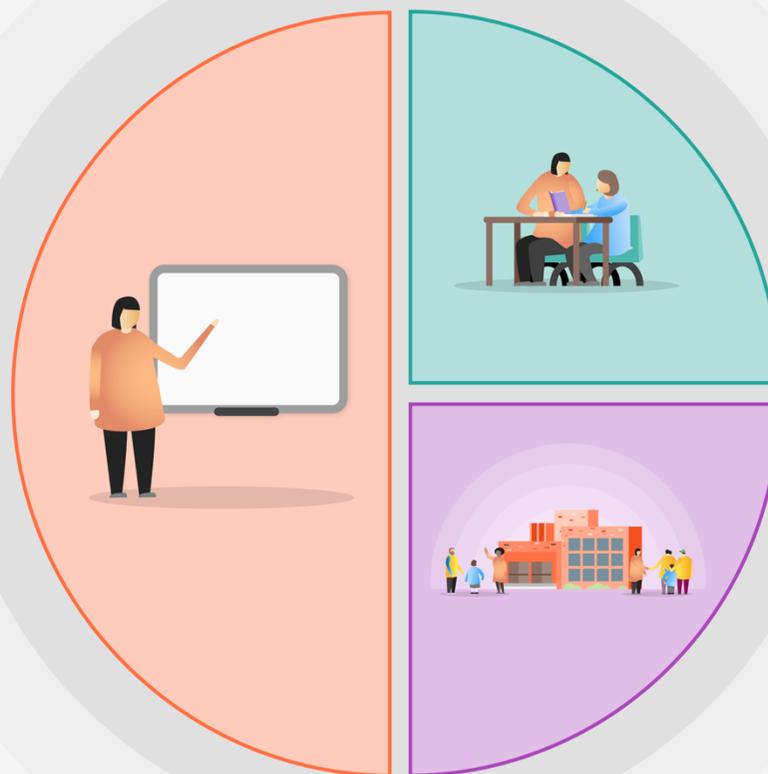


## 1 Teaching

- Implement new broad and balanced curriculum to place cultural context, retrieval practice, vocabulary acquisition and formative assessment and rich summative assessment at the top of the agenda.
- Support student (and staff) knowledge through the departmental construction of knowledge organisers for each unit.
- Frequent low-stakes testing to ensure all students, and in particular disadvantaged students, experience success and celebrate the acquisition of knowledge.
- Deliberately reduce workload (e.g. reduced meetings) during the assessment cycle to aid staff wellbeing and enable high-quality responsive teaching.
- Monitor and evaluate outcomes and quality of implementation, creating a new implementation cycle for next year.
- Develop a CPD focus on developing metacognition and the quality of teacher modelling and explanation.
- A peer-support model to help embed and sustain research-based teaching strategies.
- Quality First Teaching supported by evidence informed CPD for teachers and support staff.
- Continue to implement a robust reading curriculum (whole school focus) – on that matches a pupils' reading level.
- Curriculum 'essentials' for Reading, Writing and Maths are identified and taught / revisited across wider curriculum subjects.
- Regular SLG meetings to discuss the implementation and impact of our new curriculum
- Focus on critical aspects we need to teach well. A package of home learning put together ensuring we focus on basic skills first and foremost.
- Microsoft Teams used as a platform and feedback is provided by teachers for remote learning and homework. Ensure that the use of The Oak National Academy is implemented to follow current sequence of learning.
- Provide a suite of home learning options. Families select the most appropriate for both parents and child: daily online learning tasks, downloadable packs, printed packs that are either delivered to home or collected from school. Our school has now used a percentage of our 'Catch-Up' budget to invest in iPads, to ensure that pupils without access to digital devices can continue to access learning remotely.
- Frequent phone calls to check on the progress of home learning and the wellbeing of both children and families.



## 2 Targeted academic support

### To enable improved access to the curriculum:

- Provide Research School led literacy CPD to ensure high-quality teaching.
- 1:1 Reading Tutorials for Year 6 pupils
- 1:1 Teacher-led tuition for Year 6 pupils
- NTP Teacher-led tuition for KS1-KS2 pupils.
- Specific intervention programmes led by both Teachers and Teaching Assistants, e.g. Lexia and Dynamo Maths (Pre/Post teaching).
- Employment of a Reading HLTA – daily reading with the lowest 20% readers and SEND pupils. Along with Literacy lead, monitors home-reading provision.
- Collaboration with professionals to create bespoke and targeted learning packs for specific children, including those with EHCPs.
- iPads for SEND support and remote-learning.

## 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 pastoral contact home for disadvantaged students also identifies barriers to engagement due to technology or a lack of other forms of support.
- Use incremental coaching to ensure teachers are focused on closing gaps for disadvantaged students that would potentially be greater in a blended learning environment.
- School staff used to cover classes rather than supply staff.
- Daily Breakfast club
- Pastoral support packages (internal and external)
- Place2Be supporting pupil and staff well-being
- Symbiosis between whole school offer and Pupil Premium Strategy
- Behaviour policy focuses on identifying emotions and self-regulation strategies (Zones of Regulations).
- Staff Wellbeing Committee.
- Student Wellness and Awareness Group (SWAG) provides pupil voice.