



1 Teaching

Assessment:

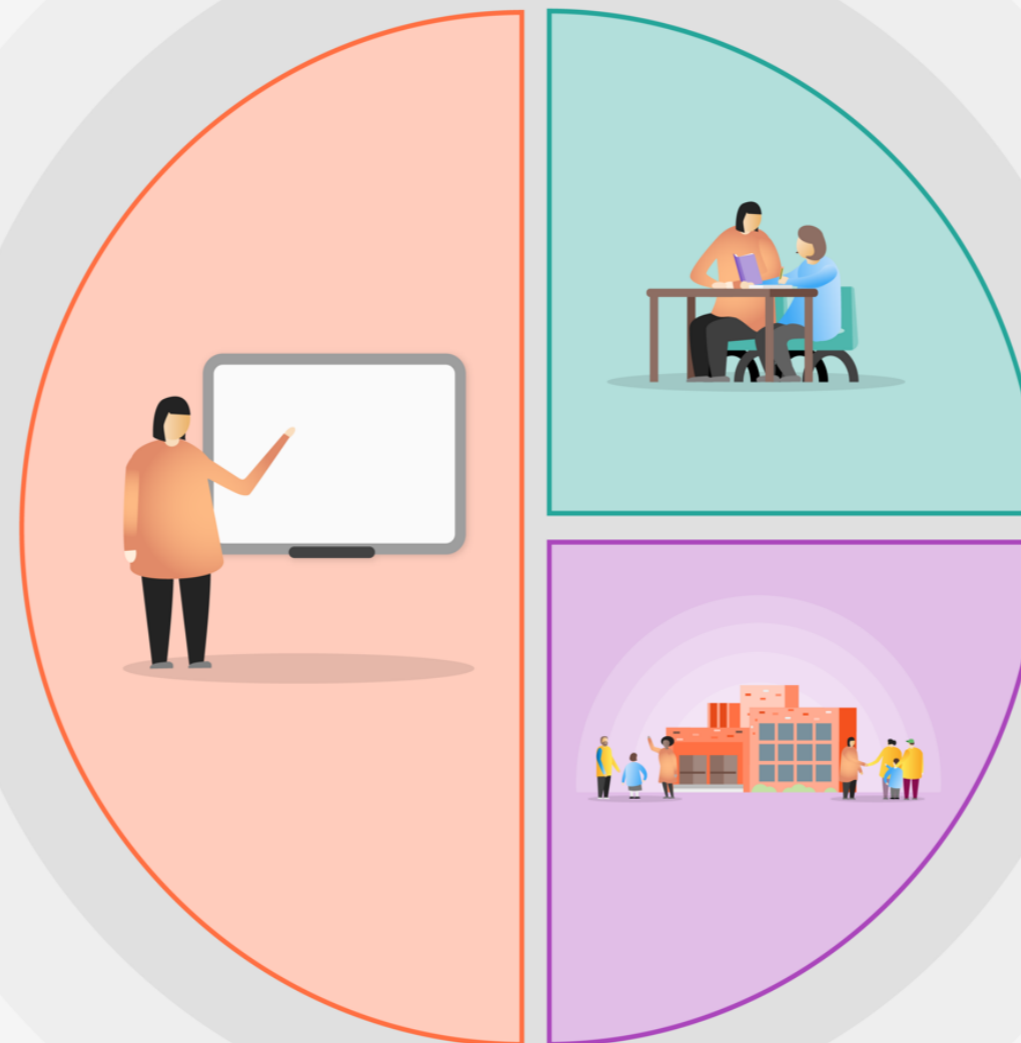
- Implement diagnostic assessments in mathematics and science to ensure personalised learning is planned and challenge is evident for all.
- Implement NFER termly assessments, and QLA to inform targeted academic support.
- Implementation of the Reception Baseline Assessment (RBA).

Teaching and Learning:

- Teach pupils metacognitive strategies, including how to plan, monitor, and evaluate/reflect on their learning.
- Implement a whole-class reading approach underpinned by a focus on reading fluency and reciprocal reading practices and the use of high quality texts.
- Use of a range of models and images to support learners' mathematical understanding.
- Implement a book based curriculum in writing.

Staff Pedagogy:

- Quality First Teaching supported by evidence informed CPD for teachers and support staff.
- Evidence informed CPD for teachers and support staff in the new EYFS framework.
- Development of a new SENCo.
- Development of a research champion.
- Develop expertise of middle and subject leaders.



2 Targeted academic support

- Teacher led targeted group intervention for Year 1, 2 and 3 phonics.
- Identified children in all classes read daily to improve reading fluency.
- Teacher led targeted group interventions in mathematics throughout Key Stage 2.

3 Wider strategies

- Extensive outdoor provision for Foundation Stage and KS1 pupils.
- Enhanced classroom environment and provision throughout Foundation Stage, Key Stage 1 and Key Stage 2 promoting class independence and enterprise.
- Use of a shared language to promote positive learning behaviour across school.
- Enhance parental involvement in reading.