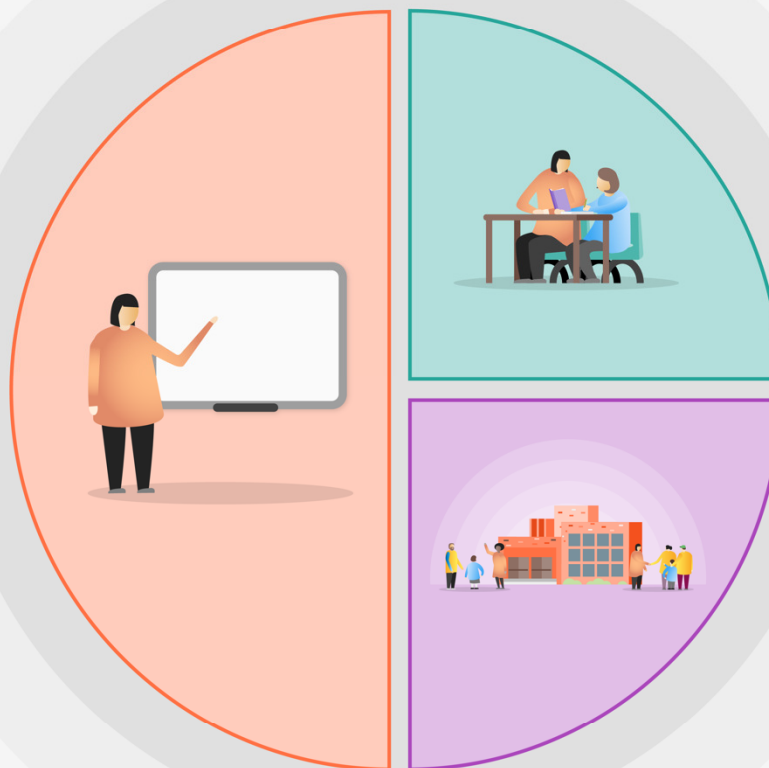


1 Teaching

Professional development for all staff (CPD)-Quality first teaching.
Broad and balanced curriculum focussing on language acquisition.
Support with setting blended learning and providing feedback.
Chrome books available for remote learning.
Adapted feedback and assessment within COVID guidelines.
Twice daily phonic sessions for EYFS/KS1
Phonic videos on school website and Tapestry
Catch up resources from White Rose
Clear success criteria-KS2
Open ended questioning-AFL
Weekly booster/intervention sessions for Y1-Y6 (focussing on reading, maths, post teaching).



2 Targeted academic support

Effective deployment of teaching assistants and volunteers;
Language Link screening
NELI Language programme (EYFS)
Small group work
SALT support

National Tutoring Programme (NTP)
1:1 tutoring
CISS support

3 Wider strategies

Transition days focussing on SEL
Jigsaw recovery units- focussing on wellbeing and returning to school.
Individual parent phone calls to discuss how children have settled.
Counselling sessions.
'Emotion stations' in every class
Forest schools/outdoor learning.
Re-establishing school vision & behaviour routines.
After school clubs.
Parental questionnaires
Philosophy4Children & Young Leaders