

Kingsmoor Academy



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 as well as using Purple Mash. online learning platform, email, post, collection, hand-delivery • Daily KIT phone call from academy staff (class teacher wherever possible) re: test result, safeguarding, academic progress • All completed work to be returned to the academy <ul style="list-style-type: none"> i. On swift return following negative test result ii. 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 CGP books for Reading, Grammar and Maths and/or online using Purple Mash as a learning platform 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, (DfE Laptops) • Content of the learning materials to ensure progression through the curriculum aligned with <ul style="list-style-type: none"> i. Teacher’s planned curriculum content ii. Age/stage appropriate, progressive curriculum content from alternative DFE recommended source e.g. Oak National Academy • Daily KIT phone call from academy staff (class teacher wherever possible) re: test result, safeguarding, academic progress 	<ul style="list-style-type: none"> • Provision for critical worker and vulnerable pupils to mirror the progressive, curriculum detailed below but delivered within the academy • Learning materials (paper-based) CGP books for Grammar and Maths and/or online using Purple Mash as an online learning platform 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. (DfE Laptops) • Content of the learning materials will ensure progression through the curriculum aligned with <ul style="list-style-type: none"> i. Teacher’s planned curriculum content ii. Age/stage appropriate, progressive curriculum content from alternative DFE recommended source e.g. Oak National Academy iii. Use of pre-recorded and/or live lessons • Weekly KIT phone call from academy staff (class teacher wherever possible) re: safeguarding, well-being, academic progress • 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 Leaders: Angela Lymbouris & Robert Getley

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 and educational companies (e.g. workbooks, worksheets)
- textbooks and reading books pupils have at home
- long-term project work and/or internet research activities

In order to explore some of our remote learning approaches, including our online class blogs on 'Purple Mash', please visit our remote learning tab on the school website: <https://kingsmooracademy.attrust.org.uk/remote-learning/>

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. This will be done via telephone conversations or online meetings between the families with the SENCO and the class teachers to devise a personalised learning approach to meet the needs of the child.

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
Between 2 to 3 hours	3 hours	4 hours

- Please see separate document '**Remote Education Provision at Kingsmoor Academy**' for in depth information regarding the structure of learning.
- Wherever possible, pupils should follow the structure of the academy's suggested timetable as set out on Purple Mash, 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

Live Registration Timetable	Live Assessment and Feedback Timetable	Live KIT Meetings
<p><u>Monday - Friday</u> 8.50 am Years 5 and 6 9.05am Year 3 and 4 9.20 am Year 1 and 2 9.35am Reception</p>	<p><u>Every Tuesday and Thursday</u> 12.30 Reception 1.10 Years 1 and 2 1.50 Years 3 and 4 2.30 Years 5 and 6</p>	<p><u>Every Wednesday afternoon</u> 1.30pm Nursery</p>

Remote Education

Pupils will require a device to access some of the learning/resources remotely.

We recognise that some pupils may not have suitable online access at home. We take the following approaches to support those pupils to access remote education:

- The Department for Education (DfE) is providing laptops and tablets to schools to help children and families access remote education during coronavirus (COVID-19). These laptops will be distributed to children who are eligible for support.
- The DfE are also helping disadvantaged children who need an internet connection to get internet access. Parents and carers can find more about information about this on our school website using this link: <https://kingsmooracademy.attrust.org.uk/increase-mobile-data-allowances/>

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.

Where possible, children will be provided with workbooks to complete their tasks in. On most occasions, children will be set tasks that can be completed online.

Engagement and Feedback

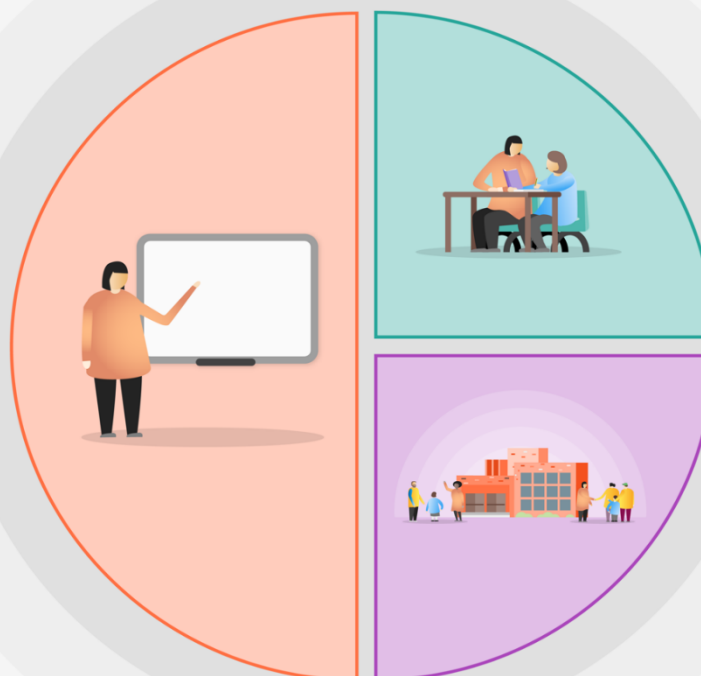
We use a combination of the following approaches to monitor engagement, gauge pupils' progress and provide regular feedback:

- Phone calls at least weekly
- Ongoing communication via 'Purple Mash' and 'Evidence Me' in Early Years.
- Live feedback twice a week
- Whole class feedback where appropriate
- Written feedback where appropriate

If for some reason, children are unable to engage with the remote education that is provided, the class teacher will be phone parents/carers to discuss the best way to solve any issues.

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 White Rose



2 Targeted academic support

- Same-day in-class intervention.
- Teacher-led targeted group teaching for Year 5 and Year 6 pupils.
- 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

- Daily breakfast club in bubbles.
- Extensive outdoor learning provision.
- A rich PHSE programme
- Targeted mental health identification and support

**Primary
Diagnostic Assessment Overview
September 2020**

Year Group	What?	When?	How?	Aims
NUR	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.
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 documents, undertake diagnostic formative assessments	<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.

			throughout general provision in order to identify aspects of 'age-related' criteria needing to be prioritised.	
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	KLP	Home learning-Using Purple Mash online platform, which can swiftly become Blended learning in the event of local lockdown
Nursery	<ul style="list-style-type: none"> Nursery children who have remained will continue with Phase 2 – Letters and Sounds phonics in small group, adult led sessions – based on start of year assessments (baseline) 	<p>Children who have remained in Nursery will participate in small group maths sessions in line with their start of year assessment (baseline).</p> <p>Maths Mastery Curriculum to be used as a guide line with a focus on Number.</p>	Following Development matters and themes	<p>Use Purple Mash online learning platform to facilitate:</p> <ul style="list-style-type: none"> *Purple Mash-Evidence me *Letters and sounds-phonics *Number bonds using TT Rock Stars *Top marks: Number games *Teach your Monster to Read – The Usborne Foundation
Reception	<ul style="list-style-type: none"> Baseline assessment of Phonics to be carried out to ascertain individual starting points. Children will begin/continue with Letters and Sounds phonics (Phase 2 onwards) 	<p>Mathematics Mastery Curriculum.</p> <p>Children will follow the planned units with a focus on number for much of the autumn term.</p>	Following Development matters and themes	<p>Use Purple Mash online learning platform to facilitate:</p> <ul style="list-style-type: none"> *Purple Mash-Evidence me *Letters and sounds-phonics *Number bonds using TT Rock Stars *KLP Home Learning Menu *Maths Mastery Curriculum Resources *Oxford Owl – Learn to Read with Phonics
Years 1 to 4	<ul style="list-style-type: none"> Extra time on timetable created to focus on key skills and objectives – Punctuation, vocabulary and spelling are key priorities. Years 1 and 2 to have 2 phonics sessions a day to catch up and ensure children are working at the expected phonics phases before moving on to new sounds/phases. Any year 3 children who did not pass phonics screening test in Year 1/2 to join Year 2 phonics lessons to close gaps. 	<p>White Rose with new updated curriculum to catch up and move onto new learning.</p> <p>Online content available for children to embed their learning at home via Purple Mash learning platform.</p>	We have created a spiral 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.	<p>Use Purple Mash online learning platform to facilitate:</p> <ul style="list-style-type: none"> *Times Table Rock Stars *Number bonds using TT Rock Stars *White Rose home learning *Top marks *KLP Home Learning Menu *Spag.com
Years 5 and 6	<ul style="list-style-type: none"> Extra time on timetable created to focus on key skills and objectives - Punctuation, vocabulary and spelling are key priorities. Energisers Extra class teacher in Year 6 for two days a week to help close the gaps 	<p>White Rose with new updated curriculum to catch up and move onto new learning.</p> <p>NRICH and NCETM to be used alongside White Rose curriculum.</p> <p>Energisers (differentiated) to personalise children’s learning needs.</p>	We have created a spiral 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.	<p>Use Purple Mash online learning platform to facilitate:</p> <ul style="list-style-type: none"> *My maths *Times Table Rock Stars *Spag.com *White Rose home learning *KLP Home Learning Menu

		Extra class teacher in Year 6 for two days a week to help close the gaps		
SEN Pupils	<ul style="list-style-type: none"> • Pupils will be re-assessed for intervention. • Interventions to start as soon as children are back at school. • Small phonics groups to be implemented for SEN and BA pupils. • SENCO to invite parents to mini intervention training in case of local lockdown to support parent's knowledge. 	<p>SENCO to have Speech and language plans ready with resources to give parents to facilitate intervention at home.</p> <p>SENCO to loan physical equipment to parents where needed.</p>		

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><u>Returning from a destination where quarantine is needed:</u></p> <ul style="list-style-type: none"> • Do not come to school • Contact school daily • Self-isolate for 14 days 	Code X	...the quarantine period of 14 days has been completed

<p>...we have received medical advice that my child must resume shielding.</p>	<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 	<p>Code X</p>	<p>...school inform you that restrictions have been lifted and your child can return to school again.</p>
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