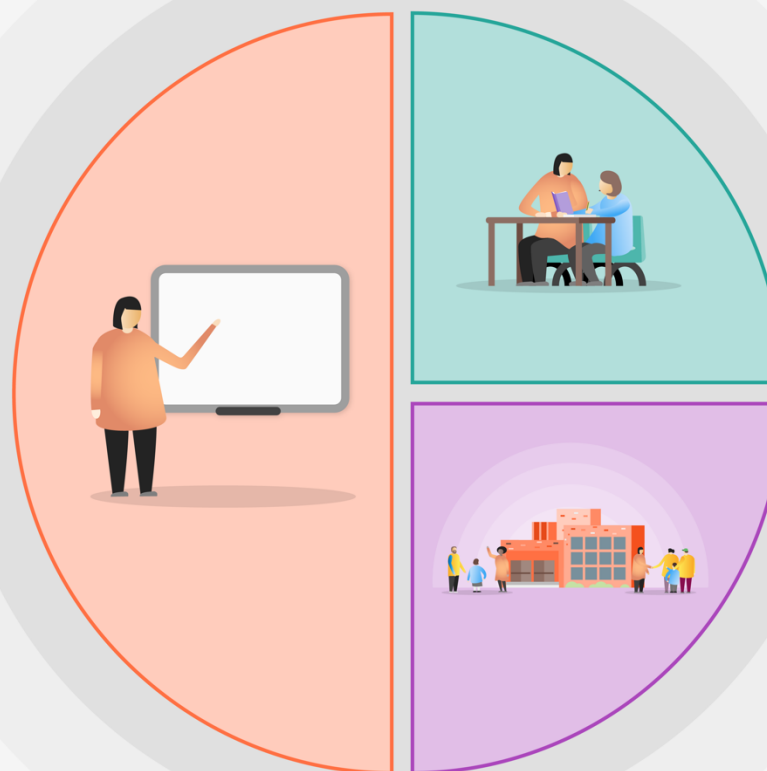




## 1 Teaching

- Clear transition into school for all children – staggered start times, social and emotional activities.
- Phonics teaching prioritised – expert teachers, continual assessment and re group, specific phonics reading books sent online for parents (bug club)
- Benchmarking to assess reading ability where appropriate.
- Baseline assessments for core skills in reading, writing and maths. Sept. 2020
- Objective Maps have been updated to include gaps from previous year following Lockdown.
- Foundation curriculum mapping focusing on progression of knowledge and skills through year groups
- CPD on any additions/changes to the curriculum.
- Positive strategies for pupil mental health and well-being explored through PSHE, RE curriculum and class worships
- Teachers model use of key strategies for identifying emotions and employing self-regulation strategies where appropriate



## 2 Targeted academic support

- Effective deployment of Teaching Assistants – (*EEF Making best use of Teaching Assistants*)
- Structure interventions delivered by teaching assistants
- Fine motor skill interventions
- Small group tuition
- One -one tuition
- In class interventions and support

## 3 Wider strategies

- Update behaviour policy - October 2020.
- Whole school reading push
- Celebration rewards and assemblies
- Improving technology with iPads and laptop trollies
- Improve the WIFI into School by Spring term 2021
- Improve the school grounds