



Quality First Teaching, Access and Inclusion: A Tiered Approach

2020-2021

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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">• 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• 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.• All completed work to be returned to the academy<ul style="list-style-type: none">i. On swift return following negative test resultii. Via drop-off, post or collection in the event of a longer absence (quarantined)• 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• 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	<ul style="list-style-type: none">• 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• Wherever possible, child(ren) to be provided with a device to access learning/resources remotely• Content of the learning materials to ensure progression through the curriculum aligned with<ul style="list-style-type: none">i. Teacher’s planned curriculum contentii. Age/stage appropriate, progressive curriculum content from alternative Dfe recommended source e.g. Oak National Academy <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">• Provision for key worker and critical worker pupils to mirror the progressive, curriculum detailed below but delivered within the academy• 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• Wherever possible, child(ren) to be provided with a device to access learning/resources remotely• Content of the learning materials to ensure progression through the curriculum aligned with<ul style="list-style-type: none">i. Teacher’s planned curriculum contentii. Age/stage appropriate, progressive curriculum content from alternative Dfe recommended source e.g. Oak National Academyiii. Use of pre-recorded and/or live lessons• 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.• Socially distant home visits to take place where vulnerability RAG rating determines these necessary.• Teachers continue to plan for the delivery and assessment of a progressive curriculum using the guidance above	
Minimum Frequency for KIT Phone Calls			
EHCP, CP	CIN	Early Help, wider vulnerable	All other
Daily	Every 2 days	Every 3 days	Weekly

Remote Education

Remote Education Lead: Naomi Brown

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

All of the work is accessed through the Home Learning page on our school website <https://greatheathacademy.attrust.org.uk/learning/home-learning/> where there are links to remote learning provision as well as the link to the folder that contains the recorded lessons for each day along with any other learning resources required for the lessons. The learning for the whole school is accessed through the same link <http://bit.ly/ghaclosure>

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:

- Providing individual work packs that meet the objectives specific for that child on their School Based Plan or their EHCP
- Providing phone and email support to parents
- Signposting to work in other year groups that is appropriate e.g. a KS1 phonics lesson
- Signposting to Specialist lessons on Oak Academy that have been identified as being suitable
- Providing intervention activities parents can undertake such as finger gym activities or speaking and listening activities
- Sending home skills builder lessons from Lexia to support with teaching and consolidating key concepts

Study Time

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
Up to 3 hours	3 hours	4 hours

- Wherever possible, pupils should follow the structure of the academy's suggested timetable/s (see below) which will accompany the remote education resources
- Pupils must take regular breaks between periods of study as they would when attending the academy in person

The timetables set for each year group incorporate live sessions and these can be accessed in the home learning folder for each year group. These are applicable in the event of a bubble or whole school closure. These are applicable for individual cases of having to self-isolate but will not include the live sessions. An example of a KS1 and a KS2 timetable can be seen below.

Y1		
9.00am	LIVE: Morning year-group TEAMs meeting. Register each class. Explanation of the morning. All year-group class teachers to contribute.	15 minutes
9.15am	Sway lesson: Phonics	10 minutes
9.30am	Sway lesson: English	40 minutes
Break		
10.45am	Lexia / Timestable Rockstars	10 minutes
11.00am	Sway lesson: Maths	40 minutes
Lunch		
1.00pm	LIVE: Afternoon year group TEAMs meeting. Register each class. Quick overview of morning's learning then an explanation of the afternoon. All year-group class teachers to contribute.	15 minutes
1.15pm	Sway lesson: Topic/PE/PSHE	40 minutes
2.00pm	Reading	10 minutes
Total minutes		3 hours

Y5		
9.10am	Self-study – TT Rockstars, Education City, reading (individual & to parent), Lexia, AR	30 minutes
9.40am	LIVE: Whole year-group Teams meeting. Register each class. Explanation of the day. What we've done/news from selected pupils. Read a chapter of a story. All year-group class teachers to contribute.	20 minutes
10.00am	Sway lesson: Maths	60 minutes
11.00am	Break	
11.15am	Sway lesson: English	60 minutes
12.15pm	Lunch	
1.15pm	LIVE: Afternoon year group Teams meeting. Register each class. Quick what did you learn this morning? Explanation of the afternoon. All year-group class teachers to contribute.	15 minutes
1.30pm	Sway lesson: Topic/PE/PSHE	60 minutes

Online Remote Education

Pupils will require a device to access some of the learning/resources remotely. Wherever possible we will provide support with this through the loaning of laptops and providing paper copies of work to use alongside the recorded lessons.

Please find our learning platforms below:

Class Dojo is used for sharing secure links such as links to live lessons

Children have access at home to the following online learning resources

- Times tables rockstars
- Accelerated Reader quizzes
- Lexia
- Education City

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. Each week the teacher will identify the work that needs to be submitted by email for feedback. Answers will be provided the following day for children to mark some work. Daily live sessions are used to provide whole class feedback and support.

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

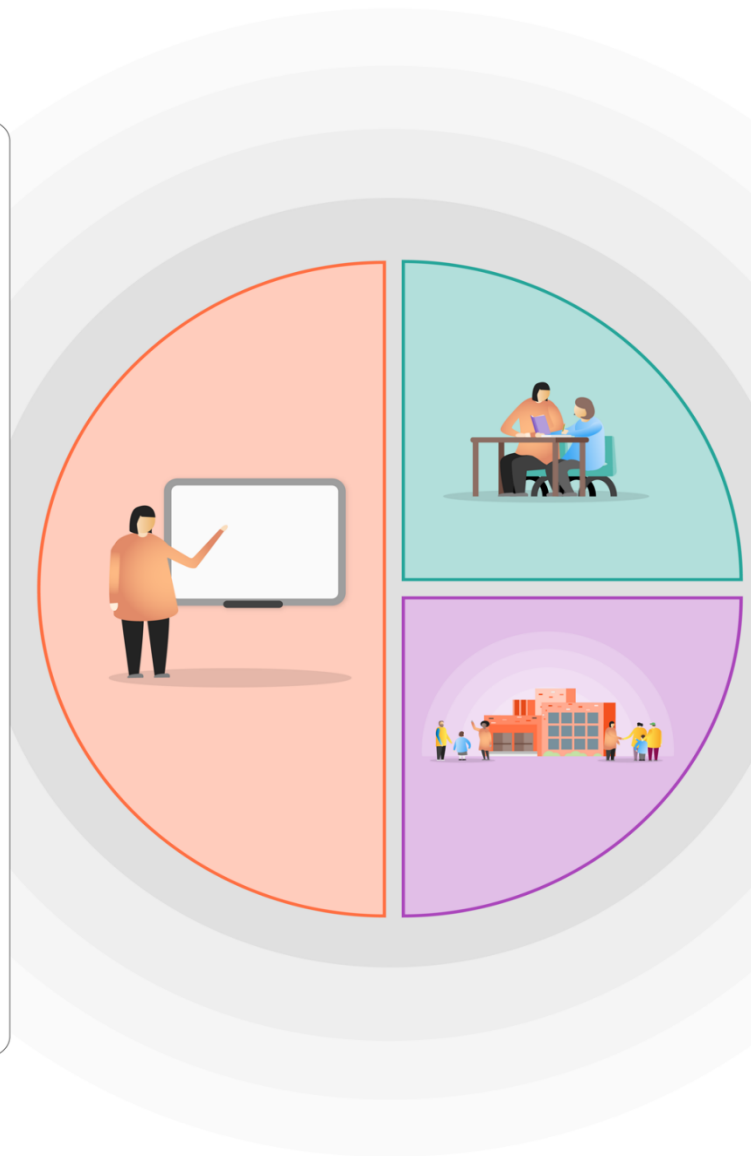
Where engagement or work is not as we would expect the parents will be contacted by phone in the first instance to provide support. Where contact cannot be made by phone an email will be sent requesting the parent contacts the academy. If contact is not made a home visit will be undertaken.

Support may be in the form of providing technology, further differentiation support or a discussion with the pupil.

EEF GUIDE TO SUPPORTING SCHOOL PLANNING (2020-21) – TIERED MODEL

1 Teaching

- Quality First Teaching supported by evidence based CPD for teachers and support staff.
- A broad and engaging curriculum that focuses on gaining new knowledge and building on skills
- Whole-class reading approach through high quality texts.
- Curriculum 'essentials' for Reading, Writing and Maths are identified and taught / revisited across wider curriculum subjects.
- Teaching of Maths through Primary Advantage Maths with topics revisited and built on each term
- Metacognition explicitly taught to provide pupils with the skills they need to be effective learners



2 Targeted academic support

- Same-day in-class intervention.
- Phonics and spelling intervention through LCP programme.
- Targeted group maths 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

- Extensive outdoor learning provision.
- A rich PHSE programme, including Jigsaw recovery unit
- Safeguarding team to support vulnerable pupils
- Language/ Vocabulary rich environment and curriculum.

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"> Diagnostic assessments used to inform planning and additional support.
REC	Existing arrangements	Existing arrangements detailed in Assessment Cycle	Existing arrangements	<ul style="list-style-type: none"> Diagnostic assessments used to inform planning and additional support.
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"> Diagnostic assessments used to inform planning and additional support. Pupils who were expected to achieve GLD to have met this standard by the end of Autumn 1.
Y2	Phonics Screening Check	By 21.09.20 <ul style="list-style-type: none"> % of children at the equivalent of phonics screening check 'Working At' reported to REDs by 21.09.20 	Using your existing diagnostic phonics assessment materials	<ul style="list-style-type: none"> Diagnostic assessments used to inform planning and additional support. Pupils who were expected to pass Phonics Screening Check to have met this standard by the end of Autumn 1.
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"> % of children at the equivalent of phonics screening check 'Working At' reported to REDs by 21.09.20 	Using your existing diagnostic phonics assessment materials	<ul style="list-style-type: none"> Diagnostic assessments used to inform planning and additional support. Pupils who were expected to pass Phonics Screening Check re-take to have met this standard by the end of Autumn 1.
	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"> Diagnostic assessments used to inform planning and additional support. Pupils who were expected to achieve EXS+ to have met this standard by the end of Autumn 1.

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"> Diagnostic assessments used to inform planning and additional support. Pupils who were expected to be operating at 'age related' to have met this standard by the end of Autumn 1.
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-related' criteria needing to be prioritised.	<ul style="list-style-type: none"> Diagnostic assessments used to inform planning and additional support. Pupils who were expected to be operating at 'age related' to have met this standard by the end of Autumn 1.
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"> Diagnostic assessments used to inform planning and additional support. Pupils who were expected to be operating at 'age related' to have met this standard by the end of Autumn 1.
	Reading, Writing (including Grammar) and Maths	By half term <ul style="list-style-type: none"> All data in tracking system as per usual arrangements 	2017 KS2 SATs Papers	<ul style="list-style-type: none"> Diagnostic assessments used to inform planning and additional support. Diagnostic assessments used to inform review of target settings in ECSI 1.

Strategic overview

This is the overview of how we are addressed the gaps in learning caused during the first lockdown – March to July 2020

Year group	English	Maths	Other	Home learning/Blended learning – Using school website, class dojo and home learning packs.
Nursery	<ul style="list-style-type: none"> Nursery children who have remained will continue with Phase 2 – Letters and Sounds phonics in small family group, adult led sessions – based on start of year assessments (baseline) Pupils will be WELLCOMM screened and interventions put in place to plug any gaps. 	Children who have remained in Nursery will participate in small group maths sessions in line with their start of year assessment (baseline).	Following new Development Matters (Early Adopter School)	Use Tapestry online to facilitate: <ul style="list-style-type: none"> *Number Recognition. *Guidance for parents on how to develop children's listening, speaking and communication skills. *Letters and Sounds *Videos of teacher's reading and associated Guided Reading activities *Activities planned so children get opportunities to develop key skills for example fine motor activities
Reception	<ul style="list-style-type: none"> Baseline assessment of Phonics to be carried out to ascertain individual starting points. Children will start with Storytime Phonics as well as consolidating letters and sounds Phase One Baseline Assessment. Pupils will be WELLCOMM screened and interventions put in place to plug any gaps. 	Children will follow the planned units with a focus on number for much of the autumn term. Baseline assessments.	Following new Development Matters (Early Adopter School)	Use Tapestry online to facilitate: <ul style="list-style-type: none"> *Storytime phonics learning new sounds *Primary Advantage maths *Videos of teacher's reading and associated Guided Reading activities *Handwriting lessons *Resources and activities for wider curriculum topics
Years 1 And 2	<p>* The Literacy planning for the academy will be followed with a focus on reading comprehension skills and consolidating learning of SPAG within writing. There will be a focus on regaining writing stamina and consolidating spelling patterns previously learned</p> <p>Reading</p> <p>*Pupils to have time to read 1:1 with an adult (teacher or TA) before being given a home reading book. They can read a similar level to their last home reading book and the adult can decide whether</p>	Teach from Primary Advantage Maths program with skills missed in the Autumn term taught alongside the new skills. Place Value and calculation covered in as many lessons alongside other learning e.g. in measurement revisit adding but add measurements	All children to focus on Metacognition in the first week and revisit how we learn PSHE Jigsaw recovery program to be taught in Autumn 1 followed by the SRE missed in the summer term A Knowledge and skills based curriculum where every objective from the national	Use website to facilitate: <ul style="list-style-type: none"> *Education City *Phonics sounds *TT Rock Stars *Maths homework activities *Handwriting lessons *Activities to support wider curriculum topics

	<p>they need to move up/down/stay the same.</p> <p>Pupils in Year 2 will undertake a Star Reading test and where appropriate read books and quiz on Accelerated Reader</p> <p>Daily accelerated Reader sessions will focus on comprehension and discussion of the pupil's book</p> <p><u>Phonics</u></p> <p>*New phonics groups set up and taught in bubbles.</p>		<p>curriculum is revisited on multiple occasions as pupils move throughout the school to continually build on skills progression.</p>	
Years 3 and 4	<p>The Literacy planning for the academy will be followed with a focus on reading comprehension skills and consolidating learning of SPAG within writing.</p> <p>There will be a focus on regaining writing stamina and consolidating spelling patterns previously learned</p> <p><u>Reading</u></p> <p>*Pupils to undertake a Star Reading test and read books and quiz on Accelerated Reader</p> <p>Daily accelerated Reader sessions will focus on comprehension and discussion of the pupil's book</p> <p>No nonsense spelling to be taught in current year groups</p>	<p>Teach from Primary Advantage Maths program with skills missed in the Autumn term taught alongside the new skills.</p> <p>Place Value and calculation covered in as many lessons alongside other learning e.g. in measurement revisit adding but add measurements</p> <p>Daily maths' quizzes to be completed to recap prior topics and scores recorded</p>	<p>All children to focus on Metacognition in the first week and revisit how we learn</p> <p>PSHE Jigsaw recovery program to be taught in Autumn 1 followed by the SRE missed in the summer term</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.</p>	<p>Use website to facilitate:</p> <ul style="list-style-type: none"> *Education City *Phonics sounds *TT Rock Stars *Maths homework activities *Handwriting lessons *Activities to support wider curriculum topics
Years 5 and 6	<p>The Literacy planning for the academy will be followed with a focus on reading comprehension skills and consolidating learning of SPAG within writing.</p>	<p>Teach from Primary Advantage Maths program with skills missed in the Autumn term taught alongside the new skills.</p> <p>Place Value and calculation covered</p>	<p>All children to focus on Metacognition in the first week and revisit how we learn</p> <p>PSHE Jigsaw recovery</p>	<p>Use website to facilitate:</p> <ul style="list-style-type: none"> *Education City *Phonics sounds *TT Rock Stars *Maths homework activities

	<p>There will be a focus on regaining writing stamina and consolidating spelling patterns previously learned</p> <p>Reading</p> <p>*Pupils to undertake a Star Reading test and read books and quiz on Accelerated Reader</p> <p>Daily accelerated Reader sessions will focus on comprehension and discussion of the pupil's book</p> <p>No nonsense spelling to be taught in current year groups</p>	<p>in as many lessons alongside other learning e.g. in measurement revisit adding but add measurements</p> <p>Weekly lesson to focus on Arithmetic using tests from current year group</p> <p>Daily maths' quizzes to be completed to recap prior topics and scores recorded</p>	<p>program to be taught in Autumn 1 followed by the SRE missed in the summer term</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.</p>	<p>*Handwriting lessons</p> <p>*Activities to support wider curriculum topics</p>
SEN Pupils	<ul style="list-style-type: none"> • Pupils will be re-assessed for intervention. • Interventions to start as soon as children are back at school. • 1.1 Intervention is used to plug gaps. • Plan, Do, Review targets for SEN and SALT pupils. • Language/ Vocabulary rich environment and curriculum. • Safeguarding team to support vulnerable pupils • WELLCOMM interventions in EY. 	<p>SENCO to loan physical equipment to parents where needed.</p>		<p>KIT phone calls from teacher or teaching assistant to vulnerable pupils.</p> <p>Individualised learning packs provided by LSA.</p> <p>Education City used to engage with parents of SEN/Vulnerable pupils..</p> <p>Signposting parents to additional support.</p> <p>Making referrals to external agencies</p>

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"> • Contact school daily • Self-isolate • Get a test • Inform school immediately about test result 	Code X	...the test comes back negative.
...my child tests positive for coronavirus	<ul style="list-style-type: none"> • Do not come to school • Contact school daily • Self-isolate for at least 10 days • Inform school immediately about test result 	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"> • Do not come to school • Contact school daily • Self-isolate • Household member to get a test • Inform school immediately about test result 	Code X	...the household member test is negative.
...somebody in my household has tested positive for coronavirus	<ul style="list-style-type: none"> • Do not come to school • Contact school daily • Self-isolate for 14 days 	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"> • Do not come to school • Contact school daily • Self-isolate for 14 days 	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"> • Do not take unauthorised leave in term time • Consider quarantine requirements and FCO advice when booking travel • Provide information to school as per attendance policy <u>Returning from a destination where quarantine is needed:</u>	Code X	...the quarantine period of 14 days has been completed

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