

1 Teaching

Teachers, using quality first teaching, will ensure that subject tasks are designed and delivered to ensure maximum progress.

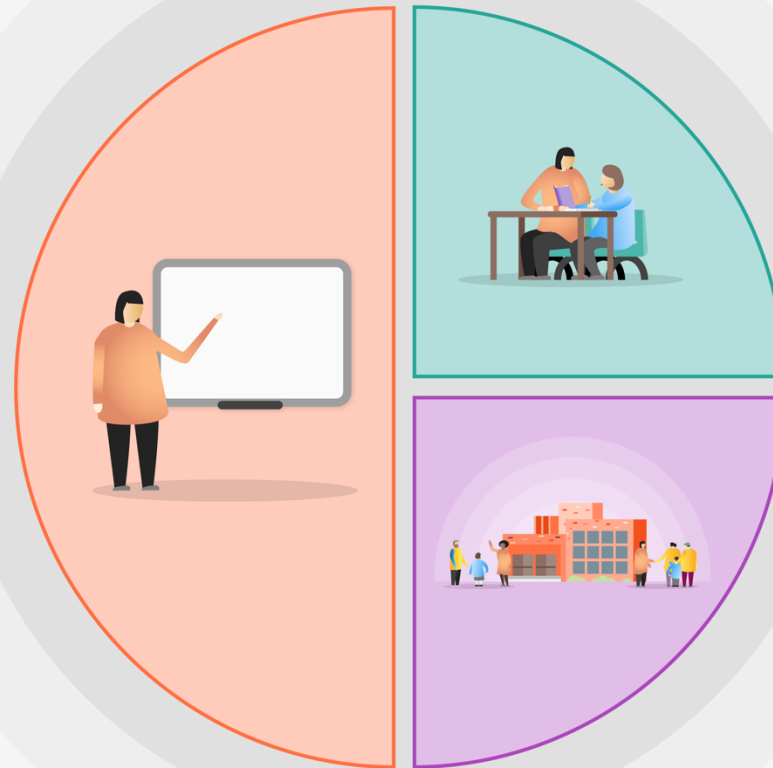
Time will be spent on in class marking and rapid feedback to ensure that misconceptions in learning are addressed quickly and consolidated learning takes place within the lesson.

Teaching Assistants are targeted within lessons to support and enhance teaching provision. 1:1 and small group Interventions take place in the afternoon

4-weekly pupil progress meetings (held between the SLT and individual teachers) ensure that the progress and outcomes of all children is discussed. Targeted interventions and changes to task design and in class support are planned for, actioned and evaluated at regular intervals.

The School SENDCo is utilised to offer in-class and external support to teachers and parents to ensure that the most vulnerable children are closing the gap in their progress and outcomes.

All staff CPD is bespoke and addresses the current context of the learners within the school.



2 Targeted academic support

Teaching Assistants carry out 1:1 and small group interventions.

Catch up funding allocation is used to employ a qualified teacher for 1:1 and small group interventions for those children identified as requiring catch up interventions.

SENDCo works closely with staff and children to plan for, action and evaluate interventions at regular intervals.

3 Wider strategies

Staff take part in DfE Emotional and wellbeing webinars.

ELSA used to target the most emotionally vulnerable children and support them through the ELSA programme.

Weekly well-being nurture groups set up and established to support those children identified by staff as requiring support.

Emotion and Wellbeing staff ambassador put in place.
Staff attend CPD as and when required.