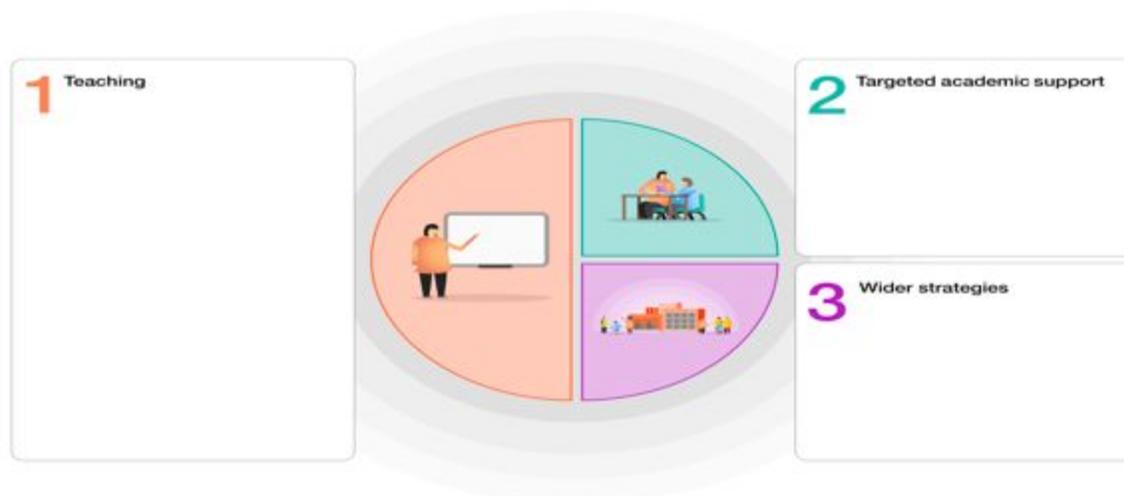




Tiered Approach to Planning

The EEF Guide to Supporting School Planning aims to support school leaders with their planning for the academic year 2020-21. It proposes a tiered model that focuses **upon high quality teaching, targeted academic support and wider strategies** to aid school leaders' existing school improvement planning efforts.

The tiered approach is a helpful heuristic that can supplement school leader decisions regarding the allocation of funding, energy, training and time.



1. Teaching

Great teaching is the most important lever schools have to improve outcomes for their pupils. Ensuring every teacher is supported and prepared for the new academic year is essential to achieving the best outcomes for pupils:

- Quality First Teaching as first strategy for all children
- Professional Development strategy focussed on pedagogy
- Diagnostic Assessment
- Feedback, supported by new policy, verbal and through marking
- Modelling and scaffolding
- Flexible groupings
- Cognitive and metacognitive approaches
- Support from SENCo to implement universal provision and graduated response to support SEND children
- Incremental Coaching to support teachers pedagogy led by trust leads (Maths and English)



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- Knowledge rich curriculum is being implemented timely to support children
- Adapt skill progression to ensure any missed skills are caught up this year.
- GAP analysis to inform teaching
- Phonics assessments to inform precise grouping to close gaps in learning (in place for YrR-4)
- Phonics online resources to develop teaching
- Spelling and handwriting to close gaps and progress
- Number sense fluency facts introduced and implemented
- Maths flashback 4 fact recap each session
- Number sense daily multiplications
- Timetable Rockstars
- White Rose Maths: supported by incremental coaching
- Incremental coaching and CPD to support teachers implementing the English curriculum and progression of skills
- DERIC: Whole school/class reading approach to be implemented with CPD from English Trust Lead to support
- Google Classroom home learning
- PE lessons with Secondary Teacher (partnership)
- PSHE lessons to support mental health and well being, children being able to access learning from a place of feeling safe.
- Act of worship and celebration assemblies are online and revisit vision and values and reiterated throughout teaching to support SEMH and collective aspirations
- Remote learning training to ensure teachers are confident with continuing to teach remotely and quality resources and teaching opportunities are provided.

2. Targeted Academic support

High quality teaching is supported by, and inextricably bound to, targeted academic support. Good assessment will reveal children that may require targeted one to one or small group tuition to address gaps:

- 1 to 1 and small group intervention in phonics, reading and maths
- SEND assessment using RWi, Boxhall and
- Communication and language intervention and support with EAL and SALT focus
- SEMH interventions - including nurture sessions planned or delivered with Thrive trained practitioner
- Universal provision which is effective and efficient and support SEND individual needs e.g. whole class visuals
- Effective use of TA time - timetabled support for target children and groups
- Pre- teaching of key concepts.



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- Same day catch up to ensure pupils do not fall behind.
- Speaking and listening opportunities to be explicit on timetables through English.
- PSHE – to give opportunities to widen children’s emotional vocabulary and support an open culture of sharing feelings and reflections in light of recent events.
- Discussions with all children around diversity and protests after society events, this is built in as part of the History and English curriculum.
- Protected time to read books, building vocabulary and emotional literacy
- Whole Class emotional check-ins
- Areas for learning made available for children that want space.
- PSHE focus on family – family structures may have changed during lockdown – share stories around families and differences
- Gap analysis and teacher plans to reflect this and ‘slow’ learning of missed concepts and ensure catch up. Normal strategies for differentiation.

3. Wider Strategies

Schools will be deploying a range of wider strategies to support their pupils in the upcoming academic year with creativity and commitment. School leaders will continue to be flexible and will need to adapt their planning appropriately:

- Planning in nurture and opportunities to support children’s feelings and experiences.
- Tailor curriculum experiences to mirror needs of individuals, groups or classes e.g active learning opportunities,
- Exploring how we can support families in the community in the ever changing landscape and when local lockdowns occur etc - Food poverty and domestic abuse support
- Families who have not engaged in any learning – to be identified and check that possible other forms of work have been completed and how can support if need to engage in home learning again (use feedback from remote learning questionnaire)
- Continue communication through class newsletters, HOA updates, social media, websites and class emails
- Bereavement policy plans and interventions around loss
- Engage with the local church community and keep up to date via Parish Council meetings and Worship.
- Referrals to outside agencies – e.g Early Help and social services asking for specialist advice re Inclusion & attendance & Referrals to CAHMS / OT / OH / School nursing etc