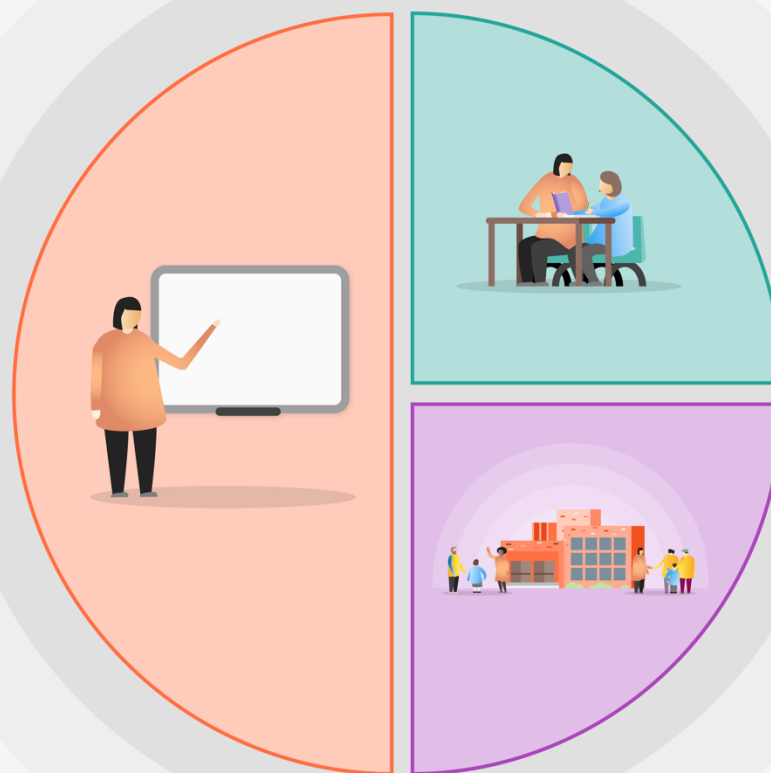


St Joseph's Catholic Primary School

GUIDE TO SUPPORTING SCHOOL PLANNING THROUGH COVID (2020-21) – TIERED

1 Teaching

- PiXL assessments and teaching around the cycle (Diagnosis, Therapy, Test, Revisit)
- TAs used in class interventions in order to plug gaps quickly
- Pupil Progress Meetings in the first week of October to identify immediate gaps and support
- Teachers adapting curriculum to focus upon the needs of the individual class
- All pupils in Year Reception, One and Two have completed phonic assessments
- Reception and Year 1 have completed Language Link assessments
- Reception and Year 1 have completed baseline assessments
- Support the cycle with sustained CPD, ensuring this is subject-specific where necessary
- Focus upon knowledge organisers to tailor the specific knowledge and skills required for each area
- Curriculum 'essentials' for Reading, Writing and Maths are identified and taught / revisited across wider curriculum subjects
- Development of a Maths Mastery approach supported by external Mastery Specialists.
- Tailored homework, focused on gaps.



2 Targeted



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- Same-day in-class intervention
- Teacher-led targeted group teaching for Year 6 pupils.
- Specific intervention programmes led by both Teachers and Teaching Assistants – Language Link, Phonics, Reading and Maths.
- SEN parent meetings held in October 2020
- Pupil Progress Meetings and action plan early October 2020.
- Accelerated reading and phonic readers introduced to pupils.

3 Wider strategies

- Weekly SLT, ELT and Phase Meetings (in PPA time). Messages conveyed to teachers swiftly
- Fortnightly DH, BM and INCO meetings to address gaps and areas of pupils need
- Weekly PSHE, focused assembly and collective worship based around needs and emotions of pupils
- Laptops purchased to loan to pupils when a bubble may need to shut down, ensuring vulnerable pupils have access to school work
- Forest school targeting skills of resilience, based around needs of curriculum and pupils