

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
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| **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
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| * 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
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| 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
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| **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
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| * 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
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| 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 premisesDLT |
| **Evaluation** * Feedback sheets completed to agreed standard
* Chn can discuss impact of feedback received and verbalise how this has helped them
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| **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 McCarthyNathan PunCharlie Robertshaw | Chloe RobertsBethany Severn | 2 sessions a week (to be decided)Focus on reading fluency and information retrieval |
| **Year 3 Mathematics** | Alfie CarpenterJohn McCarthyNathan PunZmourrat Sabur | Aishwarya GurungMaddie HunterBethany 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 ShaddockLeo Bryant-GoddardJames Maclennan | Luke YeldingSidney SheenAron BiroJude 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 HallLola KeenVienna Leighton | Maisie MarshallPhoebe PhillipsKaysie 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 AthenasiZak HurleyMason JoliffPreston Neale (?)Ava Copus | Garema LimbuIsabella ParkinAmie WaddaLaela WoodhouseAngel Laxton | 2 sessions a week (to be decided) Comprehension questions – Classroom Secret texts/CPG booksAnswer/Prove/Explain techniques. Increasing speed of retrieval. Fastest fingers first. |
| **Year 5 Maths** | Muweme GondweHarris GreenNisan LimbuAdam HeyThomas MeighanLogan McFaddenBradley Nolan Alfie Woodyer | Annabelle GrayMyrkelle LubinPolly MitchellSavina Vatuloka | 2 sessions a week (to be agreed)Improving fluency arithemetic (Fluent in Five) |