



YEAR LEADER ACTION PLAN 2018 – 2019 SUBJECT AREA - YEAR 6

Current Status	<i>Initial Plan</i>					
Outcome required (What do we want to achieve?)	Action to be taken	Actioned by	When?	Resources	Success Criteria	
					<i>How will we know when we've got there?</i>	<i>Where will we look for evidence?</i>
<p>Improve attainment percentage of pupils achieving at least EXS in Writing/Reading/Maths.</p> <p>To be in line with national figures.</p>	<p>KS1 data examined and analysed and pupils split into attainment groups. This data, in addition to summative assessment throughout the year, will be used to track attainment and progress of pupils. FFT also to be used to identify attainment flight paths of individual pupils.</p>	<p>NM, MR, MF, JB, JA, PW</p>	<p>July 18</p>	<p>Excel, SIMs for previous data</p>	<p>Complete file with pupils previous data and separated into KS1 attainment groups.</p>	<p>Teacher planning files</p>
	<p>Pro-active pastoral strategies. Key adults assigned to vulnerable pupils within the year group in order to remove barriers to learning.</p>	<p>NM, JW, MB, NW</p>	<p>July 18 – Weekly review</p>	<p>Personalised plans</p>	<p>Pastoral issues are dealt with in a restorative and pro-active manner.</p>	<p>SIMs behaviour records Behaviour in class</p>
	<p>Teachers completing in depth secretarial marking in Literacy. Providing weekly quality pupil conferencing of short burst/extended/independent writing and providing timely and meaningful feedback to pupils.</p>	<p>NM, MR, MF, JB, JA, KT, KB</p>	<p>Ongoing - Daily</p>	<p>Literacy books Purple pens Standard for KS2 Spelling lists</p>	<p>Pupils self editing more effectively Fewer spelling and grammatical errors being identified in Literacy books Improved outcomes</p>	<p>Literacy books</p>
	<p>Homework strategy – Minimum expectation of score in TT Rockstars to ensure development of TT capability. Expected level of spellings and Topic project completed.</p>	<p>NM, MR, MF, JB, JA, NW, MB, JW</p>	<p>Weekly</p>	<p>TT Rockstars – APP and login Topic homework slips and purple books.</p>	<p>Raise in standard of creative/independent study Improvement in mental mathematics skills and fluency in calculations. Improved level of spellings in pupils work for Year 5/6 words.</p>	<p>Homework books Literacy/Numeracy books Summative assessments</p>
	<p>Topic time – 5 x 50 minute sessions – Independent learning tasks set up in the classroom, freeing teachers up to complete targeted interventions for Numeracy and Literacy. TAs also to complete interventions at this time – Maths boosters, Big Maths interventions and Sentence Level development.</p>	<p>NM, MR, MF, JB, JA, JW, NW, MB</p>	<p>Daily</p>	<p>Topic resources Interventions records Resources for interventions</p>	<p>Improvement in pupil outcomes during lessons and summative assessments. Improved level of independent study. Improved knowledge of teachers in pupils personalised learning strengths and barriers.</p>	<p>Teacher intervention record book Summative assessments Core learning books.</p>

	Year 6 Assessment timetable for all core areas. In addition we will include testbase optional progress assessments for Reading in November and in Spring Term. QLA to be completed instantly and data collated to ensure interventions and groups are appropriate and targeted.	NM, MR, MF, JB, JA, JW, MB, NW	Half termly	Assessments Mark Scheme QLA	Clear and effective plan for assessments in May to ensure optimum environment to achieve pupil outcomes. Improved outcomes in assessment results. Improved combined %	QLA Assessment data records Classrooms
	Corbett 5 a day and Big Maths to be used as part of fluency section of the Maths lesson. Arithmetic tests completed once a week and teachers use QLA weekly to direct and focus their interventions and support in the afternoons.	NM, MR, MF, JB, JA, JW, MB, NW	Daily/Weekly	Arithmetic tests	Improved level of fluency in calculations and mental mathematics Improved outcomes in reasoning assessment.	Maths books Assessments
	Reading and Literacy planned together to ensure time is utilised effectively. Planning focus on curriculum as well as 8 assessment domains.	NM, KB, MR, JB	Weekly	Planning proforma Long term plan Core texts	Greater links made between texts Pupils improved ability to discuss purpose and audience and the effect certain tools have on the reader. Pupils improved knowledge of the toolkit for various text types. Improved standard in writing. Improvement in	Planning documents Pupils books Summative assessment outcomes
	Develop creativity of lessons in Mathematics; encouraging pupils to use manipulatives (brought new this year) to explore the conceptual backdrop to the areas of Maths being covered in lessons.	NM, NP, JA, MR, JB, MF	Weekly/Daily	Manipulatives Planning	Greater conceptual understanding as evidenced in increased outcomes from the reasoning mathematics paper.	Summative assessment Pupils books
To reduce the attainment gap between key groups i.e. disadvantaged and non-disadvantaged and boys and girls.	Disadvantaged group identified at the start of the year and all Year 6 team aware of their identity and their areas for development.	NM, MR, MF, JB, JA, JW, MB, NW	July 18	SIMs PP list Excel	Staff able to identify all Disadvantaged group and demonstrate an awareness of their strengths and barriers through intervention.	Pupils books Planning annotations Pupil progress meetings
To be in-line with national figures.	KS1, YR5 and Sep 18 baseline data used to identify current progress and attainment track of disadvantaged group. CTG group identified from this as well as JW's Reading group and NW's Maths group.	NM, MR, MF, JB, JA, JW, MB, NW	July 18 – All year	Resources for groups Excel document	CTG/Disadvantaged interventions improve and reduce the gap between attainment of disadvantaged and non-disadvantaged pupils at least to national (around 3%)	Summative data
	CTG – Boys writing club. Identified groups of boys not on track in writing selected for weekly newspaper club. Boys to write and edit their own newspaper termly.	NM, JW, MR	Weekly	Resources for writing and editing.	Improve writing attainment of disadvantaged boys (as identified in previous year data) and reduce gap to be in line with national figures.	Pupils intervention books.
	JW/NW/MB Disadvantaged interventions – focussing on quality reading and comprehension discussions and problem solving in Maths.	NM, JW, NW, MB, MR, JA, JB, MF	Weekly	Resources for interventions.	CTG/Disadvantaged interventions improve and reduce the gap between attainment of disadvantaged and non-disadvantaged pupils at least to national (around 3%) – Reading and Maths	Summative data

	Progress and attainment or dis. Group discussed at half termly pupil progress meetings.	NM, MR, JA, JB, MF	Half termly 1:1 – Weekly as a team	Pupil data Pupils evidence for predicted score for end of KS2.	All team have a greater awareness of the barriers for progress for ALL pupils within the year group. This knowledge used to plan interventions to overcome barriers.	Summative data and assessments Pupils books P.Progress meeting records. Year 6 weekly meeting minutes.
Raise standard to positively impact upon pupil outcomes in teaching, feedback and assessment.	NM daily coaching; team teaching; pupil conferencing; staff development – During core learning with the aim to raise standards within Year 6.	NM, MR, JA, JB, MF	Daily	Support record NM weekly timetable	Professional development through coaching and team teaching of Year 6 team to improve outcomes for pupils. Increased capacity for quality pupil conferencing to allow for more time to be given to pupils during the independent writing stage. NM involved in team teaching to be able to identify the learning behaviour barriers for all pupils in Year 6.	Monitoring visits of teachers. Pupil outcomes in summative assessments and in their books.
	Daily Yr6 meetings before school to look at planning for day ahead and at the end of the day to look at books and pupil outcomes to evaluate lesson collectively. Can ensure standard and pace is consistent across Year group.	NM, MR, JA, JB, MF	Daily x 2	Pupil books Planning folders.	Ensure consistency in delivery and outcomes of pupils. To ensure standards are instilled within all classrooms in order to improve pupil outcomes. To ensure pace and effectiveness of delivery. To ensure teachers are all aware of most effective teaching approach for upcoming lessons and are able to evaluate to make further improvements.	Pupil outcomes in summative data and books.
	Weekly team meetings on a Friday – One to look at planning for coming week and the second as an entire team to go through agreed agenda from earlier in the week. Raise standards and ensure all interventions and approaches are having a significant effect on pupil outcomes.	NM, MR, JA, JB, MF, JW, NW, MB	Weekly	Agenda and minutes.	Team understanding of vision for year group – ensure pastoral and academic readiness for Senior school for ALL pupils and to provide personalised and challenging delivery to pupils through lessons and interventions. Ensure all team are aware of current vision for the year group and brought back to that each week to evaluate the effectiveness of strategies currently in place in ensuring pupil outcomes.	Pupil outcomes. Staff awareness.
	Teaching assistants to have allocated responsibilities to not only ensure that key tasks within the Year group are completed but that TAs have a strong sense of purpose within the team and subsequently have an invested interest in the outcomes of the pupils.	NM, JW, NW, MB	Daily	Interventions resources ISSP/SEN plan information.	Teaching assistants can articulate their understanding of the Year 6 standard and the strategies we use to ensure pupil outcomes. Teaching assistants able to deliver purposeful and effective interventions to improve pupil outcomes.	Pupil summative and formative assessment.

	Regular pupil progress meetings with individual teachers and as a team to discuss progress; barriers to learning and subsequent interventions that needs to take place.	NM, MK, JA, JB, MF	Half termly 1:1 – Weekly as a team	Pupil data Pupils evidence for predicted score for end of KS2.	All team have a greater awareness of the barriers for progress for ALL pupils within the year group. This knowledge used to plan interventions to overcome barriers.	Summative data and assessments Pupils books P.Progress meeting records. Year 6 weekly meeting minutes.
	In line with growth mindset, Year team to have the highest of expectations for the pupils. Daily presentation and effort mark given to pupils to ensure they are raising their effort and presentation. Improves pupils care in their work and drives forward their intrinsic motivation to achieve higher.	NM, MR, JA, JB, MF, JW, NW, MB	Daily Weekly awards in assembly	Presentation and effort certificates Presentation and effort record charts. Pupil books.	Improvement in quality of work in terms of presentation and volume. Work is regularly marked and checked and issues in handwriting, presentation and effort are addressed instantly. High expectations clear within pupil work.	Pupils books
	NM/KB weekly meetings to develop NM to apply for City moderator position – Monitor books weekly to ensure standard will be met at the end of KS2.	NM, KB	Weekly	Year 6 Literacy and Reading books. Standard.	Develop ability of Year lead to apply moderation standards to weekly book monitoring. Ensure consistency of standards within pupil writing outcomes.	Pupil books.
	First quality REGULAR teaching – Pupils exposed to the greatest extent to Year 6 teaching when teachers not present – delivered predominantly by NM with support from PW.	NM, PW	Weekly	Planning	Where possible – NM/PW covering Year 6 teachers during absence to ensure consistency of first quality teaching that is regular and as purposeful as when delivered by class teacher.	Pupil outcomes.

Evaluation	Continuing/further actions/ other actions
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