

Spring Term 2021 – Post school closure Plan

School Priorities	Issues arising	Priority actions	Monitoring and evaluation
Re-establishing routines and experiencing success.	Children have been absent from school routine for 10 weeks and may find the transition back to school difficult. Experience from the previous lockdown tells us that the majority of children will be excited and enthusiastic to come back to school and with the right support, will quickly settle back into school life. However, for others there will be separation anxiety from parents and concern about settling back into school.	<ul style="list-style-type: none"> Identify all pupils who we know may find the transition back to school difficult and make transition arrangements e.g. daily phone calls to prepare; a school visit in the week prior to full re-opening; additional Teams meeting with a close group of peers. Meet and greet by familiar adults at the gate and at the classroom door. Remote assemblies to support transition back to school. Prior communication with families that children are returning to the same classroom, adults and outdoor spaces via the website. Referral to SENCo and SLT where concerns arise. 	
Re-establishing learning behaviour.	Some children may need support in learning to learn again – cognition and learning.	<ul style="list-style-type: none"> REACH assemblies. REACH displays and regular reminders and prompts. Lessons in manageable chunks. Regular rest breaks. Outdoor learning where appropriate. Meaningful links to prior learning planned. 	
SEMH	Recognition that children have experienced trauma and disruption. Staff will be made aware of individual circumstances that children and/ or families have experienced during the school	<ul style="list-style-type: none"> Noticing and quickly providing pupils with opportunities to succeed. Praise with house points, post cards home, values stickers etc. Instigate frequent opportunities for children to talk to each other and adults. 	

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	<p>closure. H Lamming will be available for families to make contact with should they wish to notify us of any significant events.</p>	<ul style="list-style-type: none"> • Support materials from Dudley Educational Psychology Service. • Nurture resources. • Opportunities for outdoor learning, in particular Forest School. • Opportunities for active learning. • Re-establish Pupil Voice groups that can be carried out via Teams. • Referral to H Scott and/ or L Mason for any concerns. • Work closely with families to support children’s needs. 	
Curriculum	<p>Continue to offer a broad and balanced curriculum. From previous experience we know that oracy, language and communication will be at greatest deficit so along with phonics, reading and fluency maths will be a priority focus.</p>	<ul style="list-style-type: none"> • Phonics – additional daily phonics lessons in short, manageable chunks to revise prior learning and introduce new learning. This is particularly a priority in year 1 where children will need to be secure up to phase 5 ready for transition to year 2. • Reading – continue with St James’s reading cycle and use formative assessments to identify gaps that have occurred. Daily reading for pupils who require it. Ensure that there are daily opportunities for the children to be read to. • Oracy – planned in speaking and listening opportunities; expectation that children will give elaborate and justified responses to questions; planned in drama activities across the curriculum; use of Voice 21 Project ideas and resources. Use of Wellcomm to screen all EYFS pupils and identify gaps to inform interventions. 	<p>NTS tests for reading and maths to identify gaps and inform planning needs – w/b 26.4.21 Planned staff meeting to identify priority needs for the following year group and transition – 5.5.21</p>

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		<ul style="list-style-type: none"> • Maths – plan in short fluency sessions throughout the day to ensure that children are secure with arithmetical skills appropriate to their age group. This can be at the start of the afternoon, as children come in, in the morning or at the end of the day. ‘Ready to Progress’ DfE document + Power Maths document to prioritise key areas of maths. • PE, RE and PSHE retain their full timetable allocation. • Teachers will refer to the National Curriculum for core skills required and plan creatively to ensure statutory requirements are met while building in opportunities for cross curricular application of skills. • Use of Microsoft Forms or class quizzes to establish prior knowledge and avoid repetition and provide a suitable starting point for learning. • Creativity with timetabling to allow for focus afternoons/ days e.g. art project or science day etc. 	
Interventions	<p>Early identification of need: pupil progress notes from autumn term; identification of vulnerable groups (SEND, PP, engagement concerns) + class teachers will know how well pupils have engaged in remote learning and where gaps are.</p>	<ul style="list-style-type: none"> • Pre-teaching where we are aware learning has been missed as opposed to post teaching interventions. • ISP detailed targets for all pupils with SEND. • Use formative assessment to identify gaps and plan accordingly for whole class, groups or individuals. 	<p>Century up and running w/b 1.3.21</p>

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		<ul style="list-style-type: none">• Create a resource bank of remote learning videos and resources that can be used for TA led or independent interventions.• Investment in Edukey to map out provision.• Investment in and implementation of Century for key stage 2. In particular, to address maths and reading needs but can be used across the curriculum to establish prior learning and gaps in understanding.• Explore 3rd Space as a tutoring option for year 4 maths intervention – pupils EXS at end of KS1 but are not currently achieving age related expectations.	
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