

Chellaston Fields Spencer Academy



WILL: Catch up funding at Chellaston Fields Spencer Academy.

This document sets out the approach at Chellaston Fields Spencer Academy and how we aim to deliver: a high standard of learning, social and emotional support, parental engagement and quality feedback in order to

- 1 Teaching**
For example
- Professional development programme
 - Supporting Early Career teachers
 - Assessment
 - Effective remote learning

- 2 Targeted academic support**
For example
- Structured interventions
 - Small group tuition
 - One to one support
 - Effective deployment of Teaching Assistants
 - Reading interventions

WILL: Use of Catch up funding at Chellaston Fields Spencer Academy.



**Chellaston Fields
SPENCER ACADEMY**

to addresses academic, pastoral and wellbeing matters in line with our blended learning approach and GROW values.

atching up look like at Chellaston?

What is the impact of this for a pupil?

How we will ensure high standards and support your child.

Monitoring

- 3 For example**
- Sustaining parental engagement
 - Social and emotional learning
 - Reinforcing behaviour routines
 - Breakfast clubs



<p>Activate</p> 	<p>Every lesson begins with a 'Do Now', this is designed as a quick fire revisit of prior learning in order to embed previously taught concepts to interrupt the forgetting.</p>	<p>This interrupts the forgetting and helps embed knowledge.</p>	<p>Teachers consider prior learning and any gaps. Use previous assessments and baselines to inform planning. Plans designed to consolidate learning and embed key skills. Live marking and feedback ensures a culture of continual improvement</p>	<ul style="list-style-type: none"> • Ensure that all members of staff are confident with our Principles of Excellence that form the basis for our lesson design • Weekly weigh in/RAG meetings take place each week to identify pupils who need additional support and challenge • Impact of interventions and approaches. tracked using CUF tracker • Specific support provided to children with SEND utilising technology. • All adults across the school to take responsibility for an area of learning or support. • In EYFS and Y1 Leuven scales used to assess and monitor wellbeing. Throughout school emotion check ins on Dojo at least weekly to identify any children who require social or emotional support
<p>Explain</p> 	<p>This is the main teach of new concepts in line with the national curriculum objectives and Early Years Framework.</p>	<p>Introduces new concepts and provide scaffold and challenge where appropriate.</p>	<p>Continue to embed and build upon key skills and concepts, Consider <i>wider strategies for sustaining parental engagement</i>. Consider the children's social and emotional learning. High quality, targeted technology platforms appropriate for age group and task and individual profile of attainment and knowledge</p>	
<p>Practise</p> 	<p>This is the part of the lesson where the children are able to practise the new concepts in a supported and scaffolded way. The pink bubble on our slides are the support tool and the green bubble is a challenge to extend knowledge.</p>	<p>Gives children the chance to practise and develop new skills.</p>	<p>Target maps and knowledge organisers shared with parents and pupils to develop shared understanding of expectations and objectives. Media platforms and resources used to develop fluency in maths, reading and spelling</p>	
<p>Reflect</p> 	<p>Adults use feedback and questioning in the lesson to support children to reflect on their learning and make improvements. Our cups are used to encourage children to signal their level of understanding and confidence and assessment for learning</p>	<p>Assesses the children's learning and identify misconceptions so that progress can be made in the lesson</p>	<p>Immediate feedback to the children to address any misconceptions as they arise. To complete <i>weekly weigh in</i> to provide <i>targeted academic support</i>.</p>	
<p>Review</p> 	<p>Any subsequent planning is reviewed by the teacher to address any misconceptions that have arisen.</p>	<p>To adapt planning in order to address misconceptions and barriers to learning.</p>	<p>Adapt planning in order to address misconceptions and barriers to learning. Keep a track of the children's progress through book scrutiny and moderation. Low stake quizzes and tests and standardised tests</p>	