**Class Tutorials**

Things to consider when preparing for Class Tutorials:

**SEMH:**

What are the current social and emotional needs (cohort/ class/ groups/ individuals)? What progress has been made towards meeting the social and emotional needs of children? How will you monitor and assess the SEMH needs within your class?

What are the key focus areas for next term – how will these areas been supported?

**Reading:**

What are the identified strengths for Reading for both word level and comprehension? How have the identified gaps last term been addressed? What progress has been made? What are the next steps?

How have gaps been reviewed and prioritised?

For chn who did not pass or are not on track to pass the Phonic screener – What are the individual/ group/ class/ cohort needs? How are these needs being met? How will we ensure that their needs are clearly targeted ensuring that they are fluent readers by the time they leave Primary school? How will priority areas be monitored/ assessed?

What additional support is needed to address the priority areas?

What provision is required to target key groups (SEND/ PP/ EAL etc) to ensure that gaps in learning are being addressed?

*How many children scored an average or above test score (this includes low average scores) but were not teacher assessed as age expected?*

*How many children scored an above average (GD) score but were not teacher assessed as Greater Depth?*

**Writing & GPS:**

What are the identified strengths for Writing/ GPS? How have the identified gaps last term been addressed? What progress has been made? What are the next steps?

How have gaps been reviewed and prioritised? With stamina and application of GPS being a focus across the school, how are children progressing towards these priority areas?

How have gaps been identified/ prioritised for next term? How will writing be planned/ delivered to ensure key gaps in learning are addressed allowing for accelerated progress? How will this be assessed/ monitored?

What provision is required to target key groups (SEND/ PP/ EAL etc) to ensure that gaps in learning are being addressed?

*How many children scored an average or above test score (this includes low average scores) but were not teacher assessed as age expected?*

*How many children scored an above average (GD) score but were not teacher assessed as Greater Depth?*

**Maths:**

For the Key Concepts taught last term – what have been the key strengths? How have these concepts been planned for/ delivered to ensure gaps are addressed and closed?

What are the identified gaps, in priority order, for next term? How will these be addressed? What additional support/ provision is required? How will you track/ assess that the children are on track to ensure the key priorities are addressed?

What provision is required to target key groups (SEND/ PP/ EAL etc) to ensure that gaps in learning are being addressed?

*How many children scored an average or above test score (this includes low average scores) but were not teacher assessed as age expected?*

*How many children scored an above average (GD) score but were not teacher assessed as Greater Depth?*

**Foundation Curriculum:**

How will topic sessions be planned for/ delivered? What are the main priorities for topic lessons? How will gaps in foundation subjects being addressed and assessed through topic sessions?