

AH KS2

Raising Attainment Plan

Spring and Summer Term 2019

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| **THEME 1:**  **Raising Standards for all chd.to ensure good rates of progress** | ***Key Priorities****:*   * Implement teaching interventions to support pupils identified as not making adequate progress in maths & reading * Ensuring SEND pupils have access to their learning through teachers having the ability and understanding to differentiate and plan for all pupils * SPTO continues to become embedded with assessment policy and is used confidently by all teachers   ***Success Criteria***   * Pupils receiving interventions make accelerated progress as a result of the additional support * There are no classes where progress is not good * Staff are using SPTO with increased confidence | |
| **SPECIFIC ACTIONS** | **MONITORING IMPLEMENTATION ARRANGEMENTS** | **RESOURCES** |
| * Implement teaching interventions to support pupils identified as not making adequate progress in maths & reading | * Use December data to identify children not making adequate progress in Reading and mathematics (see Appendix 1 attached) * Agree intervention groups with teachers (January 2019 – week 1) * Agree times to deliver interventions. (January week Use 1265 to establish pre-school ) interventions (3x week T/Wed/Thurs) or 12.25 – 12.45. * Establish KS2 intervention groups * AH KS2 to write to parents inviting pupils to groups (January 2019 Week 1) * Ensure class teachers speak to parents of all children receiving additional support (January Week 1) * Regular monitoring of SPTO with particular focus on children identified as requiring interventions | * SPTO * Year Group meetings * DLT |
| * Ensuring SEND pupils have access to their learning through teachers having the ability and understanding to differentiate and plan for all pupils | * Monitor planning to ensure that SEND pupils have access to learning through appropriately differentiated plans | * DLT |
| Evaluation   * Book scrutiny – check progress and impact of interventions. * Baseline folder of work from each child (comprehension/maths assessment WRM/Classroom Secrets for strands covered) * Teaching folders created and feedback sheets used for each session | | |

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| **THEME 2:**  **Improving Learning & Teaching** | **Key Priorities:**   * Ensure all teachers are using live feedback effectively to plan next steps and support pupil progress * Teachers can identify and support children with additional need and plan effectively to meet these * To ensure every teacher is fully aware of any barrier that may exist for a child which inhibits their learning potential - SEND   **Success criteria:**   * Pupils will be able to use the live feedback model to enable them to quickly identify their areas for development and strength * Monitoring demonstrates good teaching throughout the Middle school phase | |
| **SPECIFIC ACTIONS** | **MONITORING IMPLEMENTATION ARRANGEMENTS** | **RESOURCES** |
| * Ensure feedback policy is fully embedded in all classrooms | * Ensure feedback records are available for monitoring * Agree level of detail required for each sheet (non-negotiables). Where feedback sheets are not used, agree level of marking expected. * Children’s voice – effectiveness of feedback * Weekly monitoring of feedback sheets (feedback to SLT) * Arrange drop-in time at beginning of sessions to focus on use of feedback sheets * Read ‘Visible Learning Feedback’ (Hattie and Clarke) and evaluate and share with SLT * Inset meeting – Feedback use and usefulness (February 2019) | * DLT * Year Group meetings * DLT * DLT |
| * Monitor non-core planning for evidence that chn with additional needs are identified and planned for. | * Check that planning in Foundation Topics is clearly differentiated | * DLT |
| Increase Parent engagement | * Discuss ideas with SLT – possible ideas to include: * Open Parent forums – ½ termly – evening Pizza and chat? * Build confidence in parents * Nominated SLT member for parental engagement * Reading training for nominated parents (Yr 3) – Children to be agreed by SLT and class teachers. Regular feedback from CT. * Open email address to ask questions/comment on positive behaviours (mentoring system established for named children identified from data analysis. Regular feedback with parents – to include email – so that parents are kept constantly informed about learning/progress/challenges with learning   Texting reports of progress/achievements to targeted children identified as being at risk of not meeting ARE – similar to idea above. A way to keep parents engaged and informed. One or two children identified from each Year group/phase. Evaluate impact and consider effectiveness. | School premises  DLT |
| **Evaluation**   * Feedback sheets completed to agreed standard * Chn can discuss impact of feedback received and verbalise how this has helped them | | |
| **THEME 3:**  **Leading Learning** | **Key priorities**  **Success criteria** | |
| **SPECIFIC ACTIONS** | **MONITORING IMPLEMENTATION ARRANGEMENTS** | **RESOURCES** |
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| Evaluation | | |

**APPENDIX ONE – Intervention Groups**

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| **Year Group** | **Intervention Group** | | | **Intervention** |
| **Year 3 Reading** | John McCarthy  Nathan Pun  Charlie Robertshaw | Chloe Roberts  Bethany Severn | | 2 sessions a week (to be decided)  Focus on reading fluency and information retrieval |
| **Year 3 Mathematics** | Alfie Carpenter  John McCarthy  Nathan Pun  Zmourrat Sabur | | Aishwarya Gurung  Maddie Hunter  Bethany Severn | 2 seesions a week (to be decided)  Interventions to focus on fluency and recall of number facts/KIRFS/times tables/secure understanding of Place Value. |
| **Year 4 Reading** | Kaysie Shaddock  Leo Bryant-Goddard  James Maclennan | | Luke Yelding  Sidney Sheen  Aron Biro  Jude Burnham | 2 sessions a week (to be decided)  Classroom Secrets/CPG texts – teach how to answer questions/retrieve information/increase reading speed and fluency. |
| **Year 4 Mathematics** | Maddie Hall  Lola Keen  Vienna Leighton | | Maisie Marshall  Phoebe Phillips  Kaysie Shaddock | 2 sessions a week (to be agreed)  Improve fluency and recall of number facts.  Teach how to answer questions – what is the question asking? What strategies are needed to answer. |
| **Year 5 Reading** | Hector Athenasi  Zak Hurley  Mason Joliff  Preston Neale (?)  Ava Copus | | Garema Limbu  Isabella Parkin  Amie Wadda  Laela Woodhouse  Angel Laxton | 2 sessions a week (to be decided)  Comprehension questions – Classroom Secret texts/CPG books  Answer/Prove/Explain techniques. Increasing speed of retrieval. Fastest fingers first. |
| **Year 5 Maths** | Muweme Gondwe  Harris Green  Nisan Limbu  Adam Hey  Thomas Meighan  Logan McFadden  Bradley Nolan  Alfie Woodyer | | Annabelle Gray  Myrkelle Lubin  Polly Mitchell  Savina Vatuloka | 2 sessions a week (to be agreed)  Improving fluency arithemetic (Fluent in Five) |