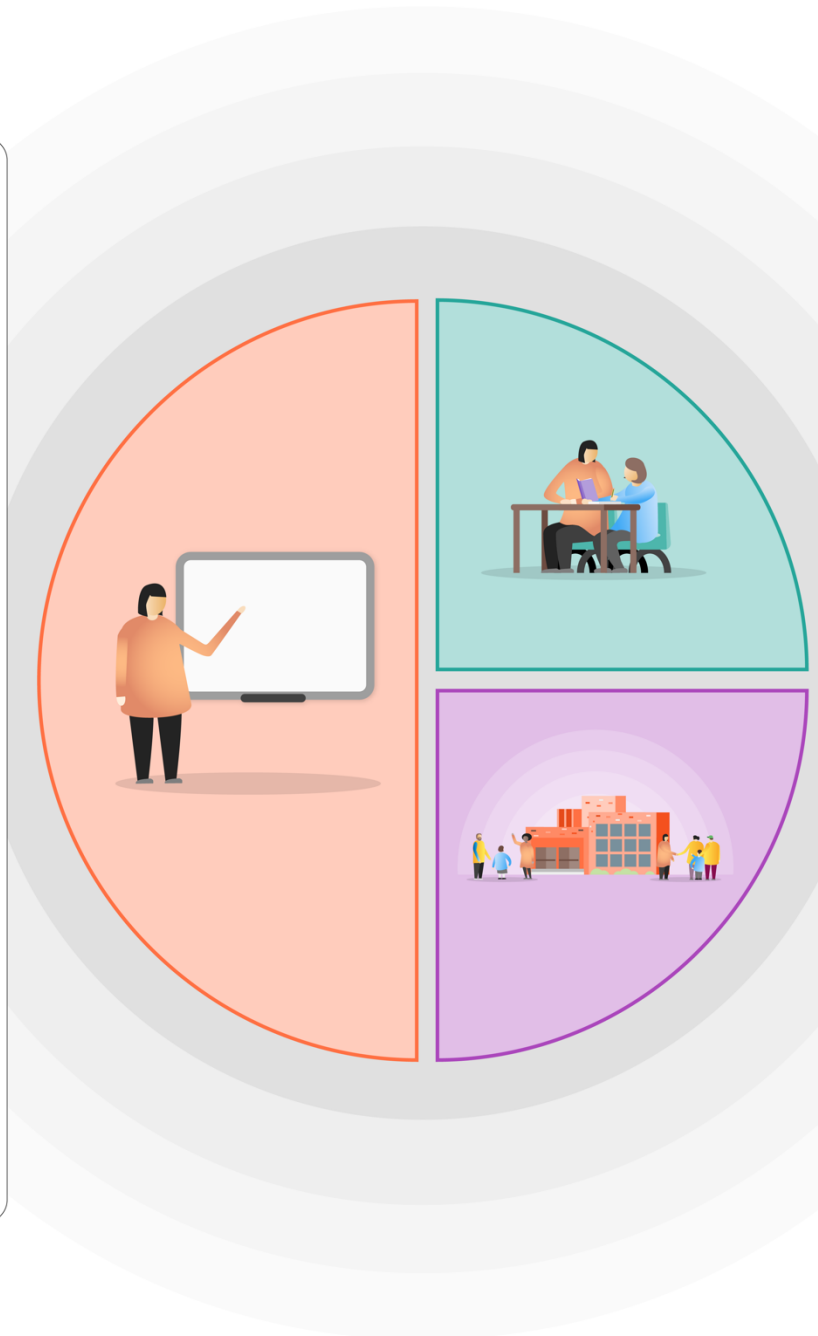


1 Teaching

- Adjustments have been made for first two weeks of term to build relationships, routines and consistency, re-emphasising well-being and normalisation messages by validating children's experiences. All lessons have been planned at steadier pace, gradually building stamina for learning.
- Quality First Teaching focusing on addressing gaps in learning and teaching key skills in spelling, phonics, fundamental maths skills, reading comprehension.
- Use of high quality assessments with diagnostics which monitor progress and highlight next steps.
- Use of assessment for learning strategies, providing immediate feedback.
- Appropriate professional development e.g phonics twilight training, mastery maths, remote learning



2 Targeted academic support

- Release of CT one afternoon per week to provide small group intervention linked to classroom teaching and appropriate to need. Class TA continues intervention an additional 2 pms per week.
- Engagement with National Tutor Programme 1: 3 tuition
- Effective deployment to TAs

3 Wider strategies

- Extra PHSE lessons: reintroduction of worry boxes, mood monitors, safe spaces, emotional literacy, promoting positive social interactions.
- Forest Schools, Welly Wednesday, Positive Play, ELSA and Watch Me Rise programmes.
- Visual behaviour systems with language of choices
- Learning to learn strategies
- Whole school assemblies via Teams celebrating and promoting core values.