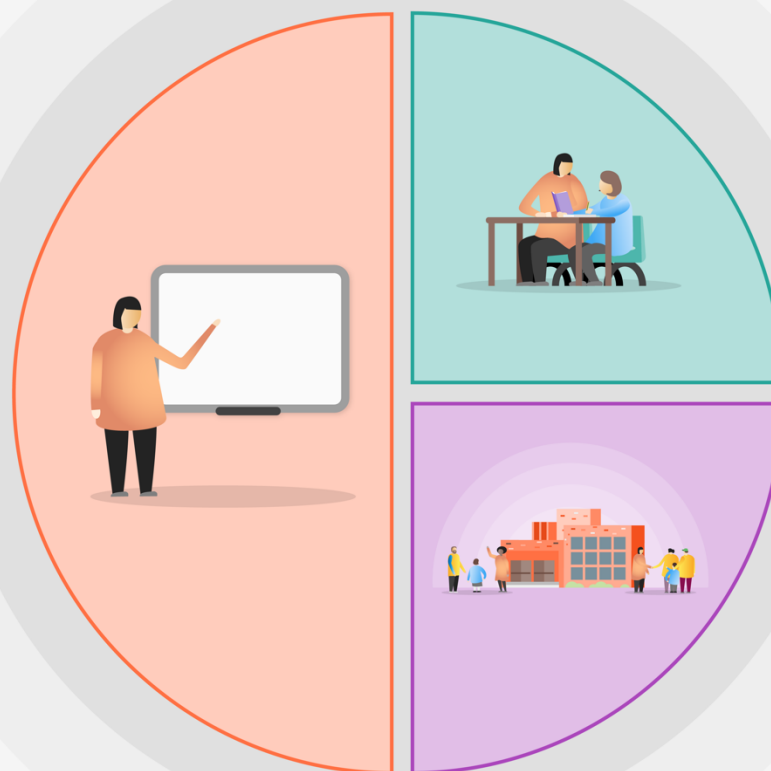


1 Teaching

- Informal and formal assessments to ascertain gaps in learning for previous, end of year expectations; effective formative assessment as a driver for teaching and learning.
- Subject specific explicit teaching and QFT to focus on teaching the gaps in learning to all learners.
- Effective marking and acquisition of misconceptions to inform immediate/next lesson teaching and responsive teaching.
- CPD for Science (STEM) and Oracy (Voice 21).
- Focus on whole school curriculum to ensure each subject is fluent and progressive.
- Texts to have a focus in each lesson. Vocabulary acquisition to be explicitly planned and taught.
- Offer wellbeing and counselling sessions to all staff.
- Evidence-informed staff meetings and CPD for teachers and support staff.
- NELI programme to support speech and language.
- Coaching to support excellent teaching in writing, spelling and reading.
- Proactive PSHE curriculum.
- Critical skills development supported at home through Spelling Frame and TT Rockstars.



2 Targeted academic support

- Commitment to use RWI as catch up with immediate intervention for all learners who are below ARE in phonics.
- Mentor sessions for teachers to support children 1:1 with short term targets to build on learning and an expectation to accelerate progress.
- Communicate reading guides and phonics expectations with parents.
- Provide parents with calculation policy, writing expectations for each year group and information regarding spellings.
- Introduction of remote learning with a commitment to live lessons and feedback. Lessons to replicate lessons in class.

3 Wider strategies

- Contact with families to identify barriers to engagement due to technology or lack of equipment – loan system set up.
- Ensure children who need to reach ARE to have priority to classroom support.
- Engagement with external professional and specialists for phonics and remote learning, Read Write Inc. for phonics, White Rose for maths and Accelerated Reading for reading.
- Focus on active break and lunch times and forest school for all year groups.
- KS1 children to have fruit breakfast in classroom each morning.
- Established/regular supply to cover classes rather than agency staff.