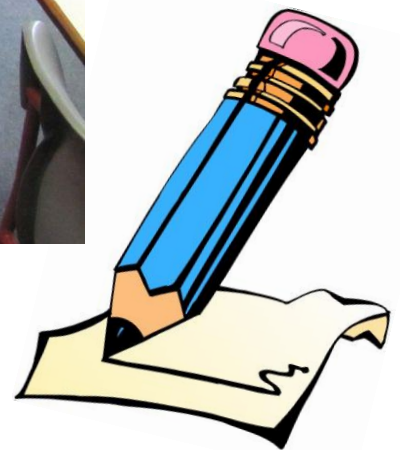




Middlefield Community Primary School

Case Study: Can precision teaching in spelling help pupils make rapid progress and close the gap with their peers?



Karen Crichton English Manager
Assistant Head Teacher



Case Study: Can precision teaching in spelling help pupils make rapid progress and close the gap with their peers?

Name of School:	Middlefield Community Primary School
Case Study Title:	Precision teaching in spelling
Summary:	Can precision teaching in spelling help pupils make rapid progress and close the gap with their peers?
Name and job title:	Karen Crichton English Manager Assistant Head Teacher
Contact email:	karenchatterbox@hotmail.co.uk
Date:	Academic year 2016 / 2017

School Context:

Middlefield is a larger than average primary school located in an area of acute social deprivation and disadvantage. It is now ranked at the bottom of the Indices of Multiple Deprivation for England. Area profile statistics show high rates of both long and short term unemployment, ill health and high levels of crime. About half of our families have no working adult and many have generations of unemployment.

Middlefield has well above the average number of free school meals at **71%**. **18%** of students are on the SEN register, with **10%** at SA+.

We have many children who have extremely difficult home circumstances. Crime is a serious problem, including drug related incidents. Police raids are common in the area and several families have suffered bereavement and violence related to crime.

Before:

- At the end of year 5 all the children took part in an end of year Spelling Competition
- They were tested on a selection of words from Appendix 1: Spelling Year 5.
- Year 5 staff collated results and liaised with Year 6 staff to help select a **target group**.
- **Target children** needed to be on-track for **ARE** at the end of 2016 / 17 academic year in both Reading & Writing.

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Detail: What was done? Who was involved? When?

Term 1

- **Target children** organised into 2 groups.
- Key staff consulted: *Mrs O'Sullivan, Miss Blake*
- *Miss Blake*, LSO, to deliver afternoon spelling interventions.
- Time of sessions organised:
Group 1 1:45 - 2:00
Group 2 2:05 - 2:20
- Weekly meetings with relevant staff (Monday) to discuss spelling patterns, non-conform words, strategies, games, homework etc.
- Afternoon spelling intervention delivered in addition to daily spelling sessions in English.
- Results from half termly spelling tests collated.

Appendix 1

- Strategies / planning etc. reviewed as necessary.

Detail: What was done? Who was involved? When?

Term 2 & 3

- Spelling page created on the Middlefield School Website showing overview of spellings for KS2.
- Change time of sessions
Group 2 1:45 - 2:00
Group 1 2:05 - 2:20
- Continue weekly meetings with relevant staff (Monday) to discuss spelling patterns, non-conform words, strategies, games, homework etc.
- Afternoon spelling intervention delivered in addition to daily spelling sessions in English
- Continue to collate results from spelling tests.
- Strategies / planning etc. reviewed as necessary.
- Monitor children's spelling progress, in their independent writing, using the Middlefield *Progress over Time* observation form. (Perspective: Angel Solutions)

Appendix 2 & 3

Evaluation and Impact: How was success measured?

- **Progress over time** in spellings, applied across the curriculum, against statutory requirements.
- **Internal data:** results from regular spelling tests - collated and analysed.
- **External data:** KS2 SPAG Test results

Progress over time

Monitoring progress over time, through work scrutiny and discussions with children, indicated that greater progress was made by children who were aware of teacher expectations in both spelling range and accuracy across the whole curriculum, not just in English based lessons.

Internal Data **Appendix 1**

Half Termly spelling tests consisted of a range of spelling words & patterns from both the current half term and a selection from any previous half terms.

Internal data showed that all the Target Children had made progress and successfully closed the gap with their peers.

External data:

	2016			2017		
	National	School	Gap	National	School	Gap
The % of pupils achieving the Expected Standard In GPS.	72%	62%	-10	77%	76%	-1
The % of pupils achieving the Expected Standard In Writing.	74%	74%	=	76%	76%	=

Average Scaled Scores

	GPS	
	National	School
2016	104	103
2017	106	106

Year 6:

- **55%** of YR6 children scored 14 or more on Paper 2: Spelling (18 children)
- **82%** of YR6 children scored 10 or more on Paper 2: Spelling (27 children)
- **76%** of YR6 children passed their Key Stage 2 English grammar, punctuation and spelling test.

Target Children:

(1 child was absent on the day of the GPS test so the following data is based on 7 children)

- The 2 children with very poor attendance both scored **below 10** and did not achieve the standard required for KS2 English grammar, punctuation and spelling.
Child 1 has 74.75% attendance / 18.32% lates before registration closed/1.49% lates after registration closed
Child 2 has 64.85% attendance

School attendance is 94%
- **29%** of target children scored 14 or more on Paper 2: Spelling (2 children)
- **71%** of target children scored 10 or more on Paper 2: Spelling. (5 children)
- **71%** of target children passed their Key Stage 2 English grammar, punctuation and spelling test. (5 children)

Key factors for success:

- Support of all Year 6 staff and the target children.
- Quality First Teaching for all pupils plus spelling intervention for target children to enable them to close the gap with their peers.
- High expectations in spelling across all curriculum areas.
- Results from regular spelling tests used to inform planning.
- Minimum of 3 bespoke spelling sessions per week, for all pupils, plus afternoon intervention sessions for targeted children.

Challenges:

- All key staff in Year 6 to keep up-to-date with current spelling pattern / rule and non-conform words.
- Children to keep spelling as a focus in all their writing.
- Pupil attendance & punctuality.

2 children in the target group have very poor attendance:

Child 1 has 74.75% attendance / 18.32% lates before registration closed/1.49% lates after registration closed

Child 2 has 64.85% attendance

School attendance is 94%

- Miss Blake has been the only First Aider in UKS2 since the beginning of the Spring Term and has often been delayed starting the intervention following the lunch-time break, due to a variety of first aid needs. This has impacted adversely on the start time and length of many sessions.
- Time is also a crucial factor as children need to access full curriculum entitlement, such as cooking & swimming

Next Steps:

Academic Year 2017 / 2018

- **Parental involvement** - Involve parents regularly throughout the process and share progress/successes / challenges half termly.
- Continue to develop **consistent whole school approach** to spelling homework.
- Create **1 larger Target Group** (6 - 8 children), with each spelling session lasting approximately 20 minutes, to avoid cross - over time between 2 shorter sessions.
- More trained **First Aiders** in UKS2 to allow Miss Blake to start immediately after afternoon registration.
- Monitor **attendance** at spelling sessions / overall school attendance.
- Select target group at the **start of Year 6**, rather than the end of Year 5. This will give a clearer picture of children's spelling confidence and attainment, at a distance from direct teaching.



Appendix 1

Middlefield Community Primary School Year 6 Spelling 2016 / 2017

	End of Au1 (20)	End of Au2 (20)	End of Sp.1 (20)	End of Sp.2 (20)	End of Su. 1 (20)
1	16	19	18	20	29
2	16	17	16	18	18
3	18	19	19	19	19
4	18	19	19	19	20
5	16	16	10	17	18
6	17	19	20	18	18
7	18	18	19	17	17
8	18	20	20	17	17
9	15	17	18	19	20
10	19	19	19	18	20
11	15	15	17	18	20
12	20	18	18	19	20
13	18	18	20	18	18
14	15	18	16	16	16
15	16	18	19	15	15
16	15	18	19	17	19
17	16	18	18	20	20
18	17	19	18	19	20
19	17	17	15	15	16
20	16	18	19	16	18
21	15	15	16	16	17
22	13	17	17	16	17
23	11	18	18	17	17
24	11	16	18	18	17
25	13	15	18	16	18
26	13	15	18	15	16
27	12	13	15	15	16
28	11	15	18	15	15
29	9	9	9	11	14
30	13	15	15	15	18
31	11	15	19	18	20
32	10	13	16	14	15
33	8	12	9	6	8
14+	64%	88%	94%	94%	97%

Karen Crichton English Manager
Assistant Head Teacher

Appendix 2.



Middlefield Progress Over Time

Observer:	<input type="text" value="Karen Crichton"/>	Observed:	<input type="text" value="Karen Crichton"/>		
Focus:	<input type="text"/>	Date:	<input type="text" value="25/11/2017"/>		
Topic:	<input type="text"/>	Team:	<input type="text" value="SLT"/>		
Lesson:	<input type="text"/>	Group:	<input type="text"/>	Year:	<input type="text" value="6"/>

GRADED JUDGEMENTS

Choose date range and focus

Yes	y
Sept – Nov 16 Spelling	

What evidence are you drawing on? Direct observation of teaching

No	n
<input type="text"/>	

What evidence are you drawing on? Discussion with teachers, teaching assistants or children.

Yes	y
GD, MB & RV - shared work about spelling this term	

What evidence are you drawing on? Views of pupil. Are the children confident they are making progress? Can the children explain/demonstrate the progress they have made?

Yes	y
They are able to talk about the spelling rules they have been learning this term. They are also aware of their progress and the areas that they need to develop e.g. -cian	

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What evidence are you drawing on? Application across the curriculum.

Yes y

Writing Book - Evidence of application of - ough & silent letters.
Creative Curriculum Books - evidence of transferal of - ough and silent letter spelling accurately.
No evidence as yet of transfer of non-conform words into independent writing.

Is there evidence of pupils evaluating and editing their work?

Yes y

Do marking and comments help children improve their work and make faster progress?

No n

No comments on spelling for feedback as GD has written all words accurately.

Is there a culture of high expectations?

Yes y

Pupil Progress Over Time

Exceeded Exceeding expectations

TEXT JUDGEMENTS

Areas of Strength:

Spellings are accurate, although more adventurous vocabulary could be used on several occasions.
Clear evidence of transferal of spelling patterns / rules.

Areas for Development:

Develop use of non -conform words in short writing and writing books particularly for the more able group.

Assistant Head Teacher

Recommendations and Actions:

Activities for non-conform words.

Printed on 13/07/2017



Middlefield Progress Over Time

Observer:	Karen Crichton	Observed:	Karen Crichton	
Focus:	Spelling	Date:	31/11/2017	
Topic:		Team:	Teachers	
Lesson:		Group:	LKS2	Year: 4

GRADED JUDGEMENTS

Choose date range and focus

Yes	y
November 2016-January 2017	

What evidence are you drawing on? Direct observation of teaching

No	n
Books only	

What evidence are you drawing on? Discussion with teachers, teaching assistants or children.

Yes	y

What evidence are you drawing on? Views of pupil. Are the children confident they are making progress? Can the children explain/demonstrate the progress they have made?

Yes	y
Children could talk about the spelling rules they'd been learning.	

What evidence are you drawing on? Application across the curriculum.

Yes y

English Book, Writing Folder
Creative Curriculum Books:
Some evidence of transferal of spellings taught into writing books. particularly in JH's work.

Is there evidence of pupils evaluating and editing their work?

Yes y

Evidence of pupils response to teacher marking and prompts.

Do marking and comments help children improve their work and make faster progress?

Yes y

Is there a culture of high expectations?

Yes y

Pupil Progress Over Time

Exceeded Meeting expectations

TEXT JUDGEMENTS

Areas of Strength:

Inclusion of target non-conform words in the planning stage of the writing folders.
Your books are extremely well presented and children clearly take pride in their work!

Areas for Development:

Develop use of spellings taught in writing books and creative curriculum.
During edit and review stage of writing process, children need to edit their own work for spellings as well as responding to teacher comments.

Recommendations and Actions:

Explicitly model and include spelling and non-conform words in your own writing and in directions to children to include these.

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