

**Updated Back on Track Strategy (UBoTS)**

**A plan for all children to be on track for ARE by July 2021**

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| **Wellbeing Intention*****Ensure each child:***settles quickly and swiftly back into schoolknows the x6 C19 ‘safe’ rulesreconnects with school expectations and routinesrebuilds relationships with other children and staff |
| **Assessment: Intention**quickly build a picture of individual attainmentidentify priorities for the whole class, groups or individualsregularly chart progress against agreed prioritiesprovide effective oral and written feedback |
| **Teaching & Learning: Intention**deliver Quality First Teachingmake every lesson countplan to address gaps and misconceptions increase time spent on the key areas/subjectsprepare children for the next year group  |
| **Curriculum: Intention**teach a broad and ambitious curriculum made decisions about curriculum contentensure delivery of the four unique SHINS characteristics |

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| **Wellbeing: Implementation**See Full Opening guidance 03/03/21.  |
| **Assessment: Implementation***You should ensure that pupils – particularly disadvantaged, SEND and vulnerable pupils are given the support they need to make good progress. (DfE Feb 2021)***Re-familiarise yourself with previous achievement and attainment*** Work thoroughly through the end of the autumn term data for those children that were RL.

Identify children Not on Track (NoT) in the Prime Areas (PA) or in phonics, reading, writing and maths (PRWM). * Refer to Learning Journeys and exercise books.

**Decide as a year group what you are going to assess in weeks 3&4.**You cannot assess everything taught in the spring term so far, You should focus your assessment on the KEY teaching content in the PA or in PRWM. **Formative assessment: Drives what you teach**You should use the techniques already well established in school to build a picture of what the children know:* elicitation (number bonds: show me, write for me)
* observation
* open ended and closed tasks
* questioning (white boards, finger voting)
* unpick misconceptions (12 and 20)

**Building a secure picture** * ‘*The better the evidence, the better the conclusion’* Dylan Williams e.g. you will need several episodes/pieces of evidence to make a secure a judgement about what a child knows.
* Teachers/Key Person should undertake the assessments but teaching assistants should be given opportunities to contribute to the process of building a picture of a child.
* After an initial whole class assessment task, you will probably need to follow up with groups or individuals.
* Don’t make a final judgment about a child until at least the end of week 2, possibly week 3.

 **What do I do once the assessment process is complete?**You will then need to consider the immediate priorities for your class in the PA or PRWM in three ways; for the whole class, groups or individuals e.g.

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| **EYFS Prime Area: Communication and Language** |
| Whole class | Group | Individual |
| TargetMaintain attention, concentration and sits quietly during appropriate activity | Target:Listens to stories with increasing attention and recall | TargetListens with interest to the noises adults make when they read stories. |

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| **KS1 Subject: English ~ Reading**  |
| Universal | Group | Individual |
| ***Whole class***Target: regular reading practise through re-establishing class Guided Reading time. | ***Stars and Moons***Target: develop comprehension skills through group tutoring.  | ***Param and Charlie***Target: apply Phase 2 phonics through 1:1 reading practise. |

* You will need one grid per area or subject which identifies 3 or 4 priorities. See page 6.

**What about Intervention?** **How about intervening differently!****Wave 1: Universal**Quality First Teaching**Wave 2: Targeted** 1. **Small Group and 1:1Tutoring (Catch Up Premium £14,500))**
* Teachers/Key Person in the EYFS and KS1 will be released to tutor children from their own class in small groups or individually, whilst their classes are covered by a teacher.
* Tutoring in both the FS and KS1 will focus on writing and maths by addressing gaps and misconceptions but also importantly through use of pre-teaching to prepare children for new content and vocabulary.
* Each teacher will be covered for a morning and an afternoon each week. Where possible part time teachers and known supply teachers will be used to cover classes.
* Unfortunately the Catch-Up Premium does not include the N. I have decided to allocate most of this years’ PPG funding to be used in the N for targeting disadvantaged children or those children that are not on track.
1. **Remediation programmes**

TAs in the FS & KS1 will deliver remediation programmes in phonics and reading, led by the phase or subject leader.1. **In class Support**

Teachers and TAs focus their attention in class on disadvantaged, lower attaining children**Tracking Progress*** Over the next term you will be expected to carefully monitor the progress of the groups/individuals that you tutor and use some of the tutoring time to more frequently update the schools assessment systems.
* There will also be an additional morning for Moderation/Assessment in sum 1.

**Feedback & Marking*** Effective feedback and marking is characterised by a child knowing the key one or two things that will most improve their learning
* Consistent use of the schools’ F&M code supports children by reminding them of their focus for improvement.

**Summative Assessment*** We will be using the usual standardised assessment materials to assess Y1 and Y2 phonics and some of the Y2 SATs materials for reading and maths. The data will not be reported to the government this year but it will be used to support teacher assessment, inform the next teacher, the JS and to identify SIPs for 2021-22.
* There will also be support for teachers in making final teacher assessment judgements about attainment through engagement by subject leaders in POBBLE. More details in sum 1.

**Parental Engagement*** A short video for parents explaining the UBoTS and how they can help their child.
* Learning Letters to have a makeover.

**Reporting to Parents*** No news yet on annual reports.
* We will be having P/C&T meetings, probably virtually early in sum 2.
* TACs and annual reviews will go ahead as planned.

**SIP - PDMs*** PDMs will be used to train and support teachers with assessment.
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| **Teaching & Learning: Implementation****Do not plan to teach any new content in weeks 3&4**. The focus will be on revision and assessment.**Make every lesson count**Additional Bronze and Silver Times end after week 2.**Every lesson should embody Quality First Teaching: Wave 1** The pedagogy section of the Curriculum Overview document will provide you with a refresher.**Have high expectations***‘I have taught you this, you should know* it’. Rebecca Cosgrave**Teaching priorities for the summer term**EYFS leaders and KS1 subject leaders will send you a copy of the main teaching content priorities for maths and writing for the summer term. Priorities for phonics and reading may need to be more personalised for your class.**Planning for Teaching and Learning*** Plan based on your assessments of what children know, not what they need to learn.
* Plan to address gaps
* Plan to address misconceptions
* Plan the assessment task when you plan the teaching content
* Plan for practise of key skills across the curriculum

**Benefitting from the wider community of education*** Phase and subject leaders will attend the termly briefings from spr 2 onwards and share through PDM’s.
* As professionals consider how you are keeping yourselves up to date?

**SIP - PDMs**PDMs will be used to support teachers with improving their subject/content knowledge and with Quality First Teaching. |
| **Curriculum: Implementation***The curriculum remains broad and ambitious. (DfE Feb 2021)***Curriculum priorities (DfE Feb 2021)*** EYFS – PSED, PD, C&L, L, M, UtW and EA&D
* KS1 – P, R, DV, W & M

**Stoke Hill T&L Priorities**The teaching of phonics, reading and developing vocabulary remain the key priorities.**Broad and Ambitious**Teach all subjects but not to the depth of 2019.**Timetabling**Maintain the changes made in the autumn term to increase time for key areas/subjects. **SIP- PDMs**Will be used to share curriculum development and priorities. |

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| **Wellbeing: Impact***Children will be:* happy and settled keeping themselves C19 safe following the Be Ready, Be Respectful and Be Safe school rulesenjoying positive relationships with other children and staff |
| **Assessment: Impact***Teachers will have used assessment to:*identify gaps/misconceptionsensure good progress ensure that children know how to improve their learningdrive T&L contentgenerate an accurate final teacher assessment judgement |
| **Teaching and Learning: Impact***Teachers will have:*taught good lessons everydaytaught from what the children already knowtaught to address gaps/misconceptionsensured that children acquire key skills and knowledgeprepared children for the next year |
| **Curriculum: Impact***Teachers will have:*not taught all the curriculum delivered a broad and ambitious curriculumensured that the curriculum reflects the four SHINS characteristics |

**Sources:**

1. Schools coronavirus (COVID – 19) operational guidance (DfE) February 2021

[www.gov.uk](http://www.gov.uk)

1. Catch up Premium (DfE) 24 February 2021 [www.gov.uk](http://www.gov.uk)
2. Quality First Teaching Checklist: The 10 Most Effective Strategies for Primary Schools *Neil Almond* 23 July 2020
3. How to tackle the catch up conundrum (tes) No. 5443 5 March 2021
4. Dylan Williams on Formative Assessment atomibrainer Podcast
5. Education Endowment Foundation:Tool Kit https://educationendowmentfoundation.org.uk