

1 Teaching

Quality First Teaching strategies informed by CPD evidence and research based.

Clear understanding of good practice in teaching and learning strategies:

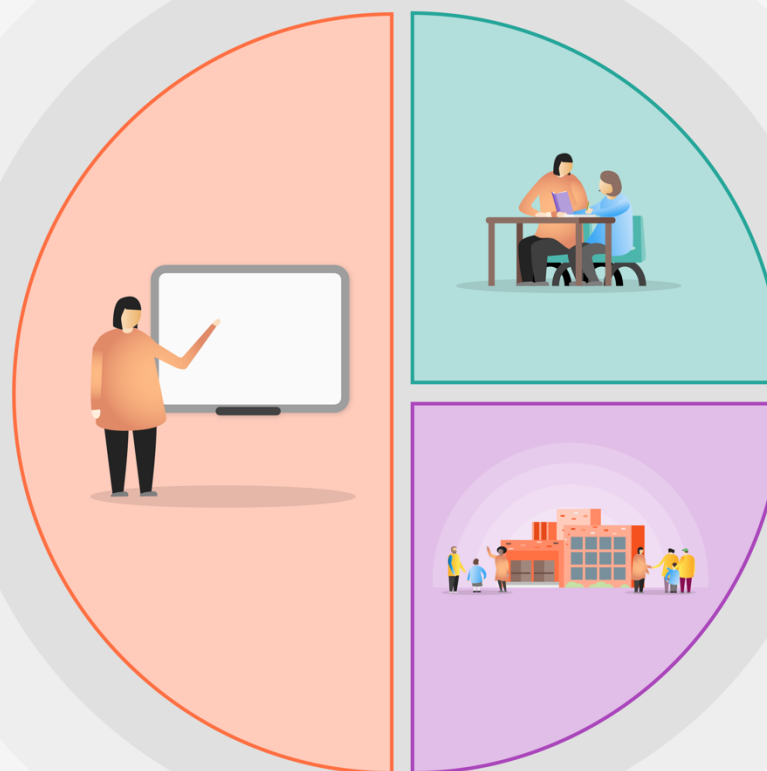
- clear explanations and precision teaching
- scaffolded practise to build confidence
- opportunities to apply new knowledge
- in the moment feedback given to support pupils understanding their next steps.

Teacher CPD and peer to peer in school support ensures all staff have a good understanding of the school's expectations for teaching and learning. (Learning walks, book looks, pupil progress reviews)

Curriculum tailored to the needs of pupils and the school's environment (to ensure the school is Covid compliant)

Curriculum milestones established to provide clear end points for pupils to reach – modified to account for learning gaps post Covid school closure

Whole school approach to increasing reading achievement throughout the school – ensuring pupils make good progress through revisiting key learning in each year group.



2 Targeted academic support

- Literacy and numeracy interventions for pupils who have identified gaps in learning.
- Parent / Teacher meetings to establish gaps in learning and to identify school and home support.
- 1:1 phonic interventions for KS1 pupils.
- Deployment of TAs to support where there is significant pupil need. Small group additional sessions
- Targeted teacher support for key areas in Y3-6
- KS1 pupils taught in small groups to allow for a more individual approach

3 Wider strategies

- School's values and vision provide pastoral support to all pupils and their families.
- Pastoral support through TAs assigned to monitor the well-being of individual pupils
- Regular use of outdoor environment to support well-being / Daily mile to promote active life-styles
- Additional lunch time clubs to support pupil well being and active life-styles.
- Working alongside other community based groups (PTA) to provide well-being initiatives.