Focused Teamwork <u>Training Activity</u>
Student Data Discussion (P-12)

30 Mins

Student Data Discussion Recipe Card*

Aim: To reflect on cohort and class data and identify instructional strategies for targeted improvement on next assessment task.

Step	Actions	Who	Time
PRE-WORK	• Team Leader to share cohort/ sector LOA Data on Screen and ensure teachers have a copy of their own class data available. • Teachers to bring Next Assessment Task Sheet and Marking Guide.		
Step 1 *Proactive*	**Data Review PART 1 –** Pairs (8min x 4min ea) Team Leader assign pairs (random) and 2x4 min cycles of each teacher reflecting on their class data vs. cohort data using the 5 reflection areas in *Data Discussion Tool – Part A.* **Data Review PART 2 –** Whole Team (4min) - leader selects 2 pairs to share responses to the 5 reflection areas with group (2min per pair)	Pair/ Share 8min Whole group 4min	12 mins Total
Step 2 *Strategic*	**Next Assessment Task Review & Key Instructional Strategy/s** In Pairs (2 x 5min each) Review next Assessment Task and determine your classes greatest learning need and key instructional strategy/s using the information from Step 1. Note this *Data Discussion Tool – Part B.*	Pair/ Share	10 mins
Step 3 *Accountable*	**Individual SMART Goals: Forward Instructional Strategy/s For My Class** Round room individual sharing of class specific SMART goals for targeted improvement on the next assessment task. *Live Note (SMART Goals per class):*	Whole Group	8 mins

*This is an adapted Recipe Card for Training Purposes. The full catalogue of Recipe Cards (for expert HPT Teaching Teams) is available at: <u>https://www.hptschools.com/copy-3-of-about</u>

Data Discussion Tool

PART A: For Step 1 of Recipe Card:
DATA REVIEW 5 AREAS

Focus Area:	Reflections/ Comments/ Ideas
1. Noticeable *What do you see or notice?*	
2. Celebrations! *What can you celebrate in this data?*	
3. Concerns *What concerns you about this data?*	
4. Suggestions *What could we be doing?*	
5. Questions *What are the questions to help us dig deeper?*	

## PART B: For Step 2 of Recipe Card
NEXT LEARNING ASSESSMENT TASK

Based on Part A, Review the Next Assessment Task and identify specific Instructional Strategies you will use for targeted improvement in your class.

- **WHAT: Specific Instructional Strategies for my class are…**
- **HOW: My implementation SMART Goals are…**

Year 6 Cohort Outcome Data – Term 1 English
(Shared On Screen at Start of Session)

All Year 6 English Classes Combined Results

■ %A ■ %B ■ %C ■ %D-E
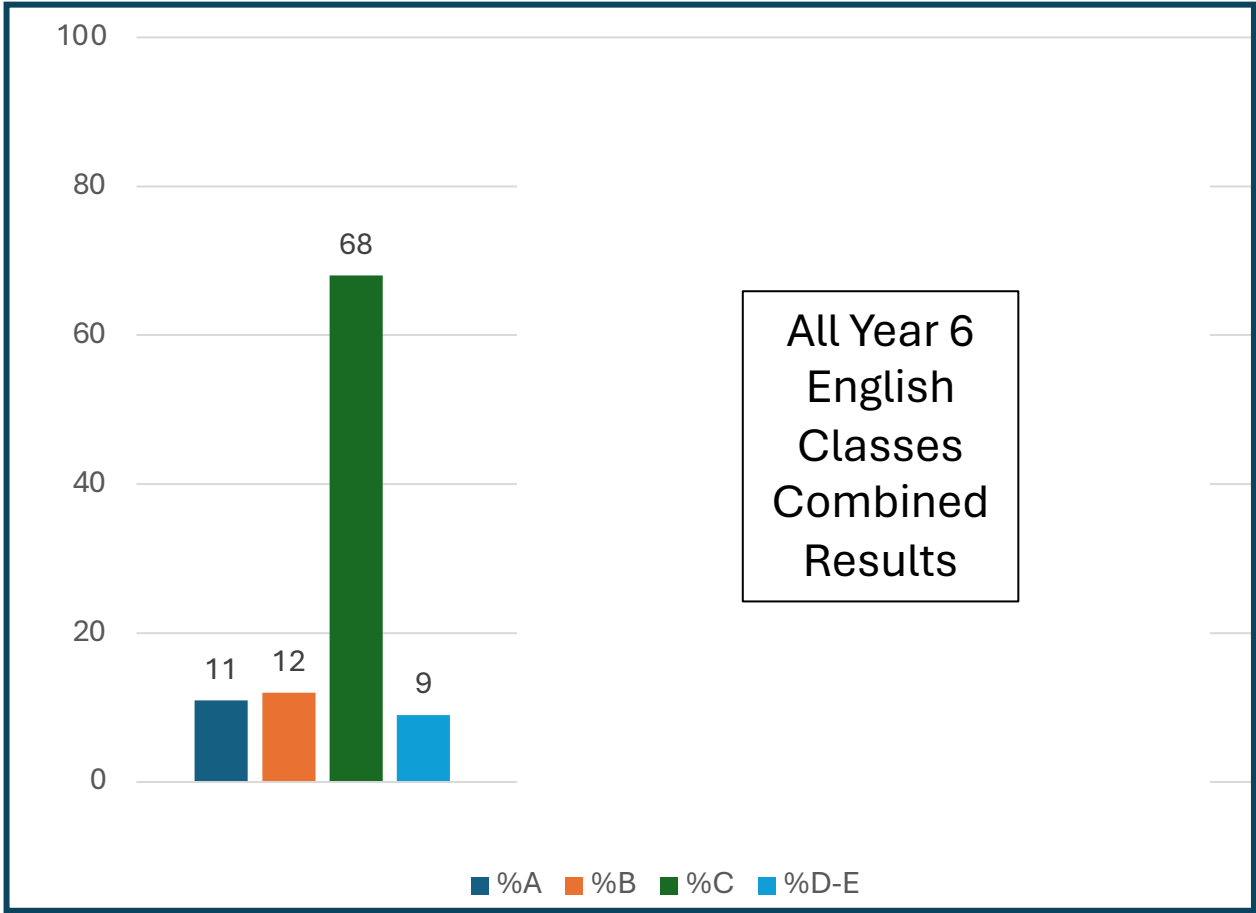
Year 6 Class Outcome Data – Term 1 English
(Provided Directly to Class Specific Teachers)

Teacher A

■ %A ■ %B ■ %C ■ %D-E

Teacher B

■ %A ■ %B ■ %C ■ %D-E
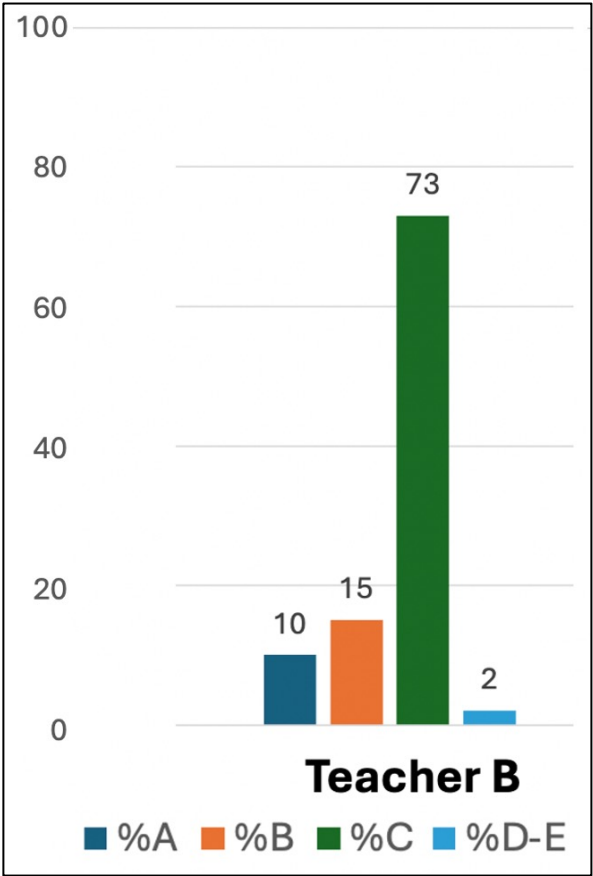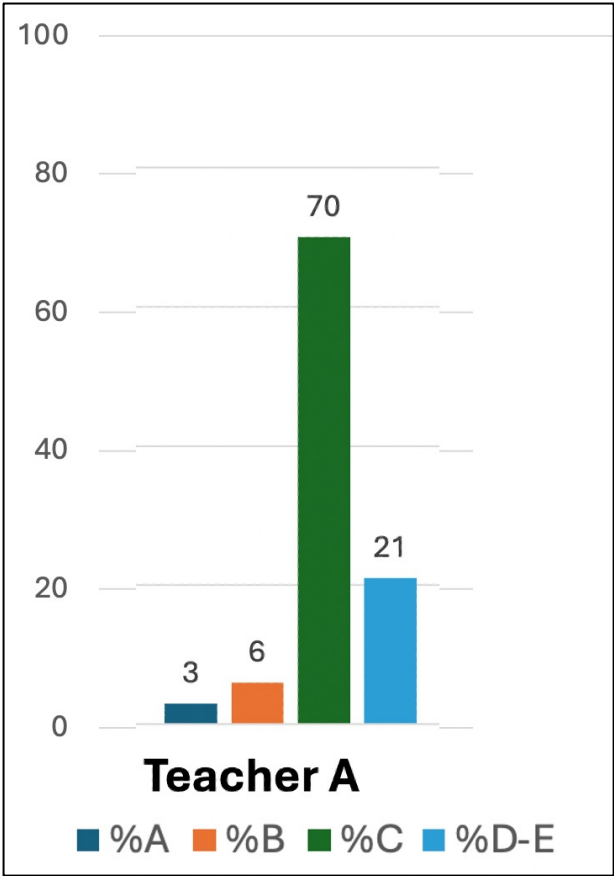
Next Learning Assessment Task: Teacher Outline

Assessment Task – Written News Report (Year 6)

Task: To write a news report on a recent event within our school.

Instructions

Part A: Plan Report
- Plan a report using the template;
- Choose vocabulary to (1) write about specific details and (2) enhance cohesion.

Part B: Draft Report
- Draft the news report on lined paper and use editing checklist to improve writing.

Part C: Publish Report
- Write good copy of news report with supporting image.

Marking Guide

GRADE	Knowledge & Understanding (Productive)	Skills (Creating Texts)	
	Show how specific details can be used to support a point of view	Create detailed texts elaborating on key ideas for a range of purposes and audiences	Demonstrate an understanding of grammar and make vocabulary choices to enhance cohesion and structure. Use accurate spelling and punctuation for clarity and make editorial choices based on criteria
A	• Show how specific details can be used to support a point of view. These include language features such as precise formal and objective language, detailed information, direct and indirect quotes used to provide clear communication about the topic to inform their audience. Images with captions are used to enhance meaning.	• Create a detailed news report elaborating on supplied photos, videos and witness statements to inform the school community of a recent event including recognising and exploiting audience susceptibilities.	• Understands and uses complex sentences to elaborate and extend ideas. Repeats key words or uses synonyms to enhance cohesion in a news report. • Self-regulates spelling and applies spelling knowledge and strategies to spell complex and subject specific technical vocabulary correctly. • Uses a range of editing strategies to improve clarity and consistency of style.
B	• Show how specific details can be used to support a point of view. These include language features such as formal objective language, factual information, direct quotes and images with accurate captions are used to enhance meaning and provide clear communication about the news report.	• Create a detailed news report elaborating on supplied photos, videos and witness statements to inform the school community of a recent event, intentionally selecting a variety of images and techniques to reinforce ideas.	• Understands and uses a range of sentence types to explain ideas. • Effectively uses technical topic-specific vocabulary throughout text to enhance cohesion and meaning. • Integrates a range of spelling strategies and conventions to accurately spell most words, including complex words. • Uses editing strategies to improve consistency.
C	• Show how specific details can be used to support a point of view. These include language features such as objective language, factual information, 5W's, direct quotes and an image with a caption used to illustrate the topic of the news report.	• Create a detailed news report elaborating on supplied photos, videos and witness statements to inform the school community of a recent event.	• Understands the use of tense when writing about events that have occurred in the past and makes considered vocabulary choices to develop cohesion in a news report. • Accurately applies known spelling patterns and rules and spells simple, most complex and some challenging words correctly.
D	• Show how details including language features such as factual information, direct quotes and an image are used to support a point of view.	• Create a news report based on supplied photos and videos to inform the school community of a recent event.	• Uses topic sentences and learnt words appropriately to organise main ideas. • Applies knowledge of generalisations, meanings of base words and word parts (prefixes and suffixes) to spell some new words.

Data Discussion Tool

PART A: For Step 1 of Recipe Card: DATA REVIEW 5 AREAS

Focus Area:	Reflections/ Comments/ Ideas
1. Noticeable *What do you see or notice?*	• *79% students achieving C or above*
2. Celebrations! *What can you celebrate in this data?*	• *79% students achieving C or above* • *No N ratings*
3. Concerns *What concerns you about this data?*	• *21% students not passing English* • *Only 9% students achieving A-B* • *Not close to school A-C target of 90%*
4. Suggestions *What could we be doing?*	• *Focus on moving students from D-C* • *Consider the PLD diagnostic to check for alignment or anomalies* • *Create a Year 6 Data Wall to track English LOA and PLD diagnostics* • *Introduce a B-I-U Wall in my classroom to explicitly teach students the requirements to move between each LOA (with a focus on supporting students currently on a D)* • *Collaborate with the Inclusion Teacher to develop specific strategies to support this group of students*
5. Questions *What are the questions to help us dig deeper?*	• *Who are the students that are not passing and check to see if they have PLPs.*

PART B: For Step 2 of Recipe Card NEXT LEARNING ASSESSMENT TASK

Based on Part A, Review the Next Assessment Task and identify specific Instructional Strategies you will use for targeted improvement in your class.

• **WHAT: Specific Instructional Strategies for my class are…**
• **HOW: My implementation SMART Goals are…**

• *Introduce a bump-it-up wall which is co-constructed with students with specific student constructed samples of how to use factual information and the appropriate punctuation.*

• *Introduce a learning wall and show students how to access the learning wall.*

• *During literacy rotations, I will work directly with the D-E group of students and will have the A-B students being self-directed and the TA will work with the C group.*

HIGHPERFORMANCE SCHOOLS

Data Discussion Tool

PART A: For Step 1 of Recipe Card: DATA REVIEW 5 AREAS

Focus Area:	Reflections/ Comments/ Ideas
1. Noticeable *What do you see or notice?*	• *98% students are passing!!*
2. Celebrations! *What can you celebrate in this data?*	• *98% students achieving a C or above!* • *No N ratings*
3. Concerns *What concerns you about this data?*	• *Still have 2% students not passing English*
4. Suggestions *What could we be doing?*	• *Focus on moving students from a C to a B* • *Have a look at the PLD screener to check for alignment and anomalies* • *Introduce a B-I-U Wall in my classroom to explicitly teach students the requirements to move between each LOA (with a focus on supporting students currently on a C)* • *Who are the students on a C?* • *Is there a group of students who may be close to achieving a B?* • *What is stopping them from achieving a B?*
5. Questions *What are the questions to help us dig deeper?*	• *Who are the students on a C?* • *Is there a group of students who may be close to achieving a B?* • *What is stopping them from achieving a B?*

PART B: For Step 2 of Recipe Card NEXT LEARNING ASSESSMENT TASK

Based on Part A, Review the Next Assessment Task and identify specific Instructional Strategies you will use for targeted improvement in your class.

• **WHAT: Specific Instructional Strategies for my class are…**
• **HOW: My implementation SMART Goals are…**

• *Introduce a bump-it-up wall which is co-constructed with students with specific student constructed samples of how to make intentional decisions about rhetorical devices, images and juxtaposition.*

• *During literacy rotations, I will work directly with the C group of students and will have the A-B students being self-directed and the TA will work with the D-E student.*