

1 Teaching

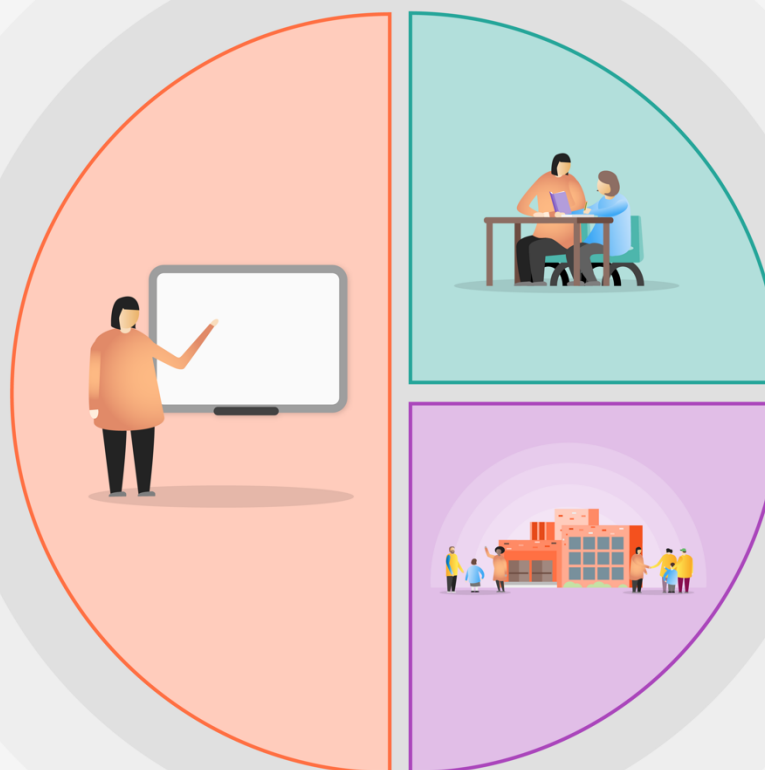
Quality First Teaching supported by evidence-informed CPD for teachers and support staff- remote learning, developing metacognition, early literacy approaches, working memory, embedding knowledge.

A peer-support model to help embed and sustain research-based teaching strategies

Baseline assessments- analysed by teachers and SLT to show gaps in learning and to inform future planning.

Recovery Curriculum planned in English & Maths- using ReadWriteInc phonic programme, Maths Mastery Scheme and utilising the South Yorkshire Maths Hub training. Curriculum essentials- 'sticky knowledge' identified and taught/revisited across the wider curriculum. Acquisition of vocabulary is a key focus (Word Power Training) both in English and across the broader curriculum.

Frequent low-stake testing to ensure all pupils, in particular disadvantaged pupils, experience success and acquisition of knowledge is celebrated.



2 Targeted academic support

Teacher and TA- led intervention groups: NELI Project and ReadWriteInc, FirstClass@Number

Same day class interventions: pre and post teaching

Pastoral staff to provide small group 1:1 support to support pupils' emotional health and well-being.

Provide parents with additional support materials.

3 Wider strategies

Tiered contact with parents:
Weekly & fortnightly calls to families.
SENCO to contact all families of EHCP support and those with a support plan fortnightly.

ASPIRE/Character Education
PE provision- Sports Coaches

Ensure pastoral contact home for disadvantaged students also identifies barriers to engagement due to technology or a lack of other forms of support.