

## Phase 2

attainment and progress and quality of learning for individuals, different groups, SEND and.....

End of 2017:

- improving trend for both Yr 3 and Yr 4 data across the board
- progress measure shows big improvement in Spring and Summer term
- Intervention following new and proactive structure
- Novel study and arithmetic introduced
- Across phase teaching and use of TA's
- Critique and outcomes now embedded in phase

Success criteria: (predicted data)

- All children to make 6 points progress across the year
- intervention focus on children to make accelerated progress esp in Yr 4 Aut term
- Yr 4 Reading 68% Writing: 62% Maths 65%
- Y3 Reading 69% writing 64% Maths 69%

Action:	Led and supported by:	Impact:	Monitoring the impact?	Start/finish date	CPD?	Impact Autumn Term	Impact Spring Term	Impact Summer Term
Ensure data for new children is shared, discussed and issues clear in September.	TP	Teachers are aware of individual attainment in their classes and across phase to target support and project planning. Ta's are also part of this process to allow for high quality, informed support.	TP to lead PPA sessions with clear agenda and space to discuss data issues. Every 6 weeks data capture and analysis done to ensure continued progress and immediate gaps highlighted.	Sept 17		Pupil progress meeting held and intervention strategies discussed for pupils.		
Objective led teaching with clear targets for children which lets to clear individual aims and regular learning conversations to discuss progress.	SC, KW, RS, TP	Pupils are aware of each learning step and their progress towards it. They are able to talk about their learning linked to specific statements and any barriers that may be stopping them moving forward. This knowledge is reflected in the data and progress is discussed regularly in phase meetings.	TP to add progress to the agenda in PPA and regular catch ups with teachers during weeks between. Planning needs to have clear learning focus which is displayed in classroom each week.	ongoing		Learning statements are clearly displayed - learning conversations still being developed.		

Intervention grps will be fluid and flexible focusing on their weekly learning targets. Proactive and reactive.	TP	Children will be focused on after daily morning teaching - intervention will then be delivered that afternoon to support them for the next day. Pre-teach may also be delivered as part of afternoon support. Literacy support is part of the project and their current work will be the aim of the intervention focusing on core skills.	Intervention to be discussed a part of the 6 weeks data capture. This will also form part of PPA discussion about children across the phase. This will be documented in the phase data sheet.	ongoing		Afternoon intervention happening for maths and intervention for individuals discussed every 6 weeks.		
More able children to be a focus to ensure accelerated progress is attained through high quality teaching and inspiring project delivery.	SC, KW, RS, TP	TP to highlight the children with the potential to achieve at this level. Teachers to be aware of individuals in their classes and the gaps that need filling to ensure the attain. Intervention could be part of this. Project planning needs to give opportunities for them to be aspirational and inspired.	Project planning to be looked at by TP but also subject leaders to ensure opportunities are planned for. Data to be looked at to ensure progress is being achieved.	ongoing		This a continual process and discussions are being held during planning process.		
Phonics groups to be set up across the phase to ensure transition from Yr 2 - Yr3 and SPAG groups for those off phase.	KW	Data to be looked at from Yr4's and Yr3's children to be grouped according to their current phonics groups and also look at children in Yr4 that might need that support. Children will be taught at their correct level and those groups will then be supported in whole class teaching. Impact should then be seen in their writing.	KW to monitor phonics groups and ensure high quality teaching across the phase. Children to be moved when necessary so these groups will be fluid. Children should all be having SPAG by Christmas.		INSET delivery by KW	SPaG groups are in action and KW has monitored these gaps - to be repeated in Summer Term		
Ensure children have access to supportive materials in every rooms across phase.	TP, SC, RS, KW	Children can independently access the materials to support the learning. Literacy word mats, key words - colour coded lists, maths manipulatives, rubrics,	All teachers to make sure these are effectively used in whole class teaching.	ongoing		Classrooms have resources - need to ensure they are being accessed		

TA meetings		Ta meetings to be held regularly to discuss individual children's needs as well as organisational phase issues. TA's aware of any contextual information to give informed support. TA's to become part of project planning and feedback.	TP to hold meetings and ensure that they are informed and understand learning objectives for the week.			Weekly TA meetings in place		
Accelerated progress in Yr 4 maths		Daily targeted provision to target Yr 4s who are off track.	PPA to identify those children and ensure they are provided for in daily provision and extra.			Intervention being delivered for a target gap of Yr4s		