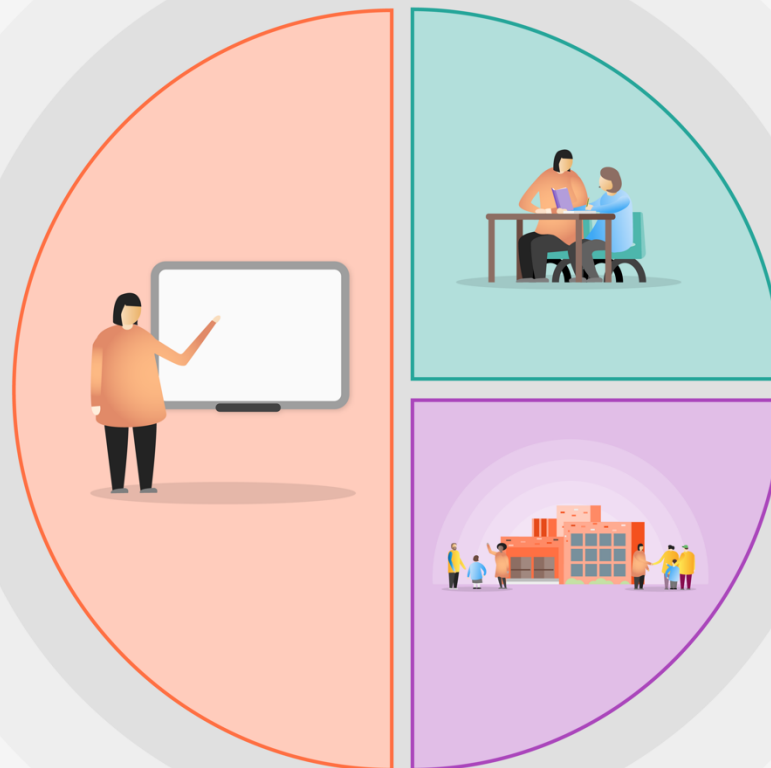


1 Teaching

- prioritised QFT especially modelling and use of scaffolding linked to Rosenshine and Walkthrus
- low threat diagnostic assessments in place to identify gaps, leading to targeted support through intervention programmes, small groups and 1:1s
- adapted our classroom feedback model
- remodelled transition policy and implementation of this
- tailored support for NQTs due to missing final school placements
- Trust development team supporting staff across the school, using cross-Trust collaboration
- remote learning policy in place
- personalised professional development, including remote access provision for children with SEND
- adapted curriculum, whilst ensuring it is broad and balanced
- delivered knowledge rich curriculum



2 Targeted academic support

- intervention programmes with clear entry and exit criteria
- effective deployment of TAs and senior leadership team
- use of academic mentors (Teach First) and/or national tutoring programme (from January)
- specific programmes within the school

3 Wider strategies

- counselling in place for either the whole class, small groups or identified individuals
- reconnecting curriculum in place
- individual transition plans and risk assessments
- daily communication with key families including non-attenders
- pre-opening videos, photos, clear and regular communications with stakeholders
- increased budget for educational psychologist
- use of Leuven scales
- nurture provision
- targeted CPL
- targeted EWO support