

Orchards Junior School: Return to School March 2021

1. Teaching

- Sequenced plan to improve teaching and learning
- Ensure curriculum planning includes a focus on retrieval practice, formative assessment and rich summative assessment.
- Implement diagnostic assessment approach
- Support the development with sustained CPD, ensuring this is subject-specific.
- Support children's knowledge through the construction of knowledge organisers
- Frequent low-stakes testing to ensure all children, and in particular disadvantaged children, experience success and celebrate the acquisition of knowledge.
- Systematically reduce workload to aid staff wellbeing and enable high-quality responsive teaching.
- TQM outcomes and quality of implementation
- Maintain our existing CPD focus on developing metacognition and the quality of teacher modelling and explanation.
- Teachers model use of key strategies for identifying emotions and employing self-regulation strategies.
- Develop a remote learning programme that aligns with in-school provision
- Establish homework programme through the Dojo app that allows children to submit and receive feedback on-line



2. Targeted Academic Support

- Pastoral staff provide support to assist children in transition into school.
- Mentoring sessions for specific children
- Teacher-led targeted group teaching for children identified as being below expectations with priority for Pupil Premium
- Increased deployment of TAs to support SEND
- Introduce accelerated reader programme to facilitate catch up of reading standards
- Introduce Espresso resources to facilitate further study at home and link with remote learning programme

3 Wider Strategies

- Sustain weekly whole school communication with families to build families' trust in the school's approaches and support the strategies in place for learning as well as well-being.
- Provide ongoing support for parents through Dojo app
- Ensure our most vulnerable pupils have access to online materials.
- Ensure pastoral contact home for disadvantaged students also identifies barriers to engagement due to technology or a lack of other forms of support.
- School staff used to cover classes rather than supply staff
- Attendance team support
- Breakfast Club
- Reinforce behaviour expectations / culture