



The Orchard Vision: *Inspiring Success*
Values: *Determination, Courage, Respect*

The Orchard Raising Attainment Policy

2021

Wave 2 Support: What we do to raise attainment

Aims

- To give every child the best possible chance of reaching or exceeding national expectations
- To ensure every child makes the best possible progress
- To provide flexible additional support for children identified as not on track to meet expectations
- To work with parents and carers to enable them to provide the best support for their children
- To provide guidance and training for staff to enable them to provide the best teaching and support to raise attainment

Procedures

1. Schemes of work which identify half termly attainment statements linked to the national curriculum or EYFS framework
2. Pupil progress target for every teacher and LSA so clarity of expectations
3. Tracking of progress using schemes of work and the Babcock suite of resources
4. Half termly pupil progress meetings for children identified as not on track to meet expectations, disadvantaged children and children with SEND
5. Half termly monitoring of SEND files including group and individual provision plans
6. Termly data analysis for every child looking at gender, ethnic minority groups, EAL, term of birth
7. Termly performance management review meetings for teachers
8. Bi annual performance reviews of LSA staff
9. Termly monitoring of planning
10. Ongoing discussion, feedback and INSET which looks at the factors which improve attainment
11. Children knowing what makes them successful in their learning
12. Children knowing their next steps
13. Children given the time to check and improve their work

What to do if a child is not on track to meet expectations

1. Observation and assessment to look at why
 - Eg: miscue analysis in reading
 - Phonics assessment
 - HFW assessment

Observation of their independent learning

Scrutiny of their work

2. Talk to parent about their knowledge and views about the child
3. Ask parent to organise hearing, vision tests as appropriate
4. Seek guidance from other staff as appropriate: Subject Leader, year leader, SENCO, HT
5. Consider which intervention and strategies will be helpful in discussion with colleagues
6. Consider which activities are useful for a parent or carer to do at home to support their child and give the parent or carer appropriate guidance and/or homework tasks
7. Plan intervention and SMART targets for a short term intervention (6 weeks maximum)
8. Timetable the intervention
9. Liaise with the LSA throughout the intervention period ensuring they have appropriate resources, strategies and time and to evaluate progress
10. Assess progress at end of intervention and evaluate impact
11. Decide whether to continue intervention, cease intervention and or try an alternative.
12. Continue to liaise with colleagues and monitor progress.