

No 1 Multi Academy Trust for disadvantaged pupils' outcomes

DFE PERFORMANCE TABLES 2019 AND NO 3 IN 2018

Top 10 National Pupil Progress

DFE PERFORMANCE TABLES 2018 AND 2019



West Alvington C of E Academy - SHH Tier Provision

Each tier has strategies, actions and interventions that run alongside our already existing curriculum. This will also provide guidance for adults to resources, strategies or identified people that can support children at an individual level.



Tier 1

The actions in tier 1 are our already established practices. Most are the automatic responses and strategies we use in the day to day running of the school. Some probably seem really small and insignificant actions, but they make our school somewhere that feels safe for our pupils.

Tier 1

Universal

Whole School

Teaching and Learning

Quality first teaching

Scaffolding

Cognitive and metacognitive approaches

Personalised learning

Assessment led teaching

Adapt assessment cycle to reflect childrens' return to school post lock down whilst ensuring robust measures are in place.

Flexible groupings

Feedback verbal and through marking

Considering needs of the whole child

Monitor staff wellbeing to ensure morale remains high

Maintain a knowledge rich curriculum. Adapt skill progression to ensure any missed skills are caught up with this year.



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TOGETHER WE EMPOWER EXCELLENCE



CPD

CPD for staff - This will need to be reiterative and reinforce learning from last year.
RWINC Masterclasses to strengthen teaching
Incremental coaching

SEMH / Behaviour / SEND

Behaviour expectations reiterated, practiced and returned to regularly by all staff and pupils.
Rewards and praise prioritised.
Adults to continue to be on the gate every morning
Individual check-ins for those with highlighted strategies
Safeguarding updates to continue weekly.
DSL to signpost to community support groups, government support initiatives or through Early help.
Adults visibly present for children and parents whenever possible
SENDCo to contact all families identified as SEN – Explaining September support and timelines
Whole school approaches to support SEN to continue Collective Worship to take place online. Collective worship to continue and each week to reflect the school values children to be given an opportunity to write and reflect in prayer space.

Tier 2

This tier reflects the enhanced actions in light of COVID-19. These may be temporary changes or practices that we know will ensure the well-being, mental and physical health of the school community.

Tier 2

Enhanced practice

Whole School

SEND

1 to 1 and small group intervention
SEND assessment
SEMH interventions

Universal provision which is effective and efficient
Effective use of TA time
Pre- teaching of key concepts.
Same day catch up to ensure pupils do not fall behind.



SEMH

Speaking and listening opportunities to be explicit on timetables through English and PSHE – to give opportunities to widen children’s emotional vocabulary and support an open culture of sharing feelings and reflections in light of recent events.

Discussions with all children around diversity and protests after society events, this is built in as part of the History and English curriculum.

Protected time to read books, building vocabulary and emotional literacy

Whole Class emotional check-ins

Book corners to be made available for children that want space.

Social distancing reminders (unless guidance changes)

PSHE focus on difference – everyone may have dealt with lockdown in different ways, and that’s ok.

Gap analysis and teacher plans to reflect this and re-learning of missed concepts and ensure catch up. Normal strategies for differentiation.

Protected time for story reading (as before) Books used to discuss PSHE areas and vocabulary, widen and increase to allow articulation and reflection on the lockdown experiences

Tier 3

This tier is specialist intervention. We will already know which children may need this level of support, some may need this further down the line, once the routines and regularity of school is back and children then feel safe to reflect and open up about experiences that may require support.

Tier 3

Targeted support

Specialist intervention

Bereavement policy plans and interventions around loss

Referrals to outside agencies – e.g Early Help and social services

Ask for specialist advice

Identified interventions

Bespoke curriculums



Available resources in school for assessment or screening to produce bespoke support – in line with SEN Policy

Parents and Community

Class emails

Home learning

Remote learning via google classrooms

Newsletters, curriculum overviews, social media, website

Food poverty and domestic abuse support

Engage with the local church community and keep up to date via Parish Council meetings and Worship.