

Whole Class Provision Terms

- ❖ Whole Class written rules that we all must follow. 'Good to be green' encourages good behaviour and for children to follow the class rules.
- ❖ Whole school values displayed and encouraged.
- ❖ House points are given out for hard work.
- ❖ Independence is encouraged by easy accessible labelled resources with words, pictures and/or shadows.
- ❖ Children encouraged in sharing and celebrating their work through their homework, working walls, displays and show and tell (linked to topic only).
- ❖ Children to gain independence whilst challenging themselves toward their targets in English and maths.
- ❖ Introduction of (Green, Yellow and Red) blocks for children to use at their desks to indicate if they need support or not
- ❖ Differentiated activities for subjects.
- ❖ Opportunities to use visual aids and manipulatives as a support which are easily accessible.
- ❖ Children read in differentiated guided reading groups at least once a week.
- ❖ Handwriting activities (including cursive) as 'bright start' tasks or early morning work.
- ❖ Time for 'marking for improvement' provided for children to reflect on the teachers marking and improve their work through "tickled pink" comments and "green for growth" highlighted challenges.
- ❖ Use of different types of questioning/ higher order questioning. (Including blooms taxonomy)
- ❖ Differentiated teaching techniques and expectations of individual children in whole class and group situations.
- ❖ Seating plan considering individual needs (hearing, focus, independence).
- ❖ Self and peer assessment encouraged and the use of talk partners.
- ❖ Achievement of learning target shown with a coloured highlighter / Arrows (Up, down, side to side).

Pupils	Entry Data Steps - from July 2021	Intervention	Staff	When	Outcome	Exit Data Steps
		Spelling - Using Year 3/4 Words	SS	8:45 - 9.15 on M,T,		
		Spelling / Handwriting / Phonics games - Stareway Most Used Words Words 1-50 focusing on words that ND doesn't know	AA	8:45 - 9.15 on M,T, W, Th, F		

		Spelling / Handwriting intervention	HW	8:45 - 9.15 on M,T, W, Th, F		
		Maths - Support group As directed from the daily plan, with pupil progress / feedback recorded on to this plan.	AA	9:20 - 10:10 on M,T,W, Th, F		
		Maths - Support group As directed from the daily plan, with pupil progress / feedback recorded on to this plan.	HW	9:20 - 10:10 on M,T,W, Th, F		
		English - Support group As directed from the daily plan, with pupil progress / feedback recorded on to this plan.	AA	10:45 - 11:45 on M,T,W,Th, Fr		
		English - Support group As directed from the daily plan, with pupil progress / feedback recorded on to this plan.	HW	10:45 - 11:50 on M,T,W,Th, Fr		
		Maths - Enrichment group As directed from the daily plan, with pupil progress / feedback recorded on to this plan. Target - 2 steps progress	SS / SH	9:20 - 10:10 on M, T, W		
		English - Enrichment group As directed from the daily plan, with pupil progress / feedback recorded on to this plan. Target - 2 Steps progress	SS	10:45 - 11:50 M, T		
		Guided Reading / Comprehension Group Pre reading opportunity	AA	10:10 - 10:30 Wed		
		Reading		11:45 - 12:00 on M,T,W,Th, Fr		
		Daily Readers	SS & HW	20 mins on , T, Th, F		
		Sentence sequencing (with LV), speaking games or Lego play	AA	1.05 - 1.25 M, T, Th, F		
Shakespeare class as required		Well Being - Lunchtime	AA	12:00 - 12:30 on M, T, W, & Th,		

(please see Separate timetable)						
Whole School identified need - Reading with Buddies (Dahl) Shakespeare class		Reciprocal Reading opportunities to reestablish links with other groups/age ranges within school after a period of separation caused by 'bubbles'.	SH	1:05 - 1:25 on M,		
Shakespeare class		Touch Typing	SH	Once Weekly for 10 mins with availability for further practice as part of homework		