

# 1 Teaching

**High-quality teaching for all**  
**Effective diagnostic assessment**  
**Supporting remote learning**  
**Focusing on professional development**

**\*Focus on critical aspects we need to teach well** – revision and adaptation of SOW with sharp focus on essential knowledge, knowledge checks and recall to identify gaps in learning, curriculum cycle to place cultural context, retrieval practice, formative assessment and rich summative assessment at the top of the agenda. Support student (and staff) knowledge through the departmental construction of knowledge organisers for each cycle

**\*Microsoft Teams** used as a platform with essential training to support staff/students and parents to access and use correctly with emphasis on the STAY campaign – staying safe at home and on line, staying connected and staying learning

**\*Extensive CPD for teaching staff** on teaching/digital teaching strategies, with school based and Trust based specialists to provide individual expertise (Drive Team)

**\*Face-to-face/virtual teaching** – live learning opportunities/lessons – with flexibility to teach in school whilst using Teams, headsets, and visualisers to support those who are homebound due to COVID, with flexible grouping of students to support learning (break out rooms)

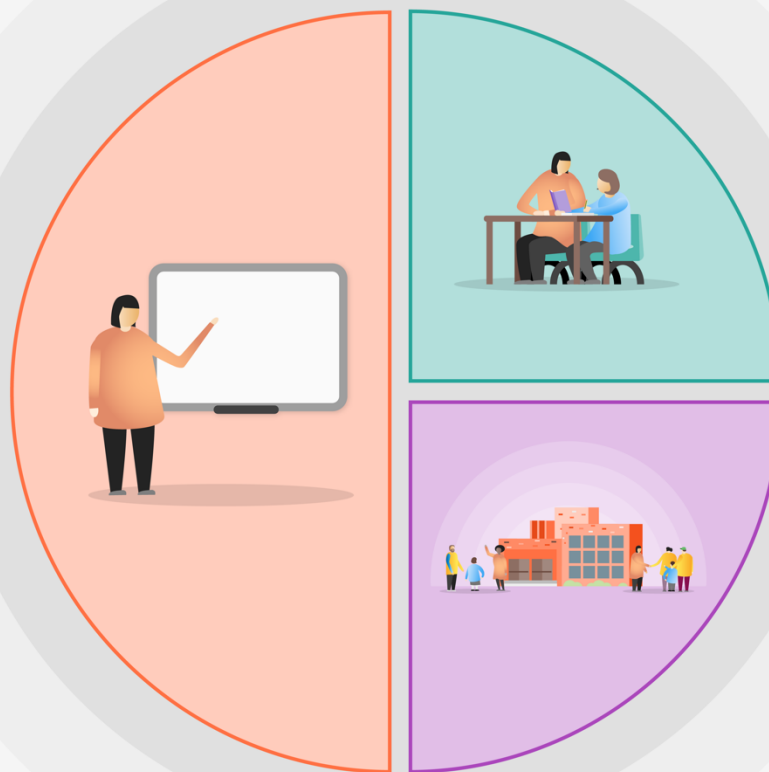
**\*Increased use of explicit instruction, scaffolding**, modelling and providing immediate feedback—sharing the metacognitive steps needed to complete a task, whilst ensuring every lesson has focused time for independent work/practice, and extended writing/learning opportunities (with prompts, support, forms quizzing, use of chat, cameras on option) and short quizzes – all opportunities to embed concepts in the long-term memory.

**\*Feedback** on tasks given via face-to-face learning or through the online platform with use of assignments, whole class feedback, etc.

**\*Quality Assurance of Teaching & Learning** involving digital drop in to teams lessons virtually and physical drops ins when in school by HODs, mentors and SLT. Student pursuits conducted to QA the learning experience at every year group. Both QA models used to provide developmental feedback and inform future CPD for staff..

**\*Frequent low-stakes testing** to ensure all students, and in particular disadvantaged students, experience success and celebrate the acquisition of knowledge.

**\*Reducing workload** (eg. reduced meetings) during the assessment cycle to aid staff wellbeing and enable high-quality responsive teaching



# 2 Targeted academic support

**High-quality one to one and small group tuition**  
**Teaching assistants and targeted support**  
**Academic tutoring**  
**Planning for pupils with Special Educational Needs and Disabilities (SEND)**

**\*Expectations** for all: all learners to experience quality first teaching and support with follow-up.

**\*Vulnerable/disadvantaged/absent** learners receive tiered support e.g. accessibility to a device, paper copies, extra phone-calls to support learning and well-being, bespoke feedback.

**\*Academic tutoring** for identified students and/or identified subject areas

**\*Literacy/oracy** focused activities weekly for all students  
**Careers** support

# 3 Wider strategies

**Supporting pupils' social, emotional and behavioural needs**  
**Adopting a SEL curriculum**

**\*Attendance support team**

**\*Adaptations** to support behaviour for learning/safety – CPD for all - Reinforcing behaviour routines for school and virtual learning – addendum to behaviour policy and use of behaviour watch to log interventions, sanctions, rewards and concerns

**\*Sustaining and improving parental engagement and communication** with My Ed and Video call parental meeting software

**\*Social and emotional learning focus**

**\*Purchase of resources, books and technological devices** to support all of the above and increase access

**\*Amended timetable** with appropriate staffing required to provide support and supervision required