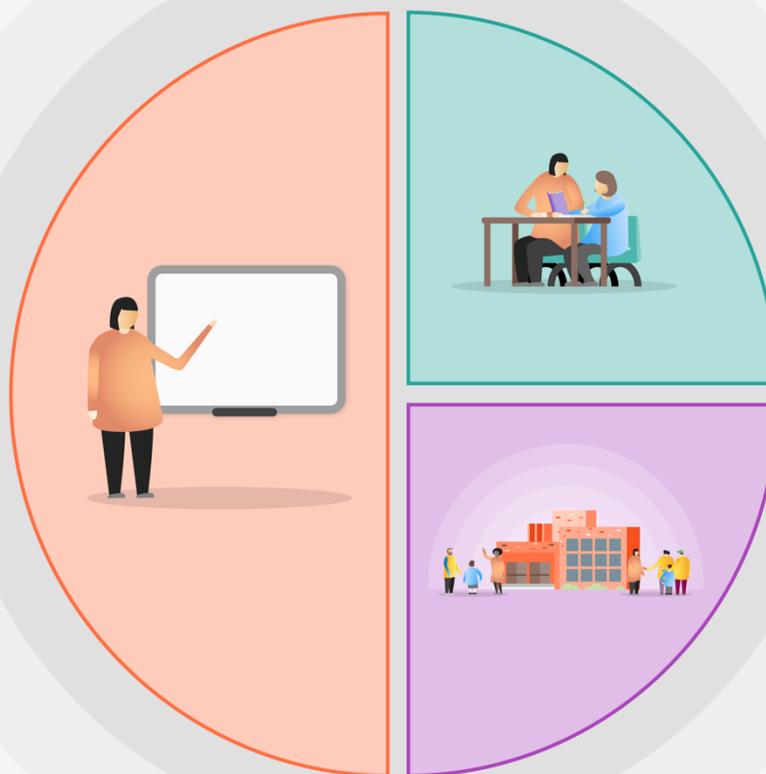


1 Teaching

Quality First Teaching using Growth Mindset, strategies for developing metacognition etc.

- **Baseline diagnostic assessments** (NTS) analysed to show gaps in learning and to inform future planning.
- **Recovery Curriculum** planned for English and Maths – curriculum essentials identified and taught/revisited across wider curriculum subjects.
- **A broad and engaging curriculum** that focuses on grammar, punctuation and language acquisition across all subjects.
- **Seesaw** used as a platform and feedback is provided by teachers. Live and Pre-recorded teaching for all children learning from home.
- **Face-to-face** teaching focusing on previous and new learning using modelling, explanations and immediate feedback—sharing the metacognitive steps needed to complete a task.
- **Feedback on tasks** given via face-to-face learning or through the online platform.
- Regular with additional contact where required phone calls and emails to check on the progress of home learning and the wellbeing of both children and families.
- **Engagement** -Staff responded to concerns promptly. Concerns are logged via class email addresses or phonecall. Staff replied via email or telephone.
- **Laptops** -Increase the number of laptops in school to support group interventions across bubbles. A bank of laptops is available for families to loan when children are learning from home.
- Use the Pennine Sports Partnership catch up programme to target the inevitable gaps in learning as a result of the national lockdowns in the last two academic years.



2 Targeted academic support

- Same day in class intervention – pre-teaching etc.
- Specific intervention programmes led by both Teachers and TAs and external provider.
- Enhanced Deployment of TAs using EEF guidance
- SEND timetable produced for year groups to ensure specific targets are being addressed for SEND children with support from the SENDCos, outside agency advice and led by teachers and trained ETAs.
- Collaboration with professionals to create bespoke and targeted learning for specific children, including those with EHCPs.
- Use of the Wellbeing Leader and the Attendance Officer to act as a link between school and home, supporting families to establish routines to support home learning.

3 Wider strategies

- Extensive Forest provision.
- Regular home/school email teacher contact with parents
- Mindfulness (PAWSB) lessons
- Values weekly focus
- Links with Pennine Sports Partnership – yoga sessions.
- Lessons on identifying emotions and self-regulation strategies.
- Whole school physical environment has been planned to keep everyone safe.
- Deployment of cover supervisors to support within lessons – limited external supply staff used.
- Pastoral staff provide small group and 1:1 support to assist children with additional well-being and pastoral needs.