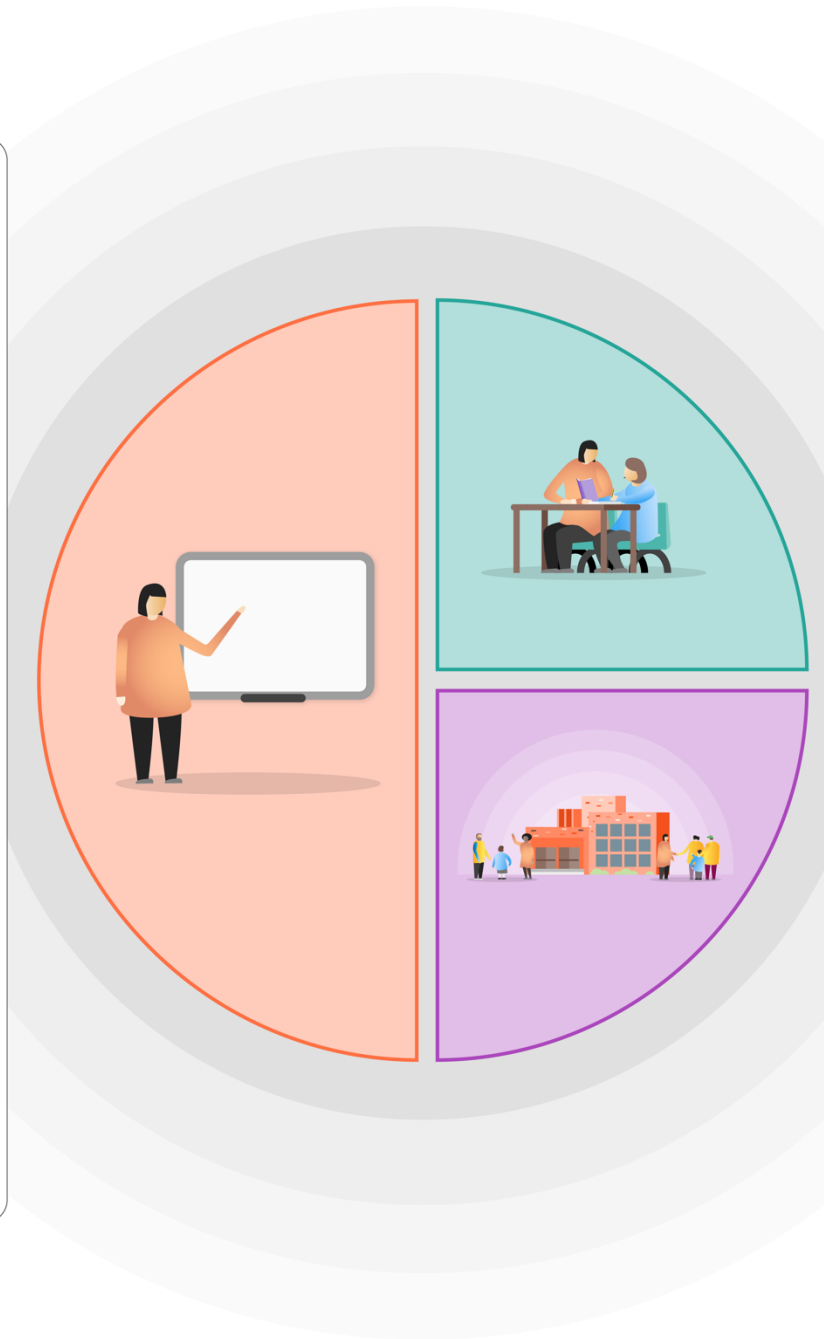


1 Teaching

- Strengthen reading achievement and culture through learning linked to school book spine
- Embed strong structures and routines so children benefit from regular practice in core areas, incl – reading, development of vocabulary, handwriting, grammar and times tables
- Refine use of diagnostic testing, teaching and review, supported by PiXL approach
- Embed a deliberately sequenced and progressive curriculum that focuses on vocabulary acquisition.
- Implement whole-class reading approach underpinned by precise use of diagnostic assessment
- Progress frequent low-stakes testing to ensure all students, benefit from the acquisition of knowledge
- Develop use of retrieval practice strategies, including spaced learning and varied retrieval to ensure children remember more and forget less
- Develop existing CPD focus on embedding metacognition and the quality of teacher modelling and explanation.



2 Targeted academic support

- Continue pre teaching to address identified gaps in learning
- Trial Accelerated Reader in Year 5/6
- Develop fluency as part of Reading initiative
- Continue Peer Coaching, incl links with Reading Boys/Girls
- Widen use of tutoring, particularly for disadvantaged children, to address gaps developed during lockdown
- Continue involvement with CALT and implement use of specialist diagnostic testing

3 Wider strategies

- Continue blended online/home learning pack support
- Maintain links with families through improved online communication
- Provide range of clubs to promote socialisation and wellbeing
- Broaden pastoral offer to ensure children who internalise their emotions are also supported
- Improve use of new technology to support access and approach to home learning