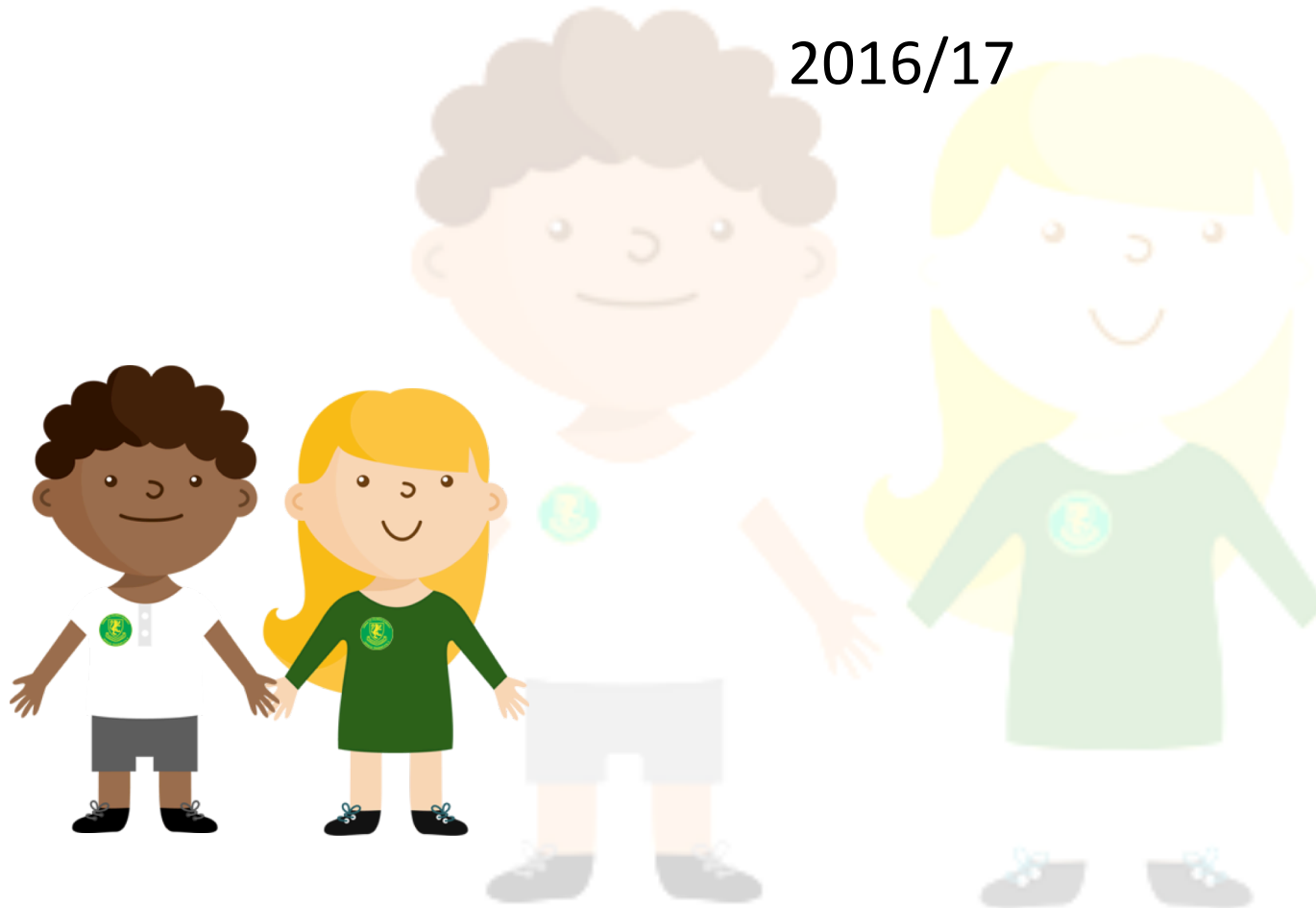




Church Cowley St James Church of England Primary School

# Year 6 Raising Achievement Plan

2016/17





## Enhanced Action Plan: Year 6

### Year 6 - Raising Achievement Plan

Target	Action	Owner	Time scale	Resources	Success Criteria	Monitoring and Evaluation
<b>Raise standards in Maths, Writing, SPaG and Reading: General school strategy</b>	<ul style="list-style-type: none"> <li>Quality first teaching – instructional feedback weekly. KO:HR; LT:KD; BM:SD; NH:KD</li> <li>Learning Walks – regular feedback including Big Maths, SPaG, Guided Reading from literacy and maths leads (supported by SLT members)</li> <li>Intervention/Provision Maps – targeted pupils from data</li> <li>Monitoring/Book scrutiny – Middle Leaders/Senior Leaders with a focus on pitch/challenge (using question analysis/pupil breakdown to support)</li> <li>Full Data Analysis – led by Ass't lead/Phase Leader to support next steps in teaching and specific next steps for pupils in class/interventions (all stakeholders to be copied in)</li> <li>Cohort Moderation to support teacher assessment</li> <li>Pupil Progress Meetings</li> <li>Parent's Evenings/ Parent Workshops</li> <li>Homework</li> <li>Assessment Cycle – 3 more assessment weeks mapped out with pupils in the same small groups/questions read to them for SPaG/Maths</li> <li>Test Base papers and questions to support daily teaching and assessment points</li> <li>September 2016 scaled scores to be sent to parents in T1</li> </ul>	Various (see list) SLT lead  KD RE to lead  RE to lead  RE RE LT/KO  RE and year 6 teachers	Ongoing  Various – see mon cycle  By week 3 Various – see mon cycle  See assessment cycle  Nov 2016  See assessment cycle	Release time for middle leaders SLT monitoring, assessment and planning time	<ul style="list-style-type: none"> <li>✓ Combined Reading, Writing and Maths from 26% (2016) to predicted <b>45%</b> (2017, 23/60)</li> <li>✓ Current combined (Sept 2016) at 2% to move to 45% by end of academic year</li> <li>✓ Book monitoring shows ongoing progression, personalised learning and specific marking with pupil response time</li> <li>✓ Lesson observations show 70% good or better grading in year 6 across adults</li> </ul>	<ul style="list-style-type: none"> <li>Scaled scores sent Oct 2016 to parents. Drop in sessions to clarify scaled scores: 4/60 attended</li> <li>Testbase: Nov 2016 (Maths + Reading):                AE: 4/60 = 7%, 95+: 28/60 = 47%, 90+: 44/60 = 73%                 Current teacher ratings: KO:2; LT: 3; BM: 2/3;</li> <li>Pupil progress meeting taken place 14.12.16</li> <li>SATS information evening Feb 2017 – all pupils received revision guides. 52/60 attended</li> </ul> T3 teacher ratings: KO: 2+, LT: 3, BM: 2





<p><b>Raise standards in Maths</b></p>	<ul style="list-style-type: none"> <li>Weekly strategy as above</li> <li>Arithmetic tests to be sent fortnightly/ parent workshop to introduce</li> <li>Big Maths x3 minimum weekly focussed on findings in question level analysis (support from Maths lead/Phase lead)</li> <li>Identified target group for 'deep marking' daily in Maths: RE to monitor and set with class teachers</li> <li>RE/KD to have focus group (tracked as interventions) for strategy and application – set through data analysis and targeted questioning</li> <li>Maths challenge group – CW for greater depth</li> </ul>	<p>HR to lead</p> <p>Support from phase/ Maths lead</p> <p>RE/KD</p>	<p>By week 5, T1</p> <p>Week 4, T1</p> <p>End of T1</p> <p>Week 5, T1</p>	<p>Leadership release time</p> <p>Maths leadership time for monitoring plans and progression</p>	<ul style="list-style-type: none"> <li>✓ Maths 39% (2016) to 55% Expected (2017, 36/60)</li> <li>✓ Target changed to between 65-70% expected (Nov 2016, 39-42 pupils/60). Continue with target Feb 2017.</li> <li>✓ Current level of AE at 2% (Sept 2016) to rise to 55% by end of academic year.</li> <li>✓ Maths 2% (2016) to 10% (2017, 8/60) at Greater Depth</li> <li>✓ Greater Depth Aspirational.</li> </ul>	<ul style="list-style-type: none"> <li>Dec 2016: Arithmetic tests not being sent as yet – KD/HR to follow up</li> <li>Big Maths taking place</li> <li>Deep marking group identify during pupil progress reviews (14.12.16)</li> <li>Testbase: Nov 2016</li> <li>AE: 8/60 = 13%, 95+: 35/60 =58%, 90+: 48/60 = 80%, 105+: 1/60 = 2%</li> <li>SATs paper: Feb 2017</li> <li>AE: 19/60 = 32%, 95+: 37/60 =62%, 90+: 45/60 = 75%, 105+: 7/60 = 12%</li> </ul>
<p><b>Raise standards in Reading</b></p>	<ul style="list-style-type: none"> <li>Weekly strategy as above</li> <li>Reading NARA assessments to support level of comprehension skills and to drive intervention work</li> <li>NH to read daily with weaker level readers (as identified through NARA and Salford)</li> <li>Guided reading daily, focussed on findings in question level analysis, supported by Literacy lead and assessment continuums to discuss progress</li> <li>HR/BM to have focus group (tracked as interventions) for strategy and application – set through data analysis and targeted questioning</li> <li>Supporting reading training – Friday 23<sup>rd</sup> Sept for LT, KO, LD, HR</li> </ul>	<p>KD to lead</p> <p>NH, year 6 teachers</p> <p>Year 6 teachers, Lit lead</p> <p>RE/KD to set</p>	<p>End of T1</p> <p>Week 3, T1</p> <p>Week 4, T1</p> <p>Week 5, T1</p> <p>Week 3, T1</p>	<p>Leadership release time</p> <p>Literacy leadership time for monitoring plans and progression</p>	<ul style="list-style-type: none"> <li>✓ Reading 44% (2016) to 62% Expected (2017, 37/60)</li> <li>✓ Target changed to 69% expected (Nov 2016, 41 pupils/60)</li> <li>✓ Current level of AE at 18% (Sept 2016) to rise to 62% by end of academic year.</li> <li>✓ Reading 12% (2016) to 20% (2017, 12/60) at Greater Depth</li> <li>✓ Aspirational: 28% (17/60) Updated February 2017</li> <li>✓ 91% of pupils from 2a/3c to</li> </ul>	<ul style="list-style-type: none"> <li>Supporting reading training attended</li> <li>Testbase: Nov 2016</li> <li>AE: 8/60 = 13%, 95+: 35/60 =58%, 90+: 48/60 = 80%, 105+: 1/60 = 2%</li> <li>See individual target sheets for Reading predictions</li> <li>SATs practise: Feb 2017</li> <li>AE: 28/60 = 47%</li> <li>95+: 40/60 =67%</li> <li>90+: 47/60 = 78%</li> <li>105+: 12/60 = 20%</li> </ul>





<b>Raise standards in Writing</b>	<ul style="list-style-type: none"> <li>Weekly strategy as above</li> <li>Writing skills daily, including big write to gain evidence and handwriting lessons</li> <li>Identified target group for 'deep marking' daily in Writing: RE to monitor and set with class teachers</li> <li>SD and BM to have focus groups (tracked as interventions) for strategy and application – set through data analysis to ensure evidence for writing standards</li> <li>Use writing standard assessment to monitor over the course of the year and teach specific skills in order to build evidence</li> </ul>	Year 6 teachers RE KD to lead RE to lead	Ongoing End of T1 Week 5, T1 End of T1	Leadership release time Literacy leadership time for monitoring plans and progression	<ul style="list-style-type: none"> <li>Writing 67% (2016) to 70% Expected (2017)</li> <li>Target changed to 42/60 = 70% in November 2016</li> <li>Current level of chn working towards the standard (all 9 statements) 52%, working towards (7+ /9 statements) 68%, expected (7+ /9 statements) 22% and expected (8+ / 9) 12% (Sept 2016) to rise to 70% by end of academic year</li> <li>Writing 18% (2016) to 20%</li> </ul>	Writing: December 2016: Greater depth prediction: 15/60 = 25% (Aspirational) Expected prediction: 42/60 = 70% Interim frameworks update start March 2017
<b>Raise standards in SPAG</b>	<ul style="list-style-type: none"> <li>Weekly strategy as above</li> <li>Spelling rules/pattern/ tests to be sent fortnightly/ parent workshop to introduce</li> <li>SPaG x3 minimum weekly focussed on findings in question level analysis (support from Literacy lead/Phase lead)</li> <li>BM to have focus group (as part of daily teaching M, T, W) for strategy and application – set through data analysis and targeted questioning</li> </ul>	HR to lead Year6 teachers KD/RE to set	Ongoing Ongoing Week 5, T1	Leadership release time Maths leadership time for monitoring plans and progression	<ul style="list-style-type: none"> <li>SPAG 60% (2016) to 65% Expected (2017, 39/60)</li> <li>Target changed to 41/60 = 59% November 2016</li> <li>Current level of AE at 28% (Sept 2016) to rise to 65% by end of academic year.</li> <li>SPAG 7% (2016) to 22% (2017, 13/60) at Greater Depth</li> </ul>	<ul style="list-style-type: none"> <li>Nov 2016 Testbase: AE: 7/60 = 12%, 95+: 21/60 = 35%, 90+: 42/60 = 70%, 105+: 3/60 = 5%</li> <li>See individual target sheets for SPaG predictions</li> <li>Feb 2017 SATs practise: AE: 26/60 = 43%, 95+: 41/60 = 69%, 90+: 50/60 = 83%, 105+: 16/60 = 27%</li> </ul>
<b>Behaviour, engagement and attendance</b>	<ul style="list-style-type: none"> <li>Scaled scores to be sent to parents via letter and introduced during workshop</li> <li>Rising Stars (?) SATs books to be purchased during T1/2 to enable parents to support learning at home</li> <li>QCA levels for children to be monitored and tracked for improved attitude, behaviour and conduct once per long term</li> <li>Incentive to be set every other term (2, 4, 6) to reward positive learning attitude and effort in learning</li> <li>Use of IRIS and personalised support for class teachers in improving behaviour and relationships in the classroom</li> <li>Attendance to continue to be tracked weekly for year 6 pupils in order to target families where attendance is impacting on performance</li> </ul>	RE CJ/KD Inc team KD to lead KD lead DL lead	End of T1 By week 4, T2 Ongoing, once per long term Ongoing - weekly In place by end T1 Ongoing	Leadership release time Inclusion team release and meeting time	<ul style="list-style-type: none"> <li>Reading, writing, maths and SPaG scores improve as outlined above</li> <li>Attendance levels rise from 96.75% (year group combined, end of 2016) to 96.8% by end of academic year 2017.</li> <li>QCA average for identified pupils rise by 5 points average per term</li> <li>Parents are well informed on child's progress and aware on how to support learning at home</li> </ul>	<ul style="list-style-type: none"> <li>Scaled scores sent to parents Oct 2016. New scores sent Feb 2017 following next set of mock SATs</li> <li>Rising stars SATs books purchased. To be distributed during SATs workshops – Feb 2017.</li> <li>Actions above completed Feb 2017.</li> </ul>