



# Oasis Academy Fir Vale

Recovery approach



# Intent

- We are ambitious for all our pupils and we aspire for them to reach their full potential.
- We know that great teaching improves outcomes for all children.
- We have a sense of urgency for the progress of all our pupils.
- We carefully analyse data to identify well being and learning needs and any other barriers to learning.
- We provide focused support to ensure pupils move on from their individual starting points at a realistic pace.
- We know it is essential that children learn new skills and knowledge in a meaningful way, ensuring new material is built on secure foundations for independent and consistent application.
- We strive to involve parents in their child's education, this includes the importance of attending school every day.
- We have based our approach on the Education Endowment Foundation guide to supporting school planning, a tiered approach.



# Implementation 1: Leadership of teaching

- Attainment and progress data is rigorously analysed to identify gaps in provision and plan actions.
- Attainment targets are set at the start of the school year.
- Regular pupil progress meetings are led by Senior Leaders and include the class teacher, SENDCO and Attendance Lead. Class discussions are used to draw up focused recovery and support plans ensuring no pupil is missed.
- The Key Stage 1 leader regularly monitors the quality of teaching in phonics. Half termly assessments are analysed to identify areas for development across the cohort and gaps in phonological knowledge which inform intervention within classes or groups.
- The English leader regularly coaches staff and monitors the quality of teaching in English. Salford reading tests are used to inform assessments and track progress.
- The Maths leader, who is an NCETM specialist teacher, regularly coaches staff and monitors the quality of teaching in maths.
- The Raising Standards Lead ensures mock tests and question level analysis are used to identify areas for development across a cohort and inform future teaching and intervention.
- Leaders run focused parent workshops to communicate what age related expectations look like and how parents can help at home.
- Leaders and identified educational specialists support teachers to plan focusing on identifying and filling gaps in learning and securing skills through repetition and spaced practise.



# Implementation 1: Teaching day to day

- ✓ There is a strong focus on language and basic skills across all key stages every day
- ✓ Key reading skills are taught daily including fluency, retrieval and inference
- ✓ All maths lessons include reasoning and problem solving
- ✓ Skills are explicitly named as they are taught
- ✓ Children are taught test technique including how to answer questions efficiently and how to use their time effectively
- ✓ Lessons regularly include retrieval practise and use of SATs style questions with varied layouts supports children's confidence, these are marked and corrected as needed as a group
- ✓ Children regularly take part in 'walking talking' mocks in key year groups
- ✓ All staff identify gaps in learning and plan to fill them
- ✓ All staff plan spaced repetitive practise to support children to embed concepts in their long term memory

Refer to the Oasis Academy Fir Vale Pedagogical approach and the English, Phonics and Maths approaches.



# Implementation 2: Targeted academic support

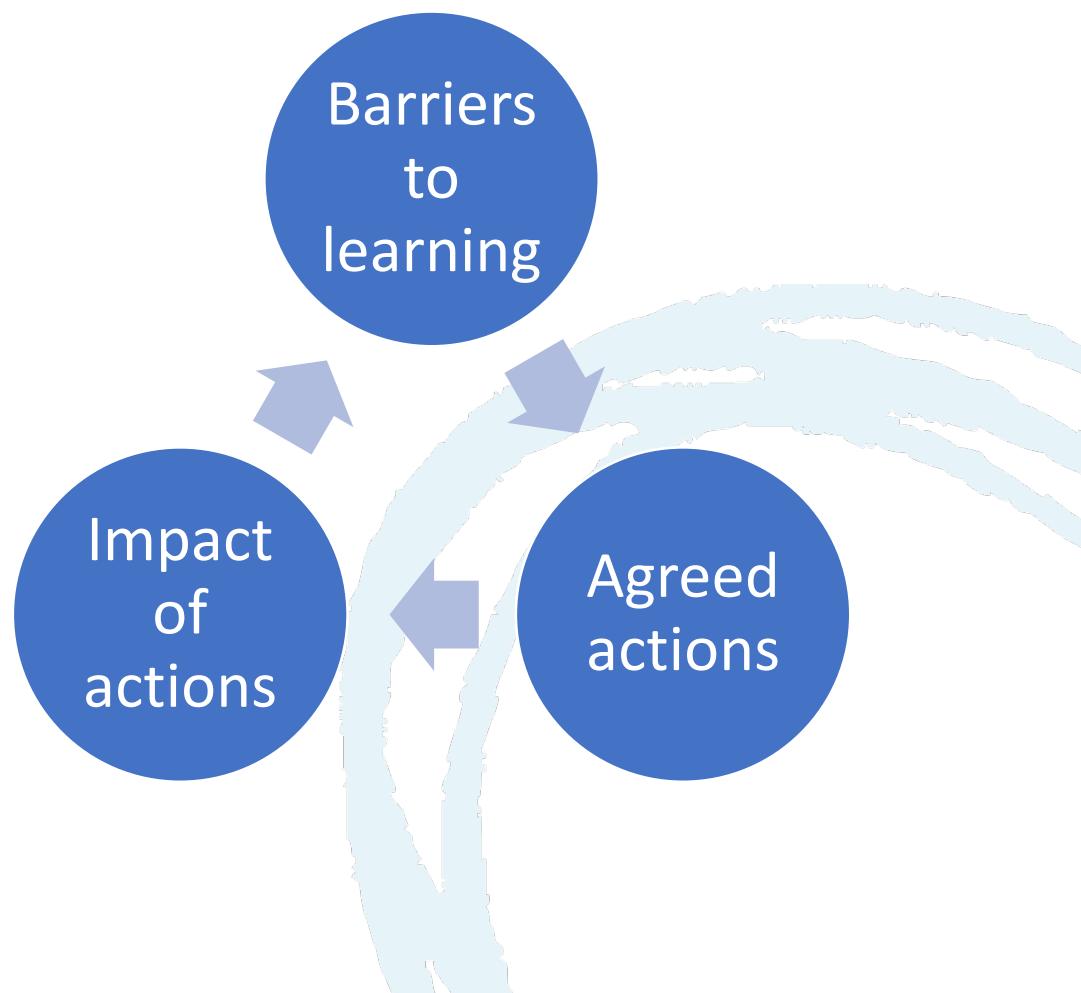
Holistic support is planned to move learning on from individual starting points to ensure each child has the best possible chance to achieve their potential.

**Challenge** – working at or above age related expectations

**Push on** – children working just below age related expectations

**Targeted support** – children working up to two years below age related expectations

**Intensive support** – children working 2 years or more below age related expectations



# Challenge

## EYFS

In the moment planning enables interactions to be pitched to the appropriate level of challenge.

Daily phonics and maths interventions.

Differentiated play provision.

Target setting.

## Y1

Weekly reading fluency intervention.

Pre and post maths interventions.

Daily phonics interventions.

## Y2

Weekly reading fluency intervention.

Pre and post maths interventions.

SATs or Headstart or Testbase questions used daily in lessons.

Writing has a focus on ambitious vocabulary, use of a range of punctuation and application of grammar knowledge.

Opportunities for cross curricular extended writing.

## Y3 & Y4

Weekly reading fluency intervention.

Challenge reward system using star rated challenges and dojo points.

Pre and post maths interventions.

SATs or Headstart or Testbase questions used daily in lessons.

Daily focus on times tables.

Opportunities for cross curricular extended writing.

## Y5

Gaps in grammar, punctuation and spelling are identified and re-taught.

Weekly reading fluency intervention.

Pre and post maths interventions.

SATs or Headstart or Testbase questions used daily in lessons.

Opportunities for cross curricular extended writing.

## Y6

Gaps in grammar, punctuation and spelling are identified and re-taught.

Weekly reading fluency intervention.

Pre and post maths interventions using SATs questions.

Headstart or Testbase daily in lessons.

Focus on coherence when writing including the logical sequencing of ideas, expansion to include descriptive detail, consistent use of appropriate punctuation and secure understanding of tense.

Focus on encouraging a rich and ambitious vocabulary drawn from reading when writing, experimentation with grammar to avoid repetition of sentence structures and use of a full range of punctuation.

# Push on – phonics

## EYFS

Phonics intervention group to secure blending of known sounds

Flash cards practise of known sounds

Aspect 7 letters and sounds intervention groups

Phonics area in provision

## Key Stage 1

Phonics is taught twice a day in Y1 and 2. One session is a stage appropriate group, one is whole class.

Children have daily phonics flash card practise and personalised support in registration time.

Phonics boosters groups.

## Y3 & Y4

Children have daily phonics flash card practise and support in registration time.

Children have extra phonics sessions 3 times a week if they didn't pass the phonics screen.

The phonics pupil progress tracker and regular assessments are used to identify gaps and monitor progress.

# Push on – reading

## Y2

Children are exposed to a range of texts, including traditional tales from around the world and poetry to read at the expected 90 words per minute.

Children are taught to develop skimming and scanning techniques to retrieve key facts and how to use context to better understand the meaning of the new vocabulary they are exposed to.

Children are taught how to tackle the different types of SATs style questions.

Individual reading is completed twice a week for every child in class in registration time.

Daily SATs preparation boot camp.

## Lower Key Stage 2

Guided and shared reading sessions explicitly use language from the assessment frameworks.

Individual reading is completed twice a week for every child in class in registration time.

Spring term fluency programme designed by an English consultant.

Fast mapping is used so children learn unfamiliar words using the context and compare these with known words.

The head start test cycle:

- Test, de-construct, analyse gaps, teach to gaps.

Walking talking test questions are carried out regularly:

1. Teacher models completing using visualiser.
2. Children complete independently, children self mark and correct.

## Upper Key Stage 2

Children are encouraged to develop stamina and speed for reading through guided and shared reading sessions to achieve the standard of 115 words per minute. They are exposed a wide variety of texts including non-fiction and poetry.

Children are taught how to re-read for detail.

PIXL reading fluency resources are used to encourage echo reading and active response to texts.

Walking talking tests questions are carried out regularly.

Test technique teaching focuses on the following; retrieval, find and copy 1 word, 2 mark questions (give answer and provide evidence), how to summarise and how to answer multiple choice questions.

Autumn Term boosters:

PIXL or CGP 10 minute tests. Day 1 read text and do fact retrieval questions. Day 2 re-read (fluency) and do inference questions. Day 3 skim & scan and do word meaning questions.

Spring Term boosters:

CGP SATs buster 10 minute tests.

Cycle: Test, de-construct, analyse gaps, teach to gaps.

# Push on – writing

## Y2

Children are exposed to a range of texts, including traditional tales from around the world and poetry.

Spelling books are used to evidence spelling of common exception words correctly.

Children have daily grammar, punctuation and spelling sessions.

Precision teaching is used for common exception words.

Once upon a picture writing sessions daily every fortnight focus on 10 minutes of writing about what is happening and what might happen next.

## Lower Key Stage 2

Models and scaffolds for writing are explicitly taught including ‘using a buddy’ to orally rehearse, edit and improve.

Extra daily grammar, punctuation and spelling sessions.

Precision teaching of spellings.

Use of timers to set expectations.

## Upper Key Stage 2

Y3, 4, 5 spelling lists are used as a diagnostic.

Grammatically based writing success criteria are used to support writing.

PIXL 3 in 3 grammar questions are used regularly.

Spelling shed spaced practise is used to revisit.

# Push on – mathematics

## Y2

Children are taught to work methodically and consistently to enable them to check their work more easily.

'Prove it' challenges are used to extend learning and provide children with opportunities to develop their use of mathematical vocabulary.

Previous learning is revisited at the start of every lesson.

## Lower Key Stage 2

Children are given daily opportunities for reasoning, using mathematical vocabulary and mental and written arithmetic.

Times tables rock stars is used as a fun, carefully sequenced, online programme to boost automatic recall of multiplication facts.

Pre and post teach groups.

Big maths sessions are used to support fact recall, fluency and assess and fill gaps in learning.

EAL maths assessment accelerated catch up plan is used to assess and fill essential gaps in learning.

## Upper Key Stage 2

Children are taught how to understand test language including tick, shade, circle, complete, find.

Children are taught how to work methodically.

Children are taught how to solve word problems with more than 1 step.

Walking talking tests and questions are used regularly.

The Pixl transition cohort checklists are used to identify priorities and therapies.

### Boosters:

Testbase 10 arithmetic tests.

PIXL number free zone resources to focus on language and reasoning.

## Implementation 3: Wider Strategies - targeted and intensive support

Physical & Sensory	Language	SEMH	Learning	Early help
<ul style="list-style-type: none"> <li>• Sensory Circuit</li> <li>• Write Dance</li> <li>• Dough Disco</li> <li>• Fine motor</li> </ul>	<ul style="list-style-type: none"> <li>• Play and say</li> <li>• Listening Lola</li> <li>• Beat Baby</li> <li>• A time to talk</li> <li>• LEAP</li> <li>• VIP</li> <li>• SALT support</li> </ul>	<ul style="list-style-type: none"> <li>• Attention Autism</li> <li>• Lego Therapy</li> <li>• Anger critters</li> <li>• Social stories</li> <li>• Comic strips</li> <li>• Zones of regulation &amp; 5 point scale</li> <li>• Sensory calm boxes</li> <li>• Think for the Future</li> <li>• Art box</li> <li>• Counselling</li> </ul>	<ul style="list-style-type: none"> <li>• Precision teaching</li> <li>• Maths pre and post learning</li> <li>• EAL reading</li> <li>• Shape coding</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance support</li> <li>• Punctuality support</li> <li>• Settling in support</li> <li>• Worry monsters</li> <li>• Signs of Safety</li> <li>• 3 Houses</li> </ul>

Refer to the EAL approach

Refer to the SEND approach

Refer to the safeguarding approach