



Granby Primary School

LKS2 Improvement Plan 2017-18

Priority : <i>1. IRIS , 2. Writing , 7. Disadvantaged Children</i>							Lead : <i>Cross, Dale</i>			
Objective : <i>LKS2: To increase the percentage of children reaching the Expected Standard and Greater Depth in Writing.</i>							Linked SPM Objective Count : <i>0</i>			
Department : <i>Lower KS2</i>										
Start Date : <i>01/09/2017</i>							Due Date : <i>31/08/2018</i>			
Success Criteria : <i>[1] 75% of children to reach or exceed ARE's in each year group. NB: 2016-17 - Y3: 57% & Y4: 37%</i> <i>[2] 90% of children to achieve 6 Steps progress.</i> <i>[3] 80% of children to achieve 7 Steps or more progress.</i>										
Activity/Task	Success Criteria	Personnel	Resources	Budget	Actual	Timescale	Training & Development	Monitoring	Review	Status
Shirley Clarke training.	[1] Opportunity for professional discussion and personal reflection. [2] Key Shirley Clarke principles evident in	DCro, MGil, CCal, LCoo		£1,200.00	£1,200.00	31/08/2018	CCal LCoo DCro MGil Shirley Clarke Training £1,200.00			In Progress

	classroom observation and work scrutiny.										
Organise staff meeting about "Talk for Writing".	[1] Talk for Writing principles evident in lesson observations and work scrutiny.	DCro, MGil, SBra, SGut, TCos, CCal, LGou, LCoo		£0.00	£0.00	31/08/2018					Not Started
Granby Writing Standards [developed from KS2 Interim Framework].	[1] Standardisation of marking across LKS2. [2] Improved accuracy of teacher assessment. [3] Evidence folders compiled to corroborate judgements.	DCro, MGil, SBra, SGut, TCos, CCal, LGou, LCoo		£0.00	£0.00	31/08/2018					In Progress
Half-termly internal and bi-annual external moderation of writing.	[1] Standardisation of writing assessment across LKS2 and within DG6. [2] Moderation	DCro, MGil, SBra, SGut, TCos, CCal,		£0.00	£0.00	31/08/2018					In Progress

	evidence to support teacher judgements.	LGou, LCoo								
Purchase additional resources to support teaching of spelling.	[1] Greater range of techniques and activities used to teach spelling. [2] Improved spelling standards across LKS2. [3] Termly summative spelling assessments to aid monitoring and tracking.	DCro, MGil, SBra, SGut, TCos, CCal, LGou, LCoo		£0.00	£0.00	31/08/2018				Not Started
Instruct IRIS triads to focus on teaching of writing.	[1] Constructive professional discussion. [2] Sharing of best practice for teaching writing. [3] Improved writing outcomes for children.	DCro, MGil, SBra, SGut, TCos, CCal, LGou, LCoo		£0.00	£0.00	31/08/2018				In Progress
Use speech recognition software to encourage correct	[1] Focussed language development in isolation from the mechanics of	MGil, SBra, CCal, LGou		£0.00	£0.00	31/08/2018				Not Started

sentence structure.	writing. [2] Greater grammatical awareness. [2] Extended sentence structure. [3] Improved standard of spoken English.										
Daily BRWP intervention for selected Year 4 children.	[1] Improved phonological awareness. [2] Improved application of spelling rules and patterns. [3] Improved sentence structure.	DCro, MGil, SBra, CCal		£0.00	£0.00	31/08/2018					In Progress
Reassign existing tablet computers to LKS2.	[1] Increased opportunity for classes to plan web-based elements into literacy lessons, e.g. Wordsmith big books, Internet research, etc. [2] Speech recognition software installed	DCro, MGil, SBra, SGut, CCal, LGou, LCoo		£0.00	£0.00	31/08/2018					In Progress

	and used to support struggling writers.									
Provide staff training on how to use tablet computers.	[1] Increased staff confidence allowing them support children better in lessons.	DCro		£0.00	£0.00	31/08/2018				Not Started
Record and share BRWP sessions with class teachers.	[1] Improved teacher understanding of strategies used in BRWP. [2] Key messages of BRWP reinforced during literacy lessons.	DCro, MGil, SBra, SGut, TCos, CCal, LGou, LCoo	Honorarium £250.00 for Claire Stevens	£250.00	£0.00	31/08/2018				Not Started
Refine peer marking and share best practice across LKS2.	[1] Children copy their targets onto marking page to provide clear focus for highlighting work. [2] Phase meeting time used to look at each other's books and share what works well.	DCro, MGil, SBra, SGut, TCos, CCal, LGou, LCoo		£0.00	£0.00	31/08/2018				In Progress

Create 'Parents Guide to Writing at Granby'.	[1] Glossary of terms and writing genres published. [2] Improved parental engagement and support at home with writing. [3] LKS2 children's writing used to illustrate salient points.	DCro, MGil, SBra, SGut, TCos, CCal, LGou, LCoo		£0.00	£0.00	31/08/2018				Not Started
Host writing activity evening for parents and children.	[1] Range of activities and writing stimulus. [2] Indoor and outdoor writing zones. [3] Collaborative approach with staff involved in supporting and inspiring families. [4] Prizes or rewards for taking part.	MGil, SBra, SGut, TCos, CCal, LGou, LCoo		£0.00	£0.00	31/08/2018				Not Started

Evaluation Processes :

- * Half-termly internal writing moderation in school.
- * Bi-annual external moderation with schools from DG6.
- * Termly writing assessments using Y3&4 Granby Writing Standards.

Overall Impact :

Outcomes :

DRAFT

Priority : 5. LKS2: Number [Y3] & Reading [Y4] , 7. Disadvantaged Children							Lead : Cross, Dale				
Objective : Year 3: To increase the percentage of children reaching the Expected Standard and Greater Depth in Maths.							Linked SPM Objective Count : 0				
Department : Lower KS2											
Start Date : 01/09/2017							Due Date : 31/08/2018				
Success Criteria : * 80% to reach or exceed ARE's in each year group [cohort average 65% in 2016-17] * 90% to achieve 6 Steps progress * 80% to achieve 7 Steps progress or more											
Activity/Task	Success Criteria	Personnel	Resources	Budget	Actual	Timescale	Training & Development	Monitoring	Review	Status	
Focus on number and counting during all lesson starters.	[1] All children to be able to count forwards and backwards from any starting point up to 250 in multiples of 1, 2, 3, 5, 10, 25, 50 & 100. [2] All children to be able to reliably and accurately count up to 250 objects by grouping in appropriate multiples.	SGut, TCos, LGou, LCoo		£0.00	£0.00	31/08/2018				In Progress	
Key skills intervention for children significantly below ARE's.	[1] Three target children who were "PKF" at the end of KS1. [2] Intensive 1:1 teacher-led maths intervention. [3] Focus on counting, number and simple addition and subtraction. [4]	DCro, SGut		£0.00	£0.00	31/08/2018				In Progress	

	Accelerated progress evident in Big Maths and half-termly assessments.									
Include vocabulary focus in every maths lesson.	[1] Vocabulary packs, or PowerPoints, compiled for every topic. [2] Randomly selected pack discussed at speed in every lesson. [3] Topic-based words displayed on working wall and referred to in teaching. [4] Improved retention and understanding of maths vocabulary.	SGut, TCos, LGou, LCoo		£0.00	£0.00	31/08/2018				In Progress
Big Maths staff meeting to discuss and share best practice.	[1] Lively, inclusive discussion about "what works well" in Big Maths lessons. [2] Best practice identified, recorded and shared with all staff. [3] Increased productivity and better child outcomes in weekly Big Maths lessons.	DCro, SGut, TCos, LGou, LCoo		£0.00	£0.00	31/08/2018				Not Started
Big Maths training for TA's.	[1] Theoretical training provided for all TA's leading Big Maths groups. [2] Model sessions provided to demonstrate best practice. [3] Monitoring, evaluation and constructive feedback shared with TA's on their lessons.	DCro		£0.00	£0.00	31/08/2018				Not Started
Provide resource packs for Big Maths intervention rooms.	[1] Adequate practical maths resources and stationery available in every room use in Big Maths.	DCro		£0.00	£0.00	31/08/2018				Not Started

Introduce half-termly Big Maths rewards.	[1] Certificate and prizes for "highest average score" and "most improved" for every group. [2] Celebration assembly to raise profile of maths achievement.	DCro, SGut, TCos, LGou, LCoo		£0.00	£0.00	31/08/2018				Not Started
Record reasoning in thought bubbles when problem solving.	[1] Children trained to record their reasoning in thought bubbles when solving maths problems. [2] Teachers able to correct misconceptions and tailor teaching more closely to children's needs.	SGut, TCos, LGou, LCoo		£0.00	£0.00	31/08/2018				Not Started
Create maths challenge cards.	[1] Compilation of shared resources from subscription teaching sites. [2] Maths challenges set as extensions in lessons and at other times of the day. [3] Greater exposure to mathematical problem solving.	SGut, TCos, LGou, LCoo		£0.00	£0.00	31/08/2018				Not Started

Evaluation Processes :

Overall Impact :

Outcomes :

Priority : 5. LKS2: Number [Y3] & Reading [Y4] , 7. Disadvantaged Children	Lead : Cross, Dale
Objective : Year 4: To increase the percentage of children reaching the Expected Standard and Greater Depth in Reading.	Linked SPM Objective Count : 0

Department : Lower KS2

Start Date : 01/09/2017

Due Date : 31/08/2018

Success Criteria :

- * 80% to reach or exceed ARE's in each year group [cohort average 53% in 2016-17]
- * 90% to achieve 6 Steps progress
- * 80% to achieve 7 Steps progress or more

Activity/Task	Success Criteria	Personnel	Resources	Budget	Actual	Timescale	Training & Development	Monitoring	Review	Status
BRWP lead practitioner to provide TA training.	[1] Model BRWP sessions provided for inexperienced TA's to observe. [2] Intensive training and instruction completed. [3] Ongoing support provided through observation and feedback.	CSte, DCro, MGil, SBra, CCal		£0.00	£0.00	31/08/2018				Not Started
Daily BRWP intervention for	[1] Improved phonological awareness and	DCro, MGil, SBra,		£0.00	£0.00	31/08/2018				In Progress

selected Year 4 children.	decoding skills. [2] Improved comprehension and inference skills.	CCal, LGou									
Reciprocal Reading training.	[1] Opportunity for professional discussion and personal reflection. [2] Reciprocal Reading strategies embedded in classroom practice and evident in guided reading sessions.	MGil, SBra, CCal		£0.00	£0.00	31/08/2018	Reciprocal Reading Training				Not Started
							£0.00				
Bespoke fortnightly reading comprehension lessons.	[1] Opportunity for whole class shared reading. [2] Explicit teaching of reading comprehension strategies. [3] Clear modelling of test technique and how to answer different types of question satisfactorily.	DCro, MGil, SBra, CCal, LGou	CGP Reading Comprehension Books £220.00	£220.00	£220.00	31/08/2018					In Progress
Embed shared reading across the curriculum.	[1] Shared reading of class book at the end of each day. [2] Shared reading of Wordsmith texts in literacy lessons. [3]	DCro, MGil, SBra, CCal, LGou		£0.00	£0.00	31/08/2018					In Progress

	Careful selection of texts used in foundation subjects to facilitate further shared reading.										
Return to use of banded reading books at LKS2.	[1] Children progress steadily through finely graded reading scheme. [2] Greater adult involvement in when children move between bands. [3] Children reading significantly above ARE's moved onto Accelerated Reader.	CSte, DCro, MGil, SBra, CCal, LGou	Collins Big Cat Banded Reading Books. £2,000.00	£2,000.00	£2,000.00	31/08/2018					In Progress
Improve the quality of guided reading.	[1] KTC model employed by all teachers and TA's. [2] Reciprocal Reading used with higher performing pupils. [3] Plans directly reference Target Tracker statements. [4] Purposeful activities for those not working with an adult.	DCro, MGil, SBra, CCal, LGou		£0.00	£0.00	31/08/2018					In Progress
Recruit more parent readers.	[1] All classes have minimum of one	DCro		£0.00	£0.00	31/08/2018					In Progress

	parent reader. [2] Every child to read 1:1 with an adult in school every week.									
Leicester City 'Leadership of KS2 Reading' initiative.	[1] Deputy head and one KS2 teacher to lead at Granby. [2] Training disseminated to all KS2 in staff meetings. [3] Reading tasks and projects to have a positive impact on progress and attainment.	DCro		£0.00	£0.00	31/08/2018	Leadership of KS2 Reading £0.00			In Progress
Set up LKS2 'Reading Leaders' programme.	[1] Year 4's read with Year 3's once a fortnight. [2] Carefully chosen pairings so that older children can mentor younger readers. [3] Mutual benefits of peer tutoring. [4] Reading for enjoyment!	DCro, MGil, SBra, CCal, LGou		£0.00	£0.00	31/08/2018				Not Started
Evaluation Processes :										
Overall Impact :										
Outcomes :										

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Priority : 5. LKS2: Number [Y3] & Reading [Y4] , 7. Disadvantaged Children							Lead : Cross, Dale				
Objective : Year 4: To increase the percentage of children reaching the Expected Standard and Greater Depth in Maths.							Linked SPM Objective Count : 0				
Department : Lower KS2											
Start Date : 01/09/2017							Due Date : 31/08/2018				
Success Criteria : * 80% to reach or exceed ARE's in each year group [cohort average 55% in 2016-17] * 90% to achieve 6 Steps progress * 80% to achieve 7 Steps progress or more											
Activity/Task	Success Criteria	Personnel	Resources	Budget	Actual	Timescale	Training & Development	Monitoring	Review	Status	
Intensive Singapore Maths teaching for children working at Stage 2.	[1] Workbooks, online resources and practical maths equipment purchased. [2] Maths sets established. [3] Daily Singapore Maths lessons delivered by lead practitioner. [4] Improved understanding of core mathematical principles. [5] Accelerated progress and greater number of children reaching or exceeding ARE's.	DCro, MGil, SBra, CCal, LCoo	Singapore Maths Resources £1,500.00 Cover for S.M. Training £300.00	£1,800.00	£1,800.00	31/08/2018				In Progress	

Focus on number and counting during all lesson starters.	[1] All children to be able to count forwards and backwards from any starting point up to 250 in multiples of 1, 2, 3, 5, 10, 25, 50 & 100. [2] All children to be able to reliably and accurately count up to 250 objects by grouping in appropriate multiples.	DCro, MGil, SBra, CCal, LGou		£0.00	£0.00	31/08/2018				In Progress
Key skills intervention for children significantly below ARE's.	[1] Seven target children who were Stage 1/Stage 2 Emerging at the end of Year 3. [2] Intensive 1:1 teacher-led maths intervention. [3] Focus on counting, number and simple addition and subtraction. [4] Accelerated progress evident in Big Maths and half-termly assessments.	DCro, SGut		£0.00	£0.00	31/08/2018				In Progress
Evaluation Processes :										
Overall Impact :										
Outcomes :										