



## EXAMPLE: Pre-Mortem Process

### 1. Identify the target and key performance indicators

- What is the goal?
- What are the lead measures to achieve the goal?
- What are the small steps, but regular actions to make success more likely?
- What can't we control?
- What can we influence?

### 2. Cohort Trajectories & Prior Attainment

Example:

Prior Attainment Mapping — Compare Year 5 outcomes

- Revisit the GLD/KS1 data if relevant with current cohort
- Y6 Autumn 2025 where were we this time last year?
- Where are we now?
- Are there trends?
- Compare against national / contextual school data

Spot Performance Drops

- Identify pupils who were *EXS/GDS* but have dipped from entry to year 5, from mid year data.
- Discuss the trajectory of similar pupils / groups who made it this year but were not on track on entry to 6

Key Marginals

- Highlight pupils just below the next scaled-score band (*EXS* and *GDS*)
- 5 marks away
- 10 marks away

Groups

- *EXS* What is the barrier at *EXS* (apathetic girls, parental engagement, X tables, attendance, attitudes, poor prior attainment)
- *GDS* What is the barrier at *GDS* (attitudes, over confident, reasoning, lack of mental strategies, lack of efficiency)

### 3. Deep-Dive Question-Level Analysis (QLA)

#### Question-Level Trends

- Pinpoint weak strands (fractions, geometry etc.)
- Filter, filter, filter the QLA drill down the data and interrogate - look for similarities, weaknesses and prioritise shutting down previous year group objectives as a matter of urgency.

| Approach                                                                                               | Focus                                                             | When to Use                                                                                                 | Example                                                                       |
|--------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|
| Whole-Class intervention<br><br>Consider if QfT is to be supported                                     | Addresses a common misconception or skill gap across most pupils. | When QLA shows a majority struggling with the same strand (e.g., fractions).                                | Re-teach the concept to the entire class using modelling and guided practice. |
| Targeted intervention<br><br>Consider, who and when these will happen and how will you measure impact? | Focuses on specific pupils with individual deficits.              | When only a few pupils show weakness in a strand. Discuss quality first teaching / tier 1 intervention plan | Run small-group sessions or one-to-one intervention                           |

### 4. Turning Data into action

- Follow a cycle of analyse, act, test, review
- Consider whole-class vs targeted intervention
- Decide whether gaps need reteaching or small-group intervention
- Rank and prioritise pupils, groups (if helpful)
- Inform teaching teams, SLT, Governors whole school approach
- Introduce the concept of every minute matters, so who is on site and has 5 minutes free, get into class!
- Meet with pupils – conferencing, fact finding, identify potential barriers
- Plan interventions- front load at start of year

### EXAMPLE PLAN:

Set out the plan, record areas for development by each paper, how this will be tackled, predicted outcomes/impact (example below)

| Paper Review                                                        | Action                                                                                                                                                                                                                                                         | Impact                                                                                                                                                                                                                                                                    |
|---------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Areas of development                                                | <i>Previous yr group objectives in focus to secure by end of Aut</i>                                                                                                                                                                                           |                                                                                                                                                                                                                                                                           |
| Paper 1 Arithmetic<br>Square numbers<br>Multiplication of fractions | QLA analysis<br>Bring forward to Aut 1 arithmetic Fluent in 5, incorporate into weekly 10 in 10 each Friday regular practice<br>AfL strategies preplanned<br>Add to home study weekly in Aut 1<br>GDS conferencing                                             | Curriculum map reviewed to enable extensions in teaching time for key concepts (Data driven).<br>Planning and lesson design incorporating key areas of learning.<br><br>QLA Markers:<br>25% increase on QLA from red 40% to amber 65%<br>100% accuracy for all GDS pupils |
| Paper 2 Reasoning<br>Area and perimeter                             | Add to recap and retrieve<br>Re teach perimeter after addition unit Aut .<br>Incorporate prior learning yr 3 and 4 objs.<br>Examples and non examples in use, AfL strategies preplanned<br>Incorporate into Fluent in 5 weekly wk 1 perim, wk 2 area and so on |                                                                                                                                                                                                                                                                           |
| Paper 3 Reasoning<br>Days, months<br>Pictograms                     | Early morning work, handwriting practice<br><br>Add to recap and retrieve<br>fluent in five each Friday for Aut<br>Home work<br>GDS conferencing                                                                                                               |                                                                                                                                                                                                                                                                           |

- Teaching Team plan of action
- Where possible LSAs plan of action
- SLT interventions/Booster /conferencing what can be realistically committed to action by school leaders
- Parental meetings
- Home study plan / Early morning work / Handwriting practice (days, weeks etc)
- Share scores with pupils
- **Beware of weighing the pig**
- Priority over the shoulder marking, intervene in lessons, bust misconceptions in the moment

Set a period of time for the actions to be carried out.

## Rinse and repeat