

## Core Priority Recovery



South Rise  
PRIMARY SCHOOL

**Overall Strategic Aim:** Staff to have a secure understanding of the whole child and how current research impacts on teaching and learning thus empowering children to take ownership of their learning, and close attainment gaps.

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### Rationale and Evidence:

- Some children have missed significant amounts of learning time due to Lockdown, self-isolation and lack of engagement with Remote learning
- An extended period of remote learning (8 weeks of Lockdown) has impacted children's motivation and access to face-to-face teaching
- End of year data July 2021 suggests that approximately 40% of children are below age expectations at the combined level across the school
- 47% of Reception children achieved GLD

Strategic Aim	Key Tasks Autumn	Impact so far?	Key Tasks Spring	Impact so far?	Key Tasks Summer	Overall Desired Impact
All children will receive high-quality, inclusive teaching that supports them to close gaps in their attainment.	<ul style="list-style-type: none"> <li>• JC to lead 'Direct Instruction' PDM to all staff</li> <li>• The core text 'Teaching Walkthrus' will be used to embed pedagogy for teaching and learning, and to underpin CPD</li> <li>• Implement three kagan structures (tbc) across the school to be developed throughout the term</li> <li>• Small steps learning is evident on planning in Maths and English. PDM to introduce/embed this</li> <li>• LKS2, teachers and TAs, to use CK videos and Government documents to deepen phonics</li> </ul>		<ul style="list-style-type: none"> <li>• Introduce Ambition Programme for CPD</li> <li>• Introduce and implement three more kagan structures (tbc) across the curriculum and monitor through observations</li> <li>• SLT monitoring to focus on effective scaffolding in planning and books, allowing all children to access learning in class.</li> <li>• Teachers to plan low stake assessments into subjects to build 'shallow knowledge'</li> <li>• Implement 'Opening Doors Project'</li> </ul>		<ul style="list-style-type: none"> <li>• Introduce and implement three more kagan structures (tbc) across the curriculum and monitor through observations.</li> <li>• To introduce Socratic pedagogy strategies to all staff to improve oracy across the school.</li> <li>• Termly monitoring cycle to focus on specific target children in reading, writing and maths.</li> </ul>	<p>When new content is introduced, teachers are recapping and building on prior learning, acknowledging where gaps might exist.</p> <p>A range of kagan structures will be accurately used and embedded across the curriculum.</p> <p>High quality classroom intervention will be embedded across the school.</p> <p>Low stake assessments are evident in planning and monitoring shows that they are being used to informally assess children's understanding.</p>

	<p>knowledge and application (CK)</p> <ul style="list-style-type: none"> <li>• PDM for LKS2 on the delivery and planning of phonics by CK</li> <li>• EYFS and KS1 staff to take part in Mastering Number programme and attend training. MB and LY to deliver PDM</li> <li>• JR to lead PDM on developing and embedding multiplication knowledge across KS2</li> <li>• Year 3 teachers (and TAs) to attend training on Rekenreks and use to inform interventions (LY/MB)</li> <li>• Termly monitoring cycle to focus on specific target children in reading, writing and maths</li> <li>• Where appropriate, support staff to observe delivery of programs across Compass e.g. STEPS.</li> </ul>		<p>strategies to writing planning</p> <ul style="list-style-type: none"> <li>- Examples of challenging texts on slides</li> <li>- Examples of imitated sentences on slides and books</li> <li>- Taster drafts</li> <li>• Relaunch key elements of the maths mastery approach eg, manipulatives in guided practice, stem sentences</li> <li>• Termly monitoring cycle to focus on specific target children in reading, writing and maths</li> <li>• Spelling and grammar to be included on the Q&amp;A cycle focusing on how skills are being transferred into independent writing</li> <li>• EH/LW to evaluate the impact of Grammar Works</li> </ul>			<p>High quality phonics is being delivered in year 3 and 4 where appropriate.</p> <p>Target children will make above expected progress in reading. At least 50% of target children will close the attainment gap.</p> <p>Target children will make above expected progress in number. At least 50% of target children will close the attainment gap.</p> <p>Writing assessment and moderation shows that target children are making above expected progress.</p>
<p>All children will make expected progress from their starting point, with target children making accelerated progress through the</p>	<ul style="list-style-type: none"> <li>• SLT to work with year leaders to produce Recovery Action Plans for Yr1, 4 and 6.</li> <li>• Year group leaders to identify children who have gaps in learning, (through carefully used screening programmes) and create an intervention programme to ensure children are able and supported to make accelerated progress.</li> </ul>		<ul style="list-style-type: none"> <li>• Action plans for Yr 1.4 and 6 to be reviewed by SM/DH/HB and year group leaders</li> <li>• All intervention programmes to be reviewed at the start of the term based on analysis of data</li> <li>• Year 4 Multiplication assessments to track progress and implement appropriate intervention</li> </ul>		<ul style="list-style-type: none"> <li>• Continue with a programme of pre teach groups and targeted intervention.</li> <li>• Assess impact of support staff CPD using a survey. Results to be used to inform CPD for 2022-2023</li> <li>• Action plans for Yr 1.4 and 6 to be reviewed by</li> </ul>	<p>Staff have a clear understanding of who needs to make accelerated progress in their class and plan accordingly.</p> <p>All children identified with gaps in their learning and behind their cohort will make above expected progress and at least 50% will close the attainment gap.</p>

<p>implementation of robust intervention and focused action plans.</p>	<ul style="list-style-type: none"> <li>Phase leaders to ensure there is a clear plan for the use of additional adults in every year group to support target children.</li> <li>CPD to be delivered on high quality classroom intervention, including the use of videos and peer observations where possible.</li> <li>Programme of CPD for support staff on delivering and assessing the impact of effective intervention.</li> <li>Establish a programme of fluid pre-teaching and booster groups (funded through surplus and Catch Up Premium) making use of technology to deliver sessions where necessary</li> <li>Work collaboratively across Compass to implement new feedback strategies.</li> <li>Year 4 to screen multiplication knowledge (check against Progression of Number document). (JR/LY)</li> <li>Plan a series of parent workshops to focus on supporting and developing key skills at home such as times tables, spelling and number.</li> </ul>				<p>SM/DH/HB and year group leaders</p>	<p>All classes will have 70% or above working at age expected levels in R/W/M</p> <p>There will be an increase on the percentage of children achieving age related levels and GDS in years 2 and 6 compared to 2019.</p> <p>Year 6 will achieve at least 78% combined, with a target of 85% .</p> <p>Year 4 will achieve above 70% in the multiplication check at the end of the year.</p> <p>Teacher's are taking ownership of interventions and having positive professional dialogue with staff leading intervention.</p> <p>Survey results show that support staff are confident in leading and assessing intervention groups and this is having an impact on progress.</p> <p>Intervention groups are being monitored regularly and are having a positive impact on progress and attainment.</p>
<p>Assessment is purposeful, robust and accurate and</p>	<ul style="list-style-type: none"> <li>Plan in half termly meetings to focus on target children in each class (add to monitoring cycle)</li> </ul>		<ul style="list-style-type: none"> <li>Children to be given explicit teaching on self-assessment and editing techniques</li> </ul>		<ul style="list-style-type: none"> <li>Moderation sessions in phases and across Partnership to ensure that assessment is</li> </ul>	<p>Children are accurately levelled, and this reflects in their progress and attainment.</p>

<p>is used to inform planning and close gaps</p>	<ul style="list-style-type: none"> <li>• Update writing book checklists to match new assessment language</li> <li>• Produce a strategic plan for Phase Leader Meetings (moving to longer session half termly) focusing on moderation, assessment and planning</li> <li>• PDM time to be used to strengthen teachers' understanding of assessment practices</li> <li>• Termly assessment of children's reading age and comprehension skills across Year 2 -5.</li> <li>• Half termly assessment of the impact of interventions through both data, AFL and the use of quizzes and low stake assessments</li> <li>• End of year assessments (maths, grammar, spelling and reading) to be used to inform initial interventions.</li> </ul>		<ul style="list-style-type: none"> <li>• Phase meetings to focus on moderation of R/W/M/</li> <li>• PDM to refresh understanding of the assessment grid and writing checklists</li> <li>• Termly assessment of children's reading age and comprehension skills across Year 2 -5.</li> </ul>		<p>accurate and consistent.</p> <ul style="list-style-type: none"> <li>• Termly assessment of children's reading age and comprehension skills across Year 2 -5.</li> </ul>	<p>Teachers are confident in using assessment materials to accurately level children.</p>
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