

1 Teaching

High quality teaching for all children : Explicit teaching : teacher demonstration, guided practice and independent practice.

Scaffolding : Modelling, use of classroom resources, check lists for children to self assess against;

Support: Fluid intervention / immediate feedback in the lesson and daily interventions afterwards if required.

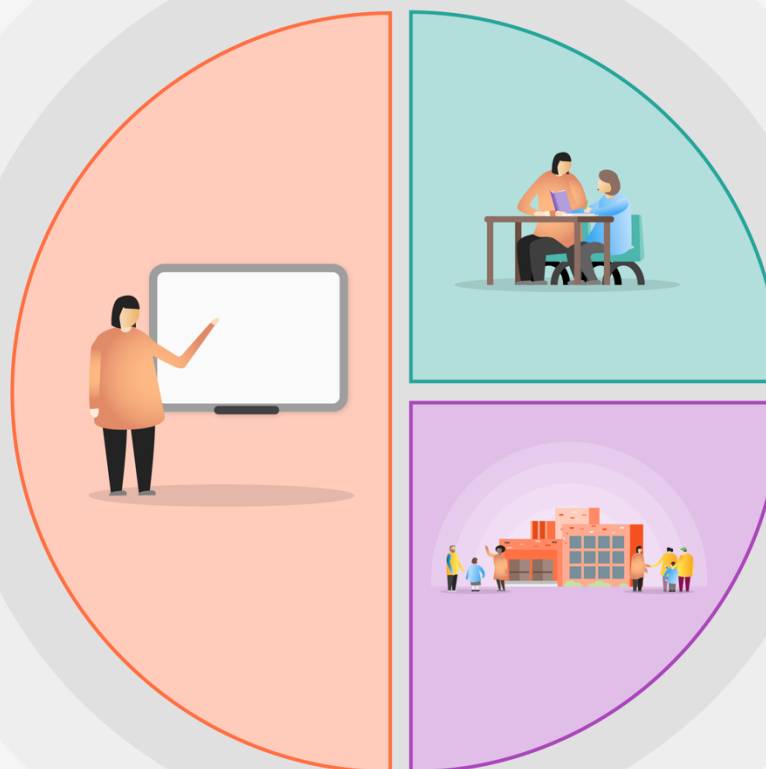
Cognitive strategies – use of concrete and pictorial methods in maths to help solve problems.

Groupings : Flexible to allow children to discuss ideas, talk through reasoning in different groups and pairings.

Assessment : Used to identify gaps in learning and ascertain what learning has been remembered or forgotten / misunderstood. Carefully sequenced assessment timetabled through the year.

Supporting Remote Learning : Clear explanations, scaffolding, feedback daily, extra support via videos with teachers / support staff. Sharing good work / successes. Whole year group activities.

Professional Development: improving the quality of teaching – planning and implementation and supporting staff : Power of Reading, TRG maths programme, PSQM Science.



2 Targeted academic support

Accurate assessment and high quality teaching will identify all children who need **structured, targeted interventions** – Brief, regular and over a sustained period : Structured resources, lesson plans, recorded and assessed regularly;

Connecting class learning; Training for TAs : FFT Tutoring with the Lightning Squad (Reading Y1-4) using National Tutoring funding. Rapid Maths (Y2,3,4)

DILP programme (Y2-5)

Small steps (all year groups)

Nuffield Early Language Intervention Programme (EYFS) ; Lexia.

Sustaining impact by training TAs to follow up work. **Positive and supportive relationships.**

3 Wider strategies

Supporting children's Social, emotional and behavioural needs :

PSHE curriculum – Life after COVID planning - sequenced activities broken down into small steps.

Wellbeing calls from Pastoral lead/teachers / **Google**

Meets from teachers /TAs to support learning.

Pastoral lead sessions with targeted children.

FORTIS support sessions for children. **Dojo** : positive behaviour points and wellbeing videos. **Questionnaires.**

Communicating and supporting parents :

Sharing successes and achievements on Dojo; Dojo messaging teachers; Teacher bespoke videos enable children to watch clearly sequenced, modelled steps in lesson. Parents information explaining support needed.

Staff development in using technology (Google Classroom, Scholarpack). **Staff wellbeing** – workload, questionnaires.

Laptops for vulnerable children. **Technology support** for parents.