

EEF GUIDE TO SUPPORTING SCHOOL PLANNING (2020-21) – TIERED MODEL

East Morton

Funding : £ 16880 Allocated: Yes

1 Teaching

Diagnostic Ongoing Assessment

To identify missed learning (skills and knowledge) due to COVID 19. Aspirational target setting- Targets are identified using FFT and previous year teacher assessed predictions Assessment timetable for year NFER Tests for Years 3,4 and 5 for summative assessment and to identify misconceptions and gaps.

Quality First

To ensure children receive a curriculum that incorporates opportunities for missed learning due to COVID 19

Teach all areas of the curriculum to a high standard

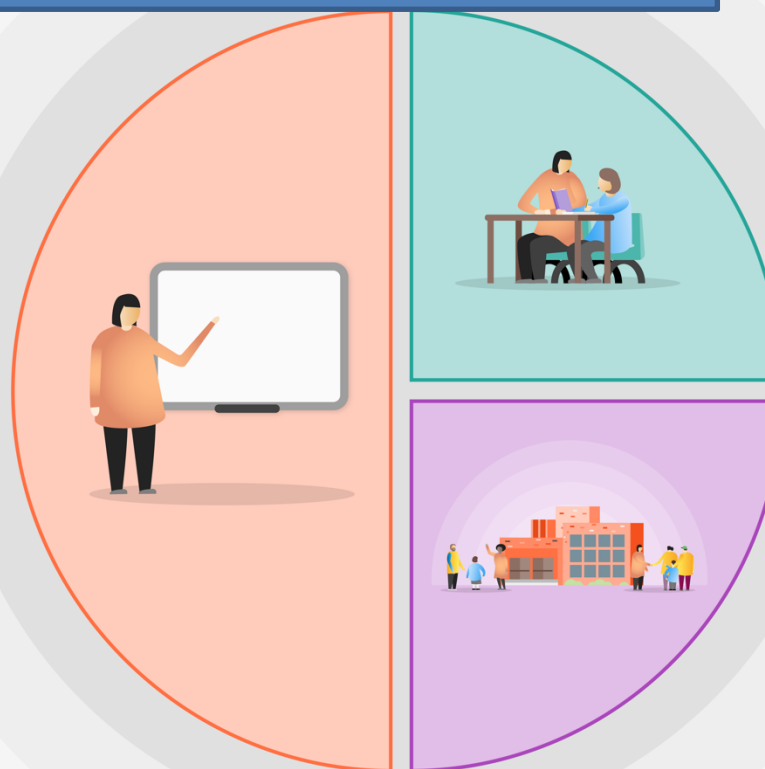
Teach maths, reading and writing effectively to enable children to meet their individual and cohort targets

Specific Subject Intervention

Match all school reading books to the children's phonic instructional level
Use Phonics tracker to provide specific homework to address /consolidate gaps in KS1
Purchase devices to support assessments

Transition to new curriculum

Timetables established to ensure full curriculum coverage
Metacognition CPD Programme
(5 term programme- Thinking matters core approach)
Embed a curriculum that honours each subject discipline and creates a cohesive narrative across year groups.
Subjects are properly resourced-IT resources to enable whole class learning and access to catch up programmes



2 Targeted academic support

Intervention plan to be implemented -staff within bubbles to be released for 1:1 and small group interventions

Following Pupil Progress meetings- DHT to meet with class teachers to develop teaching of interventions

1:1 tuition

Remote will be set up for September 2020 with access to TT Rock stars, Spelling shed, WRMH and Oak Academy - available throughout the year for any children self-isolating.

3 Wider strategies

Develop a recovery curriculum which focuses on drivers for recovery:
Relationships. Community. Space
Use P4C to address emerging needs (Resources)
Mindfulness Training for Uks2 teacher to deliver to Y5/6
Attendance
Use of Collective theme community theme to support SMSC development
Develop impactful School and worship Council
Development of pastoral team to support children's positive behaviour strategies and personal development
Moisture guards and bell covers for instruments to allow peripatetic provision to continue
Resources for extracurricular 'bubble club' offer including academic support opportunities (maths, reading, phonics, science) Moisture guards and bell covers for instruments to allow peripatetic provision to continue