



WIMBORNE
Academy Trust

Emmanuel Middle School

Parent/Carers Meeting

28 November 2017

WELCOME



Agenda

Introductions

What is an Academy?

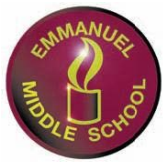
Why Wimborne Academy Trust (WAT)?

Vision and Values of WAT

What has already been achieved

Key Priorities

Questions

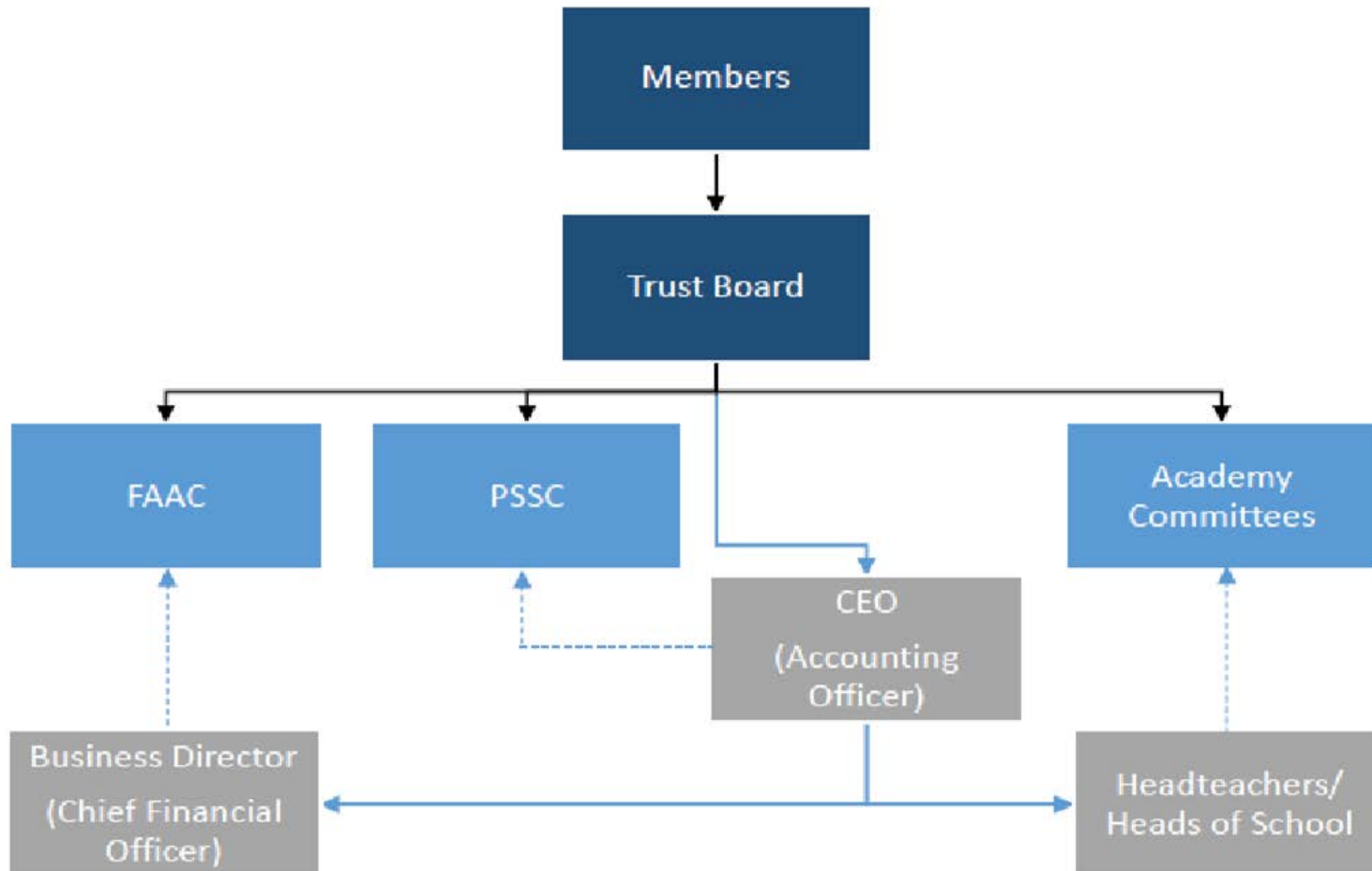


What is an Academy?

What is a Multi Academy Trust?

John Dickson

Governance and Senior Management Structure





Why Wimborne Academy Trust?

Matthew Parker

A group of school children in uniform are sitting outdoors. In the foreground, a boy in a dark blue sweater with a yellow tie and a girl in a blue sweater are visible. Behind them, other children in various school uniforms are seated. The background shows trees and a clear sky.

WIMBORNE

Academy Trust

Liz West - Chief Executive

Vision Statement

OUR VISION

Wimborne Academy Trust is a forward-looking trust that provides creative and innovative learning opportunities, nurturing every pupil as an individual.

We value excellence in learning, collaboration, respect, compassion for others and a sense of community.

Our pupils love learning, are confident, resilient and achieve their potential. They are prepared to be life-long learners and responsible citizens with a global perspective.

OUR 3 CORE VALUES

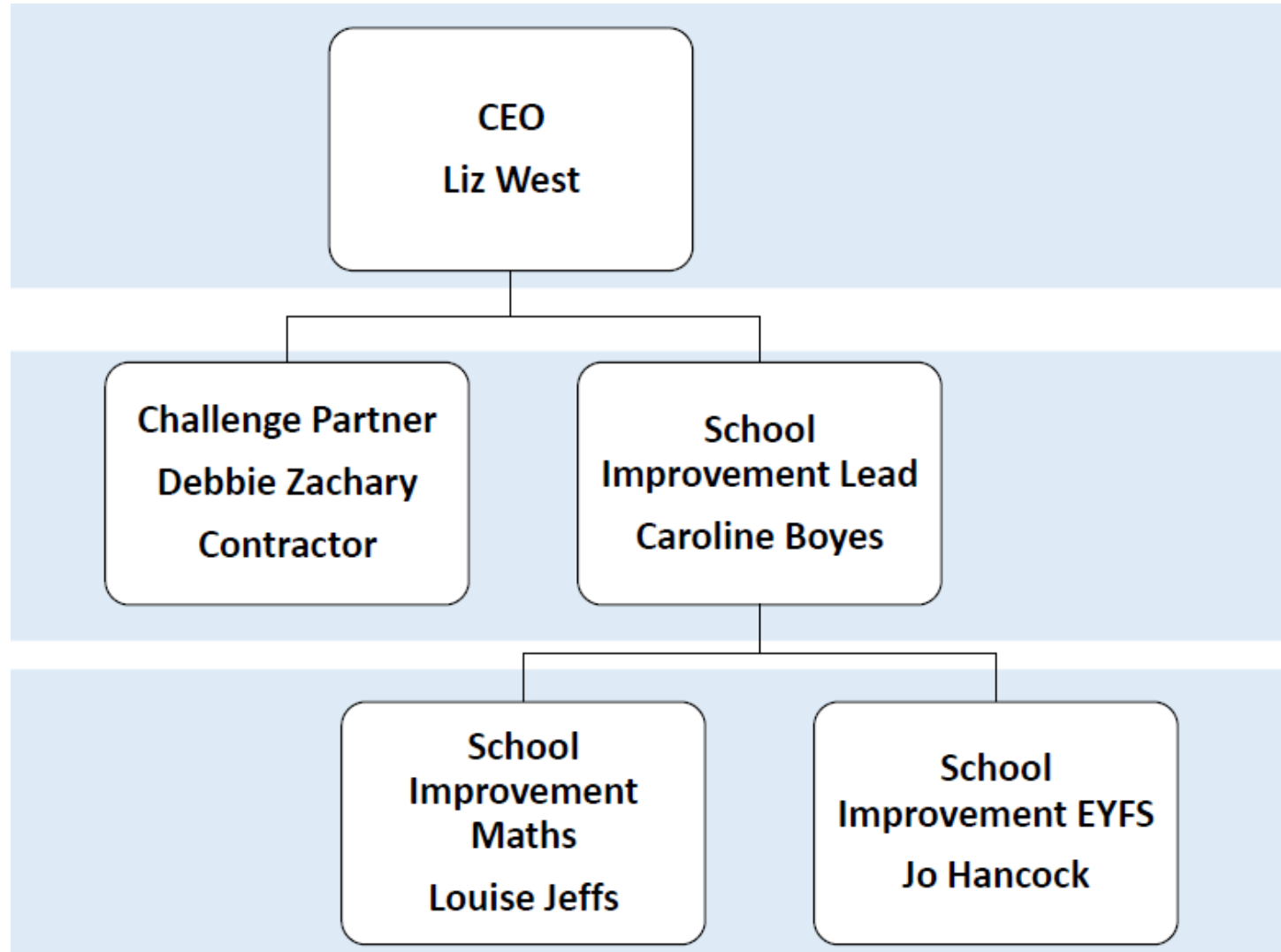
Excellence

Collaboration

Respect

‘Learning for the future’

WAT School Improvement Team





CORE VALUES: Excellence

A group of diverse school children, including boys and girls of various ethnicities, are sitting outdoors in a row. They are all smiling and looking towards the camera. The children are wearing school uniforms, including blue sweaters, dark blue jackets, and white shirts. The background shows trees and a clear sky. The text 'CORE VALUES: Collaboration' is overlaid in large, white, sans-serif font, centered over the image. The text is split into two lines, with 'CORE VALUES:' on the top line and 'Collaboration' on the bottom line. There are thin white horizontal lines above and below the text.

CORE VALUES: Collaboration

THE WAT LEARNING JOURNEY

PASSION VISION & VALUES

- Unrelenting focus on outstanding provision.
- All children achieve to their full potential.
- All children, staff and parents have high aspirations.
- Committed to effective CPD
- Self-organising

KNOWING WHO AND WHERE WE ARE

- Learning organisation.
- Understanding the barriers to children's learning.
- Mastery of curriculum leading to depth of knowledge.
- 100% of teaching judged good or outstanding.
- Details of each academy.
- Progress of children.

PLANNING AND NEW EFFORT

- Latest teaching and learning developments.
- Embrace and embed technology.
- Teaching school.

WHAT IS NEW TO

THE TRUST? JOURNEY OF CHANGE

- Innovation and creativity celebrated.
- Focus on system leadership and resources.

IMPACT & REVIEW PROCESS

- Accountability.
- Best value.
- Efficiencies.
- Streamline back office processes.
- System review and redesign.

EMBED OUTCOMES

- All provision is outstanding.
- 100% of teaching judged good or outstanding.
- KS1 gain above national average.
- KS2 gain above national average.

Quality of Leadership and Management

School Improvement, Curriculum Development, Policy Development, Timetables, NQT, Career Pathways, Continuous Improvement, CPD, Leadership Structures

Quality of Teaching

EYFS, KS1, KS2, KS3, LAC, Pupil Premium, Higher Ability, Vulnerable Groups, Marking and Feedback, Google Community

Behaviour and Safety

Transition Points, SENCO, Behaviour, Inclusion, Pastoral, Attendance

A photograph of two young children, a boy and a girl, sitting at a table in a classroom. They are both focused on a craft project. The boy, on the left, has dark hair and is wearing a dark sweater over a white collared shirt. The girl, on the right, has blonde hair and is wearing a white short-sleeved shirt. They are working with a cardboard tube, a green cap, and other materials. In the background, another child is visible, and the classroom is decorated with colorful posters and artwork. The text "CORE VALUES:" is written in large, white, outlined letters across the middle of the image, and "Respect for all" is written in a similar style below it.

CORE VALUES:

Respect for all



Leadership at EMS

Liz West



**What has already
been achieved?**

Rob Christopher



Key Priorities

WIMBORNE
Academy Trust

Ron Jenkinson
Rob Christopher
Caroline Boyes
Louise Jeffs



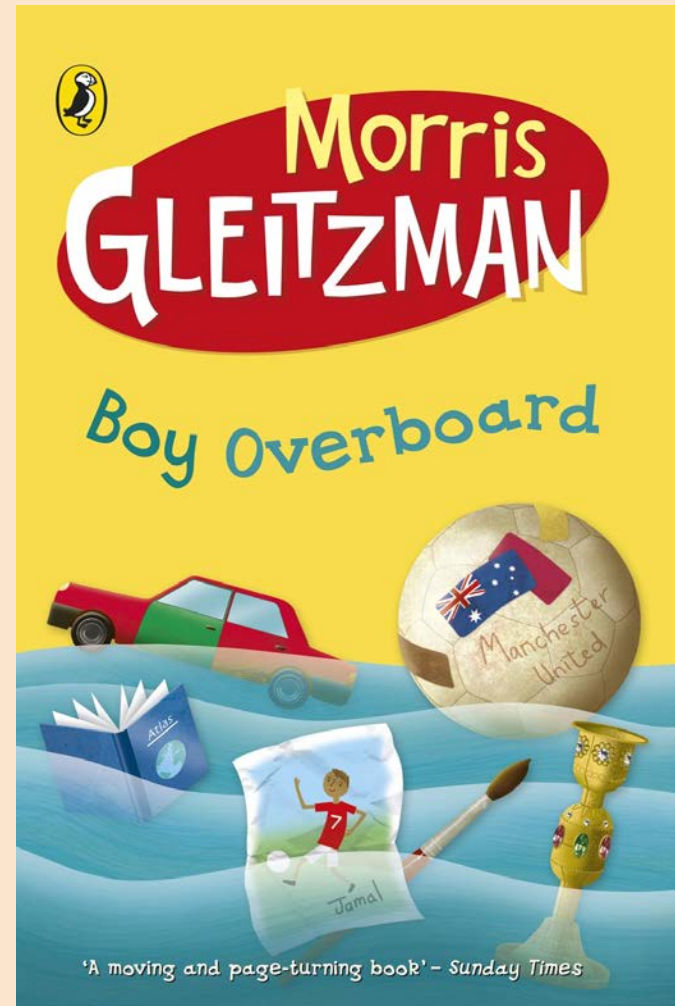
Approach to teaching English

Caroline Boyes

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. *National Curriculum*

English as a whole: reading is integral to writing and vice versa.

A whole class text gives learning a context, builds vocabulary and knowledge of a subject.




Teachers track their formative assessments which support end of term judgements and highlight gaps. It may be necessary to fill key skills gaps from previous year groups' objectives.

| Year 5 READING SKILLS | | Instructions: '1' will turn the cell green (objective achieved). '2' = orange (objective partially achieved but not secure) '3' = red (objective not achieved) and 'e'= blue (evidence of greater depth for objective) | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|--|---|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| Using texts appropriate to Year 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Read books that are structured in different ways | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Read for a range of purposes | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Read a wide range of books including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Read a wide range of fiction, poetry, plays, non-fiction, reference books | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| * not a National Curriculum objective | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Recognising and understanding the writer's choices | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| WORD READING | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Using pictures to help to indicate the meaning of an unknown word or to infer meaning | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Using phonics when necessary | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Word recognition | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Recognise and read root words from appendix 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Recognise and read suffixes from appendix 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Homophones and other words that are often confused from appendix 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Read words from year 5 word list appendix 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| COMPREHENSION | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Monitor and check understanding | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Check that the text makes sense | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Discuss understanding | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Explain understanding | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Explain the meaning of words in context | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Show understanding of poetry through intonation, tone and volume | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Show understanding of plays through intonation, tone and volume | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Explain and discuss their understanding of what they have read | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Activate prior knowledge | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Identify themes and conventions in a wide range of books | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Make links across a book | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Make links across books | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Learn a wide range of poetry by heart | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Half-termly plans are created directly from *National curriculum objectives.*

ENGLISH MEDIUM TERM PLANNER Year 5 AUTUMN 2 2017 *Objectives from previous year group

| Extended Writing Opportunities | <ul style="list-style-type: none"> Setting description Character description through action Recounts from different viewpoints Narrative Information text Visual poetry | Main text |  Boy Overboard by Morris Gleitzman | | |
|---|---|---|---|--|--|
| Key Learning Objective(s) to be covered | READING | | WRITING | | |
| | Word Reading | Comprehension | Spelling | Composition | Vocabulary, Grammar & Punctuation |
| | Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1 , both to read aloud and to understand the meaning of new words that they meet. | <p>Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</p> <p>Distinguish between statements of fact and opinion.</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Provide reasoned justifications for their views. <i>Introduce RIC- retrieval, inference, writer's choice</i> <i>Ask and answer questions (Y2)</i></p> <p>Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</p> | <p><i>Match spelling content to pupil need & text type.(Y2)</i></p> <p>-el -il <i>Silent g</i> <i>adj</i> <i>Adding suffixes</i> <i>Taking y and adding</i> -ed -est <i>-ies for plurals</i> -les -ful -ment <i>Doubling consonants to add</i> -ed -est -er</p> | <p>Plan by: Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</p> <p>Draft & write by: Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.</p> <p>Using a wide range of devices to build cohesion within and across paragraphs.</p> <p><i>Cohesion: Choose appropriate pronoun within and across sentences to avoid repetition (Y1)</i> <i>Cohesion: Choose appropriate pronoun or noun within and across sentences to avoid repetition (Y4)</i></p> | <p>Using modal verbs or adverbs to indicate degrees of possibility</p> <p>Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]</p> <p>Using commas to clarify meaning or avoid ambiguity in writing. <i>Subordinating clauses (Y1)</i> <i>Fronted adverbials (Y4)</i></p> <p><i>present tenses simple (Y2)</i> <i>Progressive (Y2)</i> <i>Perfect (Y3)</i></p> <p><i>Irregular simple past tense (Y2)</i></p> <p><i>Standard English 'have' instead of 'of' (Y2)</i></p> |
| | | Also cover: | Transcription (inc. spelling) | Edit by: | Pupil Terminology |
| | | <p>Recommending books that they have read to their peers, giving reasons for their choices.</p> <p>Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.</p> | <p>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</p> <p><i>Revise cursive letter shapes and joins (Y2)</i></p> | <p>Ensuring the consistent and correct use of tense throughout a piece of writing</p> <p>Proof-read for spelling and punctuation errors.</p> | <p>modal verb ambiguity summarise retrieve inference choice</p> |

Weekly plans are created collaboratively with a clear focus on teaching elements necessary to create a particular piece of writing.

EMS – English Learning Map

| 2 | |
|--|---|
| Whole class text: | <i>Boy overboard by Morris Gleitzman</i> |
| Genre to be studied: | Narrative from a viewpoint |
| Purpose: | To explain events through a viewpoint. |
| Level of formality: | Informal |
| Audience: | Peers |
| Example text (extract): (Page numbers or bespoke text) | (read to chapter 14) CHAPTER 9 FOCUS FOR WRITING |

| TFW – Writing for your reader (working wall) (Then work from left to right with the children in class) | | | |
|---|---------|---|--|
| Genre | Purpose | Level of formality | Audience |
| 4. Effect/Impact | | 3. Example | 1. Writer's Tools (What you want the children to be able to do by the end of the week / unit of work – make sure these are in your Example Text) |
| What main character thinks of his sister. | | 'It's the most incredible kick I've seen in my life' (p46) | Recount from a viewpoint. |
| What main character thinks of Mr Nasser. | | 'For a sickening second I think it's going to smash through...' (45). | |
| Narrator's feelings | | 'I stare, speechless, ears ringing, trying to take it all in' (p46) | |

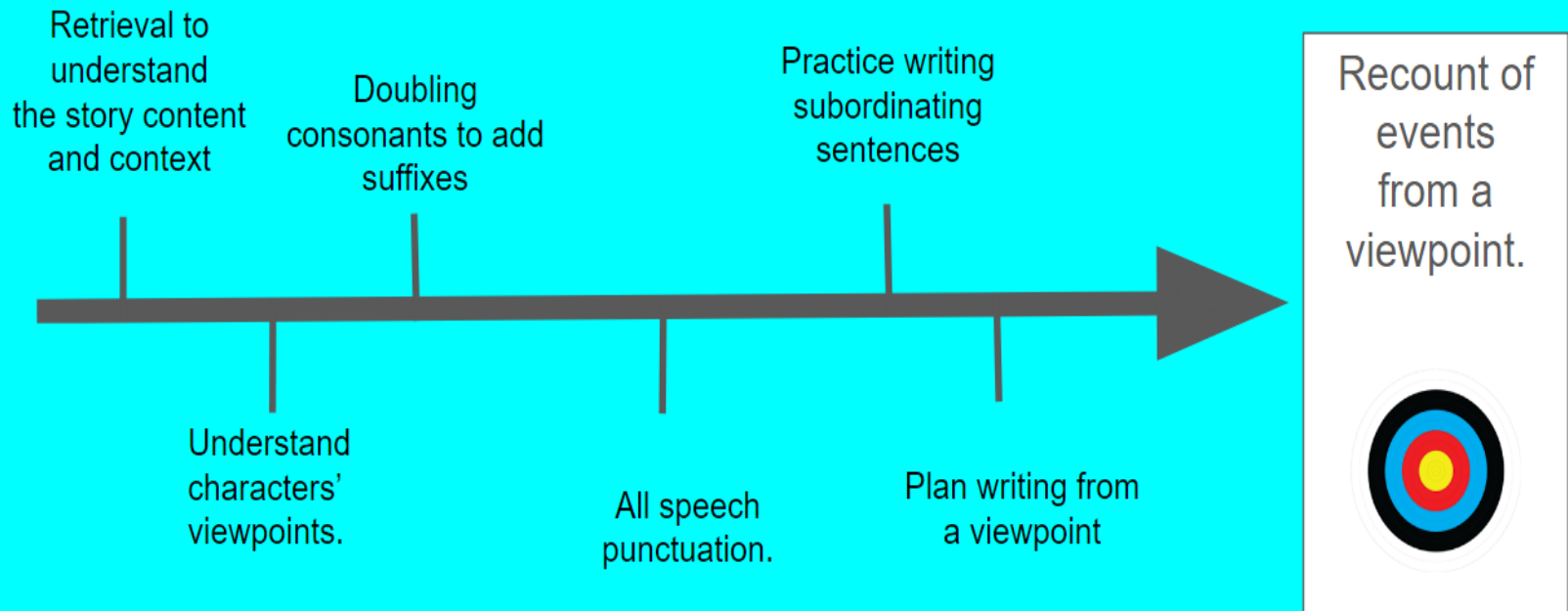
| 9. Writing Objectives (from the NC but broken down to reflect the focus of the week) | | |
|--|---|--|
| Transcription (inc. from Appendix 1) | Composition | Vocabulary, grammar and punctuation (inc. from Appendix 2) |
| Use a dictionary to find the meaning of words and check spellings. | Edit for basic spelling and punctuation during and at the end of a lesson. Reflect on stage of the learning journey at the end of every session. | Subordinating conjunctions and clauses (Y2) Fronted adverbials (Y4) All punctuation concerned with direct speech. (Y4) |
| 8. Underline the focus area(s) of the writing process to be modelled: <i>imitation, innovation, independent application, editing, redrafting.</i> | | |

| | | |
|---------------|-----------------------|---------------|
| Year Group: 5 | Term: Autumn 2nd half | w/b: 13.11.17 |
|---------------|-----------------------|---------------|

| | | |
|---|--|-----------------------------|
| 5. Pupil Terminology (from Appendix 2): | 5. Identified spellings from the example text to be highlighted during English lessons (linked to transcription objectives): Add to working wall | 6. Taught Spelling Strategy |
| Root word Suffix Retrieve | Double consonant when words are one syllable ending in a single consonant after a vowel (Y2) page 44 getting, knotted, hissing p45 grinning Discuss 'embarrassed' is this an exception? | |

| 7. Reading Objectives (from the NC but broken down to reflect the focus of the week) | |
|---|---|
| Word reading | Comprehension |
| Identify root words from words with the suffix -ed | Continue to introduce RIC- retrieval, inference, writer's choice Ask and answer questions (Y2) focus on retrieval. |
| <p><u>Underline the reading skills you will model during whole class reading:</u></p> <p><u>Word reading:</u> Phonics / contextual clues / picture clues / syllables / <u>root words/affixes</u></p> <p><u>Comprehension:</u></p> <ul style="list-style-type: none"> -Recapping what you have previously read / re-read the text if you don't understand -Preview by skimming and scanning -Monitor and check understanding: re-read, question. -Activate prior knowledge: make links. -Predict pictures, titles, headings, personal experience or knowledge. -Retrieve: <u>skimming, scanning, re-reading.</u> -Question and clarify: Do I agree?, Does it make sense? What does the writer mean? -Visualise, imagine, empathise: mental image, senses, hearing own voice. -Summarising what you have read -Infer: analyse, examine methodically. -Understand and describe the effects of the writer's choice of vocabulary, grammar and punctuation. | |

Our learning journey



Independence

Use of dictionaries and thesauruses

Working wall

Spelling patterns

Pupil talk

Self-editing

Marking policy

S = Spelling (an appropriate number of spellings to be addressed for each task, starting with the most basic)

P = Punctuation

G = Grammatical error (to include tense, missing/incorrect word)

These symbols are to be written in the margin (or left side of writing). If children need support in finding their mistake, it can be identified by a **green line**.

/ = Finger space

// = New paragraph

When marking extended writing, **individualised comments** should be written to guide redrafting.

Purple pen is only used in response to the teacher's marking, i.e. editing in response to teacher's symbols in the margin or individualised comments for redrafting. Self-corrections must be completed in the child's usual pen or pencil.



Approach to teaching maths

Louise Jeffs

The approach Wimborne Academy Trust & Emmanuel is taking in maths to meet the National Curriculum, Ofsted and NCETM criteria is based on 3 fundamental areas:

1. Identifying and addressing gaps in Key Skills in previous year group curriculums
2. Using the research from Bruner, Vygotsky, Piaget, Dienes and Skemp
3. Offering all children Greater Depth opportunities

Lesson Structure across Wimborne Academy Trust & Emmanuel

3 main structures:

1. Whole class intervention lesson
2. Group intervention lesson
3. Scheme lesson

Assessment

Formative & Summative Assessments

Formative:

Every lesson

At the end of the Chapter

Key Skills assessments (inform teaching, but can also be used to inform summative)

Summative:

End of Key Stage 2 practice tests & actual tests

Teacher judgement at the end of each half term


Moderation

With Wimborne Academy Trust & other interested schools (120 teachers at the last moderation)

With Maths specialist for Wimborne Academy Trust

Maths specialist also liaises with 2 other Maths specialists from Trusts in London & Devon

Maths specialist has also just recently moderated with Emmanuel's 3 main feeder First Schools



DIFFERENT SCHOOLS: Shared values

DIFFERENT SCHOOLS:

A shared vision

DIFFERENT SCHOOLS:

One community



Questions