

# Welcome to Bishop Wood C of E Junior School

Wisdom – Hope – Community – Dignity



# Bishop Wood School Creed

We believe it's important to be friendly and kind to one another, respecting each other's views, choices and beliefs, even when they are different from our own.

We encourage the freedom of all people to follow their dreams and we support each other to achieve these.

When we are faced with challenges, we aim to make wise decisions and learn from our experiences. We do not judge and we see our mistakes as proof that we are trying.

Together we will take care of the world God created and have the courage to stand up against injustice when we see it. We walk together on our spiritual journeys, with dignity, hope and love.

**Wisdom – Hope – Community – Dignity**



<b>Expected Standard or Better</b>	<b>% of pupils achieving the expected standard or better at Bishop Wood Junior School</b>	<b>% of pupils achieving the expected standard or better nationally</b>
Reading	93	73
Writing	87	71
Maths	91	73
Grammar, Punctuation and Spelling	89	72
Reading, Writing and Maths Combined	84	59
<b>Greater Depth</b>	<b>% of pupils achieving greater depth at Bishop Wood Junior School</b>	<b>% of pupils achieving greater depth nationally</b>
Reading	60	29
Writing	20	13
Maths	40	24
Grammar, Punctuation and Spelling	53	30
Reading, Writing and Maths Combined	13	8

**Wisdom – Hope – Community – Dignity**



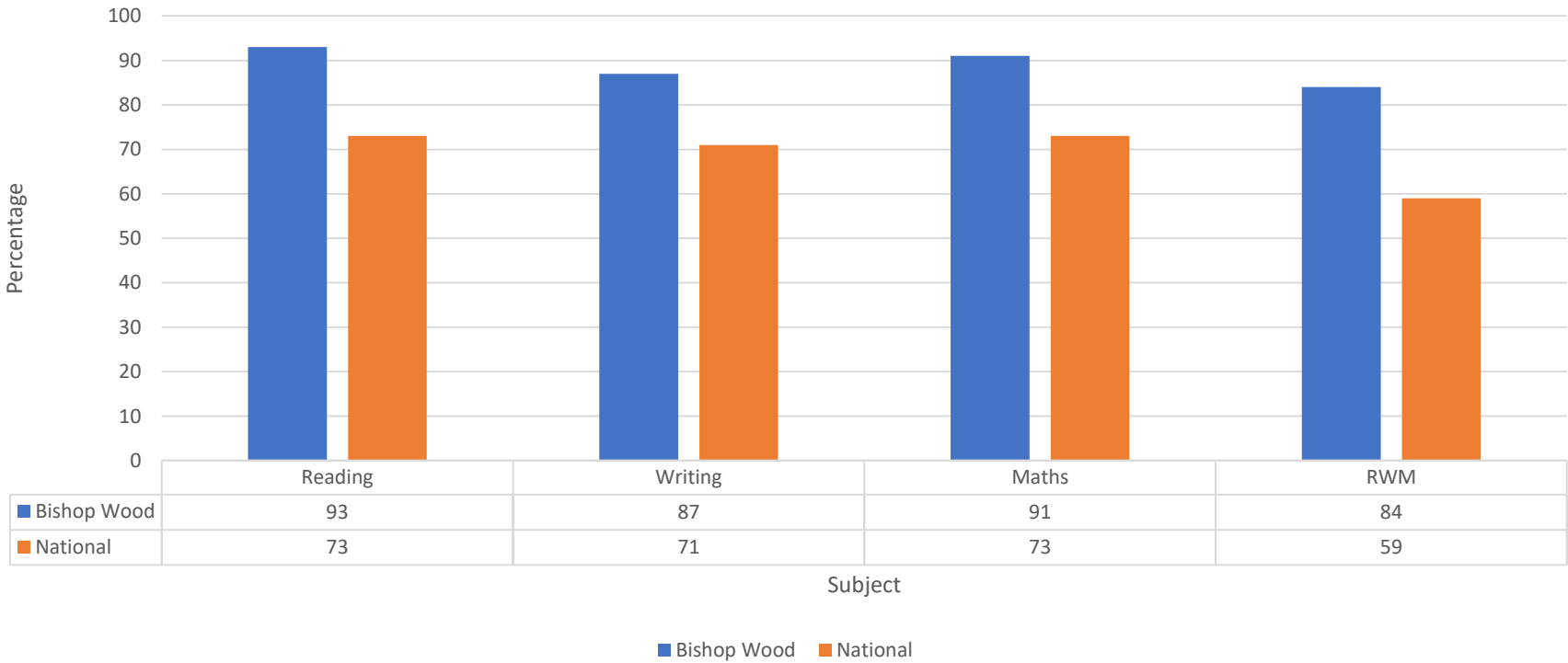
# Assessment



# Assessment at Bishop Wood Junior School

- Summative Assessment
  - Opportunities to check that milestones are reached and learning is retained

Percentage of Pupils Achieving Age Related Expectations



# Assessment at Bishop Wood Junior School

- Formative Assessment

- Tools which are ongoing and responsive to ensure that learning builds

“Staff do not use their checks on pupils’ understanding effectively. This means that pupils have gaps in knowledge as staff are moving on to new learning too quickly or not revisiting previous learning when necessary. Leaders must ensure that staff check what pupils have understood, learned, and remembered content and subject knowledge before moving on to new learning.” Ofsted March 2023



# Formative Assessment – Why?

- Check pupils are moving through the curriculum as planned.
- Check pupils have understood the learning.
- Ensure pupils are retaining the knowledge and skills.
- Know pupils are ready for the next part of learning.
- Ensure we don't leave anyone behind.
- Check pupils can connect key ideas.
- Ensure pupils can use the correct vocabulary.
- Support the strengthening of memory.



# Formative Assessment – What Are We Doing?

- Accessing external support
- Building the Teacher Toolkit
- Sharing good practice
- Reviewing our Feedback Policy
- Subject Leader Monitoring Focus
- Rolling out and refining the use of Knowledge Organisers
- Reviewing the curriculum
- Learning from the amazing Bishop Wood children





# Formative Assessment – Some Examples



A cartoon illustration of a science experiment. In the center is a glass of water with ice cubes. Four children are gathered around it, each with a speech bubble expressing a different theory about why the glass is wet.

The glass gets wet because the cold changes into water on the glass

?

Maybe the ice has melted on the outside of the glass

I think the water vapour in the air has turned into drops of water on the glass

I think that some of the water must have leaked out of the glass

**What do YOU think?**

## LIVING THINGS – TRUE OR FALSE?

- Living things have to eat food to stay alive
- Everything that is not alive now was alive in the past
- All living things can move
- Only living things can move



# Formative Assessment – Some Examples

- **What went wrong?**

$$75 + \boxed{35} = 100$$

- **Best wrong answer**

*Which is the best wrong spelling?*

*a) ejog   b) edjhog   c) heddghog*

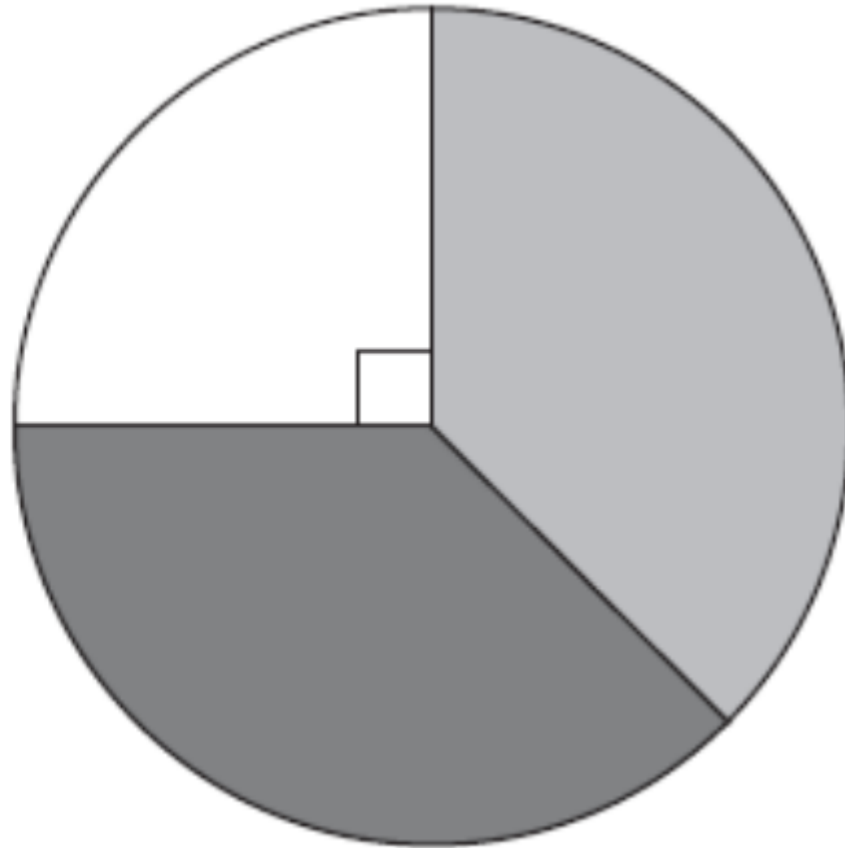
- **Change one word to make this correct**

*Florence Nightingale was given the nickname “The Lady with the Torch”.*



# Formative Assessment – Some Examples

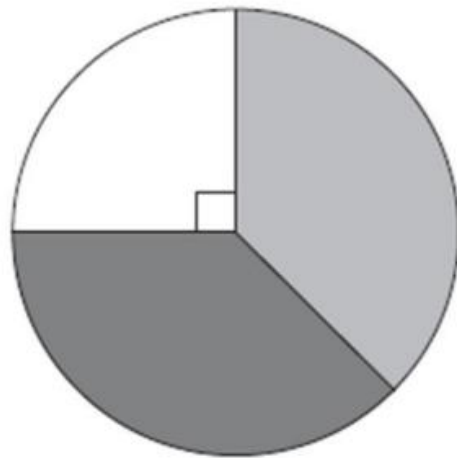
What can you tell me about this?



# Formative Assessment – Some Examples

A shop sells drinks.

The pie chart compares the money a shop took last year for water, juice and soft drinks.



Key:



Water



Juice



Soft drinks

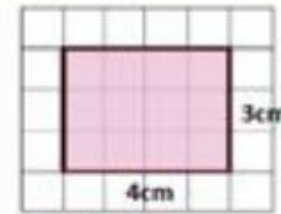
The shop took £8264 for soft drinks.

Sales of water and juice were **equal**.

How much money did the shop take for **juice** last year?

5.

What is the **perimeter** of this shape?



A

14 cm

B

12 cm

C

10 cm

D

7 cm

# Formative Assessment – Some Examples

Stone Age to the Iron Age
Y3

Key Changes and Events		Timeline	Skara Brae, Orkney
3000 BC	<p>The village of Skara Brae is built in Orkney. The people who live there are beginning to farm their own food and build homes instead of travelling from place to place.</p> <p>Construction starts on Stonehenge in Wiltshire. It will take around 1000 years for it to be finished.</p>		
2500 BC	'Bell Beaker' culture arrives in Britain. These people are named for their distinctive decorative pottery.		
2100 BC	<b>Bronze</b> begins to be used in Britain to make weapons and tools.		
1800 BC	The first large copper mines are dug.		
1200 BC	'Celtic' culture begins to arrive in Britain and <b>tribal</b> kingdoms develop.		
800 BC	<p><b>Iron</b> begins to be used in Britain to make tools and weapons, instead of <b>bronze</b>.</p> <p>The first hillforts are constructed.</p>		
AD 43	The Romans invade Britain.		

### Stone Age Life

The Stone Age is named after the stone tools that the earliest humans used to help them survive. They used them to kill animals, such as mammoths, for their meat, **bone marrow** and skins. The bones were also useful for making tools, such as needles to sew skins together.

People in the Stone Age moved around from place to place with the seasons, in order to keep safe and warm and to follow the animals they hunted.

### Skara Brae

Skara Brae was discovered after a storm in AD 1850 removed the earth that had been covering it. It is a village of eight houses, linked by covered passageways. Not all of the houses were built at the same time. The later ones are slightly bigger but they have very similar features, such as a central firepit and stone shelves. The village tells us a lot about life in the late Stone Age, including what people ate and what sort of tools they used.

### Stonehenge

Stonehenge is a famous prehistoric monument in southern England, built at the end of the Stone Age and into the **Bronze** Age. Originally, it was just an **earthwork** and up to 150 people were buried there. The huge stones that we see were added in different stages. Some were brought from 240 miles away in Wales.

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# Behaviour at Bishop Wood

By Elaine Clark



# OFSTED

- “Bishop Wood is a welcoming and friendly school. Pupils are happy and confident to be themselves. Staff know pupils well. Most pupils know how to behave. They know the difference between right and wrong. Most pupils are well behaved in lessons and around the school.”
- “Staff do not always set out clear expectations for behaviours....“Some pupils find it harder than others to behave appropriately and occasionally stop others from learning...” “Leaders have not set out their expectations for behaviour to staff or pupils clearly.” “Some pupils do not routinely make the **right choices** and distract others from learning. Staff have not had the training to ensure that they are **consistent** in dealing with behaviour. Some pupils’ experience of what acceptable behaviour is, depends on which adult they are working with.”





# Building A Consistent Approach Across the School

- Staff Training: EC went on training and led some staff training sessions.
- Through some research and recommendations, we decided to take the SLANT approach (see next slide).
- We revised our Behaviour Policy and introduced the Golden Values to all classes (see next slide).
- We decided we needed to get parents more involved. We decided on a class app to promote good learning behaviours – Class Charts.
- The criticism of giving out positive points (advice from parents at other schools) was: teachers were inconsistent, or the same children received the points. To combat this, we made the decision to give 3 points a day – one for each session. This way we could ensure consistence. If any pupils were disrupting learning for others, then they would be given a reminder. If it continued, then we would give them a chance for a 1:1 chat with the teacher to discuss strategies to help.
- SEND pupils have reasonable adjustments, according to their learning plan.





Sit up straight.



Look at the speaker.



Ask and answer questions.



Nod your head.



Tune in and listen.



## Behaviour Champions

We like to celebrate pupils who are always showing good learning behaviours or who have improved their learning behaviours, by sending a postcard home and inviting them to a treat with Mrs Clark and Dr Chappell.

## Happy Lunch Times

Lunchtimes can be a difficult time for some children as it is unstructured. Happy Lunchtimes is a practical and easy system of ever-changing ideas to maximise engagement. Children can choose from 2 daily activities (inside and outside) that are displayed on a 'Menu'.

Something for everyone. It emphasises positivity, fairness, high expectations and calm consistency. Children are rewarded for showing positive behaviours.



## Bishop Wood Golden Values

We **respect** people, property and ourselves.

- We are polite.
- We show good learning behaviours (SLANT).
- We let teachers teach and others learn.
- We keep our school and belongings tidy.

We **listen** to instructions.


- We do what we are asked first time.
- We do not answer back.
- We do not call out.
- We do not fiddle with things on our table.

We try our **best** and try again.

- Mistakes are okay, they are part of learning.
- We persevere and do not give up.
- More effort means more success.

We take **responsibility** for our own behaviour.

- We accept what we have done.
- We learn from what we have done.
- We do not blame others.
- We can say sorry for our own behaviour.



# The Curriculum at Bishop Wood.

Jon Hall, Deputy Headteacher.



## Background- the national picture.

- With effect from September 2019, schools were required, under the terms of a revised OFSTED framework, to take greater responsibility for the content of their own curriculum.
- The subjects and some of the content remained statutory, but each school was expected to design a curriculum that was suitable for its own pupils.
- So, for example, a rural school in Wales might very well have quite a different curriculum to an inner city London school.



# What did this mean for Bishop Wood?


- We asked all stakeholders (pupils, parents, staff , Governors) about how they thought this should look
- The main outcome of this was the need to make sure that our curriculum should teach our children about life in different communities (away from 'The Tring bubble' ) as much as possible
- This not only applies to subjects like Geography and History, but also to things such as the types of books we use in English, the artists we study in Art and the musicians we study in Music



# OFSTED March 2023


- "Leaders have created a broad curriculum, and they make sure pupils access all subjects."
- "However, leaders have not always been clear about the knowledge they want the pupils to learn and this has led to some pupils having gaps in their knowledge."
- On reflection, we agreed with this criticism and have been addressing it in the interim





# What has the school done to address the OFSTED criticism?

- Subject Leaders looked again at the skills the children are being taught in their subjects in each year group, checking carefully that they progressed in a logical way up the school
- We changed the layout of our planning document so that the knowledge to be taught in each lesson of a unit is explicitly stated



# What has the school done to address the OFSTED criticism?

- \*Each SL has been presenting their new documents to the staff in a series of staff meetings since September
- \* These meetings have resulted in further tweaks
- \* Once agreed, these have been uploaded to the school website
- \*All subjects will have been done by the end of this term
- \*HfL advisory staff have been complimentary about both the updated planning documents and their effects in the classroom

# We welcome your questions.

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Thank you for your continuing support.

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