

Yr6 Raising Attainment Plan

Spring & Summer Term 2019

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| **THEME 1:**  **Raising Standards for all chd.to ensure good rates of progress** | **Key Priority**  Every child makes good or better progress 3.5 – 4 tracking points from their Aut baseline data  Quality first teaching drives the improvement in children’s progress, attitude and behaviour  The school promotes the importance of parental engagement and actively implements strategies to include and develop parental partnership  **Success Criteria**  Children engage with all aspects of their learning  Children are motivated to succeed and have a growing awareness of their progress and areas for development  Parents are more actively engaged with supporting their children within the home  PPG pupils are closing the gap and their parents are involved and actively supporting their child through their own involvement and interest  Closing end of year data shows accelerated progress and targets are met  The gap is closed for PPG from –5 to –2.5 as a minimum in R W M | |
| **SPECIFIC ACTIONS** | **MONITORING IMPLEMENTATION ARRANGEMENTS** | **RESOURCES** |
| Resit SATS papers from September baseline following intense support | Analyse the resit papers and report on gaps, progress and develop support action plan | Supply to analyse, discuss and action plan 1 day |
| Engage with parents and highlight their role and responsibility to enabling the child/ren to thrive and not merely survive at secondary school provide resources to | 3 parent groups  1-1 parent meetings for PPG, SEND | Time, letters and refreshments |
| Supply all children with revision support books CPG plus lower year group support as required for individual children | Books are looked through by teachers and where children are not receiving support homework support will be provided by Ali Hatherley and Sharon Channing 8.30 – 9.30 2 groups of 6 each = 24 = 43% of Year group all PPG and lower attainers not on track for ARE | 60 CPG  SEND resources Yr3 4 &5  2 hours QFT plus TA time |
| Continue to provide small classes for core teaching during the am sessions on Wed & Thursday | Imogen Attrill covers the split class to continue to provide an environment where individual needs can be fully addressed |  |
| Parent sessions to join their children as they learn | Mrs Channing holds regular ( twice each half – 1st mid Jan – 2nd mid feb) coffee and croissant morning reading sessions for her children. | TA overtime to prep  refreshments |
| All PPG parents invited in for a morning every other week | Starting from 3rd week in Jan until the Easter break parents are invited into the school to support their child on either Maths or Literacy, this will be rotated. Reward for parent who attends 85% of sessions | Parent rewards |

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| **THEME 2:**  **Improving Learning & Teaching** | **Key Priority:**   * For Year 6 teachers to be quick to identify where progress is rapid and ensure that GDS is incorporated into the planning and delivery of lessons and additional groups * A clearer and more explicit link to SPAG is provided within teacher modeling and pupils writing ability across all genres demonstrating greater complexity and formality   **Success criteria:**   * Teachers use and respond to their use of the feedback and assessment model within the school to enable them to quickly identify the children who with good teaching are making rapid progress are adequately challenged. This is evident in moderation and book looks where progress is very clear to see from December’s base point moderation BFC | |
| **SPECIFIC ACTIONS** | **MONITORING IMPLEMENTATION ARRANGEMENTS** | **RESOURCES** |
| * The school seeks external and internal validation on writing | Invite external moderator in late spring to overview books | * Zoe Livingstone and Liz (from Meadowvale) |
| * STEP to visit Yr6 with HT to valid quality and impact of teaching | STEP visits to focus on Yr6 in Spring term | * STEP visit |
| * Teachers to continue refining their use and consistent updating of SPTO to enable them to monitor pupil progress and preteach area | Fortnightly as an absolute minimum requirement across core areas of learning in line with policy | * PPA * SPTO |
| * Preteach sessions to ensure pupils are not left behind | Weekly and teacher driven feedback and pre-teach session to help pupils develop and embed areas of challenge in their learning | * TA support and time tabling |

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| **THEME 3:**  **Leading Learning** | | | **Key priorities**   * Improve parental engagement * Support teachers through regular Yr6 meetings * Devise effective and efficient plans to address historic poor teaching to ensure cohort is successful and well placed for secondary   **Success criteria**   * There is uptake o parental information and engagement activities * Teachers are clear about what, where, how and when – they feel that communication is clear, worthwhile and purposeful * An increased dialogue between parent and teacher around the child’s progress in their learning | | | | | | |
| **SPECIFIC ACTIONS** | | | **MONITORING IMPLEMENTATION ARRANGEMENTS** | | | | | **RESOURCES** | |
| * Fortnightly catch up meetings with HT after SLT 4PM until Feb ½ term then as required but a minimum of every 3rd week | | | Dates to be confirmed meeting length 1 hour  Progress report template to be devised and circulated to teachers for discussions and clarity at each meeting R W M  Pupil progress update at each meeting Yes / No  What next and how | | | | | 1265 meeting allocation for 5 pupil progress meetings = 6.25 hours | |
| * Teachers as an outcome from phase meetings select the top 3 and lowest 3 pupils and speak to parents about next steps | | | Record of all children top and lowest kept with details of support and challenge for parents | | | | | Supply cost | |
|  | Drop in SLT/GB | x | | Learning Walk SLT/GB | x | Planning into Practice  including moderation |  | | Stakeholder/ Pupil Voice |