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**Getting Back on Track**

**A plan for all children to achieve ARE by July 2021**

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| **Wellbeing**  Ensures each child is happy and settled at school  Reconnecting with school expectations and routines  Learning how to be C19 safe  Rebuilding relationships with friends and staff |

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| **Assessment**  Identify those not on track to achieve ARE  Drive adjustments to the T&L programme  Used to target support and intervention  Build a picture of individual progress and attainment  Focus SIP, SSE and monitoring |
| **Teaching & Learning**  Quality First Teaching  Revise previous years content  Prioritise the teaching of phonics and reading  Increase time spent on the core subjects |
| **Curriculum**  Broad and balanced  Content may need to be reordered or cut out completely  Delivered through the four Stoke Hill characteristics |

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| **Wellbeing**   * See previous notes for weeks 1 & 2 |
| **Assessment**   * Review your class data grid from the spring term and identify children Not on Track (NoT) in phonics, reading, writing and maths. Identify in particular; SEND, PP and disadvantaged children.   Intervention screening:  Phase 1: All children NoT at the end of the spring term  Phase 2: Children that were on track but have significant gaps   * Be clear about what should have been learnt by the children by the end of the spring and summer terms 2020 in phonics, reading, writing and maths? What should they know by the end of this term? * Intervention will take these forms: * small group, pre-teaching by the class teacher, with a focus on vocabulary * small group, remediation by a TA (through current and additional TA provision) * small group, high needs SEND (Moonlight) individual, * 1:1 targeted support in class by the TA/teacher * 1:1 programmes/tutoring * Intervention in English and maths will be led by subject leaders and in the main delivered by HLTA/TAs. TAs must have been previously trained to deliver intervention programmes or training will be given. * The focus for intervention will be phased:   Phase 1: phonics and reading  Phase 2: writing and maths   * Feedback remains the most effective tool in the EEF Toolkit with +8 months effect. https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/   Written feedback: stamp and marking code   * SHINS assessment systems to track progress and measure attainment in reading, English, maths and science remain in place e.g. Reading Ladder, Y1 Evidence Gathering Grids and the Y2 Evidence Gathering Standards Grids. For phonics new assessment systems introduced in the spring term will be fully implemented. |
| **Teaching & Learning**   * Revise the essential elements of Quality First Teaching: https://thirdspacelearning.com/blog/quality-first-teaching/ * Refresh your memory of what the EFF says makes the greatest difference to attainment e.g.:   https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/   * Metacognition and self-regulation +7 * Reading comprehension strategies +6 * Familiarise yourself with the spring and summer term curriculum content in phonics, reading, writing and maths. Look also at this terms content. * Decide on essential teaching content only for this term. T&L plans should be a balance of revising previous content and teaching new content from both the summer and autumn terms. Take account of the x4 of cognitive load theory! Remember the importance of modelling and the Golden Thread. * The teaching of vocabulary will remain a key focus in English, maths and project. * Timetabling needs to ensure x5 sessions in each of these areas; phonics, reading, English and maths per week. Timetabling also needs to take careful consideration of when TA support is available. |
| **Curriculum**   * Ensure your T&L plans include the **core subjects** of computing and science and the **Foundation subjects** of art and design, DT, geography and history. Content in these subjects will need to be essential content only with some content not taught at all. Planning in these subjects needs to include practise of core subjects/areas. * PE is currently replaced by Outdoor Area activities/learning. * PPA will cover: RE, music appreciation, phonics, guided reading and use of the outdoor area. |