



Covid 19 Update to Teaching and Learning Policy

The following additions to our policy have been made in light of guidance published by the Government regarding Covid 19 and the wider opening of school.

(<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools> July 2nd 2020). All of the following expectations have been put in place to ensure the safety of our whole school community.

From September 2020 children from Years 1 to 6 will be seated in rows facing the front of the classroom, where they will be able to work in groups of two. Teachers will only be able to use cooperative learning strategies that allow children to work safely in pairs - eg. Rally Robin, Time Pair Share. Children will be able to use more engaging strategies with movement eg. Stand Up, Hand Up, Meet and Greet during outdoor learning or in the school halls using Active Maths and Active English weekly.

All children will be baselined in September 2020 using the following assessments:

Reading:

Accelerated Reader to gain a reading age and enable teachers/pupils to track the correct level of reading book and comprehension. These assessments will take place three times a year.

Reading comprehension using the Headstart scheme, to identify gaps using analysis. Teachers will use Headstart skill resources to support children's progress.

Phonics - Read Write In assessment for every children in Year 1 and 2 and Year 3 children who needed to resit the Phonics Screening in 2020.

Writing:

A narrative composition assessed using previous years skills.

Grammar Punctuation Spelling:

Progress test in GPS with a diagnostic analysis to identify learning gaps.

Maths:

Maths Ages with a diagnostic analysis to identify learning gaps.

Termly written test by Power Maths.

Delivery

Teachers, in the Autumn Term, will need to deliver the basic skills from the previous year, in order to plug the gaps and for children to reach the expected levels for their age group. In addition, introduce other areas of the wider curriculum will be slowly introduced through the year to ensure that a full broad and balanced curriculum is in place by the end of Summer 2021. Teachers will need to prioritise the gaps to improve phonics/reading, writing, GPS and mathematics to ensure that accelerated progress can

be made in these areas quickly. School will promote children's progress in language and vocabulary.

Each morning and afternoon session will begin with mindfulness breathing and children will have a dedicated lesson to support their mental well-being, in addition there will be planned support for PSHE and contextual responses that may arise.

These lessons may be from the Jigsaw PSHE program that school follows and supplemented materials and resources provided by the school's nurture base Calm Central. ROAR mental and health program will also support Health and Well-being.

Physical Activity

School will endeavor to look for opportunities to deliver active learning and physical movement in addition to the statutory PE requirements, within the Health and Safety guidelines.

Early Years

Foundation Stage 1

FS1 will prioritise on the Prime Areas of learning which include:

Communication and Language

Personal, Social and Emotional Development

Physical Development

All of the above need to be planned throughout the school day to ensure that all groups have access to outdoor provision before moving into other areas of the EYFS curriculum.

Foundation Stage 2

Teachers will assess gaps in language and maths, to ensure focused teaching and learning is on early reading and maths, with particular emphasis on phonics knowledge to extending children's vocabulary.

All of the above need to be planned throughout the school day to ensure that all groups have access to outdoor provision before moving into other areas of the EYFS curriculum.