

Pinehaven School Charter Documentation 2022



Our Vision: He manukura mō apōpō
Nurturing and developing future leaders

Our values:

Manawaroa - Resilience

Whakaute - Respect

Māia - Courage

Pono - Integrity

Students with a healthy mindset who are planners, collaborators, innovators and go-getters!

A community who:

- ★ recognises that there are many forms of leadership and everyone has leadership potential in some area
- ★ inspires children to develop the imagination and courage to believe in themselves and their future
- ★ inspires children to believe they can work with others to create a better world
- ★ inspires staff to be leaders in education

Strategic Goals	Grow our capability as learners	Deepen the Learning	Expand and strengthen connections
Definition	Students and staff understand what they need to learn and why, as well as what individual and team strengths are, and what we need to work on next. It is important we instil a growth mindset in our learners.	Everyone's passions and interests are at heart when planning learning programmes. Learners have choices in what, how, where and with whom they learn. Taking action with our learning is a key part of creating excitement and meaningful learning.	Students can access a range of resources to support learning. Students have strong connections with our local environment and see themselves as Kaitiaki of this. Whānau are fully involved in two way partnerships that support learning and their voice is heard.
Rationale	Students and staff should focus on continuous improvement – <i>better never stops</i> and we aim to strengthen our culture where stretch and challenge are the norm.	Deep learning occurs when you are highly engaged in learning activities and when learning is used to create new knowledge and/or take action around learning.	The people in our community and our local environment offer plenty of scope for enhancing learning. In the past, we haven't always fully maximised these resources in ways that suit our community.
Outcome	All members of the school community focus on, and support each other, work from a strength based position, demonstrate a growth mindset and become more independent in learning.	Learning is powerful, retained, and impacts positively on ours and the lives of others	We have strong connections with our community that support authentic learning that is meaningful to students. Students are Kaitiaki of our environment, local stories and school.
Core Practices	Quality Teaching	Quality Leadership	Effective Partnerships
			Progress & Achievement for all

Road Map

Goal	2022				2023				2024
	Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4	
Grow our capability as learners	Goal setting established				Goal Setting practices embedded with clear induction processes into 'our way' for new staff				
	Te Ara Whakamana implemented				Strength based practices embedded				
	Principals PGC Confirm		All professional growth cycles implemented		Professional Growth Cycle & Coaching updated and embedded				
Deepen the Learning	NPDL professional learning continued – moderation				Induction on NPDL for new staff / Practice embedded reviewed			Parents understand NPDL	
	Atua Garden Planned			Atua garden completed	Units planned to take action with learning				
	Local curriculum documented / NZC Refresh Testing Maths				NZC Refresh testing & reflected in local curriculum			Parent/Mana Whenua Feedback on Local Curriculum	
Expand and Strengthen Connections	Whānau Map update process established & implemented								
	Transition processes implemented				Experts in learning become regular part of planning and delivery				
	Aotearoa NZ Histories/Mana whenua stories included in local curriculum								

Annual Plan 2022

Grow our capability as learners

<p>3 year success measures (by the end of 2023):</p> <ul style="list-style-type: none"> ● 100% of 2023 Year 4-6 students can talk about their strengths in relation to our Learner Profile and how this impacts on their learning ● All children confidently able to talk about their learning goals in an age appropriate manner ● All teachers have implemented the Te Ara Whakamana model in classrooms to ensure a strength based approach to learning

Initiative	12 month milestone	Key actions	Accountable	Timeframe
1a Ensure clear goal setting for learners	<ul style="list-style-type: none"> ● Systems implemented across the school for Learner Profile and Foundation Learning goal setting for students ● All teachers have clear systems in place for individual and/or class goal setting ● All students have goals related to the Learner Profile ● Learner profile used within reports ● All children can talk about their learning goals, what they are and why they are important ● Teachers becoming increasingly familiar with the Maths LPF/NZC Refresh 	<ul style="list-style-type: none"> ● Facilitate sharing practice/planning around goal setting ● Goal setting in all classes (Reading, Writing & Maths) ● Use learner profile for student goal setting and self-assessment (NPDL rubrics & Te Ara Whakamana can support) ● Walk throughs to look at the goal setting practices in place ● Visits to classrooms for informal chats around their goals as a learner ● Goals are shared with parents and visible in the classroom ● Whānau view sought in review/resetting of goals in relation to Learner Profile ● Children to refer to their learning goals at the three-way conferences ● Continue to explore the use of Maths Learning Progression Framework through staff meetings ● Participate in NZC Refresh of Maths testing 	Principal/AP/DP Teachers/HL Teachers P, DP & AP Hub Leaders Teachers Teachers Teachers Capability Team Principal Capability Team	Termly Term 1 Termly Ongoing Termly Termly Termly Term 2 Termly As available Termly

		<ul style="list-style-type: none"> Use Just in Time Maths resources to support teachers through facilitation of staff meetings. 		
1b Build on students' strengths and interests	<ul style="list-style-type: none"> Students experiencing high levels of interest and engagement in learning Teachers can articulate the strengths and interests of learners Whānau participate in regular opportunities to talk about their child's strength, progress and learning Students can talk about their strengths and work ons as a learner (including subject specific) Teachers confident in the use of Te Ara Whakamana strength-based mana enhancement model 	<ul style="list-style-type: none"> Systems established and implemented for finding out from students their interests, strengths Mana Team Established Mana Team complete TAWM T2-4 action plan Analysis of TAWM at Hub Meetings Newsletter items around te reo, Mana & concepts to sort TAWM All teachers using Te Ara Whakamana with students Parent session around Te Ara Whakamana by Ako Solutions Processes reviewed for 3 way conferences to allow for collaborative teaching and learning to be acknowledged and continued student led conversations Implementation of Kura Ahurea Programm Hall displays and classroom displays to support learning around Atua 	<p>Teachers/HL LC Team Principal Mana Team Hub Leaders Principal P/DP/AP Principal P/DP/AP Teachers</p> <p>Teachers Teachers</p>	<p>Term 1/ongoing Termly February Term 1 February/March Ongoing February Term 1 By end Term 1</p> <p>ongoing Term 1</p>
1c Strengthen processes for professional growth, coaching and problem solving capability throughout the staff, progressing towards a 'culture of coaching'	<ul style="list-style-type: none"> Professional Growth Cycle implemented Teacher strengths and work ons identified and used for improvement Staff see value in coaching and problem solving for performance and growth Staff see themselves as having a role in helping others grow Coaching is used regularly to promote staff and student growth (longer term) Staff increase use of Te Reo Māori 	<ul style="list-style-type: none"> Leadership development in coaching Provide professional development on how to use coaching for restorative chats with children through the use of Te Ara Whakamana Continued provision of structured opportunities for coaching for performance and growth within the professional growth cycle Action Research to include growth focus for staff Staff professional learning for Te Ao Māori (MAC provision utilised) Principal professional growth cycle developed Complete NZCER Taku Reo School Survey, analysis and planning of actions to improve the use of te reo Māori Addition of 'sentence structure and/or kīwaha to meeting starters 	<p>Principal Principal Principal</p> <p>Leadership</p> <p>Leadership Principal Principal Principal</p> <p>Leadership</p>	<p>Terms 1 & 2 Term 3 Term 1/ongoing</p> <p>Ongoing</p> <p>All Year Ongoing Term 1 Term 1</p> <p>Term 1/Ongoing</p>

Deepen the learning

3 year success measures (by the end of 2023):

- 100% of students across the school can talk about their real life learning where they have 'taken action' of some kind each term
- All teachers have a shared understanding of deep learning and what it looks like at Pinehaven School
- Clear authentic outcomes have happened as a result of learning programmes across the school (each year at least 2)

Initiative	12 month milestone	Key actions	Accountable	Timeframe
2a Take authentic actions as a result of learning	<ul style="list-style-type: none"> Students can talk about real life learning taken place in 2022 (identify what was relevant to them, related to their interests and impacted on others) Atua/Pou garden completed Class gardens used for kai 	<ul style="list-style-type: none"> Ensure programmes are planned to include real life learning opportunities Atua Garden plans confirmed, linking with Mana Whenua Atua Garden completed Class gardens all in use all year round Learning Showcase for parents celebrating learning 	<p>DL Team</p> <p>DL & Conn Team All staff Teachers Hub Leaders DL Team</p>	<p>Termly</p> <p>Term 1 Term 1 Term 4 2 x in the year Ongoing</p>

	<ul style="list-style-type: none"> Showcase of learning shared with parents/community members Community Matariki Celebration 	<ul style="list-style-type: none"> Plan learning around the use of te maramataka to support the use of class gardens 		
2b Implementation of Deep Learning programmes (NPDL)	<ul style="list-style-type: none"> Further growth in the NPDL schools' conditions assessment Growth in the NPDL teacher assessment tool Full participation in NPDL by all staff Evidence of the four quadrants Participated in NPDL moderation 	<ul style="list-style-type: none"> Professional development provided for staff in NPDL/Digital Tech Fully implement planning using an NPDL lens NPDL celebrations at staff meetings/moderation in school Provide opportunities for all staff to attend Deep Learning Lab Walk through classrooms regularly to see Deep Learning in action and talk to children about their experiences of this 	DL Team Teachers DP Principal DL Lead, P, AP, DP	Ongoing Ongoing Ongoing July Ongoing
2c Local Curriculum updated	<ul style="list-style-type: none"> Local curriculum clearly documented for all to understand <ul style="list-style-type: none"> Concepts Possible contexts/local Pedagogical practices Processes for planning Teachers beginning to become familiar with the NZC Refresh knowledge and progression framework. Growth in progression of teaching Te Reo Māori across the school 	<ul style="list-style-type: none"> Update school curriculum documentation Staff participation in testing of NZC refresh learning area (Maths preferable) Determine the effective pedagogy we use to enhance learning at Pinehaven & ensure this is clearly documented, including key approaches (e.g. TWTW, Inquiry Learning, Agency, etc) Gain an understanding of local stories/mana whenua and their place in our local curriculum Provide staff meetings to look at UKD model and progression in refreshed curriculum learning areas as they become available Implementation for Kura Ahurea Programme Work with other UH Schools to develop Local Curriculum resources 	DL Team DL Team DL Lead DL Team, Leadership Team Leadership Team DL & LC Teams Lead Teacher	By end Term 4 When available By end Term 4 Ongoing As available Ongoing Ongoing

Expand and strengthen connections

3 year success measures (by the end of 2023):

- When asked about their involvement in learning, parents describe a partnership/reciprocal approach
- Increased numbers of parents connecting with the school in various ways (e.g. attending hui, trips and events)
- Increased numbers of experts used to support learning programmes

Initiative	12 month milestone	Key actions	Accountable	Timeframe
3a Strengthen learning partnerships with parents/whānau	<ul style="list-style-type: none"> Parent/Whānau participation in at least 3 events around sharing learning/knowledge Increased attendance at Whānau Hui Learner Profile reflects qualities of role models of our whānau Students feel connected when walking into the school foyer, including Māori who can see their iwi evident 	<ul style="list-style-type: none"> Early notice to all parents about requests for help Whānau Hui planned to engage Māori & Pasifika whānau in meaningful activities & conversations that meet their needs Continued implementation of whānau involvement in transition System established for Whānau map to be added to as children transition to school. Iwi posters developed for Office Foyer Te Whare Tapa Wha used to support classroom programmes and displayed in all classrooms Ensure whānau have an opportunity to co-construct planning for at least 2 terms of work. 	Teachers CT/Māori Leads Y0/1 Teachers Leadership Team CE-N/MW Teachers Leadership Team Principal/AP/DP	As necessary Termly Ongoing Feb/ongoing End of Term 2 Identified Term 1 Term 3

		<ul style="list-style-type: none"> ● Ensure role model qualities identified at Whānau Hui 2021 are woven into Learner Profile ● Continue development of using local role models to support learning 		
3b Utilise local environment for learning	<ul style="list-style-type: none"> ● Library, Quiet Space, Play Pod & Bike Track all used for learning programmes ● Class gardens harvested and eaten ● Clear plan for Green Gold EnviroSchools award ● Children learn about the bees 	<ul style="list-style-type: none"> ● Ensure systems are in place to manage and use key areas around the school – Play Pod, Bike Track, Quiet Space & Library ● Student led development of gardens, including garden to table ● Ensure the use of local environment and resources are planned for ● Review our Enviro Journey and develop plan achieve Green Gold ● Ensure Bees are part of student learning, linking with Marion Saunders as needed. 	Korimako Hub CT Lead & Team CT Lead & HL KB-Y JB & KB-Y	Term 1 & ongoing Ongoing Termly Term 1/ongoing Term 1/ongoing
3c Maximise the use of experts to support learning programmes	<ul style="list-style-type: none"> ● Children are engaging with experts to support learning throughout the year ● Children utilising strengths and learning from each other 	<ul style="list-style-type: none"> ● Collate information collected at beginning of the year whānau meetings with teachers around parent interests/strengths ● Ensure Buddy Classes are well established and are focused on meaningful learning activities ● Ensure continued cross school mixed ability groups / tuakana/teina ● Organise and implement of the Hauora Programme ● Marae stay at Ōrongomai Marae 	Teachers Connections Team C Team CT Lead & HL CEN & MW	Term 1 February Term 1 Terms 3 & 4 Ongoing By end Term 3

ACHIEVEMENT TARGETS 2022

Achievement Targets 1 & 2 – Our students as Learners

- By the end of the year, improve the capability of 27 students across Years 1-6 in terms of their ability to think critically. This will have a particular focus on making connections and identifying patterns, moving them at least 1 progression on the *NPDL critical thinking deep learning progression*.
- By the end of the year, improve the capability of 27 students across Years 1-6 in terms of their ability to collaborate. This will have a particular focus on managing team dynamics and challenges, moving them at least 1 progression on the *NPDL collaboration deep learning progression*.

Background:

In 2018, we developed a revised learner profile, outlining 4 key categories of skills and competencies that we are looking to instil in our students, that set them up as successful learners. We are looking to support students to have a healthy mind-set and be planners, collaborators, innovators and go-getters. Every year since, all children in Years 0-5 completed a self-assessment in relation to the learner profile – what they thought they were good at and a few key things they thought they needed to work on. At the beginning of each year, teachers looked at what themes were emerging for their class, learning hub and across the school to identify key areas that we need to target. For the last two years, we have used the NPDL rubrics in collaboration and character to support our judgements about students in these areas. This sparked robust discussion and moderation, resulting in greater consistency in understanding and use of the rubrics to inform teaching and learning. In 2020 and 2021, we saw improvement in aspects of the collaboration and character rubrics. This year we have widened our focus to a different skill, critical thinking while maintaining the collaboration aspect. 2021 information identifies a need for students to make connections between different contexts in the curriculum and to see the relationships between these and to further develop their understanding of different peoples perspectives and learn how to manage these while working in a group. While this data is not 'hard', we have a firm belief that for many children, we won't shift their curriculum progress and achievement without working on improving their learning behaviours. For 5 years, teachers have focused on 'learning behaviour target children' alongside curriculum specific target children. For many of these children, we have had greater success in their confidence as learners and academic progress. While we know these are challenging targets to set, with limited ways to measure progress, we believe we need to be courageous and continue this focus. This achievement target is not about doing things as we have always done, but looking to strengthen our students' learning behaviours to improve outcomes.

Planned Actions:

- Teachers place students in the rubric by the end of Week 7 – placements moderated with other teachers to ensure reasons for placement are consistent.
- Teachers identify target children who fit within the groups outlined in the achievement targets and identify their 'starting point' on the NPDL progressions. We are focusing initially on students who need to shift from 'limited evidence' to 'emerging' or from 'emerging' to 'developing'.
- Teachers assist students in setting goals in relation to the progression, outlining actions and what success will look like.
- Teachers look at deliberate acts of teaching that can be planned to assist children achieve their goals.
- Monitor throughout the year, the strategies used and the impact they are having.
- Sharing practice as a teaching team around goal setting and strategies used to support target students.

Achievement Targets 3 & 4 – Our students as Readers and Writers

- By the end of the year, extend Māori students in Reading so that the disparity of those achieving at and above is more in line with their non-Māori peers to less than a 5% difference. This means shifting 1 Māori student from at to above expectation, while maintaining the high achievement of the 12 students already above.
- By the end of the year, accelerate the progress of Year 2 & 6 students so that 70% are writing at or above the expected level. This means shifting 7/53 students achieving below expectations at the end of 2021. 2 of the students we aim to shift are Māori.

Background:

Term 4 data analysis shows 82% of non-Māori, 24% are achieving at and 58 % are achieving above in Reading. 78% of Māori students, 26% are achieving at and 52 % achieving above in Reading.(currently in Years 2-6). While our reading achievement is reasonably similar, we want to ensure the gains made in 2021, are maintained and improved outcomes for our Māori students in reading by moving 1 student from at to above.

In terms of Writing, our Term 4 analysis shows that 53 students are not achieving at the expected level. There is a particular need to improve achievement in Years 3-6. There is a need for us to look at strategies to support those who need to be accelerated to ensure they meet expectations. In teams, teachers are looking closely at data and continuing to identify the groups of students who need to be accelerated.

Planned Actions:

- Year 4/5 teacher to establish some boys' writing groups in order to better engage them.
- Writing groups established by the end of Week 5 Term 1.
- Capability Learning Team to use Murray Gadd's resources and website to pose reflective questions for teachers and provide professional learning.
- Monitor the progress of children across the school, targeting as needed for those who need to accelerate to shift at least 2 sub levels in the year.
- Target student coaching will include a discussion around how successful strategies are/will be used with other students.
- Integration and meaningful contexts for writing for real life audiences.
- Students will be tracked termly by teachers and the Leadership Team.
- Use of gender grouping and mixed ability grouping where appropriate.
- Professional development around deep learning, learner agency, integration & culturally responsive practice.
- Exploring writing Professional development options
- Year 1 and 2 teachers will continue to ensure regular practice of writing "words I know" and word generation occurs.
- Goal sheets are very clear to children.
- Teachers gather student voice around what makes literacy more engaging, interests, etc., with a particular focus on Māori students who we could extend.
- Collaborative teaching to make use of teacher strengths, target teaching and increased frequency.
- Use of *Seesaw* for sharing writing with parents and whanau.
- Continued work on targeting learning behaviours that are impacting on achievement.
- Continue to implement effective teaching strategies, including ensuring students get an opportunity to engage in daily writing as authors.

Achievement Target 5 – Our students as Mathematicians

- By the end of the year, accelerate the progress of Year 2 - 6 students so that 25% are achieving above the expected level in mathematics. This means shifting 14/81 students to above the expected level in mathematics by the end of 2022.

Background:

At the end of 2021, data based on overall teacher judgements showed that 17% of Year 1-5 students (Year 2-6 2022) were above expectations in mathematics. Teachers have looked at the students underachieving and identified a number who could make progress with targeted teaching and close monitoring. In the past, we have had a significant number of girls not achieving. While we saw a reduction in disparity between boys and girls, there are greater numbers of girls represented in those underachieving. There is a particular need to accelerate the Year 2021 Year 4 cohort of students, in particular girls, where none are above expectations. In recent years, it would be fair to say there has been some confusion as to what assessment and teaching tools to use to support students in their maths learning. There is a need for us to support teachers in this area.

Planned Actions:

We are concerned about the large numbers of students, who are achieving below. Specific strategies for individuals and groups of students have been discussed and planned. In addition, the following actions are planned:

- Teachers will use a balance of rich tasks and teaching of specific skills/knowledge/strategies. Rich tasks will allow children to engage in problem solving with carefully chosen contexts and real life problems, mixed ability/strength based groupings, use of talk moves, growth mindset focus, good mathematician qualities, etc.
- The Capabilities Learning Team will facilitate further professional development in the use of the maths progression framework to support teacher judgments and understanding of what needs to be taught to students.
- Targeted Maths programme in place to support students underachieving.
- Year 2-3 intervention group to be planned and delivered in Term 1 – AP providing extra support.
- The use of student voice with regards to what would make maths more engaging for them.
- Coaching will include a discussion around how successful strategies are/will be used with other students.
- Professional development around learner agency, cultural responsiveness & known strategies for improving Māori enjoying success as Māori.
- Use the model of ‘learn it, practise it, prove it’ to provide ownership of learning to students.
- Communication and involvement with parents and whanau recognising the importance of the role they have to play in their child’s learning.
- Students will be tracked termly by teachers and the Leadership Team.
- Continued tracking of all students, in particular girls.
- Continued work on targeting learning behaviours that are impacting on achievement.

Core Practices Supporting Strategy

Core Practices	Process	Description
Quality Teaching	Action Research	<ul style="list-style-type: none"> ● 1 cycle: End Term 1 – Mid Term 4 ● Inquiry into teaching practice – focus on measuring the impact of teaching practice on student progress, achievement and/or capability as learners in relation to our strategic direction
	Learning Programmes focus on student needs/interests	<ul style="list-style-type: none"> ● Integration and planning using NPDL quadrants ● Teachers systematically find our interests of students (throughout year) ● Play based learning ● Inquiry process in use ● Collaborative planning ● Use of assessment to inform programmes ● Student voice considered when planning extension, remedial and enrichment programmes ● Opportunities for students to share their learning ● End of year student survey ahead of planning for the next year ● Leadership team share goal setting practice and evidence ● Rooms tours where teachers share their practice in goal setting ● Teachers share practice around goal setting has developed and used ● Transition meetings at the beginning of the year for Whānau to share information about their child ● Ensure there is a continued approach to passion projects in years 4-6 ● Informal opportunities for passion-based learning in years 1-3
	Learner Agency	<ul style="list-style-type: none"> ● Age appropriate school wide learner licences ● Student timetabling (age appropriate) ● Choices for students in what, where and with whom they learn ● Student voice used to inform learning in class ● Learning at Pinehaven Survey & teacher reflection ● Termly data around placement on learner licence systems
	Enviro Schools	<ul style="list-style-type: none"> ● Sustainability a key driver in learning ● Promotion of sustainable practice ● Take action at least once a year as a school ● Take action termly as a hub
	EOTC	<ul style="list-style-type: none"> ● Planned to support learning programmes ● Use of outdoor spaces in the school for learning
	Mahi Ngatahi (collaborative work)	<ul style="list-style-type: none"> ● Collaborative teaching across the school ● Induction of new staff into hub collaboration ● Review and plan continued practice development ● Use of AP/DP to support collaborative teaching as needed ● Report to BOT on collaborative teaching approaches ● Continued shared teacher brainstorm about integrated topic, identifying real life learning opportunities
Quality Leadership	Provision of Professional Development & Developing Teacher Practice	<ul style="list-style-type: none"> ● Engagement in Cluster PD ● Links to action research ● Professional Reading ● Professional growth cycle implemented ● Room Tours ● Tekkie Brekkies ● CRT Observations ● Sharing within hubs – book work, planning, etc ● Regular classroom visits – informal and formal ● Celebrate and practice coaching and problem-solving opportunities
	Student Leadership	<ul style="list-style-type: none"> ● Student leadership opportunities – enviro group, student leaders, patrollers, bikes, Library, Play Pod, etc ● Student leadership group planning school activities and initiatives ● Classroom leadership opportunities (age appropriate) ● Opportunities for student reporting to BOT
	Leadership PD	<ul style="list-style-type: none"> ● How can we be the best leadership team possible? Ongoing work with M Sweeney

		<ul style="list-style-type: none"> ● Coaching for leaders ● Understanding our people, their strengths and areas for development
	Property	<ul style="list-style-type: none"> ● Ensure property contracts met by all parties ● Conduct emergency drills each term ● Monitor tree safety ● Maintenance of heating systems
Effective Partnerships	Continued importance placed on Te Ao Māori	<ul style="list-style-type: none"> ● Tuakana teina opportunities across the school ● Build teacher capability – fortnightly Te Reo sessions ● Meetings start with Karakia/waiata ● Pōwhiri/Mihi Whakatau to welcome new families and staff ● Whanau Hui ● Māori culture and cultural competencies prominent in our environment and practice ● Ensure all teachers understand aspirations for their children
	Parents enabled to support learning	<ul style="list-style-type: none"> ● Communicating with parents – written reports, open door, see saw use, newsletter updates ● 3 way learning conversations ● Flexible homework provision ● Sharing learning goals with parents ● Share professional reading with parents as appropriate ● Share termly curriculum plans with parents ● Encouraging parents to be part of programmes ● Parent Evenings ● Use of facebook to share learning/events ● Open communication between parents and teachers – including regular reminders about concerns procedures ● Working in partnership – ‘with’, not ‘to’ ● Community consultation with regards to policy/procedure review ● Use of Seesaw to share learning ● Parents involved in planning major units of work
Progress & Achievement for all	Achievement Targets	<ul style="list-style-type: none"> ● Developed collaboratively with staff based on data and shared knowledge ● Monitored termly – who are we trying to shift? How can we do this? What support? ● Target students identified with specific actions planned that are beyond BAU ● Target students interviewed by teachers in relation to specific learning outcomes ● Coaching for all teachers with regards to ensuring student progress ● Regular Hub discussions – who needs support and wat strategies are successful / how do we know?
	Intervention	<ul style="list-style-type: none"> ● Provision of staffing to facilitate extension/remedial programmes based on need ● Hooked on Books, Early Words & Targeted maths programmes in place ● Successful intervention strategies transferred to classrooms by teachers
	Data	<ul style="list-style-type: none"> ● Data collated by Leadership and reflective questions posed to teachers ● Detailed tracking of progress of all students, as well as cohorts, gender & ethnicity ● Provision of achievement data and progress information for BOT ● Data collected at the beginning and end of intervention programmes ● Tracking of past target and intervention students as they move through the school ● Clear IEPs and transition information in place to support students with learning needs