



WILLIAM CLARKE
COLLEGE
CHRIST OUR WISDOM

OUR SMALL GROUP APPROACH

WILLIAM CLARKE
AN EXTRAORDINARY
LEARNER



LITERACY

NUMERACY

OUR SMALL GROUP APPROACH

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SMALL GROUPS WITH A BIG DIFFERENCE

Over many years, the College has demonstrated an ongoing commitment to ensuring that all children achieve the right start in their schooling journey. This document shares how we enable the building of foundational literacy and numeracy skills in our youngest students so that ultimately, they are well-positioned to experience success as extraordinary learners.

We know that in the early years of school it is critical for your child to have a firm foundation in literacy and numeracy. At William Clarke College we believe this foundation is best established in small groups. Therefore, we made the strategic decision to invest considerably in additional teaching staff so that all students can be supported to make great progress in these important early years.

In addition to their main classroom teachers, students may also work with different teachers who have been allocated to deliver literacy and numeracy in a small group context.

Our staff have been trained in explicit instruction, a well-researched method that supports students' ability to understand new content.

By prioritising additional teaching staff, we are able to structure learning in small groups so that we can:

- Provide targeted instruction
- Enhance student engagement
- Promptly identify gaps in knowledge
- Foster meaningful one-on-one relationships
- Collect relevant data and closely monitor and track student progress.



Our data clearly demonstrates that our students are making significant academic progress in the areas of literacy and numeracy. We believe our small group approach has been instrumental in enabling this progress.

Please do not hesitate to contact the Primary Leadership Team if you have any further questions about our use of small groups in the Primary years.

Kind regards,

A handwritten signature in blue ink that reads "D. Smith".

Dean Smith
Head of Primary



OUR SMALL GROUPS EXPLAINED

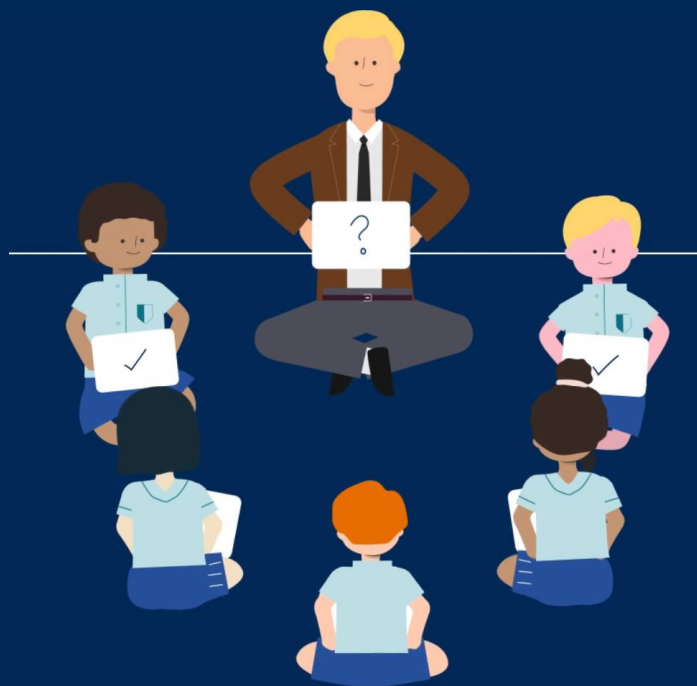
The following areas of literacy and numeracy are delivered via our small group approach. All other curriculum areas are taught by the child's classroom or specialist teachers.

K-2 Reading Groups

Learning Within Each Class

In Reading Groups multiple teachers each work with a strategically formed small group of students. Each individual Reading Group benefits from having a fully-qualified teacher lead the small group of students in their reading instruction. With a teacher on each Reading Group, we maximise student engagement and provide a personalised delivery of reading instruction to support all of our students to make great progress.

While Reading Groups are taking place in one classroom, the other classes on the grade are receiving explicit, direct instruction lessons in Phonics from their classroom teacher. When one class' Reading Group lesson concludes, the teachers rotate, and this intensive instructional Reading Group process takes place again in the next classroom.



Years 3-6 Spelling Groups

Learning Across Year Groups

Years 3-6 Spelling is held at a common time where our students learn in vertically-streamed small groups. Students are strategically placed in one of six Spelling Mastery levels or spelling extension groups.

Students develop skills in spelling, vocabulary and writing. At the end of the co-ordinated spelling lesson, all students return to their classroom.

Years 1-6 Numeracy Groups

Learning Within Year Groups

Learning in Mathematics occurs in small, strategically formed groups. Within each group are students from across the grade. Maths lessons occur at the same time within each grade and allow our students to benefit from personalised, targeted instruction. At the end of each Maths lesson, students return to their classrooms and continue learning in other key areas.

“By adopting a small group approach led by qualified and highly trained teachers, our goal is to develop foundational skills that will support your child in their journey towards becoming an extraordinary learner.”

Progress and Support

Student Progress

Students are placed in strategically formed groups so that each child's specific learning needs can be directly catered for. Classroom teachers regularly review individual student progress to identify areas for growth and improvement.

We believe that student progress is fostered through our:

- in-class differentiated groups
- vertically-streamed groups in Spelling
- laterally-streamed groups in Mathematics.

Student Support

Students who require additional support with their learning in literacy and numeracy receive targeted intervention. Targeted intervention practices are implemented using effective research-based programs to provide 'booster' sessions for children with the goal of further moving them along their individual learning journey.

Our Enrichment Program, led by our Gifted and Talented teacher, provides those students learning at a quicker pace and at a more advanced level with additional support and resources so that they continue making great progress in their learning.

By adopting our small group approach led by qualified and highly trained teachers, our goal is to develop foundational skills that will support your child in their journey of becoming an extraordinary learner.

