



Granby Primary School

UKS2 Improvement Plan 2017-18

Priority : <i>1. IRIS , 2. Writing , 7. Disadvantaged Children</i>							Lead : <i>Swift, Jane</i>			
Objective : <i>UKS2: 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>Upper KS2</i>										
Start Date : <i>01/09/2017</i>							Due Date : <i>31/08/2018</i>			
Success Criteria : <i>[1] 75% of Y5 and 80% of Y6 children to reach or exceed ARE's. NB: 2016-17 - Y5: 45% & Y6: 42% [2] 90% of children to achieve 6 Steps progress. [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
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.	ACli, HHop, JSwi, OMar, NGre		£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 UKS2 and within DG6. [2] Moderation evidence to support teacher judgements.	ACli, HHop, JSwi, OMar, NGre		£0.00	£0.00	31/08/2018				In Progress
KS2 Interim Framework at Year 6 and Granby Writing Standards at Year 5.	[1] Standardisation of marking across UKS2. [2] Improved accuracy of teacher assessment. [3] Evidence folders compiled to corroborate judgements.	ACli, HHop, JSwi, OMar, NGre		£0.00	£0.00	31/08/2018				In Progress
Organise staff meeting about "Talk for Writing".	[1] Talk for Writing principles evident in lesson observations and work scrutiny.	ACli, HHop, JSwi, OMar, NGre		£0.00	£0.00	31/08/2018				Not Started
Shirley Clarke training.	[1] Opportunity for professional discussion and personal reflection. [2] Key Shirley Clarke principles evident in classroom observation and work scrutiny.	NGre		£300.00	£300.00	31/08/2018	NGre Shirley Clarke Training £300.00			Not Started
Phonics intervention for UKS2 pupils	[1] Individual 30 minute sessions to take place three times a week. [2]	OMar		£0.00	£0.00	31/08/2018				In Progress

working at Stage 2/3.	Improved phonological awareness. [3] Evidence of work completed during intervention to have positive impact on independent writing.										
Beat Dyslexia intervention for selected children.	[1] Small group 20 minute sessions to take place twice a week. [2] Improved phonological awareness. [3] Improved sentence structure. [4] Improved handwriting.	ACli, HHop, JSwi, NGre		£0.00	£0.00	31/08/2018					In Progress
Purchase additional resources to support teaching of spelling.	[1] Greater range of techniques and activities used to teach spelling. [2] Improved spelling standards across UKS2. [3] Termly summative spelling assessments to aid monitoring and tracking.	ACli, HHop, JSwi, OMar, NGre		£0.00	£0.00	31/08/2018					Not Started
Purchase new tablet computers for UKS2.	[1] Increased opportunity for classes to plan web-based elements into literacy lessons, e.g. Wordsmith big books, Internet research, etc. [2] Word processing packages to aid with	DCro, PFow	30 x Windows 10 Tablet Computers	£4,000.00	£4,000.00	£4,000.00	31/08/2018				Not Started

	drafting, editing and redrafting process.										
Refine peer marking and share best practice across UKS2.	[1] Phase meeting time used to look at each other's books and share what works well. [2] Standard approach to peer marking and editing/redrafting used across UKS2.	ACli, HHop, JSwi, OMar, NGre		£0.00	£0.00	31/08/2018					In Progress

Evaluation Processes :

- * Half-termly internal writing moderation in school.
- * Bi-annual external moderation with schools from DG6.
- * Termly writing assessments using Y5 Granby Writing Standards and KS2 Interim Framework 2017.

Overall Impact :

Outcomes :

Priority : 6. UKS2: Number [Y5] & Reading [Y6] , 7. Disadvantaged Children	Lead : Swift, Jane
Objective : Year 5: To increase the percentage of children reaching the Expected Standard and Greater Depth in Maths.	Linked SPM Objective Count : 0

Department : Upper 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
Focus on number and counting during lesson starters.	[1] Children can count forwards and backwards to 1,000 from any starting point in multiples of 10, 25, 50 & 100. [2] Children can accurately count up to 1,000 objects by grouping in appropriate multiples. [3] Children can count using fractions, decimals and negative numbers.	ACli, OMar, NGre		£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]	ACli, HHop, JSwi, OMar, NGre		£0.00	£0.00	31/08/2018				Not Started

	Greater productivity in weekly Big Maths lessons.									
Provide TA Big Maths training.	[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, JSwi		£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.	ACli, HHop, JSwi, OMar, NGre		£0.00	£0.00	31/08/2018				Not Started
Record reasoning in thought bubbles when problem solving.	[1] Children record reasoning in thought bubbles when solving maths problems or making corrections following marking. [2] Teachers able to correct misconceptions and tailor teaching more closely to children's needs.	ACli, OMar, NGre		£0.00	£0.00	31/08/2018				In Progress
Provide TA calculation training.	[1] Practical training provided for all TA's in formal written methods for calculations. [2] Monitoring, evaluation and constructive feedback shared with TA's on maths support they provide in and out of class.	DCro, JSwi		£0.00	£0.00	31/08/2018				Not Started

Refine maths marking to include reciprocal RAG-rating.	[1] Children RAG-rate and comment on their confidence and level of understanding every maths lesson. [2] Teachers RAG-rate every lesson and comment only when a child has not understood something.	ACli, OMar, NGre		£0.00	£0.00	31/08/2018				In Progress
Stage 3 maths intervention group with HLTA.	[1] Six children taught Stage 3 maths curriculum by HLTA. [2] Gaps in knowledge identified and planned for. [3] Accelerated progress from individual starting points. [4] Aim to be working within Stage 4 by the end of Year 5.	ACli, OMar, NGre		£0.00	£0.00	31/08/2018				In Progress
Intervention groups for lower and higher performing disadvantaged pupils.	[1] Revisit this week's learning, clear up remaining misconceptions and provide additional practice as needed. [2] Opportunity to pre-teach challenging parts of following week's topic.	ACli, GMur, OMar, NGre		£0.00	£0.00	31/08/2018				In Progress

Evaluation Processes :

Overall Impact :

Outcomes :

Priority : 6. UKS2: Number [Y5] & Reading [Y6] , 7. Disadvantaged Children	Lead : Swift, Jane
Objective : Year 6: To increase the percentage of children reaching the Expected Standard and Greater Depth in Reading.	Linked SPM Objective Count : 0

Department : Upper 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 54% 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
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.	HHop, JSwi		£0.00	£0.00	31/08/2018	Reciprocal Reading Training £0.00			Not Started
Incorporate Reciprocal Reading strategies into literacy lessons.	[1] All children trained in the different Reciprocal Reading roles. [2] RR approach used when reading and exploring texts in literacy lessons. [3] Improved understanding by summarising, generating questions, clarifying and predicting what might happen next.	HHop, JSwi		£0.00	£0.00	31/08/2018				Not Started

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] Careful selection of texts used in foundation subjects to facilitate further shared reading.	HHop, JSwi, OMar		£0.00	£0.00	31/08/2018				Not Started
Weekly SAT's style comprehension activities.	[1] Explicit teaching of reading comprehension strategies. [2] Clear modelling of test technique and how to answer different types of question satisfactorily. [3] Better outcomes in termly assessments.	HHop, JSwi, OMar		£0.00	£0.00	31/08/2018				In Progress
Increase reading miles with Accelerated Reader awards and prizes.	[1] Competitive element encourages children to read more. [2] Weekly reports with awards for "highest word count" and "most improved reader". [3] Termly prizes and celebration assembly raise the stakes of competition.	HHop, JSwi, OMar		£0.00	£0.00	31/08/2018				In Progress
Recruit more parent readers.	[1] Both Year 6 classes to have regular parent reader one afternoon a week. [2] All children working below ARE's to read 1:1 with an adult in school every week.	HHop, JSwi, OMar		£0.00	£0.00	31/08/2018				In Progress
After school reading clubs for lower and higher performing pupils.	[1] Two clubs to run between January and May. [2] Target groups established: children just below the expected standard; children aiming for	HHop, JSwi		£0.00	£0.00	31/08/2018				Not Started

	greater depth. [3] Intensive small group reading tuition resulting in accelerated progress and higher attainment.									
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 <i>£0.00</i>			In Progress
Evaluation Processes :										
Overall Impact :										
Outcomes :										

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