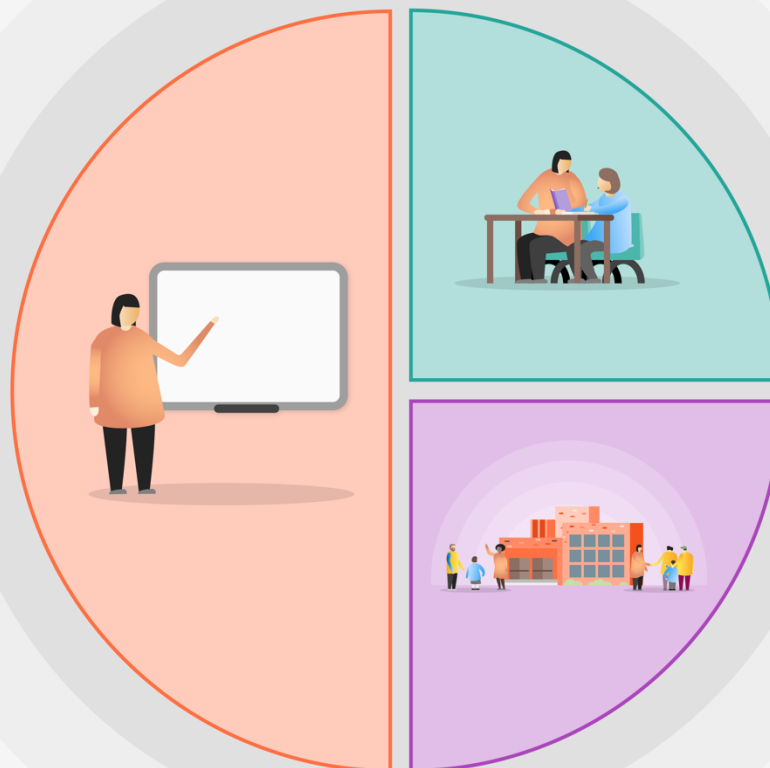


## 1 Teaching

- Baseline assessments – analysed to show gaps in learning and to inform future planning.
- Implement an adjusted timetable to place gaps analysis information, retrieval practice, formative assessment and rich summative assessment at the top of the agenda.
- Quality First Teaching supported by evidence-informed CPD for teachers and support staff – reducing working memory, use of knowledge organisers, developing metacognition etc.
- A broad and engaging curriculum that focuses on vocabulary acquisition
- Mathematics guidance June 2020- planning incorporates DFE progression in teaching points
- Support the cycle with sustained CPD including a focus on developing metacognition and the quality of teacher modelling and explanation ensuring this is subject-specific where necessary.
- Frequent low-stakes testing e.g. mini quizzes, KLV Grids etc to ensure all students, and in particular disadvantaged students, experience success and celebrate the acquisition of knowledge.
- Deliberately reduce workload (eg. reduced meetings) during the assessment cycle to aid staff wellbeing and enable high-quality responsive teaching.
- Monitor and evaluate outcomes and quality of implementation.
- Google Classroom is used as a platform to support an effective blended learning approach and feedback is provided by teachers.
- Staff support the mental health of pupils adversely effected by closure and covid including focussing upon strategies and support which develops greater resilience and self confidence in our children.



## 2 Targeted academic support

- To use September baseline assessments to ascertain exactly where all children are in relation to their age related learning in Phonics, Reading, Writing and Mathematics.
- Planned, measured intervention for identified children by teachers and Ta's including reading, maths, phonics, spelling and handwriting to enable improved access to the curriculum:
- Train TA interventions to improve reading
- Provide parents with additional support on Goggle Classroom.
- Provide parents with detailed next steps for pupils form detailed analysis.
- Staff to provide small group/1-1 support to assist pupil's day to day with mental health

## 3 Wider strategies

- To enable access to a blended learning model.
- Provide ongoing technical support.
- Ensure our most vulnerable pupils have priority access to classroom teaching and online materials.
- Ensure that welfare and pastoral calls are made to the homes for disadvantaged pupils. Also that barriers are identified around engagement due to technology or a lack of other forms of support.
- Daily breakfast is provided to those who need it.
- Improve the whole school physical environment.
- Nurture group support for identified children around bereavement, resilience and wellbeing.
- Where possible school staff cover classes rather than supply staff.