



National Standards

National Standards are set for Reading, Writing and Mathematics only

The National Standards 'guide' schools with student achievement expectations at:

- *After one year at school*
- *After two years at school*
- *After three years at school*
- *By the end of Year 4*
- *By the end of Year 5*
- *By the end of Year 6*

OTJs – Overall Teacher Judgements

These are made by teachers to determine if students are 'Above', 'At', 'Below' or 'Well below' the respective standard.

There is no set 'test' or specific assessment/activity required to determine an OTJ but it involves a collection of evidence over time and from a variety of sources – against the indicators outlined in the standards. It requires a '**best fit**' where students are able to **demonstrate their capabilities against the majority of criteria for the respective standard independently and most of the time.**

At Coatesville School ...

School leaders regularly run meetings (whole staff & syndicate) to develop staff understanding of the standards and promote consistency with OTJs. Discussions also occur prior to key reporting times to ensure the content of the standards is clear in teachers' minds.

Teachers must have evidence available to make OTJs and any specific activities and tests are collected and filed.

Leaders also attend school cluster development opportunities where they get a greater understanding of how other schools are making OTJs against the standards. This sharing of information promotes greater consistency between schools.

Reading: Achieving against the National Standard

The foundations of reading are built during the early years at school. For the first three years at school the standards indicate a level on the colour wheel (and key characteristics of texts at the appropriate level) as a benchmark for achieving 'At' the standard.

As students move through school they are expected to process ideas across a number of texts.

For Year 4-6 students the standards require students to show their understanding of specific key characteristics of texts while learning across the curriculum (at level 2-3 respectively).

At Coatesville School ...

Students are taught during focused teaching sessions with specific learning intentions clear for staff and students. These learning intentions support the key characteristics of texts at each level.

Students are also supported to read independently in class and at home to deepen their fluency and understanding.

For all students we use running records or PROBES to regularly determine reading strengths and areas for development – it also helps establish an accurate reading level or age.

PAT Reading Comprehension (and Reading Vocabulary) tests are used as an indicator of success against the standards.

For Yr 4-6 students we have moved beyond using reading ages as the sole indicator of success – we examine a wide range of reading behaviours. We are also looking at how students demonstrate reading capabilities across the curriculum.

Writing: Achieving against the National Standard

Meeting the writing demands for students across all year levels involves building their accuracy, fluency and ability to create meaningful texts.

The writing standards contain key characteristics of student's writing at each level. They also provide models/examples of student writing which provide annotations, showing how students can demonstrate the indicators of success for each level.

At Coatesville School ...

Students are taught during focused teaching sessions with specific learning intentions clear for staff and students. These learning intentions support the key characteristics of texts at each level.

Teachers form judgements about students' writing through the sharing of their work and their responses during discussions. They are guided by teachers to follow specific learning intentions and success criteria and may also have their own personal goals/next steps to develop.

As a staff we moderate regularly with teachers examining writing from other classes at other levels so we analyse and discuss a wide range of student writing. Teachers clarify their understanding and increase the consistency of judgements school-wide.

Mathematics: Achieving against the National Standard

Understanding of Number & Algebra is the major component of success against the standards (50-80% of teaching time depending on the age of students).

Understanding of Statistics and Geometry/Measurement make up the remaining components of the Mathematics standards.

The standards outline some specific mathematical problem examples that students are expected to know and they outline the types of responses students may give.

At Coatesville School ...

Students are taught during focused teaching sessions with specific learning intentions clear for staff and students. These learning intentions support the key requirements at each level. Our school numeracy and strand mathematics teaching progressions are aligned to the NS.

We use specific formal assessments in Number that are used extensively throughout NZ – for strategy and knowledge work. These are primary indicators of success against the standards. But a lot of maths assessment is ongoing, with teachers making judgements against specific learning intentions regularly. The formal assessments (including PAT) are used to confirm information already gathered about a child.

Students 'at risk' of not achieving standard

ALL students identified as '**Well below**', '**Below**', '**Some progress towards**' & '**Difficulty meeting**' MUST be clearly identified on teachers' "Student Achievement" reports which are updated each term.

Teachers must demonstrate they are catering for these students, with documented actions in their planning.

If teachers require **additional support** with these students they must discuss this with their coach and then their syndicate leader. It may then be referred to the 'Learning Needs' team.