



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 <ol style="list-style-type: none"> On swift return following negative test result 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 <ol style="list-style-type: none"> Teacher’s planned curriculum content 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 <ol style="list-style-type: none"> Teacher’s planned curriculum content Age/stage appropriate, progressive curriculum content from alternative Dfe recommended source e.g. Oak National Academy 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: Mrs R. King (Principal)

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

In most instances, our online learning is accessible through Class Dojo (<https://www.classdojo.com/>). Through this we set daily English and maths work, in line with the year group expected curriculum coverage, which are planned with the specific class and children in mind. Additionally, work linked to the topics on the long-term curriculum map are set over the week alongside more stand-alone activities for PE, French and RE. Recorded sessions are used to support the daily activities where appropriate. Once returned through Dojo, work is responded to by the teachers, ensuring that mis-conceptions are addressed and parents can see how pupils are progressing.

Examples of the work shared on ClassDojo are below.

1) Complete the calculations below.

T	H	T	O
2	2	4	8
x			

2248

T	H	T	O
9	6	6	0
x			

9660

T	H	T	O
5	2	3	
x			

4707

T	H	T	O
3	3	4	2
x			

5368

T	H	T	O
3	5	1	
x			

2755

T	H	T	O
2	2	3	1
x			

13386

2) Correct the mistakes in Alpac's homework.

T	H	T	O
2	4	1	
x			

3) Explain what he has done wrong for each one. He has forgotten to regroup underneath on all of them.

T	H	T	O
x			

792

There are 264 students at school who each have 3 pencils. How many pencils are there in total?

T	H	T	O
x			

792

How to teach your dragon to catch a fish. You are going to learn how to teach your dragon to catch fish.

fish, river, open space, fire resistant mat, basket

To catch a fish.

1. Place the fire resistant mat next to the river.
2. Get your basket and scoop up a fish and show it to your dragon.
3. Point at the fish and put their head in the water.
4. When your dragon's head is in the water put your head in the water and poke your tongue out and catch your fishy.

If you complete the steps your dragon should copy what you have done if they did well done your dragon has officially learned how to catch a fish! :)

RESPONSE TO ACTIVITY
20.1.21 - Maths
After looking at the PowerPoint, answer the questions by multiplying the numbers using the column method for multiplication.

1 comment 1 view

Like Comment

Mrs. Fowler-Simpson
Teacher
Jan 20

Great multiplying [redacted] Can you check 351×5 - do you get the same answer?

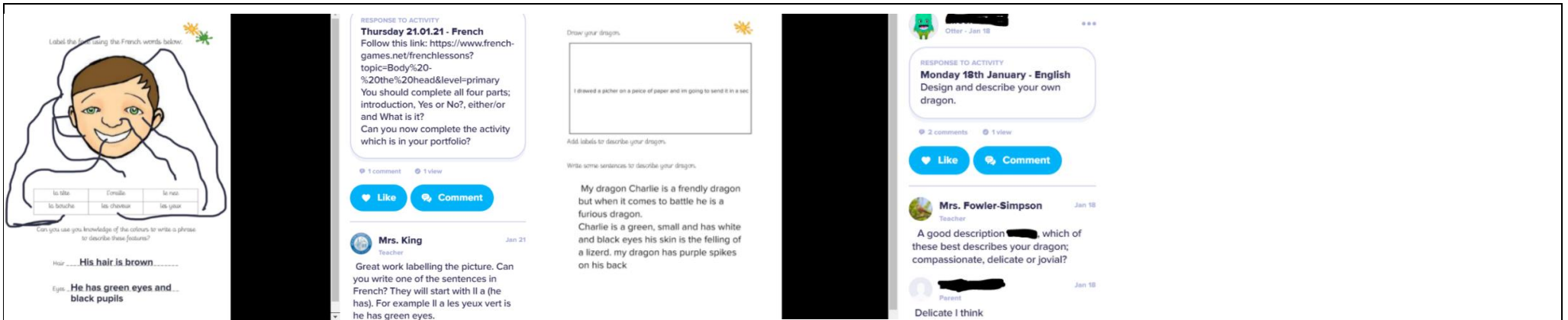
RESPONSE TO ACTIVITY
Wednesday 20th January - English
Using your ideas from yesterday, create instructions for you dragon. Try to use all of the features we have discussed this week including: imperative verbs, adverbs and time conjunctions.

1 comment 2 views

Like Comment

Mrs. King
Teacher
Jan 20

Great work [redacted] clear and well-thought out instructions. This has really made me smile so I will add on a Dojo point for you.



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:

- Personalised independent tasks, aimed to build confidence in areas of the curriculum, providing clearer pictorial or scaffolded activities.
- Paper packs and activities for those who need them to reduce the need for devices and enable personalised learning, such as phonics resources and games, or concrete resources for maths.
- Contact with teachers throughout the week to enable parent and teacher communication in regard to the learning and how the child is progressing, making further amendments as needed.

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

For our EYFS pupils, our timetable for the day is more flexible, as learning would be in the classroom, an example of this is below.

Reception
Home learning daily timetable guide
2021

Story time

Practise writing your name

Phonics

Time to play and explore and time for some yummy lunch

Daily topic activity - English and maths

Mind, body and wellbeing activity every Friday

Spend time with your family, play lots of games. Maybe do some gardening or baking. Share your favourite stories, watch your favourite movies.

Grown-ups, please take this timetable as a guide, make it work for you you're your child. Stay safe!

In Key Stage 1 and 2 we have recommended that the pupils focus on English and maths in the morning, with topic-led curriculum in the afternoons, although the time expected in each key stage vary a little. These are examples of typical home learning timetables shared with parents.

KS1 Home learning timetable

	9.00-10.00	10.00-10.30	10.30 - 11.00	11.00 - 12.00	12-1.00	1.00 - 1.30	1.30-2.45	2.45-3.00
Monday	Maths	Breaktime	Phonics	English	Lunchtime	Reading	Topic	Peace out / Mindfulness
Tuesday	Maths		Phonics	English		Handwriting practise	Topic	
Wednesday	Maths		Phonics	English		Reading	Topic	
Thursday	Maths		Phonics	English		Handwriting practise	PE	
Friday	Maths		Phonics	English		Reading	Topic	



KS2 Home Learning



Mon	Lexia	<u>Maths</u>	Break	English	Spelling	Lunch	Curriculum	
Tues	Lexia	<u>Maths</u>	Break	English	Handwriting	Lunch	RE	PE
Weds	Lexia	<u>Maths</u>	Break	English	Spelling	Lunch	Reading	Curriculum
Thurs	Lexia	<u>Maths</u>	Break	English	Handwriting	Lunch	French	PE
Fri	Lexia	<u>Maths</u>	Break	English	Reading for Pleasure	Lunch	Curriculum	

Online Remote Education

Pupils will require a device to access some of the learning/resources remotely. Wherever possible we will provide support with this.
Please find our learning platforms below:

For the majority of online learning we are placing resources developed by the academy teaching staff on Class Dojo.

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

Additional work will be set by academy staff on Education City.

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

We also encourage our Key Stage 2 pupils to complete Lexia daily and to make use of TimesTables Rockstars.

<https://www.lexiacore5.com/>

<https://trockstars.com/>

Where they are in line with our curriculum, we may direct our pupils to make use of the BBC and The National Oak Academy.

<https://www.bbc.co.uk/bitesize>

<https://www.thenational.academy/>

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. These are available, where arranged, for parents to collect on a Monday, and drop work back in the following Monday. Work is then marked and fed back with the following week's pack.

Engagement and Feedback

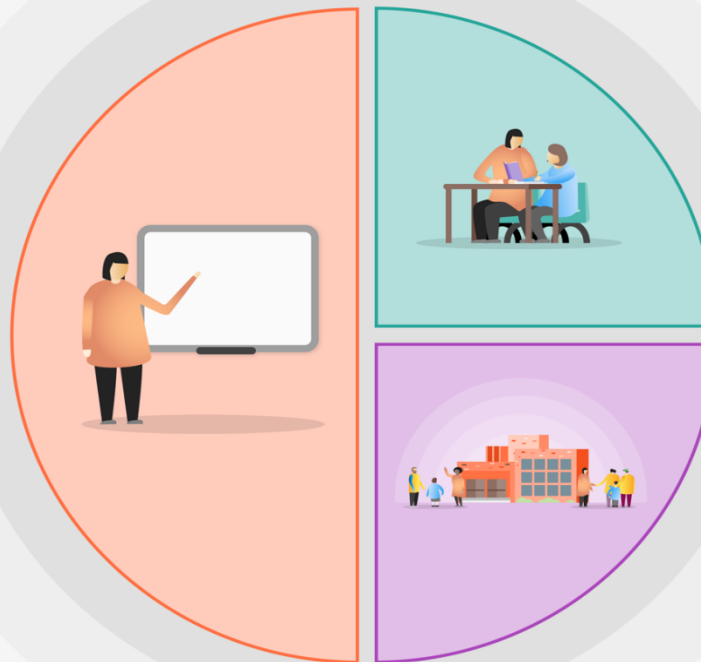
We use a combination of the following approaches to monitor engagement, gauge pupils' progress and provide regular feedback:

- Phone calls at least weekly, with a focus on the learning being engaged with and supporting pupils and families with access to this.
- 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, via ClassDojo work, emails or messages to parents or on paper copies of work.
- Where work is not being engaged with, additional phone calls are made to provide support to enable access to work, with the offer of paper packs where needed. Additional pastoral support calls are made by the Pastoral Support Officer, should this be appropriate to support families with learning during this time.

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 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 Maths No Problem



2 Targeted academic support

- Same-day in-class intervention.
- Phonics and spelling intervention through RWI programme.
- 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 by specialist sports coaches
- 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
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	<ul style="list-style-type: none"> Diagnostic assessments used to inform planning and additional support.

			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"> 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.
Reception	<ul style="list-style-type: none"> Baseline assessment of Phonics to be carried out to ascertain individual starting points. 	<ul style="list-style-type: none"> Baseline assessment of Phonics to be carried out to ascertain individual starting points. 	Following new Development Matters (Early Adopter School) Using daily phonics, linked to stories.	Activities set through the use of Class Dojo, set and responded to by academy staff. Use of Education City to support learning. Tapestry videos and information to guide specific learning for key areas of the curriculum.
Years 1 to 4	<ul style="list-style-type: none"> Baseline Assessments to be carried out. QLA to be used to identify key areas of need for all pupils. Additional phonics support to ensure that all pupils who would have sat Y1 screening or Y2 re-screening are in place. Phonic/ spelling interventions to be run once QLA is completed and gaps are identified. 	<ul style="list-style-type: none"> Baseline Assessments to be carried out. QLA to be used to identify key areas of need for all pupils. <p>PA maths book being used to guide planning, this is then able to support moving down to previous year groups to address gaps in knowledge or skills from missed learning last year.</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	Activities set through the use of Class Dojo, set and responded to by academy staff. Use of Education City, Lexia and TTRS to support learning. Directed links to BBC Bitesize, phonics play and The Oak Academy where appropriate with curriculum.
Years 5 and 6	<ul style="list-style-type: none"> Baseline Assessments to be carried out. QLA to be used to identify key areas of need for all pupils. SPAG related support for key pupils where gaps are identified through Catch-up Literacy and precision teaching. <p>Lexia used to support reading skills with priority pupils.</p>	<ul style="list-style-type: none"> Baseline Assessments to be carried out. QLA to be used to identify key areas of need for all pupils. <p>PA maths book being used to guide planning, this is then able to support moving down to previous year groups to address gaps in knowledge or skills from missed learning last year.</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	Activities set through the use of Class Dojo, set and responded to by academy staff. Use of Education City, Lexia and TTRS to support learning. Directed links to BBC Bitesize and The Oak Academy where appropriate with curriculum.
SEN Pupils	<ul style="list-style-type: none"> Baseline Assessments to be carried out. QLA to be used to identify key areas of need for all pupils. Interventions based on areas of need 	<ul style="list-style-type: none"> Baseline Assessments to be carried out. QLA to be used to identify key areas of need for all pupils. 		Specific learning activities sent via email to provide focused learning based on target. Activities set through the use of Class Dojo, set and responded to by academy staff.

	are used to support basic reading/ phonic and spelling strategies.	PA maths book being used to guide planning, this is then able to support moving down to previous year groups to address gaps in knowledge or skills from missed learning last year and provide greater support for key visual strategies where needed.		Use of Education City, Lexia and TTRS to support learning. Directed links to BBC Bitesize, phonics play and The Oak Academy where appropriate with curriculum.
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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	<p>Do not come to school</p> <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 <p>Returning from a destination where quarantine is</p>	Code X	...the quarantine period of 14 days has been completed

	<u>needed:</u> <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.