

1 Teaching

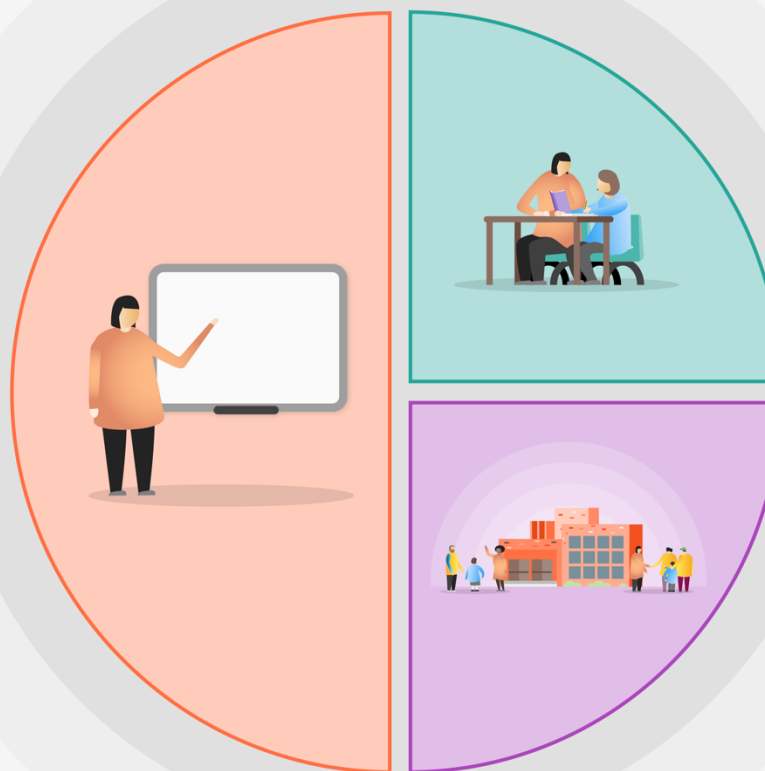
Quality First Teaching supported by evidence-informed CPD for teachers and support staff- remote learning, developing metacognition, early literacy approaches, working memory, embedding knowledge.

A peer-support model to help embed and sustain research-based teaching strategies

Baseline assessments- analysed by teachers and SLT to show gaps in learning and to inform future planning.

Recovery Curriculum planned in English & Maths- using ReadWriteInc portal and White Rose Maths Scheme. Curriculum essentials- 'sticky knowledge' identified and taught/revisited across the wider curriculum. Acquisition of vocabulary is a key focus (Word Power Training) both in English and across the broader curriculum.

Frequent low-stake testing to ensure all pupils, in particular disadvantaged pupils, experience success and acquisition of knowledge is celebrated.



2 Targeted academic support

Teacher and TA- led intervention groups: NELI Project and ReadWriteInc, BeFirst@Maths

Same day class interventions: pre and post teaching

Pastoral staff to provide small group 1:1 support to support pupils' emotional health and well-being. Provide parents with additional support materials.

3 Wider strategies

Tiered contact with parents: Weekly & fortnightly calls to families. SENCO to contact all families of EHCP support and those with a support plan fortnightly. ASPIRE/Character Education PE provision- Sports Coaches

Ensure pastoral contact home for disadvantaged students also identifies barriers to engagement due to technology or a lack of other forms of support.