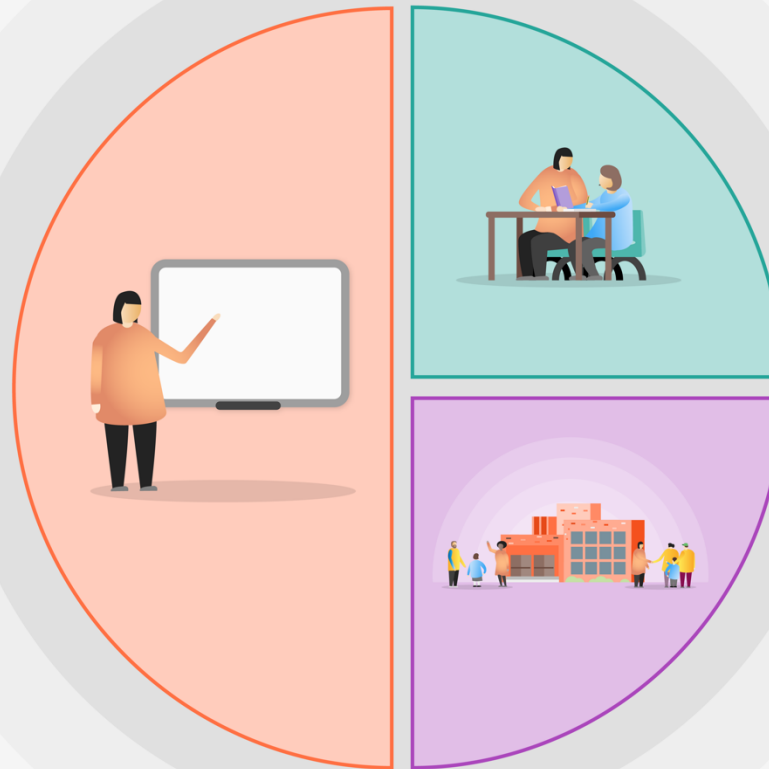


1 Teaching

- Cycle of CPD based on Quality First Teaching (QFT)
- Rosenshine's Principles in Action used to support and understand QFT
- Whole school approach to teaching early reading, speaking, language and phonics. Emphasis on deepening and broadening vocabulary
- Whole school approach to teaching writing using 'essential' ingredients
- Development of a Maths Mastery approach supported by external Mastery Specialists.
- Effective use of assessment to identify missed and forgotten learning
- Recovery curriculum implemented to address missed and forgotten learning.
- Clear cycle of plan, do review implemented.
- TEAMs used as used as a platform for communication and remote education provided by teachers. On-going training in addition to DFE to ensure staff are confident when using TEAMs. Training for parents and children should there be a partial closure.



2 Targeted academic support

- Effective assessments identify pupils requiring additional interventions in reading and mathematics beyond the recovery curriculum
- Interventions written by class teachers, based on the significant gaps in phonics and mathematics 6 weekly reviews
- Additional pastoral support/counselling for specific individuals/groups

3 Wider strategies

- Social and emotional support for parents through pastoral team (family support worker)
- Improved Parental engagement through regular remote meetings with HT and FSW
- Additional funding for breakfast club
- Additional time from SENDCO to support staff to meet the needs of ALL pupils