

1 Teaching

High-quality teaching for all

- Plan to deliver the full curriculum where possible to ensure students experience is as full as possible
- CPD focus to support pedagogy, cognitive load, literacy and strategies for SEND and disadvantaged students.

Pupil assessment and feedback

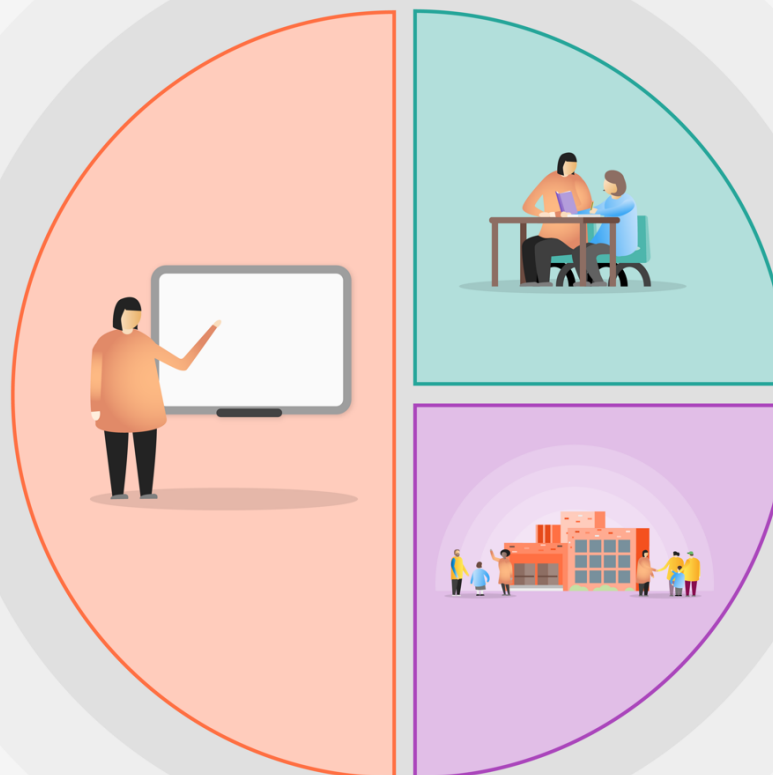
- Frequent low-stakes testing to ensure all students, and in particular disadvantaged students, experience success and celebrate the acquisition of knowledge.
- Introduction of catch-up trackers for students prior to learning new units. This will identify gaps in knowledge and allow the interleaving of catch-up through the adaptation of the planned curriculum

Supporting remote learning

- Training for staff and students with regards to the effective use of online learning platforms, ensuring seamless remote teaching and learning when there are periods of isolation for staff and students.
- Provision of laptops to students (especially for disadvantaged students) to secure progress of students with no devices in the event of lockdown/isolation to support home learning.

Transition Support

- Year 7 mixed setting for the first term to allow students to settle and demonstrate ability
- Delayed assessments to establish routines and build confidence as student's return to school.



2 Targeted academic support

High-quality one to one and small group tuition

- Academic tutoring for students
- Teaching Assistants / targeted support

Intervention programmes

- Planning for pupils with SEND through use of the BASE

Extended school time

- After school catch-up for students in Year 11

Targeted support

- Whole school approach agreed for disadvantaged students.

3 Wider strategies

Supporting parent and carers

- Sustaining improved communication achieved with parents during lockdown. Newsletters, class-charts etc..

Supporting pupils' social, emotional and behavioural needs

- Re-establishing classroom routines and consistency of behaviour system
- Introduction of the classroom climate.
- Ensure pastoral contact home for disadvantaged students identifies barriers to engagement due to technology /lack of other forms of support.
- PASS survey for well-being