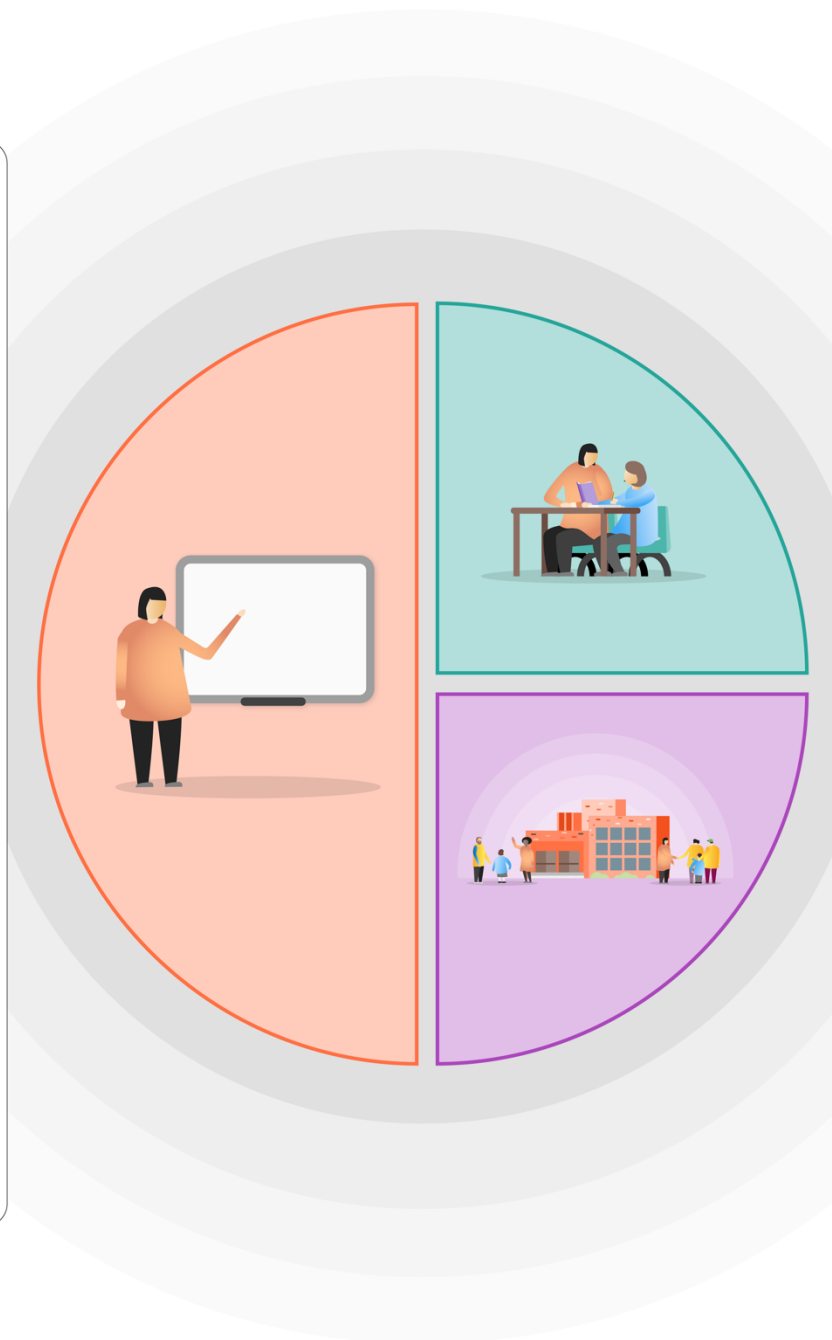


1 Teaching

- New Reading Scheme implemented across the whole school to ensure that reading matches phonics and children are accessing appropriately levelled texts.
- VIPERS guided reading approach introduced across the school with training and support materials given.
- Regular assessments of Phonics within EYFS, Year 1 and Year 2 to inform planning and intervention groups.
- Subject monitoring by subject teams to gain insight into the quality of provision in all subject areas.
- Year Group moderation and book reviews to support accurate assessments, share good practice and inform future planning.
- Cohort provision trackers updated monthly to gain an overview on which child receives what type of support.
- Lead Practitioner supporting Year 6 with a focus on writing and moderation.
- Lead practitioner supporting a Year 2 class with a focus on behaviour for learning and maths.
- Fast Learning sessions in Key Stage 2 enable learners to develop and practise foundational skills regularly
- Teachers complete Venn diagrams to track children's progress from Prior attainment as well as previous year.
- Implementation of White Rose maths to support teaching and progression - learning videos used by staff to improve confidence and for CPD.
- Class forums introduced to support children in focusing on behaviour for learning and becoming reflective in what helps them learn and what barriers they have to their learning.
- Differentiated activities and adapted planning in class based on continuous formative assessment.
- Achievement Team Meetings to share good practice and implement strategies for specific learners, groups of learners or specific Achievement Statements.



2 Targeted academic support

- Weekly SEND meetings with Headteacher to discuss strategies and progress.
- Intervention groups in Year 2 to support the development of Phonics based on ongoing assessments
- Interventions in Year 3 and Year 6 to develop reading skills based on ongoing assessments
- Speech and language interventions across the school to support the closing of gaps for specific children.
- Assessment meetings with Year 2 and Year 6 to discuss gaps and next steps.
- Lead practitioner supporting Inclusion manager to support with systems and structures with specific learners and their needs.
- SEND and Behaviour surgeries put on by leads to support staff with individual children.

3 Wider strategies

- Class emails provide communication between home and school and enable support to be provided.
- Google Classroom used for learners not able to be in school with video inputs of English and maths by class teacher to explain concepts.
- Find out Friday for Reception parents to support with the teaching of phonics via Tapestry
- Bookmarks, tailored to the comprehension needs of each Year Group, sent home with all children to support parents with reading comprehension at home.
- New website to make accessing information easier for parents and the school community.
- Breakfast Club for members of the community who need support with childcare.
- Attendance monitored and staff working in collaboration with parents to support improved attendance.
- Learning Mentor making connections with families and children who need therapeutic support.