



# Quality First Teaching, Access and Inclusion: A Tiered Approach

2020-2021

## Contents

Page 1-8. Remote Education

Page 9-11. EEF Guide to supporting school planning TEMPLATE – TIERED MODEL

Page 12-15. Strategic overview

Page 12-15. Our approach to Pupil Absence and Local/National Lockdown

Page 16-17. Coronavirus related absences quick reference guide

Our approach to Pupil Absence and Local/National Lockdown		
Short Absence (Symptoms – Negative Result)	Longer Absence (Positive Result/Quarantine for travel/track and tracing etc.)	Bubble closure/Local Lockdown/Tier 4
<ul style="list-style-type: none"> <li>Paper-based learning materials across the curriculum for the equivalent of a full timetable to be distributed using the academy's known method e.g. online learning platform, email, post, collection, hand-delivery</li> <li>Frequency of KIT phone calls from academy staff (class teacher wherever possible) re: safeguarding, well-being, academic progress to correlate with minimum frequency detailed below, but will be more often wherever possible.</li> <li>All completed work to be returned to the academy <ul style="list-style-type: none"> <li>i. On swift return following negative test result</li> <li>ii. Via drop-off, post or collection in the event of a longer absence (quarantined)</li> </ul> </li> <li>In the event of a positive test result of a pupil, whilst the above provision would remain, completion of the above would not be expected whilst the child is unwell</li> </ul>	<ul style="list-style-type: none"> <li>Learning materials (paper-based and/or online depending on the academy's most effective approach and the context and accessibility of the child(ren) concerned) to be distributed/shared to cover the full curriculum for the equivalent of a full timetable for the period of absence</li> <li>Wherever possible, child(ren) to be provided with a device to access learning/resources remotely</li> <li>Content of the learning materials to ensure progression through the curriculum aligned with <ul style="list-style-type: none"> <li>i. Teacher's planned curriculum content</li> <li>ii. Age/stage appropriate, progressive curriculum content from alternative DfE recommended source e.g. Oak National Academy</li> </ul> </li> </ul> <p>Frequency of KIT phone calls from academy staff (class teacher wherever possible) re: safeguarding, well-being, academic progress to correlate with minimum frequency detailed below, but will be more often wherever possible.</p>	<ul style="list-style-type: none"> <li>Provision for key worker and critical worker pupils to mirror the progressive, curriculum detailed below but delivered within the academy</li> <li>Learning materials (paper-based and/or online depending on the academy's most effective approach and the context and accessibility of the child(ren) concerned) to be distributed/shared to cover the full curriculum for the equivalent of a full timetable for the period of absence</li> <li>Wherever possible, child(ren) to be provided with a device to access learning/resources remotely</li> <li>Content of the learning materials to ensure progression through the curriculum aligned with <ul style="list-style-type: none"> <li>i. Teacher's planned curriculum content</li> <li>ii. Age/stage appropriate, progressive curriculum content from alternative DfE recommended source e.g. Oak National Academy</li> <li>iii. Use of pre-recorded and/or live lessons</li> </ul> </li> <li>Frequency of KIT phone calls from academy staff (class teacher wherever possible) re: safeguarding, well-being, academic progress to correlate with minimum frequency detailed below, but will be more often wherever possible.</li> </ul>

<ul style="list-style-type: none"> <li>• In the event of a positive result of a family-member which results in quarantine but the child is well, academies will prepare immediately for longer absence</li> </ul>		<ul style="list-style-type: none"> <li>• Socially distant home visits to take place where vulnerability RAG rating determines these necessary.</li> <li>• Teachers continue to plan for the delivery and assessment of a progressive curriculum using the guidance above</li> </ul>
---	--	---

Minimum Frequency for KIT Phone Calls			
EHCP, CP	CIN	Early Help, wider vulnerable	All other
Daily	Every 2 days	Every 3 days	Weekly
Evidence of phone calls are rated on a weekly tracker. If contact has not been made with a child this will result in a letter home and a home visit to ensure the safety of the child. When phone calls are made NWPA staff will speak to the adult at home and the child.			

## Remote Education

Remote Education Lead: Sabrina Khera (AHT Head of Teaching and Learning)

We use a combination of the following approaches to teach pupils remotely:

- ☐ live and/or recorded teaching delivered by academy staff
- ☐ high-quality curriculum resources or videos such as commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- ☐ printed paper packs including supportive prompts and scaffolds produced by teachers (e.g. workbooks, worksheets)
- ☐ textbooks and reading books pupils have at home
- ☐ long-term project work and/or internet research activities

We recognise that some pupils, for example some pupils with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those pupils in the following ways:

- Children with an EHCP plan or classed as vulnerable are offered a space in school.
- Children have a bespoke work pack which accompany daily videos posted by staff on Class Dojo and the school website.
- Eligible children are offered a laptop to support home learning.
- Daily Dojo messages are sent to parents.
- A combination of paper based, practical and online work is set for children.
- Where possible live lessons are delivered e.g. SALT with SALT therapist and NWPA staff member and Pastoral sessions.

## Study Time

Each academy will share a timetable. These are posted on our Class Dojo page, on the school website and included in the children's weekly packs.

Home Learning <https://nwpa.attrust.org.uk/classes/year-5/year-5s-home-learning/>

Year 5 example:

	Monday	Tuesday	Wednesday	Thursday	Friday
9-9:15am	Get Ready! In your nearest handwriting practice 5 words you struggle to spell from the Year 5/6 word mat (sent home before Christmas) (10 minutes)	Get Ready! In your nearest handwriting practice 5 words you struggle to spell from the Year 5/6 word mat (sent home before Christmas) (10 minutes)	Get Ready! In your nearest handwriting practice 5 words you struggle to spell from the Year 5/6 word mat (sent home before Christmas) (10 minutes)	Get Ready! In your nearest handwriting practice 5 words you struggle to spell from the Year 5/6 word mat (sent home before Christmas) (10 minutes)	Get Ready! In your nearest handwriting practice 5 words you struggle to spell from the Year 5/6 word mat (sent home before Christmas) (10 minutes)
9:15-9:30am	Maths:- Understand, practice and fluency. Representing data using simple diagrams. <a href="https://login.mathletics.com/">https://login.mathletics.com/</a>	Maths:- Understand, practice and fluency. Interpreting basic data displays. Timestables. <a href="https://login.mathletics.com/">https://login.mathletics.com/</a>	Maths:- Understand, practice and fluency. Using category data. True or false tables. <a href="https://login.mathletics.com/">https://login.mathletics.com/</a>	Maths:- Context. Statistics test. <a href="https://login.mathletics.com/">https://login.mathletics.com/</a>	Maths:- Context. Decimals. Are you ready? <a href="https://login.mathletics.com/">https://login.mathletics.com/</a>
10:00 - 10:15am	10:00 - 10:15am - Break time - Have a rest, go and play out in your garden or have a chat with your family.				
10:15-11:00am	Writing - Poetry. What is a Sonnet? Complete the activity sheet using Sonnets. (watching new sonnets on Class Dojo and in your work pack)	Writing - Poetry. What is a Metaphor? Complete the activity sheet using Metaphors. (watch the Metaphors or Sonnets on Class Dojo and in your work pack)	Writing - Poetry. Watch Max Pritchard video about our new book. Answer the questions that are asked.	Writing - Poetry. Watch Max Pritchard video about the Brown makers. Make some notes on what they look like, so you will need this for our poem.	Writing - Poetry. Using the descriptions you write of the Brown makers, start to find some words that rhyme, and make them into sentences you can use in your poem to describe their appearance.
11:00 - 11:30am	11:00 - 11:30am - Break time - Have a rest, go and play out in your garden or have a chat with your family.				
11:30-12:00pm	Read a book and complete a quiz on Oxford Reading Buddy <a href="http://www.oxfordreadingbuddy.com/">www.oxfordreadingbuddy.com/</a> or Read a few pages with an adult, discuss them and get them to record your discussion in your people diary.	Read a book and complete a quiz on Oxford Reading Buddy <a href="http://www.oxfordreadingbuddy.com/">www.oxfordreadingbuddy.com/</a> or Read a few pages with an adult, discuss them and get them to record your discussion in your people diary.	Read a book and complete a quiz on Oxford Reading Buddy <a href="http://www.oxfordreadingbuddy.com/">www.oxfordreadingbuddy.com/</a> or Read a few pages with an adult, discuss them and get them to record your discussion in your people diary.	Read a book and complete a quiz on Oxford Reading Buddy <a href="http://www.oxfordreadingbuddy.com/">www.oxfordreadingbuddy.com/</a> or Read a few pages with an adult, discuss them and get them to record your discussion in your people diary.	Read a book and complete a quiz on Oxford Reading Buddy <a href="http://www.oxfordreadingbuddy.com/">www.oxfordreadingbuddy.com/</a> or Read a few pages with an adult, discuss them and get them to record your discussion in your people diary.
12:00-12:15pm	12:00-12:15pm - Lunchtime - Enjoy your food and have a break.				
1:15 - 2:00pm	Spelling practice :- Complete spelling activities which have been set on Purple Mash. <a href="http://www.purplemash.com">www.purplemash.com</a> Then try writing them on paper- test yourself or get an adult to test you.	Spelling practice :- Complete spelling activities which have been set on Purple Mash. <a href="http://www.purplemash.com">www.purplemash.com</a> Then try writing them on paper- test yourself or get an adult to test you.	Spelling practice :- Complete spelling activities which have been set on Purple Mash. <a href="http://www.purplemash.com">www.purplemash.com</a> Then try writing them on paper- test yourself or get an adult to test you.	Spelling practice :- Complete spelling activities which have been set on Purple Mash. <a href="http://www.purplemash.com">www.purplemash.com</a> Then try writing them on paper- test yourself or get an adult to test you.	Spelling practice :- Complete spelling activities which have been set on Purple Mash. <a href="http://www.purplemash.com">www.purplemash.com</a> Then try writing them on paper- test yourself or get an adult to test you.
	15 Complete a 30 Wicks worksheet at home with your family. <a href="https://www.youtube.com/watch?v=7118t8y0m0d">https://www.youtube.com/watch?v=7118t8y0m0d</a> Look out for PE challenges on Class Dojo	15 Read through the presentation and watch the video from Max Pritchard on Class Dojo. Complete the task set on a piece of paper.	15 Complete the writing frame on renewable changes. <a href="http://www.purplemash.com">www.purplemash.com</a>	15 Watch the assembly on Class Dojo from Max Pritchard.	15 Complete the Ancient Greek homework activity on Class Dojo. <a href="http://www.purplemash.com">www.purplemash.com</a> Look on ClassDojo for our WOW certificate winners! <a href="http://www.classdojo.com">www.classdojo.com</a>
	Watch Newsround				

We expect that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day:

EYFS	Key Stage 1	Key Stage 2
At least hours	At least 3 hours	At least 4 hours
<ul style="list-style-type: none"> <li>Wherever possible, pupils should follow the structure of the academy's suggested timetable which will accompany the remote education resources</li> <li>Pupils must take regular breaks between periods of study as they would when attending the academy in person. A recommendation for timings is included on class timetables.</li> <li>Teachers update a daily tracker to monitor the completion of work. Children are praised through Class Dojo messages, posts, videos and certificates in their weekly packs. Children with little/no engagement receive a daily Class Dojo message, are spoken to during weekly calls and a letter is sent home.</li> </ul>		

### Online Remote Education

Wherever possible, pupils will be provided with a device to access learning/resources remotely. Please find our learning platforms below:

[Mathletics United Kingdom | Empowering Maths Learning Online](#)

[Purple Mash by 2Simple](#)

[Oxford Reading Buddy](#)

[Nessy - Reading, Writing And Spelling Help For Children With Dyslexia](#)

[Times Tables Rock Stars \(trockstars.com\)](#)

[NumBots | Motivational maths practice for schools and families.](#)

<https://www.classdojo.com/>

[DoodleMaths | KS1 & KS2 Online Maths: Personalised Tuition For Children](#)

### Paper-based Remote Education

Learning materials will be shared to cover the full curriculum for the equivalent of a full timetable for the period of absence. Distribution and return of these resources will be in accordance with the local and national restriction/tier guidance at that time. This process will be communicated clearly by staff each time. Paper-based packs will be provided for both bubble closures and lockdown.

### Engagement and Feedback

We use a combination of the following approaches to monitor engagement, gauge pupils' progress and provide regular feedback:

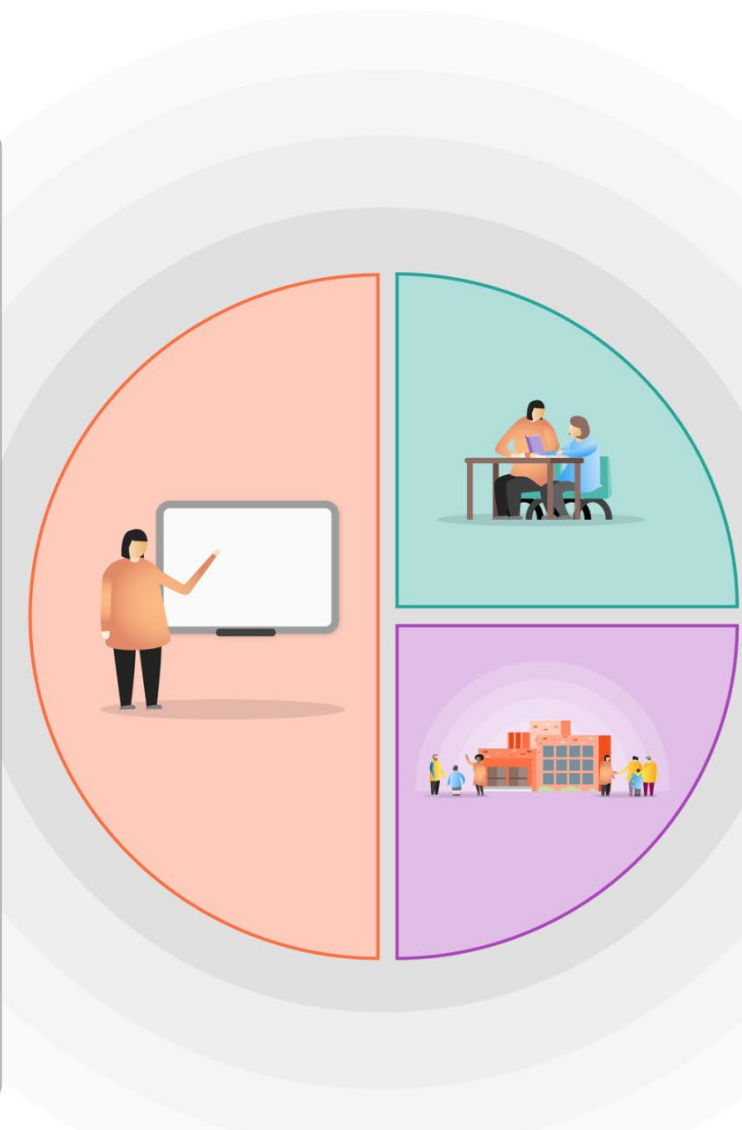
- Phone calls at least weekly
- Ongoing communication via online platform(s) listed above
- Live and/or pre-recorded feedback using videos, demonstration clips or sequences
- Whole class feedback where appropriate
- Written feedback where appropriate
- Work received by 4pm is marked daily, work received after 4pm is marked the following day.





## 1 Teaching

- Quality First Teaching supported by evidence based CPD for teachers and support staff.
- A peer-support model to help embed and sustain research-based teaching strategies.
- A broad and engaging curriculum that focuses on building on skills acquisition
- Whole-class reading approach underpinned by clearly defined formative assessment practices.
- Curriculum 'essentials' for Reading, Writing and Maths are identified and taught / revisited across wider curriculum subjects.
- Development of a Maths Mastery approach supported by NCETM and White Rose Maths Mastery.



## 2 Targeted academic support

- Same-day in-class intervention.
- Phonics and spelling interventions.
- Teacher-led targeted group teaching for Year 5 and Year 6 pupils.
- Specific intervention programmes led by both Teachers and Teaching Assistants.
- Baseline assessments to ensure gaps are closed through targeted QFT, skills and knowledge.

## 3 Wider strategies

- PE taught weekly.
- Extensive outdoor learning provision.
- A rich PHSE programme, including Jigsaw recovery unit
- Safeguarding team to support vulnerable pupils
- Language/ Vocabulary rich environment and curriculum.
- Daily breakfast offered to Key Workers in 'bubbles'.
- FSM hampers/ vouchers.

Primary Diagnostic Assessment Overview September 2020				
Year Group	What?	When?	How?	Aims
NUR	Existing arrangements	Existing arrangements detailed in Assessment Cycle	Existing arrangements	<ul style="list-style-type: none"> <li>Diagnostic assessments used to inform planning and additional support.</li> </ul>
REC	Existing arrangements	Existing arrangements detailed in Assessment Cycle	Existing arrangements	<ul style="list-style-type: none"> <li>Diagnostic assessments used to inform planning and additional support.</li> </ul>
Y1	GLD criteria	By 21.09.20	Using data from February 2020 as a starting point, undertake diagnostic, formative assessments throughout general provision in order to identify aspects of GLD criteria needing to be prioritised.	<ul style="list-style-type: none"> <li>Diagnostic assessments used to inform planning and additional support.</li> <li>Pupils who were expected to achieve GLD to have met this standard by the end of Autumn 1.</li> </ul>
Y2	Phonics Screening Check	By 21.09.20 <ul style="list-style-type: none"> <li>% of children at the equivalent of phonics screening check 'Working At' reported to REDs by 21.09.20</li> </ul>	Using your existing diagnostic phonics assessment materials	<ul style="list-style-type: none"> <li>Diagnostic assessments used to inform planning and additional support.</li> <li>Pupils who were expected to pass Phonics Screening Check to have met this standard by the end of Autumn 1.</li> </ul>
Y3	Phonics Screening Check re-take for pupils who did not reach the standard in Year 1	By 21.09.20 <ul style="list-style-type: none"> <li>% of children at the equivalent of phonics screening check 'Working At' reported to REDs by 21.09.20</li> </ul>	Using your existing diagnostic phonics assessment materials	<ul style="list-style-type: none"> <li>Diagnostic assessments used to inform planning and additional support.</li> <li>Pupils who were expected to pass Phonics Screening Check re-take to have met this standard by the end of Autumn 1.</li> </ul>

	End of KS1 EXS+ Reading, Writing (including Grammar) and Maths	September	Using teacher/TA copies of 2019 KS1 SATs papers and EXS descriptors as working documents, undertake diagnostic formative assessments throughout general provision in order to identify aspects of EXS criteria needing to be prioritised.	<ul style="list-style-type: none"> <li>Diagnostic assessments used to inform planning and additional support.</li> <li>Pupils who were expected to achieve EXS+ to have met this standard by the end of Autumn 1.</li> </ul>
Y4	Reading, Writing (including Grammar) and Maths	September	Using teacher/TA copies of your individual Y3 Summer 2019-20 assessment materials as working documents, undertake diagnostic formative assessments throughout general provision in order to identify aspects of 'age-related' criteria needing to be prioritised.	<ul style="list-style-type: none"> <li>Diagnostic assessments used to inform planning and additional support.</li> <li>Pupils who were expected to be operating at 'age related' to have met this standard by the end of Autumn 1.</li> </ul>
Y5	Reading, Writing (including Grammar) and Maths	September	Using teacher/TA copies of your individual Y4 Summer 2019-20 assessment materials as working documents, undertake diagnostic formative assessments throughout general provision in order to identify aspects of 'age-	<ul style="list-style-type: none"> <li>Diagnostic assessments used to inform planning and additional support.</li> <li>Pupils who were expected to be operating at 'age related' to have met this standard by the end of Autumn 1.</li> </ul>

			related' criteria needing to be prioritised.	
Y6	Reading, Writing (including Grammar) and Maths	September	Using teacher/TA copies of your individual Y5 Summer 2019-20 assessment materials as working documents, undertake diagnostic formative assessments throughout general provision in order to identify aspects of 'age-related' criteria needing to be prioritised.	<ul style="list-style-type: none"> <li>Diagnostic assessments used to inform planning and additional support.</li> <li>Pupils who were expected to be operating at 'age related' to have met this standard by the end of Autumn 1.</li> </ul>
	Reading, Writing (including Grammar) and Maths	By half term <ul style="list-style-type: none"> <li>All data in tracking system as per usual arrangements</li> </ul>	2017 KS2 SATs Papers	<ul style="list-style-type: none"> <li>Diagnostic assessments used to inform planning and additional support.</li> <li>Diagnostic assessments used to inform review of target settings in ECSI 1.</li> </ul>

### Strategic overview

This is the overview of how we are addressing the gaps in learning caused during school closures. (20th March to 1st September.)

Year group	English	Maths	KLP	Home learning/Blended learning – Using school website, class dojo and home learning packs.
Nursery	<ul style="list-style-type: none"> <li>Baseline assessment carried out once children have settled into Nursery in order to track their progress.</li> <li>Children will follow the topics planned for the Autumn term with</li> </ul>	<ul style="list-style-type: none"> <li>Ten Town to be used as a guide line with a focus on Number.</li> </ul>	Following new Development Matters (Early Adopter School)	Use website/class dojo online to facilitate: <ul style="list-style-type: none"> <li>*Number Recognition.</li> <li>*Guidance for parents on how to develop children's listening, speaking and communication skills.</li> <li>*Letters and Sounds</li> </ul>

	<p>lots of PSED to help support children settle into Nursery. Activities may need adapting due to low starting points.</p> <ul style="list-style-type: none"> <li>• Pupils will be WELLCOMM screened and interventions put in place to plug any gaps.</li> <li>• Nursery will start Letter &amp; Sounds Aspect 1, once they have all settled in Autumn 1.</li> <li>• Children have continuous provision and this is supported by a TA where possible.</li> <li>• 2simple used for observations.</li> </ul>			<p>*Videos of teacher's reading and associated Guided Reading activities</p> <p>*Activities planned so children get opportunities to develop key skills for example fine motor activities.</p> <p>*Cornerstones resources for wider curriculum topics</p> <p>*Numerblocks and Alphablocks app.</p>
Reception	<ul style="list-style-type: none"> <li>• Baseline assessment of Phonics to be carried out to ascertain individual starting points.</li> <li>• Children will re-cap on Letters and Sounds.</li> <li>• Baseline Assessment.</li> <li>• Pupils will be WELLCOMM screened and interventions put in place to plug any gaps.</li> <li>• Children will follow the topics planned for the Autumn term with lots of PSED to help support children settle into full time education and lost learning time in Nursery.</li> <li>• Children have continuous provision and this is supported by a TA where possible.</li> <li>• 2simple used for observations.</li> <li>• Children are heard to read weekly.</li> </ul>	<ul style="list-style-type: none"> <li>• Children will follow the planned units with a focus on number for much of the autumn term.</li> <li>• Baseline assessments.</li> <li>• Ten Town to be used as a guide line with a focus on Number.</li> </ul>	<p>Following new Development Matters (Early Adopter School)</p> <p>-Letters and Sounds</p>	<p>Use website/class dojo online to facilitate:</p> <p>*Purple Mash</p> <p>*Letters and Sounds</p> <p>*Phonics Play</p> <p>*White Rose Maths</p> <p>*Videos of teacher's reading and associated Guided Reading activities</p> <p>*Handwriting lessons</p> <p>*Cornerstones resources for wider curriculum topics</p> <p>*Mathletics</p> <p>*Numbots</p> <p>*Numerblocks and Alphablocks app.</p>

<p>Years 1 to 4</p>	<p><u>Year 1</u></p> <ul style="list-style-type: none"> <li>Year 1 are running a transition model throughout the Autumn Term which will be re-assessed at the end of Autumn 1. This is to allow a successful transition from EYFS to the Year 1 curriculum accounting for lost learning time.</li> <li>Phonics baseline was completed on children, 30minutes daily phonics in groups started in Week 4.</li> <li>For all remaining subjects, each child is targeted in a focus group with the class teacher for 40-45minutes at least twice a week per subject. All remaining children are exposed to continuous provision targeted by the TA.</li> <li>Children are heard reading weekly.</li> <li>YARC assessment completed on all children to support reading judgments and planning.</li> </ul> <p><u>Reading and Writing</u></p> <p>*Staff will continue to follow the 5 R writing journey.</p> <p>*Handover meeting between new classes and old classes.</p> <p>*Coverage documents to be shared.</p> <p>*First 2-3 weeks focus will be based on an SMSC text.</p> <p>* English overview for the year will be mapped out with the English leader to ensure priority coverage.</p>	<p><u>Maths</u></p> <p>*Handover meeting between new classes and old classes.</p> <p>*Coverage documents to be shared.</p> <p>*White Rose have updated their recommendations for overviews which take into account learning lost from Lockdown 1.0, these are to be taken into account when teachers complete their yearly overview alongside the Maths leader.</p> <p>*White Rose Mastery resources are to be used alongside Third Space Learning Resources and NCETM Mastery resources.</p> <p>*Re-subscribe to WRH premium.</p> <p>*Explore subscription to Doodle Maths.</p> <p>*PDMs for staff on the CPA approach in basic skills to address gaps in learning and ensure fluency is key.</p> <p>*Re-launch of TTR and Numbots.</p> <p>*Weekly TTR tests in KS2.</p> <p>*Home learning to include Mathematics units to consolidate gaps in learning.</p> <p>*2 a day and 4 a day on basic skills.</p>	<p>A Knowledge and skills based curriculum where every objective from the national curriculum is revisited on multiple occasions as pupils move throughout the school to continually build on skills progression. Wide curriculum based on Cornerstones topics</p>	<p>Use website/class dojo online to facilitate:</p> <p>*Purple Mash</p> <p>*Letters and Sounds</p> <p>*TT Rock Stars</p> <p>*Mathletics</p> <p>*White Rose Maths</p> <p>*Videos of teacher's reading and associated Guided Reading activities</p> <p>*Oxford Owl</p> <p>*Handwriting lessons</p> <p>*Cornerstones resources for wider curriculum topics</p> <p>*Doodle</p>
---------------------	---	--	--	--

	<p>* No More Marking judgments to support moderation.</p> <p>*x3 Weekly spelling sessions using Oxford Owl.</p> <p>*2 a day and 4 a day on spellings.</p> <p>*All children to be heard reading at school weekly and tracked.</p> <p>*Year 2 x30minutes daily phonics session to start Aut 1, children are in targeted groups.</p> <p>*Children who did not pass phonics screening in Year 3 to have additional phonics interventions.</p> <p>*All writing units are supported by a high quality text or visual literacy where relevant.</p> <p>*Bespoke interventions are organised by the class teacher.</p> <p>*CODE groups will be re-evaluated and changed as needed.</p> <p>*YARC assessments completed on all children in Years 1-6.</p> <p>*Skills taught in Origins and CODE lessons will be based on QLA from baseline assessments and starting with lower order skills.</p> <p>*Reading PDM to highlight word etymology to support Reading lessons.</p> <p>*High ceiling low threshold approach to the delivery of Reading lessons.</p> <p>Increased expectations to allow children to rise to the challenge.</p>			
Years 5 and 6	<p><u>Writing including SPAG</u></p> <p>*Staff will continue to follow the 5 R writing journey.</p>	<p><u>Maths</u></p> <p>*Handover meeting between new classes and old classes.</p>	A Knowledge and skills based curriculum where	<p>Use website/class dojo online to facilitate:</p> <p>*Purple Mash</p>

	<ul style="list-style-type: none"> <li>*Handover meeting between new classes and old classes.</li> <li>*Coverage documents to be shared.</li> <li>*First 2-3 weeks focus will be based on an SMSC text.</li> <li>* English overview for the year will be mapped out with the English leader to ensure priority coverage.</li> <li>* No More Marking judgments to support moderation.</li> <li>*x3 Weekly spelling sessions using Oxford Owl.</li> <li>*2 a day and 4 a day on spellings.</li> <li>*Streaming of children in Year 6 to ensure children are appropriately challenged and learning is moving on.</li> <li><u>Reading</u></li> <li>*CODE groups will be re-evaluated and changed as needed.</li> <li>*CODE is only delivered in Year 6 to the SEN children who are unable to access the KS2 SATS paper texts.</li> <li>*YARC assessments completed on all children in Years 1-6.</li> <li>*Skills taught in Origins and CODE lessons will be based on QLA from baseline assessments and starting with lower order skills.</li> <li>*Reading PDM to highlight word etymology to support Reading lessons.</li> <li>*High ceiling low threshold approach to the delivery of Reading lessons. Increased expectations to allow children to rise to the challenge.</li> <li>*Streaming model in y5 and y6 reading.</li> </ul>	<ul style="list-style-type: none"> <li>*Coverage documents to be shared.</li> <li>*White Rose have updated their recommendations for overviews which take into account learning lost from Lockdown 1.0, these are to be taken into account when teachers complete their yearly overview alongside the Maths leader.</li> <li>*White Rose Mastery resources are to be used alongside Third Space Learning Resources and NCETM Mastery resources.</li> <li>*Re-subscribe to WRH premium.</li> <li>*Explore subscription to Doodle Maths.</li> <li>*PDMs for staff on the CPA approach in basic skills to address gaps in learning and ensure fluency is key.</li> <li>*Re-launch of TTR and Numbots.</li> <li>*Weekly TTR tests in KS2.</li> <li>*Home learning to include Athletics units to consolidate gaps in learning.</li> <li>*2 a day and 4 a day on basic skills.</li> <li>*Streaming of children in Year 6 to ensure children are appropriately challenged and learning is moving on.</li> <li>*Streaming model in y6 Maths.</li> </ul>	<p>every objective from the national curriculum is revisited on multiple occasions as pupils move throughout the school to continually build on skills progression. Wide curriculum based on Cornerstones topics</p>	<ul style="list-style-type: none"> <li>*TT Rock Stars</li> <li>*Mathletics</li> <li>*White Rose Maths</li> <li>*Videos of teacher's reading and associated Guided Reading activities</li> <li>*Oxford Owl.</li> <li>*Handwriting lessons</li> <li>*Cornerstones resources for wider curriculum topics.</li> <li>*Doodle.</li> </ul>
--	---	---	--	---



	*Additional Teacher to deliver y6 Writing to LA.			
SEN Pupils	<ul style="list-style-type: none"> <li>Pupils will be re-assessed for intervention.</li> <li>Interventions to start as soon as children are back at school.</li> <li>1.1 Intervention is used to plug gaps. (Wobbly Wallets.)</li> <li>Plan, Do, Review targets for SEN and SALT pupils.</li> <li>Language/ Vocabulary rich environment and curriculum.</li> <li>Safeguarding team to support vulnerable pupils</li> <li>YARC assessments.</li> <li>Speech and Language Therapist to assess pupils and set targets.</li> <li>WELLCOMM interventions in EY.</li> <li>Early Talk Boost in Nursery.</li> <li>Nessy reading and spelling for all SEND children across the academy.</li> </ul>	SENCO to loan physical equipment to parents where needed.		KIT phone calls from SEN team to vulnerable pupils. Individualised learning packs provided by LSA. Class Do-jo used to engage with parents of SEN/Vulnerable pupils.. Signposting parents to additional support.

Coronavirus related absences quick reference guide – September 2020			
<i>What to do if...</i>	<i>Action needed</i>	<i>Code</i>	<i>Return to school when...</i>
...my child has coronavirus symptoms	Do not come to school <ul style="list-style-type: none"> <li>Contact school daily</li> <li>Self-isolate</li> <li>Get a test</li> <li>Inform school immediately about test result.</li> <li>Paper back sent home.</li> </ul>	Code X	...the test comes back negative.

...my child tests positive for coronavirus	<ul style="list-style-type: none"> <li>• Do not come to school</li> <li>• Contact school daily</li> <li>• Self-isolate for at least 10 days</li> <li>• Inform school immediately about test result.</li> <li>• Paper back sent home.</li> </ul>	Code I	...they feel better. They can return to school after 10 days even if they have a cough or loss of smell/taste. These symptoms can last for several weeks once the infection is gone.
...somebody in my household has coronavirus symptoms	<ul style="list-style-type: none"> <li>• Do not come to school</li> <li>• Contact school daily</li> <li>• Self-isolate</li> <li>• Household member to get a test</li> <li>• Inform school immediately about test result.</li> <li>• Paper back sent home.</li> </ul>	Code X	...the household member test is negative.
...somebody in my household has tested positive for coronavirus	<ul style="list-style-type: none"> <li>• Do not come to school</li> <li>• Contact school daily</li> <li>• Self-isolate for 14 days.</li> <li>• Paper back sent home.</li> </ul>	Code X	...the child has completed 14 days of self-isolation
... NHS test and trace have identified my child as a 'close contact' of somebody with symptoms or confirmed coronavirus	<ul style="list-style-type: none"> <li>• Do not come to school</li> <li>• Contact school daily</li> <li>• Self-isolate for 14 days</li> <li>• Paper back sent home.</li> </ul>	Code X	...the child has completed 14 days of self-isolation
...we/my child travelled and has to self-isolate a part of a period of quarantine	<ul style="list-style-type: none"> <li>• Do not take unauthorised leave in term time</li> <li>• Consider quarantine requirements and FCO advice when booking travel</li> <li>• Provide information to school as per attendance policy</li> </ul> <p><u>Returning from a destination where quarantine is needed:</u></p> <ul style="list-style-type: none"> <li>• Do not come to school</li> <li>• Contact school daily</li> </ul>	Code X	...the quarantine period of 14 days has been completed

	<ul style="list-style-type: none"> <li>• Self-isolate for 14 days</li> <li>• Paper back sent home.</li> </ul>		
...we have received medical advice that my child must resume shielding.	<ul style="list-style-type: none"> <li>• Do not come to school</li> <li>• Contact school as required by the pastoral team</li> <li>• Shield until you are informed that restrictions are lifted and shielding is paused again.</li> <li>• Paper back sent home.</li> </ul>	Code X	...school inform you that restrictions have been lifted and your child can return to school again.