

1 Teaching

Quality First Teaching – supported by evidence from Teacher Assessment and baseline assessments

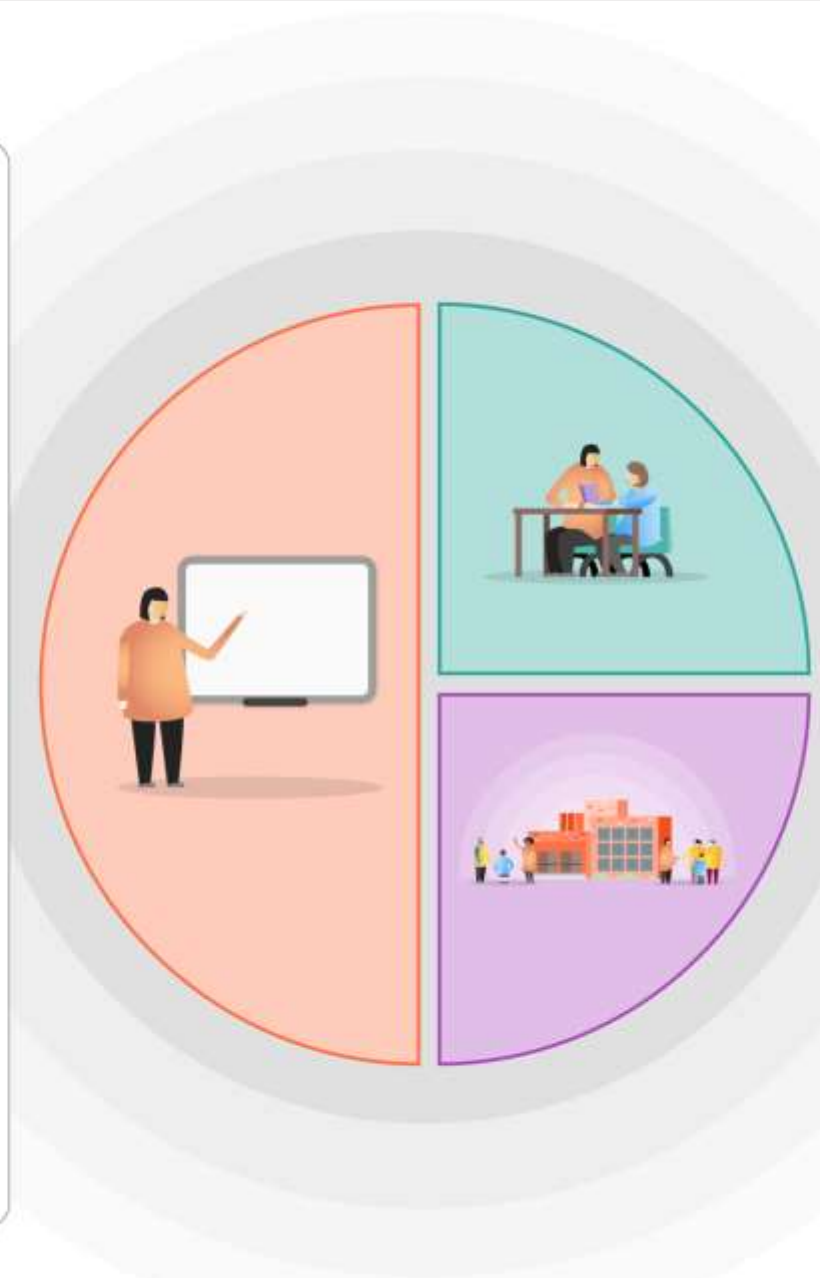
Support staff in all classes used to support all pupils throughout the day, with focused interventions and guided group work planned by the class teacher

Teachers work with focus groups within lessons, with split inputs, guided group work and 2nd inputs within a lesson where needed

Maths Mastery Approach used and supplemented by other resources/manipulatives where needed

Children given adequate time within a lesson to rehearse and consolidate skills and knowledge taught in lesson

Calm, quiet and focused learning atmosphere in all parts of the school



2 Targeted academic support

Additional intervention teacher supporting Y3 (level of need is greater) 2 ½ days

Use of specific intervention programmes to target children

Class teachers identify children who need additional curriculum support (pre-teaching, precision teaching) and plan for TA time during 'Catch Up sessions

3 Wider strategies

Recovery Curriculum supported by Jigsaw

More use of outdoor areas/outdoor classroom/Forest School for all year groups

Wellbeing workshops for all children across the school

Training and establishing a Peer Mentor Service at Trinity