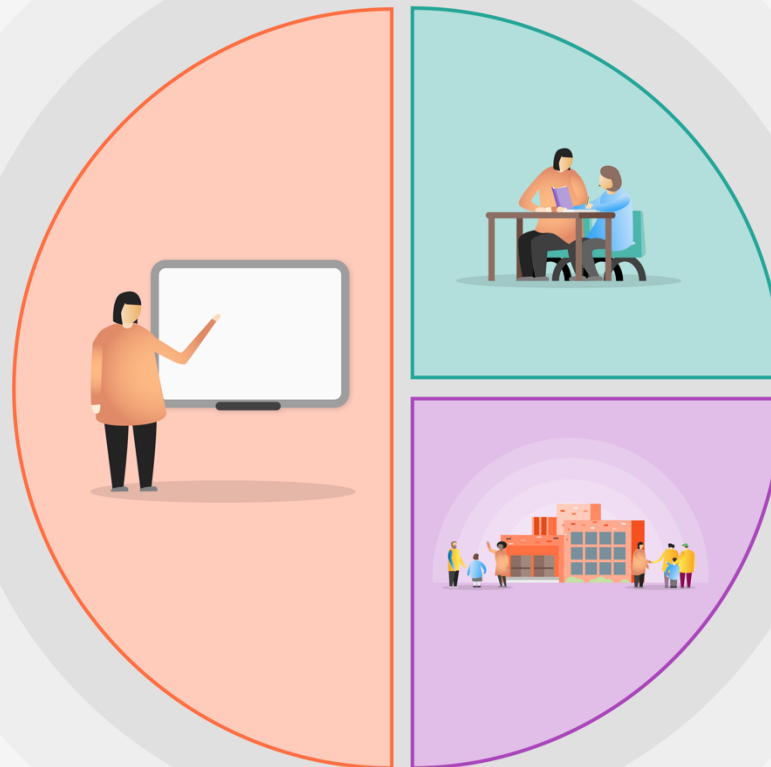


1 Teaching

- Regular formative assessment through good quality marking and feedback
- Baseline assessments and termly summative assessments in reading, GPS and mathematics
- Tracking of pupil progress on Target Tracker to identify gaps in learning
- Quality First Teaching reinforced by additional support/intervention for identified pupils
- Continue to provide a deep and rich curriculum, including the new PSHE & C curriculum
- Whole school approach to reading and phonics, including CPD for all staff and support from the Burley Woodhead Reading Hub
- Implementation of a maths mastery approach supported by the NCETM Maths Hub and specialist
- Effective remote learning in place for individual pupils, bubbles or the whole school – see Remote Education Contingency Plan
- Provide effective CPD, ensuring this is subject-specific where necessary



2 Targeted academic support

- Teacher-led targeted group teaching
- Specific intervention programmes for identified pupils
- Targeted academic support for:
 - Y1 – provided by the class teacher
 - Y2 – provided by a KS1 teacher/tutor
 - Identified Y3/4 pupils – provided by a KS2 teacher/tutor
 - Identified Y5/6 pupils – provided by a KS2 teacher/tutor

3 Wider strategies

- Provide support to ensure all our pupils have access to classroom teaching, online materials and technology for use at home
- Where possible, school staff used to cover classes rather than supply staff
- Regular communication with families – families trust the school's approaches and support the strategies in place due to existing home/school relationships
- Provide effective and timely pastoral support to identified pupils