



# Strategies to Recover Lost Learning-Nine Mile Ride Primary School

NMR mapped where current learning was, consolidated and mastered past learning, and then moved forward with new content to meet the interim curriculum expectations for the summer term 2021. Schools considered the research and advice from Education Endowment Foundation (EEF) and aligned to the tiered approach which highlighted appropriate strategies and approaches to support educationally disadvantaged pupils. Our schools continue to use teacher assessments and PiXL data to identify gaps in learning and put in place appropriate provision including the government's recovery offer. All schools used a common and positive development language that demonstrated a continual learning journey and supported a consistent approach.

## 1. Quality First Teaching:

- Forensic analysis of diagnostic assessments leading to precise teaching to address gaps and misconceptions at a whole class level.
- Low stake diagnostic assessment.
- Clear explanations and scaffolding planned in daily, explicit instruction, including teacher demonstration (based on Rosenshine).
- Schools used their in school structures to support transition to next year group.
- Planned appropriate and effective remote education programme based upon context with focus being that teaching quality is more important than how lessons are delivered.
- Teaching focused on core skills and knowledge in reading (phonics), writing and maths.
- Pupils had access to a rich and broad curriculum to acquire and use subject specific knowledge that builds and deepens over time.
- Online learning platforms used as a resource to support learning.
- All schools published online remote education offers.
- Staff training needs identified and addressed.

## 2. Targeted Intervention:

- Provision meetings to inform what support is required to meet all individual needs of pupils, including pupils with SEND.
- Structured interventions based upon teacher assessment and PiXL methodology.
- Small group tuition.
- School-led tutoring.
- National tutoring.
- Attendance support offer (in house).
- Effective deployment of Teaching Assistants/Tutors.

## 3. Schools provided additional 1:1/ small group targeted support:

- Engagement in tutoring, including existing staff, NTP, school-led mentors.
- One-to-one or group tuition for identified pupils with a focus in reading, writing and maths.
- Assessment/ intervention packages delivered, using PiXL and school resources.
- Individual school utilised catch up/recovery funding to support the needs of their pupils.

## 4. Wider Strategies

- Regular updates of risk assessments to ensure that the provision given is safe for all stakeholders.
- Planning included a focus on pupil wellbeing, social skills development and self- regulation.
- Wider services instructed as appropriate (Early Help/Parent Support).
- Schools focused on clear communications with parents and carers during Covid lockdowns.
- PHSE curriculum specifically focused on responding to the impact of Covid 19.

## 5. Parental Engagement:

- SEMH support offered via welfare calls or through class teaching
- Parental engagement through communication and check-in calls
- COVID changes in school communicated with all stakeholders as appropriate.
- Annex added to behaviour policies to cover COVID-safe behaviours.
- Key Workers, SEND and vulnerable pupils all offered place in school.

## Shared Recovery Curriculum Language:

- Master / strengthen / consolidate our learning
- Move forward
- Revisit to reinforce / strengthen
- Consolidate our learning
- Build upon
- Sequence
- Prioritise
- Address or avoid misconceptions
- Map where we currently are
- Enhance our subject knowledge
- Improve our knowledge
- Challenge ourselves
- Plan what we're learning
- Develop our learning

