

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

Ilsham C of E Academy, Torquay.



## 1 Teaching

### **Theme 1 - Subject Knowledge/Pedagogy**

- What core knowledge and skills do all children need to layer key concepts? (NCETM materials and exemplifications; Ready to Progress criteria for core subjects)
- Is planning layering learning sequences; is it reiterative and is coherence embedded?
- Is learning objective and not activity led?
- What do the children not know that they need to know?
- Is there precision in explicit teacher instruction and modelling? What structures, representations and models/sources need to be shown/demonstrated/analysed etc? Is their precision in it?
- Is teaching adapted
- What are the potential misconceptions that could arise?
- Can children apply skills and knowledge in more than one way?

### **Theme 2 – Assessment and Feedback**

- Does feedback provide necessary scaffolds for success?
- Is feedback subject specific and built on a foundation of accurate subject knowledge?
- Is feedback timely so that moving learns on?
- When are key assessments completed and are is their purpose identified?
- What inferences have been drawn on teacher analysis? What gaps have been identified?
- Where does children's knowledge start and end? Is retrieval practice embedded to enhance knowledge and skills?
- What adaptation to learning has been made as a result of the assessment activity? Where is the stretch and challenge?

### **Theme 3 – Safeguarding and SEND**

- Are all children feeling safe and secure so that they can flourish? Are all staff super vigilant as children resettle back into school and at all times?
- Are relationships at all levels re-established and further developed?
- Is universal provision exemplary in all classrooms?
- Is the graduated response embedded?

### **Theme 4 - Metacognition**

- Are children ready to learn?
- Do they have the strategies and resilience to be fully independent? Can they plan, monitor and evaluate their learning?
- Do they have a repertoire of strategies to begin to choose from to complete and given task?

### **Theme 5 – CPD and Staff Development**

- How are RQTs developed and mentored further? What impact will the staff buddy system have on teacher development?
- How do we ensure that CPD is timely and responsive to ongoing monitoring, analysis and assessment inferences?
- What impact will IC have on teacher growth and development? What marginal gains will be seen? What incremental, iterative shifts will be seen in practice and what impact will these have on pupil outcomes?



## 2 Targeted Academic Support

- 1:1 phonics in R to Y3
- KS1 number sense materials to support children in KS2 with gaps/misconceptions
- Pre-teaching as and when identified as need
- Robust ISPs → precision teaching intervention
- Reading fluency and decoding – KS2
- Making timely and accurate referrals for specific children
- Y3 writing group intervention

## 3 Wider Strategies

### **Theme 1 – Maximising Attendance**

- Supporting families so that pupil attendance is maximised through;
- breaking down barriers to attending
  - supporting with access to testing
  - supporting with food hampers etc
  - making home learning accessible for all

### **Theme 2 – Remote Learning**

- Putting in place a remote curriculum that;
- is broad, ambitious and meaningful
  - is planned and well-sequenced so that knowledge and skills are built incrementally and that provides frequent, clear explanations of new content
  - is regularly assessed and feedback given

### **Theme 3 – Living and Breathing Values**

- We will seek opportunities to live and breathe our values through;
- clear and open communication with a range of stakeholders
  - working tirelessly to build and nurture relationships
  - high quality, regular opportunities to share – AoW; newsletters; virtual events and celebrations; phonecalls and postcards home