

The Kibworth School Action Plan 2019

Medium term plan (2019/2020)

Category: Accelerate Group

Priority (Intent)	Action (Implementation)	Key dates	Evidence /Research basis	RAG (where at currently)	Impact (Proposed, then becomes actual, can include data)
<p>1. Students well below Reading expected score to make 'accelerated' progress towards working alongside peers in year group.</p> <p>(Ofsted Priority - to strengthen the progress of eligible pupils, including those who are disadvantaged, pupils who have special educational needs (SEN) and/or disabilities and pupils in Year 7 who require literacy and numeracy support.)</p>	<p>Students are to read in every session (Not just in taught reading). To use their reading skills to enable them to be successful in both test conditions and in life.</p> <ul style="list-style-type: none"> • Test for 'Fresh Start' programme to find appropriate beginning level. ▪ Read across the curriculum. Use cross-curricular subjects to experience the importance of reading and give them some knowledge of the subjects they are missing. ▪ Taught reading sessions which focus on the ten main groups of questions when tested; Who? What? Where? Why? How? Find? Explain? Predict? Compare? Infer? ▪ Read for meaning where students have to read to successfully complete tasks, almost without realising they are reading (e.g. using a recipe). ▪ Use second phase words to increase vocabulary. ▪ Reading for enjoyment. ▪ Regularly reading to the head teacher and governors as well as any other appropriate visitors to build an 'I am a reader' mentality. 	<p>October December February April May</p>	<p>Literacy and numeracy catch up strategies – September 2018</p> <ul style="list-style-type: none"> • Interventions aim to help pupils who are low-attaining in literacy with their reading comprehension, ability, and enjoyment. There are a range of delivery methods – Library lessons, comprehension activities, questioning, AR? • Reading comprehension interventions are likely to work best when used in combination with other approaches. Furthermore, it is important for teachers to assess pupils' needs prior to implementation as it appears less effective when pupils lack particular phonics or vocabulary skills (Higgins, Katsipataki & Coleman, 2014). <p>Closing the Vocabulary Gap -Alex Quigley.</p> <p>Blended interventions that have a comprehension intervention involves meta-cognition, reading comprehension, making inferences from text, writing stories and vocabulary training. This intervention was found to have high effectiveness through an efficacy trial (Sibieta, 2016).</p>	<p>5.9.19 Students tested for Fresh start programme and are at a level too high for the intervention. So we are now planning to implement a range of different reading activities.</p>	<p>Individual targets to be met (At least 20% up on SAT score by December). Students will be tested using the 2018 & 2019 SATs reading papers in December and April using the 2017 SATs grade boundaries to assess their progress.</p> <p>To show accelerated progress, students should score 100 on the end-of-year WRAT5 test (Year 7 standard).</p> <p>SATs score that was done again. Difference between those who have attended and those just starting.</p> <p>Kindles ordered and given to students to promote a love of reading. Reading will be monitored by R Stockwell.</p> <p>Reading for enjoyment in the library – Requested by JD. Merits given to those who</p>

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					<p>manage to concentrate on a book for 30 minutes!</p> <p>Reading with head teacher, children very proud of badge and experience when they came back to class.</p>
<p>2. Students well below expected score to make ‘accelerated’ progress towards working at the same level as peers in year group in writing.</p> <p>(Ofsted Priority - to strengthen the progress of eligible pupils, including those who are disadvantaged, pupils who have special educational needs (SEN) and/or disabilities and pupils in Year 7 who require literacy and numeracy support.)</p>	<p>Students will take part in trips and experiences about which they can write. This will give them episodic knowledge to draw from in their writing as well as being given some firm foundation tools which they can apply to all types of writing.</p> <ul style="list-style-type: none"> ▪ Trips should link to a topic we are covering. ▪ Real life experiences such as reading recipes, cooking a dish, then writing about the experience. ▪ Actual use of GAPS and why we need to use it. ▪ Publishing work to give them a sense of pride and ownership over their writing. ▪ Parents’ evening where pupils can ‘exhibit’ their writing. 	<p>October December February April May</p>	<p>Closing the Vocabulary Gap -Alex Quigley.</p> <p>Alan Peat – Writing exciting sentences. Alan Peat – 50 ways to tell a story, The inspiration for the book came from Raymond Queneau's work Exercises in Style, which is a collection of ninety-nine different retellings of the same tale. Queneau believed that constraints, paradoxically, lead to greater creativity.</p> <p>Literacy and numeracy catch up strategies – September 2018</p> <ul style="list-style-type: none"> • Writing interventions appear to show consistently good results. In particular, where trips are used as topics for pupils to write about. • Encourage pupils to improve how their writing communicates with the reader. This is done through making connections between a linguistic feature and the effect it has on the piece of writing, rather than by focusing on grammatical inaccuracies (Torgerson & Torgerson, 2014b). <p>Blended interventions that have a comprehension intervention involves meta-cognition, reading comprehension, making inferences from text, writing stories and</p>	<p>Accelerated Group started week beginning 16th September, 2019.</p>	<p>Students should be achieving a secure grade 2 by the end of the year, in line with their peers. They will need to have achieved this on 3 pieces of independent writing. They will be tested using the Year 7 writing assessment criteria so we will be able to use comparable data to clearly see whether progress being made in line with peers.</p> <p>If students are consistently producing grade 2 writing without support before Christmas/Easter, they will be taken out of Accelerate and replaced with students who are behind.</p> <p>Children are using a range of sentence types in the group. They now need to transfer these skills to their English work and across the curriculum.</p> <p>Writing around the reading of pasta included technical</p>

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			vocabulary training. This intervention was found to have high effectiveness through an efficacy trial (Sibieta, 2016).		<p>words to practise vocabulary training.</p> <p>Interest from home as well (See FF's email from mum).</p>
3. Students well below expected score to make 'accelerated' progress towards working alongside peers in year group in Mathematics.	Students to experience a mastery approach to lessons starting with the basic core skill. Moving through the flow model starting with representation to fluency, probing questions, further extensions and the Rich tasks. As the children get to probing questions/further extension and Rich task they will be at the Y7 standard based on the Y7 SOW.	October December February April May	<p>Literacy and numeracy catch up strategies – September 2018</p> <p>Research – Model based on a range of educational research including Bruner's Multiple Representations, Skemp's Relational vs instrumental Understanding, Blooms Taxonomy, Olsen's Students as Teachers, Practice from Singapore, Shanghai, Finland and beyond.</p> <p>See Skemp below.</p>	Accelerated Group started week beginning 16 th September, 2019.	<p>Ongoing improvement in essential skills.</p> <p>Improvement by 20% on SAT score by December.</p> <p>Children to integrate back into main classes when scores are consistently equivalent to their peers. Review this every half term.</p> <p>R Stockwell identified obvious gaps in learning and has especially placed value on these areas that need to be addressed. This happens in every lesson.</p> <p>Essential skills happening in every lesson to address misconceptions.</p>
4. For a transition curriculum to take place which will aid all children, particularly disadvantaged, low achieving and SEN.	In progress – We have met with members of the local authority to discuss the priorities and will be meeting with primary teachers from our feeder schools on 25 th September to put a more detailed action plan in place.	September May July	<p>Literacy and numeracy catch up strategies – September 2018</p> <p>There is evidence to show that transition from primary to secondary school is a time where progress for some pupils can be below what would be expected. It therefore follows that a smooth transition should help facilitate pupils to catch up with their peers. Key principles which appear to facilitate the transition from primary to secondary school include: maintain</p>		<p>Meeting held with head teachers about plans for the year.</p> <p>R Stockwell to photograph/collect Y6 work books to distribute to staff. Next year plan: Photo of best work to be stuck in the front of books as an example to</p>

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			collaboration before and after transfer; facilitate effective communication; prioritise and invest in school visits and induction programmes; develop practices for particular types of pupils; ensure schools have clear roles and responsibilities that are supported by senior management, and; evaluate what works and disseminate good practice.		<p>show how great they can be. – Reduce the drop between Y6&Y7.</p> <p>Transition plan is building: Children for Accelerate Group identified from primary school data in May and then will attend for two mornings during the summer term and start straight away in September (Children in the current group stated that this would have helped this year).</p>

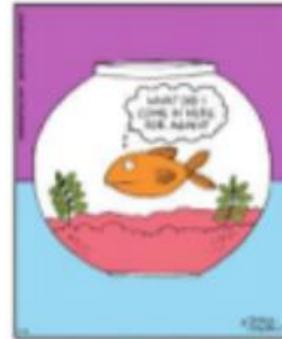
Literacy and numeracy catch-up strategies – September 2018

Definition of low attainment - Low attainment is defined as attainment below age-related expectations in a particular curriculum subject or skill. This paper focuses on low attainment in numeracy and literacy.

What is the purpose of the Mastery Flow Model?

When pupils learn without making sense, connecting or thinking, memory is relied upon. You are likely to forget this unless used very regularly and unable to use it in a different context. Understanding the logic of a process allows you to reason why a solution is achieved, and access is likely available for longer

Skemp



The mastery flow model is designed to *develop long term retention* of learning and to improve understanding.