

## Ridgeway Primary School: A Tiered Planning Approach to 2020-21

At Ridgeway, we have adopted a tiered model to planning for the academic year 2020-21. This model focuses on high quality teaching, targeted academic support and wider strategies that will enable us to best support teaching and learning, and have greatest impact on our pupils' success, both academically and socially and emotionally. Catch-up funding will be utilised in line with our tiered approach, with the priority being the provision of high quality teaching for all.

### 1 Teaching

The best available evidence indicates that high quality teaching and learning is the most important lever schools have to improve outcomes for pupils.

In light of current challenges due to Covid-19, ensuring we continue to prioritise high quality teaching and learning will be instrumental in ensuring that all children have the best opportunity to progress and succeed. This also includes high quality assessment that supports teachers to monitor pupils' progress and meet learners' needs.

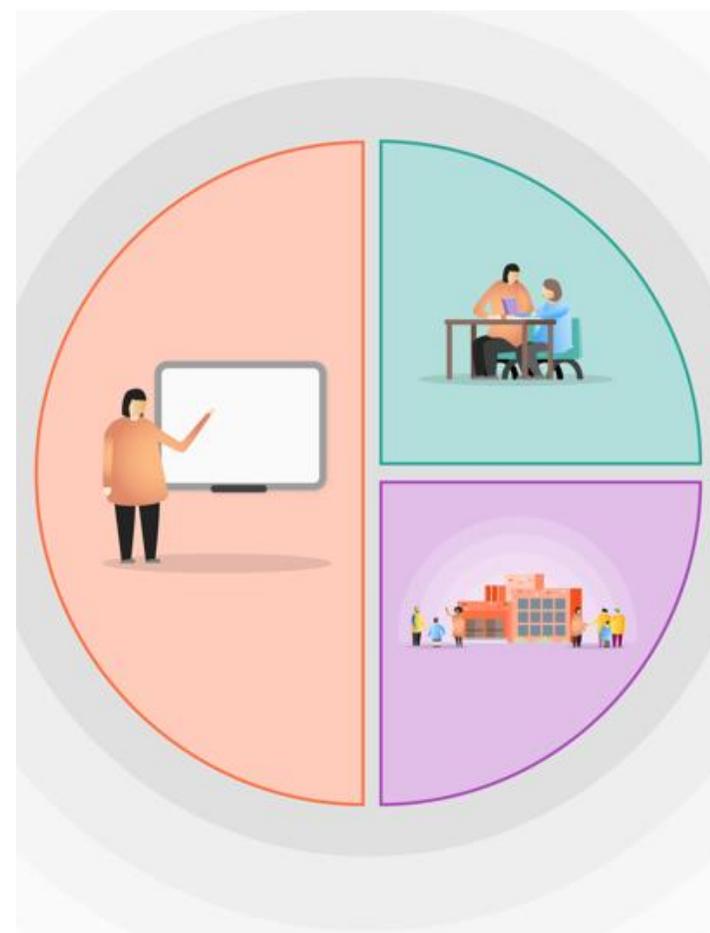
Ensuring high quality teaching includes a commitment to the continued professional development of all staff, including valuing and providing opportunity for ongoing reflective practices.

### 2 Targeted academic support

Targeted academic support relates to the provision for identified children who may need additional support to make progress across the curriculum. Targeting need takes many forms, depending on the individual needs of the children. One size does not fit all. Flexible learning models, targeted support and specific interventions are carefully planned, and monitored through provision mapping.

### 3 Wider strategies

Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. Re-establishing routines and settling back into school following a period of disruption, as well as supporting pupils' emotional wellbeing during a time of immense uncertainty, will be a continued focus.





The Ridgeway tiered approach to 2020-21.

## 1 Teaching

- Quality First Teaching based on research-led practice.
- Rich, broad and balanced curriculum that values and supports development across all subject areas.
- An ambitious forward-looking curriculum focussing on new year group skills and knowledge.
- Contexts for Learning utilised as a powerful vehicle for core subject development, particularly reading and writing, ensuring breadth and depth is retained, whilst also prioritising core knowledge.
- Assessment for Learning embedded in classroom practice, including a culture of immediate feedback.
- Formative assessment will be used to identify gaps in learning and misconceptions as they arise, spending maximum time on teaching and learning new content.
- Teachers will ensure flexibility in planning throughout the week in order to respond to learners needs.
- Children actively involved in identifying strengths and areas for development; making learning visible.
- Continued focus on lifelong learning skills to underpin all learning: Building Learning Power, Growth Mindset, Metacognition.
- Whole school focus on reflective practices ensuring. ongoing, high-quality pedagogical conversations.
- Pre-think and pre-learn approach to home learning
- Effective remote learning.
- Early teacher assessments in Core Subjects based on practitioner knowledge (with a focus on cognition and behaviours for learning).
- High quality CPD

## 2 Targeted academic support

- AFL and Immediate feedback to address gaps and misconceptions.
- Additional in-class TA support for all classes.
- Class teacher and TA provide specific interventions for targeted children(guidance and training provided by SENCO and Literacy TAs).
  - Small group tuition
  - 1:1 support
  - Reading interventions
- Open and honest discussions with parents and carers at Parent Consultations.
- Targeted home learning.

## 3 Wider strategies

- Re-establishing high quality relationships.
- Wellbeing and Recovery (Recovery curriculum focus, wellbeing team, Wellbeing curriculum RSHE).
- Reinforcing Rights and Responsibilities approach to behaviour.
- Zones of Regulation.
- Full time Learning Zone lead non-class based
- Mentoring for most vulnerable pupils.
- Sustaining parental engagement (Newslines, communications, Fronter).

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### Support Strategies:

		<b>How are we implementing this?</b>	
<b>1</b>	<b>Teaching</b>	- High-quality teaching for all	<ul style="list-style-type: none"> <li>- Broad and balanced curriculum; no narrowing of the curriculum</li> <li>- Maximising use of 'Contexts for Learning' to embed core skills, particularly in reading and writing.</li> <li>- Ambitious curriculum: teaching new year group curriculum content</li> <li>- Use of high quality, language-rich texts to develop understanding and vocabulary</li> <li>- Continued focus on lifelong learning skills to underpin all learning: Building Learning Power, Growth Mindset, Metacognition.</li> <li>- Pre-think and pre-learn approach to home learning.</li> </ul>
		- Effective diagnostic assessment	<ul style="list-style-type: none"> <li>- Assessment for Learning embedded in classroom practice, including a culture of immediate feedback.</li> <li>- Formative assessment used to identify gaps in learning and misconceptions as they arise, spending maximum time on teaching and learning new content.</li> <li>- Teachers ensure flexibility in planning throughout the week in order to respond to learners needs.</li> <li>- Children actively involved in identifying strengths and areas for development; teachers make learning visible.</li> <li>- Early teacher assessments in Core Subjects based on practitioner knowledge with a focus on cognition as well as behaviours for learning.</li> </ul>
		- Supporting remote learning	<ul style="list-style-type: none"> <li>- Detailed remote learning plans accounting for multiple scenarios</li> <li>- High quality, ambitious learning that closely matches pupils learning in school.</li> <li>- Mechanisms for feedback on learning (usually daily).</li> <li>- Ensuring access to remote education for all</li> </ul>
		- High Quality CPD	<ul style="list-style-type: none"> <li>- Whole school focus on reflective practices ensuring ongoing, high-quality pedagogical conversations.</li> <li>- Targeted CPD led by school leaders</li> </ul> <p>Access to high quality external training, including self-learning modules and webinars, for all staff</p>

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- Selected external speakers with proven impact

		<b>How are we implementing this?</b>	
<b>2</b>	<b>Targeted Academic Support</b>	<ul style="list-style-type: none"> <li>- High quality one to one and small group tuition</li> <li>- Targeted interventions that match pupil need</li> </ul>	<ul style="list-style-type: none"> <li>- Intervention timetable for each class devised by class teachers based on need. Interventions timetabled weekly.</li> <li>- Provision Map for each class based on prior need, adapted by current class teacher to reflect changes in need.</li> <li>- Training/guidance given to all staff on interventions                             <ul style="list-style-type: none"> <li>o 1:1 reading</li> <li>o Reading Project</li> <li>o Precision Teaching</li> <li>o Plus 1/ Power of 2</li> <li>o Number Project</li> <li>o Handwriting</li> <li>o Fine/gross motor skills</li> <li>o Sensory/movement breaks</li> <li>o Learning Zone support</li> <li>o Mentoring</li> <li>o Place 2 Be</li> <li>o Speech and Language</li> </ul> </li> <li>- Class teacher and TA provide specific interventions for targeted children                             <ul style="list-style-type: none"> <li>o Small group tuition</li> <li>o 1:1 support</li> </ul> </li> <li>- Open and honest discussions with parents and carers at Parent Consultations.</li> <li>- Targeted home learning</li> </ul>
		<ul style="list-style-type: none"> <li>- Teaching assistants and targeted support</li> </ul>	<ul style="list-style-type: none"> <li>- Teaching assistant allocated to each class bubble</li> <li>- All interventions to take place in class (CT or TA led)</li> </ul>
		<ul style="list-style-type: none"> <li>- Planning for pupils with SEND</li> </ul>	<ul style="list-style-type: none"> <li>- Individual EHCP and ASP plans in place</li> <li>- ASP meetings to take place remotely</li> </ul>

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		<b>How are we implementing this?</b>	
<b>3</b>	<b>Wider Strategies</b>	- Supporting pupils' social, emotional and behavioural needs	<ul style="list-style-type: none"> <li>- Re-establishing high quality relationships.</li> <li>- Wellbeing and Recovery underpinning core curriculum. Weekly Wellbeing and Recovery assemblies and class sessions.</li> <li>- Reinforcing Rights and Responsibilities approach to behaviour.</li> <li>- Zones of Regulation focus with all children.</li> <li>- Full time Learning Zone lead non-class based.</li> <li>- Mentoring for most vulnerable pupils.</li> </ul>
		- Planning carefully for adopting a SEL curriculum (Wellbeing)	<ul style="list-style-type: none"> <li>- New weekly planning with dedicated weekly session for Wellbeing curriculum</li> <li>- Wellbeing team already established in school</li> <li>- Wellbeing lead and HT embedding new Wellbeing RSE curriculum</li> <li>- Assemblies promote key RSE themes with links to classroom learning</li> </ul>
		- Communicating with and supporting parents	<ul style="list-style-type: none"> <li>- Weekly Newslines with a focus on learning happening in school to enable parents to feel connected</li> <li>- Regular and timely communications to parents</li> <li>- Use of PTCA Facebook page to highlight activities going on in school to stimulate engagement</li> <li>- Use of online platform (Fronter) to engage parents in year group learning</li> <li>- Use of technologies e.g. Zoom to host remote workshops, Parent Consultations and other meetings</li> <li>- Ensure effective use of digital technologies to communicate with parents (e.g. Fronter)</li> </ul>
		- Focusing on Social Responsibility	<ul style="list-style-type: none"> <li>- Promote pupils awareness of social responsibility</li> <li>- Support pupils to understand how they can make a difference and have positive impact in a time of change and challenge</li> <li>- Offer real opportunities for children to engage with their community to make a difference                             <ul style="list-style-type: none"> <li>○ Community projects e.g. Remembrance Day, Cards for Care Homes</li> <li>○ Part of the Puzzle project</li> </ul> </li> </ul>