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

SIR THOMAS BOTELER CHURCH OF ENGLAND HIGH SCHOOL

Whole School Priorities

- To ensure that none of our young people are disadvantaged due to the Pandemic
- To ensure our blended curriculum model is aspirational and sustainable
- To maintain a continuous response to emerging gaps in knowledge in the classroom

1 Teaching

Ambition Institute Transforming Teaching Programme – Cognitive Science informed approach to T&L

School Assessment model – Key Piece/WA and RAP process (cumulative spaced retrieval = Investment sequencing)

Knowledge rich curriculum

Planning

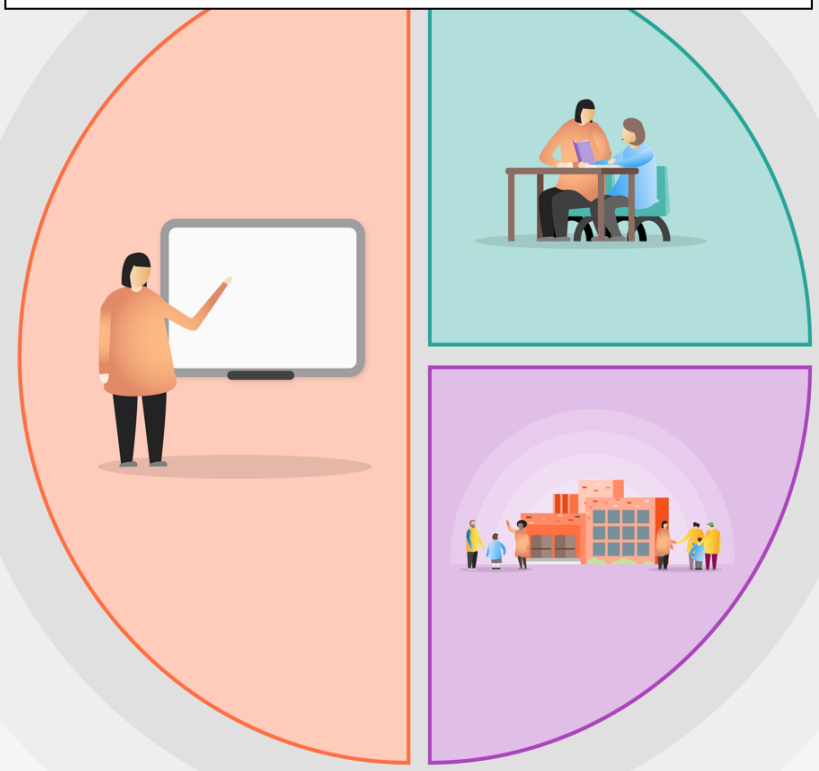
- Curriculum planning
- Specify the knowledge
- Link the knowledge
- Fragile learning/fluent learning
- What is high priority knowledge?
- Interleaving of old/new
- Spaced retrieval/Investment sequencing

Delivery

- Make knowledge explicit (reteach)
- Retrieval/Sequenced R5
- Explicit instruction and modelling
- Incisive assessment: Adaptation
- Feedback, RAP the GAP
- Assessment/questioning 80%
- KO (interleave). Supporting home learning

CPR/SIC

- Review/Received?
- Understood?
- Applied?
- Reteach
- Assess & Repeat



2 Targeted academic support

- Year 11 form time Core P0 8:15am – 9:05am
- Period 6 3:10pm-4pm Tue-Fri (Option subjects)
- National Tutoring Programme Jan 2021 (Subject curriculum time). Tuition guided by STB, linked to curriculum where students benefit most from additional feedback/practice (KS4 HT3), (Y7 HT4)
- National Academic mentoring programme – Y10 students in most need (HT2)
- TTRAT – Oral language skills. Regular and sustained
- BSB – Social and emotional

3 Wider strategies

- Face-to-face – students ready to return ready to learn
- Supporting parents and carers – clear lines of communication between school and home (regular supportive communication)
- Additional resources (books) with support and guidance for home learning
- All classrooms fitted with webcam/Teams to stream lessons live for absent/isolating students
- Teams: Clear explanations, scaffolding, practice and feedback
- CAT4 Tests – triangulating data received from Primary schools.
- Identifying underlying need/ability
- National College Catch-up CPD Programme – Targeted academic support and Wider Strategies

SEND

- Supporting parents/carers – lines of communication. TAs assigned on Teams. Parental Forum – Strong relationships. Formalised TT during remote learning. Face to face meetings prior to summer
- Teaching – Clear explanations/instructions, scaffolding, practice and feedback. Seating plan (know who and where). TA deployment (PPE) issued. Re-deployment based on need.
- DOCs PLUS (Catch-up funding) – Help struggling writers build confidence. Enables students to independently tackle curriculum writing tasks. Supports learners who need additional access arrangements in formal assessments.