



Together we can do all things through Christ who strengthens us

**Return** – *focus on returning all children back to school in September; establishing routines, helping children to understand protective measures and expectations as well as the support available to them.*

- Routines planned with TLR to ensure consistency
- Teaching staff to be clear on the routines for their year group bubble
- Social distancing to be expected and modelled as soon as children enter school gates Infants adopting 'Superhero arms/Superhero space' to support social distancing with children – using this as a phrase, action and teaching tool to support children's understanding
- using the COVID video on the website and the staff shared area curriculum support documents (links to stories such as 'Why we can't hug' etc as teaching tools in the first few days to recap why we are doing what we are to keep safe
- First 3 days of term to be used to establish routines and class rules / charter so children are clear
- Use of behaviour policy to help create class charter as new COVID amendments would feed into this and a focus on keeping us all safe
- Recap cleaning and protective measures using videos from COVID folder on drive
- Year group newsletter to be emailed from year group email on Friday 4<sup>th</sup> September and displayed on website so parents are clear of routines and class charters reassure and emphasise our focus on health and wellbeing, safe and secure children etc. Include photos of what we have been doing in the first few days as well.
- Staggered returns for those struggling or anxious can be offered for first two weeks, beyond that must be authorised via SLT. Teachers to liaise with family mentor to access support for anxious families. KS2 Emails / Twitter regular contact with families to reassure and encourage return in build up and first weeks of reopening
- Sports crew folder in shared drive has a range of games cards with QR codes on that staff can use to scan and see the game in action to support game play and friendships outdoors
- X code on register for children shielding. Work should be provided for children shielding or isolating. TAs may be used for online teaching (Zoom). If children don't have access to Zoom, work can be sent home (work to be handled with gloves).

- Emotional literacy – use of colour monster text for infants and Disney’s Inside out for KS2
- Discuss feelings and allow opportunities for children to reflect on how they are feeling
- Daily PSHE sessions for first month, then 3 x weekly
- Daily collective worship and reflection
- Weekly stretch and reflect session
- ‘Down time’ to be built into daily timetable for children to relax and build stamina (children will be very tired on return to school)
- Team games and team building activities for the afternoons, including outdoor games
- Development of class charter to establish rules and expectations
- Year 2 are using ‘Colour Monster’ and Year 1 ‘Worrysaurus’ as texts to base initial teaching on
- Infants will timetable in opportunities to teach how to reflect upon children’s own feelings and how to manage these/share these together etc.
- Infant ‘plan for less’ with back up additions to teach/use if required rather than overload children
- Infants TAs will be timetabled to support smaller groups of children struggling
- Outdoor playtime for Yr 2 and outdoor learning for FS2/Yr1 will have a focus on friendship based play/learning new games to play together
- KS2 3 x weekly PSHE lessons and worship of some form every day. Examples in KS2 file for PSHE lessons (film Inside Out and Here We Are), build in down time into the timetable incorporate Stretch & Reflect and Forest Schools area
- Chunking the learning and being flexible and changing plans according to how the children are

### Curriculum timetable for School Re-opening in September 2020

As children return, curriculum will include phonics, reading, English and Maths each day and the following enhancements will help settle children. This should be planned thematically following your topic so that children can engage. During the remaining afternoon sessions, teach creatively by delivering arts and crafts etc. Please remember that Peer Massage will not be able to be delivered due to children not being able to get too close to each other.

The white spaces on this timetable, mean you can book another session if needed, arranged with TLRs / subject leaders.



		<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
Collective worship		HT service via Zoom	Class worship based on value	Clergy worship online		Celebration service in class group bubbles
PSHE		<i>Following resources provided by Gill Baker (Family Mentor)</i>				
Forest schools	AM			Y1		F2
	PM	Y5	Y3	Y4	Y6	Y2 (PPA)
PE (inc. canteen) but must be out by 11am for set aside time before lunch	AM		Y4 (PPA)	Y3 (PPA)		
	PM	Y2	Y6 (PPA)	Y5 (PPA)	Y1	F2
Socially distanced Stretch & reflect (classrooms)	AM					
	PM	F2 (1-1.30pm)	Y2 (1-1.30pm)	Y1 (1-1.30pm)	Y4 (1-1.30pm) Y3 (1-1.30pm)	Y5 (2.30-3pm) Y6 (2.30-3pm)
Science (ongoing in F2)	AM					Y1
	PM	Y6	Y2	Y3	Y5	Y4
Computing (ongoing in F2)	AM					Y1
	PM	Y6 (PL)	Y3	Y2 (PL)	Y4	Y5 (PL)

		<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
<b>Timings to be arranged to suit year groups</b>		<b>Pre-recorded/Zoom SLT collective worship for bubbles</b>	Collective worship – using Christ Church Parish website- <b>in bubbles</b>	Singing collective worship in classes based on value - <b>in bubbles</b>	Collective worship in classes based on value - <b>in bubbles</b>	Celebration collective worship in classes based on value - <b>in bubbles</b>
		Maths	Maths	Maths	Maths	Maths
	<b>Staggered Playtimes</b>					
		English / Phonics	English / Phonics	English / Phonics	English / Phonics	English / Phonics
<b>as per schedule</b>		<b>Staggered lunch</b>				
<b>Timings to be arranged to suit year groups</b>	<b>Y 6</b>	Stretch & reflect in canteen <b>2-3pm</b>	Arts & crafts & topic	Arts & crafts & topic	Forest schools <b>2-3pm</b>	PE on back yard
	<b>Y 5</b>	PE on front yard <b>2-3pm</b>	Arts & crafts & topic	Arts & crafts & topic	Stretch & reflect in canteen <b>2-3pm</b>	Forest schools <b>2-3pm</b>
	<b>Y 4</b>	Stretch & reflect in canteen <b>1-2pm</b>	Arts & crafts & topic	Forest schools <b>2-3pm</b>	PE on back yard <b>2-3pm</b>	Arts & crafts & topic
	<b>Y 3</b>	Forest schools <b>2-3pm</b>	Arts & crafts & topic	PE on back yard <b>1-2pm</b>	Arts & crafts & topic	Arts & crafts & topic
	<b>Y2</b>	PE on front yard <b>1-2pm</b>	Arts & crafts & topic	Arts & crafts & topic	Arts & crafts & topic	Forest schools <b>1-2pm</b>
	<b>Y1</b>	Forest schools <b>1-2pm</b>	Arts & crafts & topic	Arts & crafts & topic	PE on front yard <b>2-3pm</b>	Arts & crafts & topic
	<b>FS2</b>	Arts & crafts & topic	Arts & crafts & topic	Forest schools <b>1-2pm</b>	PE on front yard <b>1-2pm</b>	Stretch & reflect in classroom
	<b>PSHE</b>	<b>See planning provided by family Mentor</b>				

## Review – baseline assessments of core subjects and emotions

- Diagnostic assessments: WELCOM, sound listening, F2 baseline, NFER NVR, NFER VR, IDL
- Phonic screening checks, phonics tracker
- Benchmarking readers, running records, probes
- WRH assessments from previous year & MNP end of unit assessments
- SATs papers
- SWST spelling tests
- Cold writing task
- Family mentor & SENDCo will undertake pupil voice questionnaires w.b. 7.09.20 to include baseline of emotions
- Running records to be completed and reading books handed out before Friday 25<sup>th</sup> September. All other baselining (Maths/English/Spelling) to be completed by Friday 18<sup>th</sup> and data to be submitted to subject leads by Friday 25<sup>th</sup> September.

FS2	Year 1	Year 2	KS2
<p>Welcomm (all children) BPVS (all children) EYFS observations and own assessments Phonics tracker (at appropriate time in half term)</p>	<p>Welcomm (groups) EYFS observations and own assessments (inc small group work and planned provision/activities to allow staff to baseline against all areas of EYFS curriculum) Benchmark (all) Comprehension Q's (devised with year 1 to ensure progression , consistency and links to both EYFS and KS1 curriculum) Phonics tracker Writing activities that link to 3 genres (instructional, narrative, letter) using text teaching as base</p>	<p>Welcomm (groups) Summer test paper of WRH (this includes all year content) Benchmark (all) Comprehension Q's (devised with year 1 to ensure progression , consistency and links to both EYFS and KS1 curriculum) Phonics Tracker SATs papers (at appropriate time in half term) SWST Spelling Writing tasks that link to 3 genres (instructional, narrative, letter) using text teaching as base</p>	<p><b>Maths</b> Each year group to use White Rose Summer assessments (arithmetic and reasoning) for previous year (eg Year 6 to do Year 5 Summer tests). SEND children to complete IDL tests. If children struggle with WR test they should receive another activity to complete and interventions completed with TA to investigate further</p> <p><b>English</b> Cold write to be completed or all three genres (in writing books). (No input, just a stimulus). Suggestions for cold write letter idea from "When the Crayons Quit". Use statements on Target tracker to assess. Class teachers to let CC know which stimulus they are using for their writing.</p> <p><b>Spelling</b> SWST and Y3/4 or 5/6 word lists tests in books (possibly at back). Children can highlight the words they spell incorrectly and practise them at opportune moments</p> <p><b>Reading</b> Head Start primary – see link – use previous year group comprehensions. Book bands also to be revised and information passed on.</p>



## Whole School Christ Church Baseline & Target Analysis 2020-2021

*Analysis based upon assessment against expectations at end of previous year*

FS2	Baseline assessment						End of year target			
(57 pupils) 0 PP 3 FSM 7 SEND	R	W	M	PSED			R	W	M	GLD
	6%	14%	20%	MR	SCSA	MFB	67%	63%	70%	63%
				33%	35%	23%				

Year 1	Baseline assessment					End of year target					Phonics
(54 pupils) 2 PP 8 FSM 5 SEND	R	W	M	PE	SEMH	R	W	M	PE	SEMH	End of year target
	33%	26%	57%		31.5%	70%	65%	72%		80%	70%

Year 2	Baseline assessment					End of year target					Phonics	
(59 pupils) 0 PP 7 FSM 9 SEND	R	W	M	PE	SEMH	R	W	M	PE	SEMH	November projection	End of year target
	59%	59%	59%	68%	80%	70%	70%	76%	80%	90%	63%	80%

Year 3	Baseline assessment					End of year target				
(53 pupils) 12 PP 12 FSM 16 SEND	R	W	M	PE	SEMH	R	W	M	PE	SEMH
	47%	47%	53%	77%	40%	74%	72%	77%	85%	78%

Year 4	Baseline assessment					End of year target				
(55 pupils) 8 PP 12 FSM 13 SEND	R	W	M	PE	SEMH	R	W	M	PE	SEMH
	51%	51%	60%		73%	75%	75%	75%		85%



Year 5	Baseline assessment					End of year target				
(52 pupils) 14 PP 12 FSM 8 SEND	R	W	M	PE	SEMH	R	W	M	PE	SEMH
	59%	57%	53%	69%	69%	75%	73%	70%	85%	85%

Year 6	Baseline assessment					End of year target				
(46 pupils) 11 PP 11 FSM 11 SEND	Comb: 13%					Comb: 57%				
	R	W	M	PE	SEMH	R	W	M	PE	SEMH
	43%	35%	52%	33%	65%	72%	61%	70%	85%	85%

## **Repair – teaching plans to fill any possible gaps so children may ‘catch up’ and accelerate their learning progress**

- **Test and Baseline results to be analysed to identify gaps for planning.**
- **English & maths analysis to be sent to English & maths leads to compile whole school overview**
- **Leadership team to set targets for individual children**
- **Homework to be set as ‘catch up’ to close gaps**
- **Interventions to be planned for Teaching Assistant to support, focused on narrowing gaps using baseline analysis**
- **Progressive PSHE curriculum to be taught, advised by PSHE lead and Family Mentor (including HeartSmart).**
- **SEND interventions to be delivered by Teaching Assistant on social communication targets**
- **Catch up priorities determined and teaching time arranged to target support**
- **KS2 team phonics training and KS1 phonics tracker development**

## **Catch Up Funding Plan**

**£80 per pupil x 376 pupils = £30,080**

Colleagues identified that:

- Previous after school boosters have not been well attended or provided best impact
- Staff that know our routines, teaching sequences and individual pupil needs would be best placed to provide additional support
- Children are tiring by Thursday afternoon, so catch up would be best targeted on Mon – Weds afternoons
- Children have returned with reduced perseverance and resilience
- A combination of small group or 1:1 specific intervention and then in class support will provide most impact

**Phase 1 : October – February focused intervention for accelerated progress £16,401**

**Phase 2: March – June in class support to apply knowledge and transfer into class work £13,679**



**Phase 1 – small group and 1:1 intervention 12<sup>th</sup> Oct – 12<sup>th</sup> Feb (15 weeks)**

	<b>Priorities</b>	<b>Activities</b>	<b>Personnel</b>	<b>Cost</b>
<b>F2 / Y1</b>	Fine motor skills Mark making Articulation & pronunciation Mathematical language	SALT intervention Motor control sessions Vocab & language games	Stef Ainsworth  Jenna Whittle	4 hours per week  2hrs physical for F2/ Y1
<b>Y2</b>	Articulation & pronunciation Sentence structure Handwriting Reading skills, phonics and sight recognition Basic number concepts	SALT intervention Guided writing 1:1 daily reading Additional phonics support Concrete to recorded to abstract maths concepts	Stef Ainsworth  Ali Edgington	2 hours per week  Weds pm
<b>Y3 / Y4</b>	Spelling & handwriting Vocabulary Comprehension, retrieval & inference Number facts & place value	Target LKS2 groups for: vocab / GPAS reading mathematics	Steph Dolphin	Monday pm
<b>Y5 / 6</b>	Spelling & vocabulary Mental maths & complete prior year content Comprehension & retrieval	Target UKS2 groups for: Y4/5 maths content Comprehension strategies	Beth Philips	Thursday pm
<b>Y6</b>	Punctuation Concentration and focus Vocabulary Understanding questions Multiplication, division, fractions	Targeted catch up and secondary readiness preparation	Phil Longstaffe  Louise G-J	Monday pm  am sessions to reduce class size  Weds pm
<b>Total cost</b>				<b>£16,401</b>

**Phase 2 – in class support 22<sup>nd</sup> Feb – 25<sup>th</sup> June (15 weeks) – to be planned following December data drop**

	Priorities identified	Activities	Personnel	Cost
F2				
Y1 / Y2				
Y3 / Y4				
Y5				
<b>To allocate</b>				<b>£5,248</b>
Y6		Targeted catch up	Phil Longstaffe  Louise G-J	Monday pm am sessions to reduce class size  Weds pm
<b>Total</b>				<b>£13,679</b>

**Recover & Realise – monitoring points to check on progress and ensure children are reaching their potential and are on track by the end of the year**

- All baseline assessments (Y1-Y6) to be completed by Friday 25<sup>th</sup> September, FS2 by Wednesday 30<sup>th</sup> September.
- AHTs to release TLRs to observe teaching and learning in age phase (learning walk) so coaching can be offered
- Autumn term parents evening to take place towards end of October half term when children's data is analysed and targets have been set and moderated
- Autumn term 2, SLT to undertake lesson observations as per monitoring plan
- Appraisal targets for teachers to include pupil targets set from baseline assessments – these to be set with teacher and SLT and will take place of PPI meeting, discussing pupil's baseline, capability and planning for accelerated progress
- Pupil voice questionnaire to be repeated by pastoral team at start of Autumn 2 half term to measure progress and to inform planning
- Monitoring schedule in place to measure progress towards targets and catch up impact from data drops

	<b>Data Drop R,W,M</b>	<b>Pupil Progress Meetings with SLT</b>	<b>Work Scrutiny by subject leads</b>	<b>Learning Walks &amp; coaching</b>	<b>Moderation – F2/Y1/Y2, Y3/4, Y5,6</b>
<b>September</b>	Baseline assessments				
<b>October</b>				NQTs, Y2, Y6	
<b>November</b>		PP & catch up group plans with teams		Y1, Y3	
<b>December</b>	Assessment & analysis		Writing	F2, Y4, Y5	
<b>January</b>		Cohort action planning			Writing phase teams
<b>February</b>			Mathematics	NQTs, Y2, Y6	
<b>March</b>	Assessment & analysis			Y1, Y3,	Maths phase teams
<b>April</b>		Cohort action planning	Reading		
<b>May</b>				F2, Y4, Y5	Reading phase teams
<b>June</b>			Wider curriculum		
<b>July</b>	Assessment & analysis				