned specialists.

The library is now available for use. It was used as an excellent resource during lockdown to provide books for children.

Pupil Voice indicates children have high regard for this space and look forward to full access after the half term break, some expressing frustration at lack of regular access to it. Librarians from Y4 with the support of a HLTA will ensure regular maintenance of the library.

We love it!

I borrow books, it’s great

Can we visit it more?

Please put a book box in the playground to keep books.

Writing and Oracy Pupil Voice, May 2021

Intent – What do we want to achieve?	Implementation – How do our students learn best?	Impact – What engages our students? What have they said?
For our children to communicate articulately and confidently when speaking solo or in a wide range of groups	<ul style="list-style-type: none"> Lesson plans that incorporate speaking and listening/promote discussion Classroom displays that prompt talk Dialogic stems used in daily learning Lesson plans that incorporate speaking and listening/promote discussion Staff subject knowledge on how to use different talk strategies 	<p><i>“I liked learning about monologues because it helped us to speak clearly.” (Y6)</i></p> <p><i>“When we do acting I like it because you get to tell what happened and you feel relaxed. It makes me better at speaking because if you don’t know a word you have to keep using the word. It makes me feel calm about what we’re learning.” (Y3)</i></p> <p><i>“I love using our actions because instead of shouting out everyone gets to have a go and you can use your actions to agree and disagree. We can show our opinions” (Y3)</i></p> <p><i>“We use hot seating and it is so much fun because you can pretend to be any character.” (Y3)</i></p> <p><i>“I really liked the acting we did in “The Iron Man”, and how we practiced reading our poems out with expression. We used similes and metaphors” (Y3)</i></p> <p><i>“We get to talk about our ideas and plan our own stories. I think that’s important because we can borrow ideas from other people and then make them our own.” (Y2)</i></p>
for our children to have a wide-ranging vocabulary in writing – using tier 2 and 3 vocabulary in	<ul style="list-style-type: none"> Tiers of Vocabulary introduced September 2020. Transferring this knowledge into lessons that actively promote vocabulary building – links with topic and science 	<p><i>“We read lots of fun books – for example Skysong helped us to write magical stories, and it took us a few weeks to write. I liked that it took that long because we did lots of planning and magpie-ing of words, and that helped my writing to become even more magical. We also took time to create our own front covers.” (Y6)</i></p> <p><i>“We use pictures and it helps us to describe – our teacher said that the icy tundra in a picture was ‘like an arachnid covered in snow’ and that was really cool.” (Y6)</i></p>

writing and cross-curricular writing	<ul style="list-style-type: none"> Classroom displays that promote vocabulary building and success criteria – working wall – children can use when writing for reference Actively modelling writing in lessons – this became a whole school priority from September 2020. 	<p>“We wrote newspaper reports using our history work and we wrote about the destruction and fighting around countries.” (Y6)</p> <p>“I love writing because it helps with my vocabulary, like when we were doing The Giants Causeway, Romulus and Remus, I really liked that it was about history. It helps me when we do writing about things that we’ve learnt.” (Y4)</p> <p>“We use clarification in literacy, like last week when we did the word ‘crescent’, it helped me when we talked about the word” (Y4)</p> <p>“I like using the thinking side in our literacy book because it helps us to spell and think about our ideas.” (Y2)</p>
To raise attainment in SPAG and to close gap between EAL/PPI in all strands of literacy	<ul style="list-style-type: none"> High quality lessons that are based in Speaking and Listening/children’s prior interests - links with topic and science Differentiated writing tasks that take every child into account Classroom environments that are interactive and show vocabulary prompts New assessment method introduced in writing September 2020 so that feedback to writing is more immediate and purposeful – reducing teacher workload and having a direct impact on children recognising misconceptions and errors. Writing Progression Ladders introduced in September 2020 to help teachers plan lessons that focus on specific literacy skills – transcription, spelling, grammar, composition, speaking & listening 	<p>“I like how we learn how to spell words. We do a small number of new words each week because it is like a lock inside a brain and it can get crowded.” (Y6)</p> <p>“We get to do activities with the lessons, for example we did Peruvian sewing when we were writing a story about an animal that was boastful. That was really fun because it made us imagine what it was like.” (Y6)</p> <p>“Being able to spell and speak words in Spanish helps me with my spelling in English because I look for the patterns.” (Y6)</p> <p>“Our writing board helps us because it tells us the features of the writing. We put the technical words on there and we can go up and look to use them in our writing.” (Y3)</p> <p>“I loved writing my own stories [set] in Antarctica. In “Crow Tale” it’s really cool because there’s a predator trying to eat the characters.” (Y2)</p> <p>“My favourite thing about writing is that you can go back and edit.” (Y2)</p>
To make handwriting expectations and lessons uniform across school	<ul style="list-style-type: none"> Magic Link programme of study for Y1-6 – this is now an established programme of study in all classes Y3-6 use blue biro to write and special MagicLink handwriting pens when presenting best work. 	<p>“Using a pen license can push us to write more neatly and correctly” (Y6)</p> <p>“I am proud of my handwriting because of MagicLink. It helps me to be proud of my work.” (Y3)</p> <p>“MagicLink improves out handwriting and it may be hard but once you get used to it it’s fun.” (Y2)</p> <p>“When I do MagicLink it helps me to be really neat join letters” (Y2)</p>
<p>What would you like to see in future writing lessons?</p> <p>“I know that we’ve had COVID but I think we should go on more trips based on the topics.”</p> <p>“More games to learn spelling”</p> <p>“Writing about more fairy tales!”</p>		
<p>Next Steps for 2021:</p> <ul style="list-style-type: none"> Consolidating writing initiatives, using cognitive load theory as a guide to planning and delivering curriculum content. 		

- Continuing post-COVID work on establishing writing fundamentals - using writing ladders created in Sep 2020 to help streamline lessons – not overloading pupils