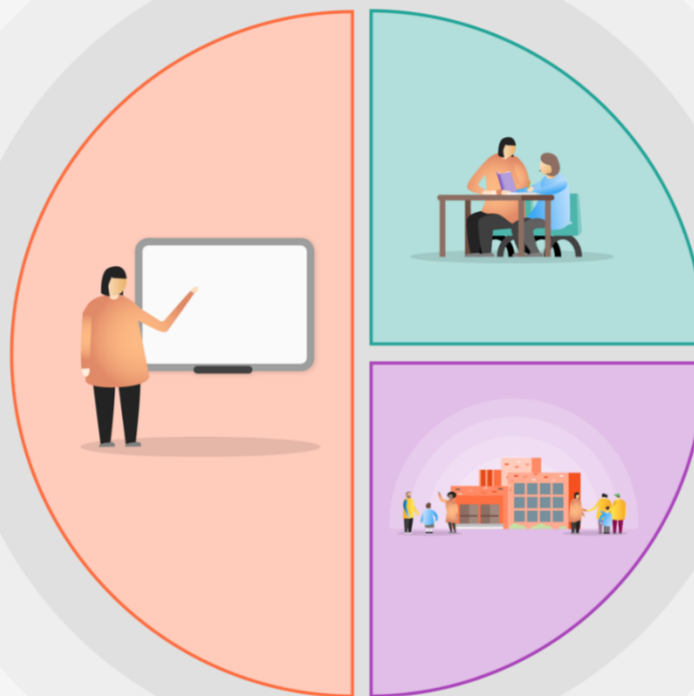


EEF GUIDE TO SUPPORTING SCHOOL PLANNING (2020-21) – TIERED MODEL

Royal Cross Primary School

1 Teaching

- Improve access to effective Wi-Fi within school to support additional devices streaming 'live/virtual' communication remotely & effective remote learning.
- Sustain professional development for teachers new to IT skills/remote and virtual communication – how to use digital technology effectively.
- Enhance access to high quality learning resources through subscriptions to online learning resources.
- Source additional mini-iPads for staff involved in remote learning/contact support to improve speed and effectiveness of remote communication with families.
- Enhance the provision of IT (Clever Touch) equipment in newly established class – set up to ensure class groups are small with opportunities for 1:1 in-class interventions.
- Upgrade /upskill all aspects of remote use of technology to support & improve the effectiveness of feedback and assessment of any remote learning.
- Development of more appropriate maths resources to challenge and support all levels of ability within school.
- Curriculum 'essentials' for Reading, Writing and Maths are identified and taught / revisited across Core subjects, including computing – to support independent learning.
- An increased focus on a broad and engaging curriculum that focuses on the acquisition of signed vocabulary.



2 Targeted academic support

- Targeted support for pupil IT skills through access to individual iPads.
- Replacement of old iPads that will no longer update.
- Enhanced curriculum to support focus on IT interventions led by IT curriculum Leader.
- Individual assessments used to identify gaps in learning/IT skills that guide areas for focus and track pupil progress.
- Launch new reading support books to improve reading skills across school.
- Provide curriculum leadership led literacy CPD to ensure high-quality teaching.

3 Wider strategies

- Sustaining parental engagement through access to IT skills/equipment & remote contact.
- Social and emotional support for deaf/signing pupils at risk of social isolation through remote/live contact from school.
- Ensure remote support is in place for families.
- Provide ongoing technical support.
- An increased focus on outdoor learning/PE provision to overcome any