



Attainment Meeting Minutes November 2024



Primary: 1

Room: 1a/1

Class Teachers: Claire McCormack and Lisa Burns

Date: 19th November

Curricular Area	Class Information	Action Points
Literacy	William may require a separate plan for Literacy. Amy Morrow can achieve but needs one to one- effort/attitude. Reading: - William, Luca, Aimee, Freddie, Robbie, Mia, Lena, Rohan currently require significant support in reading. - Gracie, Gabby, Isla, Kai, Ivy SC, Ivy S, Heidi, - Monster phonics have had a positive impact so far, helping with phonic recognition and when applying this in blending and reading activities, pupils are more confident and able to decode. - Luca parents are supportive- contacted home and interventions have been put in place. Retaining sounds. Writing: - Shorter time for foundations of writing. - Talk for Writing going well, just needing to think about ways to incorporate short bursts everyday. - Almost all pupils able to write their name. - Through the stories in T4W, grammar points have been addressed, such as adjectives, capital letters etc. Listening & Talking - At the beginning of the academic year, the focus in Talking and Listening was hearing patters in words, generating rhymes through songs and stories. Pupils were given personalisation and choice by choosing a story they enjoy, talking about the front cover, title, author and illustrator. In addition to this, pupils were listening to simple instructions and following them and communicating through imaginative play. - This term, pupils will be assessed; on asking questions and responding appropriately; sharing ideas, thoughts and feelings and recounts experiences and stories.	Reading: Megan, Aaron D, Finn, Lukas, Heidi, Ivy S, Ivy S-c, Kai, Gabby and Gracie all being monitored at this point with scores ranging from 11% - 29%. Make these you TIG to try to narrow the gap with those highlighted green. Mia, Freddie, Robbie, Aimee, Luca and William scoring below 10%. Mabel, Willow, Toby, Cobey and Lochlan all on the cusp of achieving and will become on track as the year progresses. Nola, Freya, Molly, Tessa and Isla all being monitored at this point with scores ranging from 15% - 55%. Make these you TIG to try to narrow the gap with those highlighted green. Rohan and Lena scoring 10% or below. Writing: R1- 14 pupils highlighted as knowing 100% of their sounds, 3 pupils (MC,TM,IJ) being monitored and 2 pupils (LM, RC) highlighted as having significant concerns. R1a- 13 pupils highlighted as knowing 100% of their sounds, 6 pupils (AM, IS, MM, KT, MS, FP) being monitored and 3 pupils (LM, RS, WY) highlighted as having significant concerns. Listening & Talking R1- RC and LM requiring monitoring for some T&L benchmarks covered in T1. R1a- LM, WY and AM finding rhyme difficult and will be targeted by incorporating rhyme everyday to develop language skills.
Numeracy	- In T1, the focus was on recalling number sequences 0-30, recognising the value of 0 and sequencing backwards from 20. Pupils have been developing the ability to identify and recognise numbers 0-10, counting forwards and backwards and identifying the number before/after. Within counting, the pupils were working on one to one correspondence to 10 and using the language before, after and in-between. - In beyond number, pupils have been exploring patterns/relationships and shape.	Assessment results from R1 are very strong with only 1 pupil (LM) being monitored. All other pupils scoring 69% and above. LM can recognise 0-4 however doesn't recognise the order or visual of 5-10. An intervention will be put in place for LM this term to plug gaps. R1a- Assessment results show majority on track with only 3 pupils off track (AM, WY and LM).

DHT Signature: *Alan Hepburn*

PT Signature: *Fiona Mackenzie*