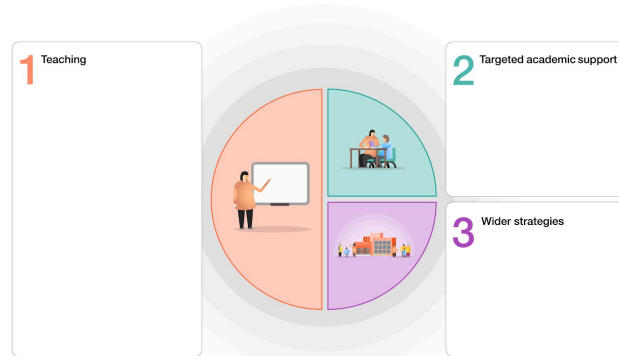


EEF GUIDE TO SUPPORTING SCHOOL PLANNING (2020-21) – TIERED MODEL

Dunsford Community Academy

- Professional Development strategy focussed on pedagogy and Quality First teaching :
- Assessment
- Feedback
- Modelling
- Scaffolding
- S planning across year groups is being developed through IC and CPD with trust leads
- Mentoring for NQT and School Direct student
- Quality First Teaching as first strategy for all children
- Support from trust SEND Lead to implement universal provision and graduated response to support SEND children
- Incremental Coaching to support teachers pedagogy led by trust leads (Maths and English)
- Broad and balanced curriculum is being implemented timely to support children
- GAP analysis to inform teaching
- Phonics assessments to inform precise grouping to close gaps in learning (in place for YrR-2)
- Phonics online resources to develop teaching
- English Hub practitioner supporting NQT to strategically organise and deliver phonics
- Number sense fluency facts introduced and implemented
- Maths flashback 4 fact recap each session
- Number sense daily multiplications
- Timetable rockstars
- White Rose Maths: supported by incremental coaching
- Incremental coaching and CPD to support teachers implementing the English curriculum and progression of skills
- DERIC: Whole school/class reading approach to be implemented with CPD from English Trust Lead to support
- Google Classroom home learning and remote learning
- PE lessons with Secondary Teacher (partnership)
- PSHE lessons to support
- Spelling and handwriting to close gaps and progress
- Frequent low stakes testing



- HoA on the gate every morning and afternoon
- Google classroom set up to support remote learning
- Teachers welcoming the children each morning
- Communication to parents from teachers to establish relationships
- Social media and newsletters used to promote learning opportunities and how children have settled back in
- AOW/Celebration assembly supporting connectivity of the school and promoting expectations/celebrating successes (attendance, reading, times tables, behaviour)
- Behaviour expectations modelled consistently and teachers implementing the positive behaviour policy throughout school
- School values modelled by staff at all times
- Providing families with tests for children showing symptoms of COVID-19
- Communication with SEND Lead for support with EHCP individuals and SEND children
- Newsletters detailing positivity and notices to timely communicate and celebrate with parents
- HoA speaking individually with parents to address any questions and queries in a timely and supportive way
- Clear communication to support parents in understanding when to be in school and how to operate within restrictions
- PE ASC offer for families
- Private music lessons are taking place on site within safety measures and restrictions
- Find Your Wild club to support and further develop forest school
- Breakfast Club
- PFA and Food Hygiene training for additional adult
- Forest school to be established
- Supporting with establishing Google Classroom as online/remote learning platform

- Targeted phonics groups to support closing gaps and careful analysis of groupings
- TAs carefully deployed to support children as identified from ongoing assessments (at the points of need)
- Trained TA delivering phonics group
- Pre-teaching where needed
- Scaffolds to support learners and SEND
- SEND Lead supporting to follow-up referrals to outside agencies for children
- Graduated response and universal provision to be implemented by teachers supported by SEND Lead and IC
- PSHE sessions
- Speech Link assessments to be completed
- Boxall, Lego Therapy and Fun Fit interventions for relevant children led by TA
- precision teaching interventions are beginning to be planned supported by CPD and IC
- Accelerated reader used to support assessment and identify gaps
- Transition into nursery (provision for 2+) and extension to whole EYFS unit provision
- Early identification of potential gaps for children entering nursery provision (both learning and development)
- Baseline assessment to support
- Introduction of RHE curriculum and parent consultation