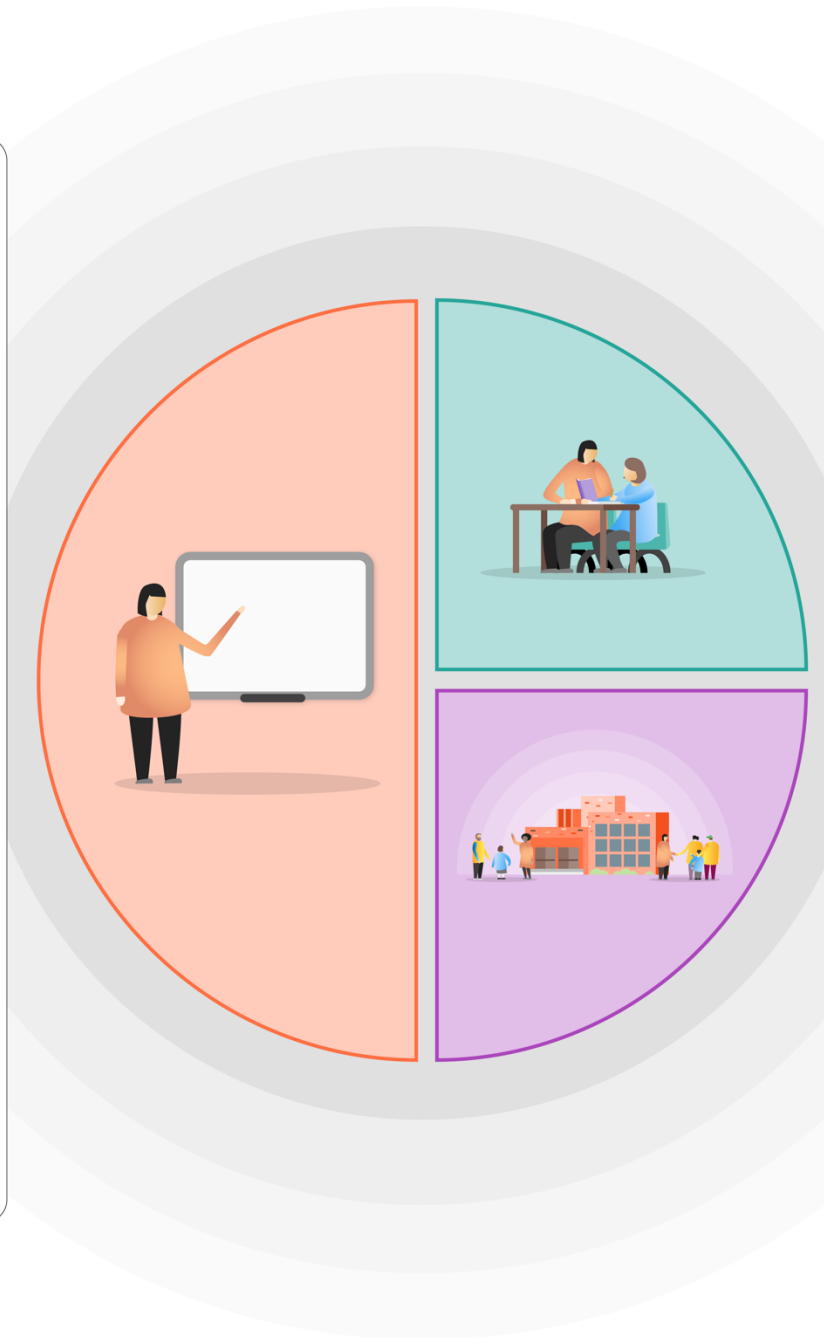


## 1 Teaching

- Teachers & SLT to use records made during lockdown (remote learning) regarding pupil engagement & learning to begin to plan provision for school re-opening.
- CPD to focus on identifying gaps in learning in Core subjects & set targets for pupils to ensure quality first teaching addresses gaps.
- CPD to also identify adjustments to MTP overviews and weekly planning to address gaps in learning
- SLT and Year leaders involved in frequent professional discussion to ensure planning addresses changing academic needs.
- Ensure an effective and enhanced cycle of formative assessment and testing which supports summative assessment. Use this to inform planning & teaching. Testing of pupils upon return to inform MTP, as well as Summer 2.
- Input data for core subjects end of Spring term to begin to identify cohort outcomes/ year group trends and to create targets for Summer term.
- Embed quality CPD which addresses how to further support pupils with barriers in their learning, including metacognition and growth mindset.
- SLT to reflect upon SDP and prioritise areas for development for the rest of the academic year.
- Continue to streamline systems across the Federation for teaching & learning & assessment.
- Finalise whole Federation approach to the planning & delivery of the Reading to writing model to ensure effective application of skills.
- SLT to continue to support with planning & PPA and develop consistency and clarity of the use of learning walls.
- Year leader monitoring to become further embedded
- SLT and year leaders to establish priorities and approaches for September for each cohort.



## 2 Targeted academic support

- Provide 6-weekly targeted catch up support for identified pupils in Year 3 before school hours to address gaps in writing.
- Provide additional teaching within the school day (with Teachers) for small groups with gaps in phonics, reading & writing in Years 3,4,5.
- Assess the impact of targeted catch up through formative/ summative assessment. Monitor and adjust groupings to ensure impact is targeted on pupils who have gaps in learning across the year.
- Ensure enhanced communication with Parents on pupil progress & areas to target, including Parents consultations in May. Encourage reading at home through newly introduced initiatives.

## 3 Wider strategies

- Continue to ensure blended home learning is available and supportive for families who are self-isolating
- Regular review of support for pupils and families through frequently reviewing the Early Help register, pastoral support & liaison with BCP
- INSET & CPD focus on developing our mental health and well-being offer to support pupils, families and staff
- Breakfast club for vulnerable pupils
- After school clubs provided for vulnerable pupils
- Continue to develop Microsoft Teams learning platform
- Liaison with children's centre & targeted groups in school.
- Specific support including referrals to food banks/ holiday clubs etc.