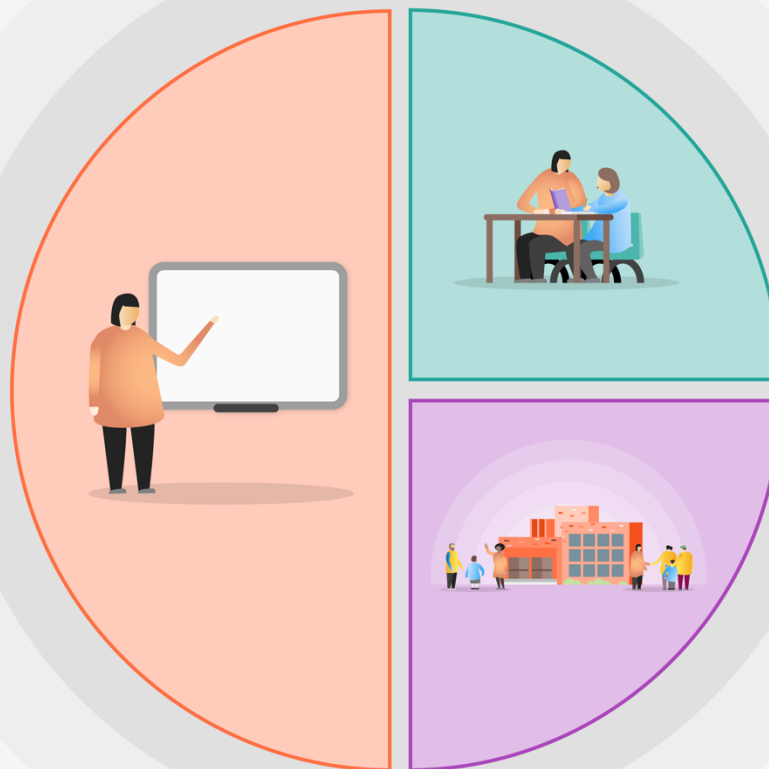


**Context:** This tiered model maps out John Taylor High School's **learning-focussed response** to the challenges of re-opening in September **2020**, primarily for the Autumn term 2020, but also supporting staff and students with high-quality Teaching and Learning **throughout the academic year**.

## 1 Teaching

- **High profile CPD** - Whole school behaviour and metacognitive talk delivered as key INSET as integral to re-intro to learning & lessons in Autumn term (Walkthrus and EEF guidance)
- **Learning behaviours** – The JTWAY (entry) and (End and Send) shared with staff to support smooth start and end to lessons, positive learning habits and routines.
- **Assessment** – low stakes first. Regular and coupled with positive language use (see 3. *Wider strategies*). Prior to Summative assessments for the rigorous data to inform 2. *Targeted academic support*
- **Providing T&L tools** - Comprehensive bank of low stakes strategies and templates shared to support teachers, develop consistent approaches and reduce planning load.
- **Refined CPD** – narrower, personalised 'Disciplined Inquiry' CPD offer focussing on 4 strands of pedagogy (Adaptive Teaching, Cog Sci, Evidence-informed & Learning behaviours). Allowing staff to, 'keep the[ir] main thing the main thing'.
- **Continuous (but delayed) CPD** – Twilights & CPD model offset until after Oct half term, to allow staff to focus on quality lessons & reduce load.
- **More Time** - 7 dept T&L CPD meetings introduced to create capacity and autonomy for middle leaders in their subjects, reduced INSET to create capacity.
- **Clear T&L guidance for remote learning** - to ensure quality of delivery & content and consistency from staff are prepared for a possible rota system.
- **ICT CPD** –Microsoft Teams, Stream & integration of Forms for assessment, to support blended learning, enhanced remote learning offers (if required again)
- **Lighten the Load** –NQTs sit outside of the JTHS refined CPD model, focussing on Ambition ECF only, with opt-in sessions if they wish to attend, to avoid overwhelming them.



## 2 Targeted academic support

- **Paused small group intervention** – to reassess to gather robust data & establish the need for targeted support (to maximise use of TA & time) – particularly disengaged learners during lockdown.
- **TA redeployed** – for wellbeing support & establish relationships with families and share info with form tutors and teachers (primarily Y7 & key students)
- **Spotlight on disadvantaged** – Research paper reinforcing our JTHS mantra of; *Who are they? Where are they? How engaged are they?* (see JTHS Disadvantaged Tiered model).

## 3 Wider strategies

- **Clear & consistent communication** - videos to support tutors to ensure consistency of messages and reinforce key JTHS topics to students (e.g. procedures, school values, expectations for learning, behaviour standards)
- **A Culture of Supportive Language** – Promote and adopting the [Map, Master & Move Forward](#) positive language following lockdown studies, indirectly supporting SEMH (e.g. using revise, deepen learning and develop further depth instead of catch-up, and learning gaps)
- **Vision & values language** - JTHS vision & values language promoted in CPD, resources, lessons and pastoral learning.
- **Year 7 bonding** – going ahead with our Y7 offsite outdoor activities day when it would have been easier to cancel it. Recognising an essential positive start for Y7 needed.
- **Planning for change** – recording all INSET training and Update meetings to support independent recapping if needed, reducing demand on staff time and email traffic as well as any future in-year staff starters.

