Return to School Strategy - Imagine, Believe, Achieve
Churchtown Primary School

1 Teaching

Quality first teaching of a broad and balanced curriculum which identifies gaps in learning, lost learning and misconceptions
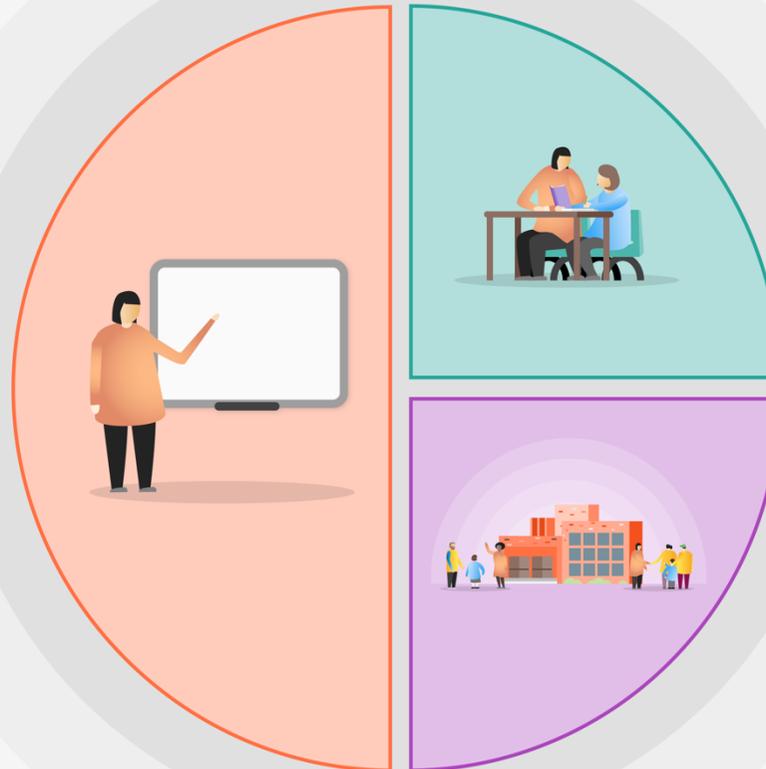
- Revisit Rosenshine's principles of effective instruction and questioning strategies
- Clear subject planning which identifies key skills and knowledge to be taught/learned.
- Opportunities for repeated retrieval practice (low stakes quizzes) to help build formative assessments
- Vocabulary rich teaching with a focus on Oracy
- Teacher modelling and over modelling (curriculum and well being)
- Effective feedback
- Nurture embedded into school routines and specific interventions as appropriate
- Reading at the heart of teaching and learning 'The power of story'
- Explicit teaching and support for mental health and well being

Maths
- *Follow Ready to progress document*
- *Systematic teaching supported by diagnostic assessments*

English
- *Continue with daily reading offer (5 a day/Reading buffet)*
- *Writing for a purpose (short tasks to embed essential skills)*
- *Increased focus on phonics*

2 Targeted academic support

- Deployment of TA's in line with EEF guidance
- Teacher led targeted groups, 1:1 support and small group instruction
- Safe nurture spaces identified
- Pastoral Team (and other support staff) provide small group/1:1 support via a mentor system.
- Access to specific therapy services (counselling, therapy animals, lego therapy)
- Support for families
- Use of evidence based interventions (overseen by SENCO)
- Use of technology explored to provide pre-recorded support
- Active engagement with parents

3 Wider strategies

- Ongoing support for children learning at home.
- Continued Pastoral Team contact for families in need.
- Use of internal/known supply staff
- Increased outdoor learning provision.
- Consistent use of rewards system.
- Dedicated wellbeing lessons.
- Regular LT/SMT/Year group meetings for effective communication
- Continue to prioritise relationships
- Regular reviews of impact on staff wellbeing and work load.