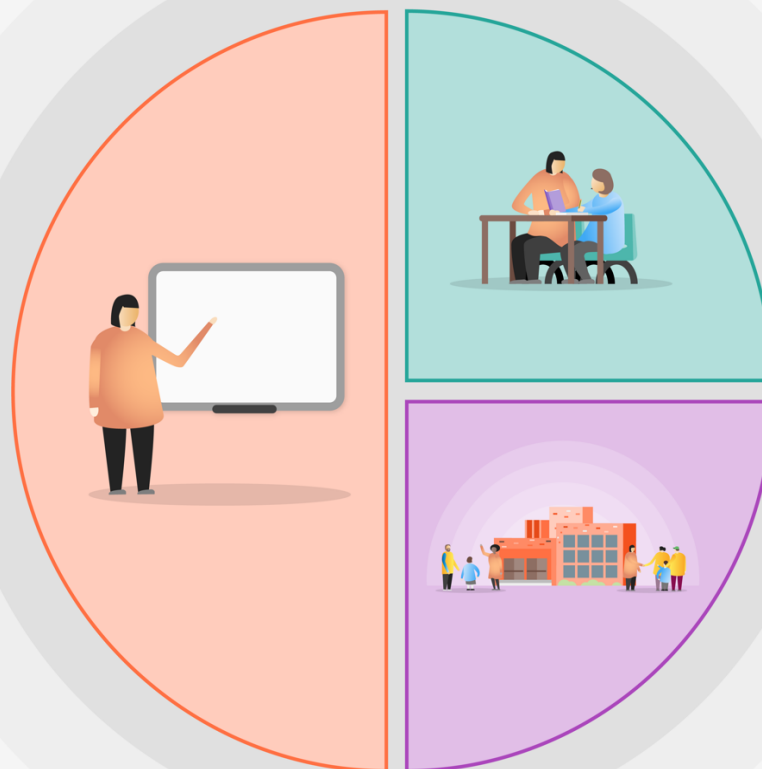


1 Teaching

- Reading prioritised across the school
- Adaptive planning to accommodate for gaps
- Clear curriculum maps for each subject provide alternating years' curriculum coverage for each class - allowing for flexibility based on children's needs whilst ensuring curriculum coverage.
- Flexible groupings
- Recapping and recovering previous years' content to assess for gaps and help students catch up missed content
- Teach keyboard skills, use of Google Classrooms & typing for effective remote learning & independent learning in school
- CPD planned including teaching & learning strategies such as meta-cognition & 'brain-based' learning
- PSHE curriculum in place- prioritising mental health & online safety initially- woven into curriculum
- High quality RE is taught
- A broad and engaging curriculum that focusses on vocabulary acquisition
- Curriculum 'essentials' for Reading, Writing and Maths are identified and taught then revisited across wider curriculum subjects
- Use of strategies eg knowledge organisers & 'quizzing' to link to previous learning, develop long-term memory & retrieval skills
- Clear progression of skills & long term plan to help teachers sequence topics.
- Continuous CPD through subscriptions and memberships which provide knowledge & information eg PSHE Association, Historical Association, National Literacy Trust, RE Today
- Curriculum drivers embedded in planning
- Package of home learning in place- use of Bug Club, RM Maths TT Rockstars
- Feedback given verbally and using Google Classrooms or Dojo



2 Targeted academic support

- Daily phonics interventions & precision teaching- phonic knowledge & skills & CEW
- Intensive guided writing- teacher led
- Maths interventions in pairs or small groups to address misconceptions and gaps
- Daily reading of decodable books
- Handwriting, letter formation & writing to build 'writing muscles' and stamina
- Training in phonics & maths for TAs leading interventions
- Provide online 'tutorials' for parents eg how to...phonics
- Maths & English apps purchased and used for homework and in school where possible. Programmes adapt to exact level.

3 Wider strategies

- Ensure all children have access to technology for Google Classrooms/ Dojo- provide where necessary
- Provide physical resources in preparation for children isolating eg 'mini bar model'
- Nurture group to build self-esteem, resilience
- THRIVE sessions for children and/or parents
- Sensory Room provides a safe space
- JT to ensure all vulnerable families have face to face or telephone contact
- Attendance meetings and incentives
- Through our Christian values- and parable reinforce behaviour routines and perseverance
- Plan to increase cultural capital eg Bikeability, art project, link to Tobago Church school
- Spirituality development through Windows, Mirrors, Doors