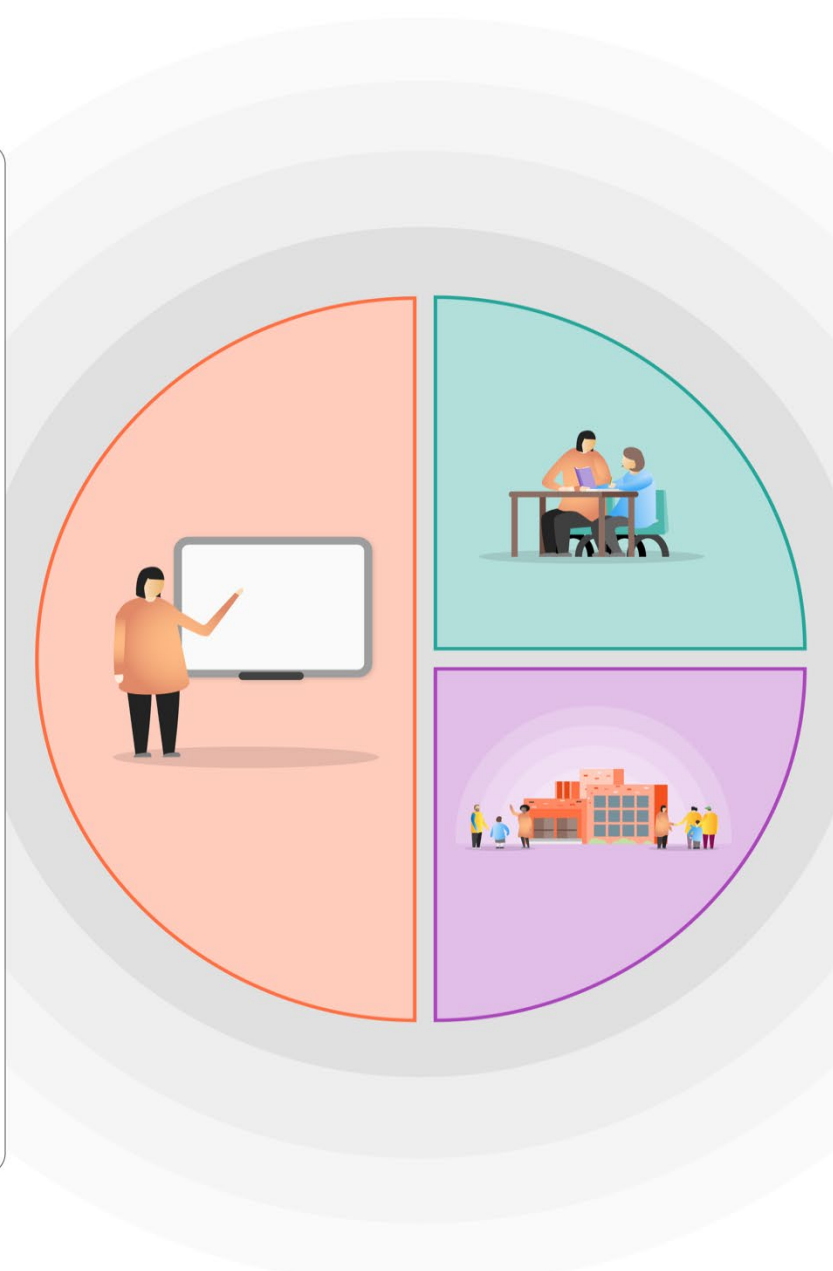


1 Teaching

- Staff training for support staff using EEF recommendations
- Phonics training for all support staff
- Use funding to provide more enhancement time for focused, direct feedback
- SLT intervention timetable of support
- Power maths books purchased – back up to provide consistency if bubble closure
- Basic skills and non negotiables covered quickly – already planned and ready to action
- Build reading into all subjects and re-establish a love of reading



2 Targeted academic support

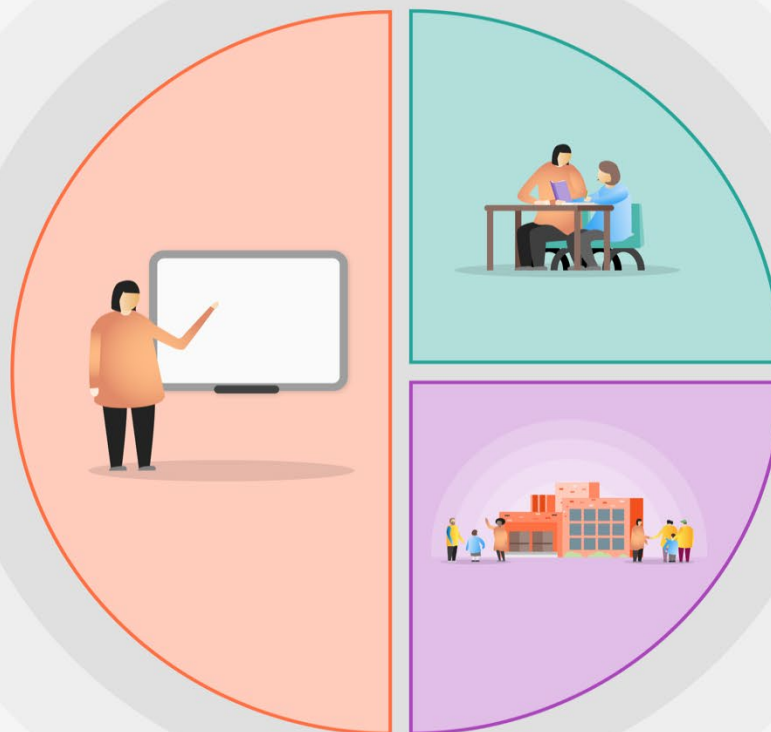
- In class support to provide targeted interventions
- Small work cross bubble (phases) for interventions
- Reading age tests /phonics screening led

3 Wider strategies

- SLT visible at playtimes and lunchtimes and before school as a welcome and for parents
- Use of collective worship, core values, PSHCE to embed sense of community and belonging again
- Support for children following loss through emotion work and books

1 Teaching

- Focus on oracy
- Formative assessment focus to inform planning and identify gaps
- Re-establish class cohesion and team
- PSHE focus through school
- Quality first teaching to provide well-pitched, engaging work to encourage active participation by all in class.



2 Targeted academic support

- 1-1 and small group assessment and reintegration
- EHCP interventions all in place
- Additional intervention needs identified and in place in class.
- Nurture support to provide additional support as identified and following parental concerns
- All targets for children on SEND register are updated.

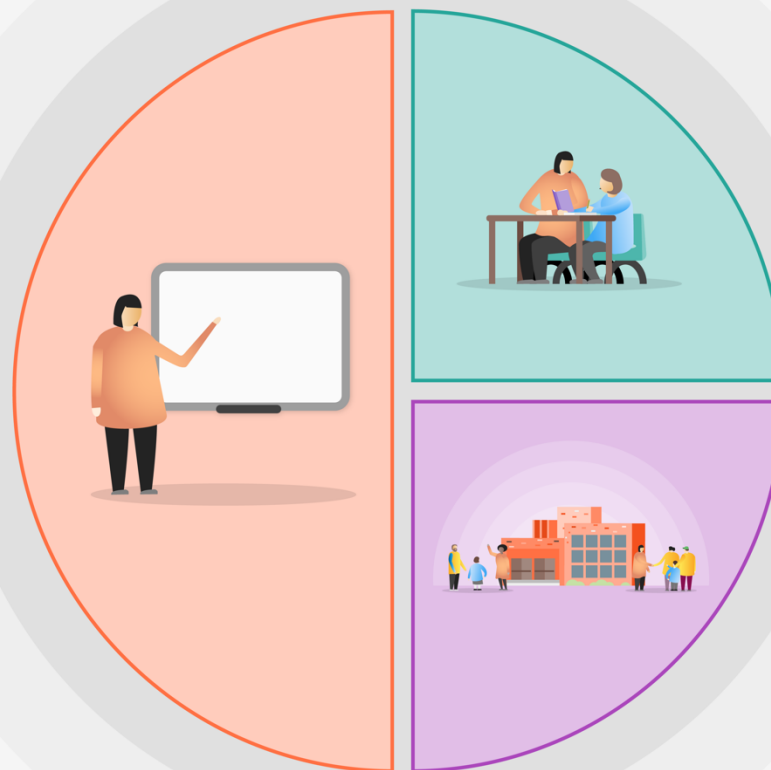
3 Wider strategies

- SLT visible before school, play times and lunchtimes
- Pastoral focus
- Use of Collective Worship and school core values
- Alex Timpson training
- Teachers to model self regulation strategies
- Support staff training for key interventions and additional courses

Summer 2021 EEF Tiered Model

1 Teaching

- Proactive use of staff in classroom to reduce ratio and maximise interventions
- Students to provide additional adult support in class
- Focus on oracy
- Target planning to ensure year group foundations are in place
- Homework to target key skills
- Quizzes
- Flexible grouping used effectively in class
- Use of Oak lessons for wider curriculum knowledge development for homework



2 Targeted academic support

- In class interventions
- Group activities to accelerate learning
- Reduced ratios for core subjects
- Reading interventions prioritized for recovery
- Use of precision teaching
- NELI programme
- 1-1 interventions

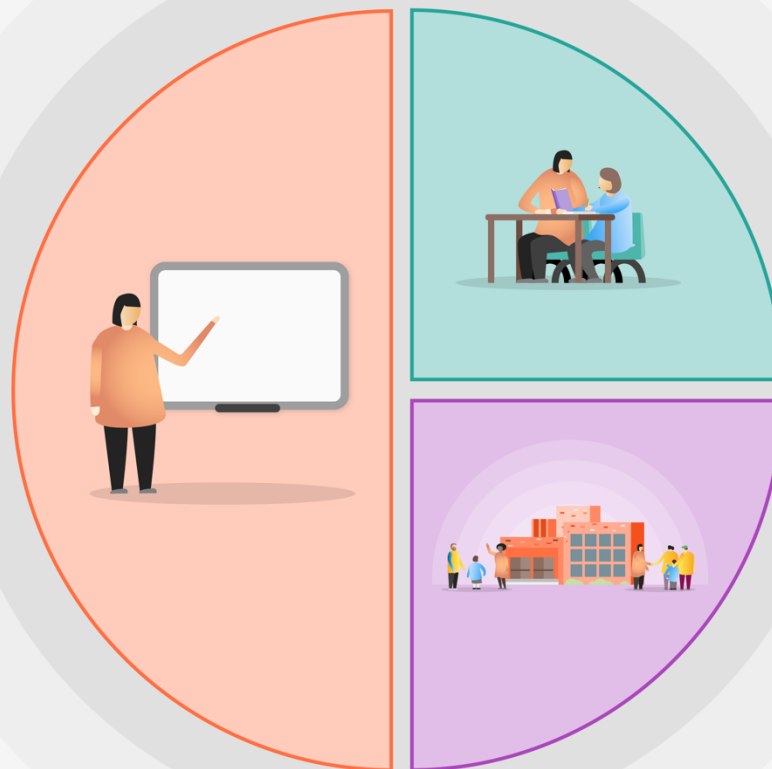
3 Wider strategies

- SLT visible at playtimes, lunchtimes and start of the day
- Clubs with a wider curriculum focus
- Assessment reflection meetings held regularly
- Pastoral focus in class
- Training for lunchtime staff to ensure consistent pastoral approach
- Therapeutic writing groups
- Nurture work and nurture PE

Autumn 2021 EEF Tiered Model

1 Teaching

- Proactive use of staff to reduce ratios and provide more immediate feedback and support
- Recorded lessons via Strea on Teams for key skills
- Flexible groupings
- Timetable to ensure staff work to their strengths (if bubbles easily crossed)
- Curriculum essentials are in place
- Focus on oracy
- Underpinned by core values, collective worship and PSHCE



2 Targeted academic support

- 1-1 and small group interventions
- NELI
- Precision teaching
- Use of nurture and nurture PE
- Use of enrichment and enhancement
- Targeted homework club
- Homework time built in for KS2 in after school club

3 Wider strategies

- Wider curriculum clubs offered
- Pastoral focus – values based
- Meetings with parents regarding how to support children at home

Catch up planning – September 2020

- Staff training has taken place for support staff using EEF recommended interventions such as precision teaching.
- Phonics training has taken place for support staff.
- Support staff in class will provide targeted interventions – this still works within a bubble situation.
- Planned interventions for specific children to target – early reading, phonics and first at number / basic calculation interventions across the key stage. If in bubbles hoping staff can work across two bubbles so it can be implemented in phases but ideally we would implement across the key stage.
- Use of funding to implement enhancement time – this would be across each class ideally but could start across phases so sports staff not working with too many class bubbles. This would enable class teachers to have half their class in for focused feedback time – this is identified as high impact by the EEF. Learning in that time would be targeted to the half class and focused on providing feedback.
- Leadership team would provide interventions based on need as well – across school using specialisms ideally but in phases if necessary.
- A focus on key non negotiables is in place to facilitate quicker catch up and basic skills being revisited. This work is already prepared and ready to go – for use in class or as part of blended learning.
- Power maths books have been purchased to provide a ‘back up’ for blended learning if necessary and to provide a set consistent approach for maths catch up through school.
- Vulnerable children in school and other SEN children in as key worker children – reading ages tests completed / phonics screening checks where appropriate. Interventions taking place already.
- Focus on key skills and building reading in to all subjects, using time to reestablish a love of learning.
- Citizenship week covers class rules and organization, developing a sense of community and belonging, includes (usually) parents’ meetings to run through expectations. All routines established and child led – behaviour system standard across school but designed by the children and they set their class rules and sign up to them.
- PSHE always 2 lessons a week, worship is focused round a statement to live by which links to school core values and mental health approach is at the heart of what we do. This will be increased in September utilising mental health work based round picture books – already planned and resourced by all teachers in school.
- Don’t plan to narrow the curriculum but to maintain enrichment curriculum which enables teaching of skills in half class groups to develop deeper relationships between children and adults in school.

Key Actions and Timetable March 2021

| Focus | Action | When | Who |
|------------------------------------|--|--|--|
| PSHE / mental health and wellbeing | <ul style="list-style-type: none"> • Focus on lessons on return • Build in regular lessons – 3 times a week minimum • Meetings to focus on who requires additional support and support put in place • Alex Timpson programme training • Therapeutic writing course training • Therapeutic writing group Year 5/6 • Therapeutic writing group Year 3/4 | <p>March / April From Easter</p> <p>March and again in April Spring term twilights Spring term April on April on</p> | <p>All All</p> <p>LU / RD / AD</p> <p>All RD RD RD /AD</p> |
| Core Values and Collective Worship | <ul style="list-style-type: none"> • Re-establish routines and connection with the school core values • Collective Worship used to reconnect | <p>From March return</p> <p>Ongoing and used throughout lockdown</p> | <p>All</p> <p>LU / all</p> |
| Assessment - NELI | <ul style="list-style-type: none"> • NELI assessment (Reception) • NELI programme for identified group (Reception) • NELI training • NELI assessment Year 1 • NELI programme for Year 1 group • NELI assessment (small group from year 2 / 3) • NELI programme for small group as identified | <p>March 21 From April (20 weeks)</p> <p>March 21 April 21 September September</p> | <p>BC AD</p> <p>BC / AD / JW BC AD / JW AD AD/JW</p> |
| Assessment - phonics | <ul style="list-style-type: none"> • Assess year 2 who did not meet the standard in November (2018 check) • Assess Year 3 who did not meet year 1 standard (2018 check) • Year 1 phonics assessment (2018 check) • Reception phonics assessment | <p>March 21</p> <p>March 21</p> <p>April</p> <p>April</p> | <p>MC</p> <p>CS</p> <p>SS</p> <p>BC</p> |

East Bierley CE(VC) Primary School Covid Recovery Plan

| Focus | Action | When | Who |
|-------------------------|---|---|---|
| | <ul style="list-style-type: none"> Phonics group for mixed KS1/2 as required (y2+) Summer phonics assessment | <p>April</p> <p>June</p> | <p>AD</p> <p>Class teacher</p> |
| Reading age assessments | <ul style="list-style-type: none"> Year 2 / Year 3 priority assessment Wider reading age assessments Intervention plan for 1-1 readers Reading assessments – KS1 – Year 2/3 Reading assessment year 6 HFW check / spelling pattern checks Summer assessments – reading age test for those who were below age related to see impact of interventions. Sat papers for years 2, 5 and 6 as part of moderation process | <p>March / April</p> <p>March / April</p> <p>April</p> <p>March / April</p> <p>April</p> <p>Ongoing</p> <p>June</p> | <p>MC / CS</p> <p>In class</p> <p>In class</p> <p>MC / CS</p> <p>CT</p> <p>In class</p> <p>In class</p> |
| Maths | <ul style="list-style-type: none"> End of unit questions – each class PAT sheets / year 2 TAF End of KS 1 papers for Year 2 and 3 End KS2 papers Year 6 End of KS1 Year 2 End of KS2 Year 5 Year 2 maths project Moderation for KS1 and transition by all classes with next teacher Year 4 soundcheck Year 3 soundcheck | <p>March / April</p> <p>End March</p> <p>End March / April</p> <p>April</p> <p>June</p> <p>April</p> <p>Summer 1</p> <p>June / July</p> <p>April / June</p> <p>April / June</p> | <p>In class</p> <p>In class</p> <p>In class</p> <p>In class</p> <p>In class</p> <p>In class</p> <p>LU / MC / AD / NI</p> <p>All</p> <p>WB</p> <p>CS</p> |
| Reading | <ul style="list-style-type: none"> PAT sheets End of KS1 Year 2 and 3 End of KS2 Year 6 End of KS1 Year 2 End of KS2 Year 5 and 6 | <p>March</p> <p>March / April</p> <p>April</p> <p>June</p> <p>May/June</p> | <p>In class</p> |

East Bierley CE(VC) Primary School Covid Recovery Plan

| Focus | Action | When | Who |
|------------------------------|--|----------------------------------|---------------|
| Writing | <ul style="list-style-type: none"> • Assessed piece of writing • Use of PAT sheets • SPAG assessment • Writing moderation | April March April/June | In class |
| Approach to homework | <ul style="list-style-type: none"> • Maintain use of Teams / Tapestry as method of sharing homework. • Recorded lessons to be used for key skills and kept available should children choose to access or revisit. • Use of Oak lessons for Topic based introductions for knowledge gathering and revisit. • Use of MyMaths / TTRockstars / Spelling Shed | Weekly from Easter | Class teacher |
| Wider curriculum and rebuild | <ul style="list-style-type: none"> • Reintroduce enhancement and enrichment • PE with Velocity • Playtime games | | |