**Glade Academy Development Plan:** Post Lockdown Catch-Up

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| **Success Criteria:** |
| **Priority 1: For children in EYFS to make the best possible progress, enabling the school to achieve the national average or above for GLD in July 2021.** |

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| **Actions:** | **Staff resp.:** | **Time frame:** | **Monitoring Questions:** | **What have we achieved? (Impact and Evidence);** | **Next steps:** |
| Meetings with parents arranged promptly to address concerns about specific pupils and actions to support.  Liaise with relevant specialised staff (SENCO and FSW). | RH/AS | By 31.10.20 (giving time for children to settle and adults to assess). | Are there pupils we are aware of in advance to meet with prior to September start?  Can we gain information from feeder settings?  Do pupils have siblings in school already – how is the parents’ current relationship with the school?  Have any parents sought direct contact to discuss any concerns?  Is observation time planned and prioritised to inform a baseline?  How will parents be encouraged to support this at home? | RH called feeder settings prior to children starting to gain transition notes and information on pupils. Some settings passed on SEN documentation too. RH and AS had multiple meetings with JV parent prior to September start. Meeting within first week on 10.9.20 – Meeting held with RH, AS and JJ (SENCO) to discuss a risk assessment and plans to support J in class.  11.9.20 - RH, AS and PR (FSW) met with LT’s parent to discuss behaviour and support going forwards – developing a behaviour plan.  19.9.20 - RH and AS met with RHa parent to discuss various concerns. |  |
| Phonics lessons begin promptly to consolidate phase one skills alongside teaching phase two phonemes. | RH | After half day sessions (to start from 14.09.20). | Are the children settling into routines quickly enough to begin formal learning?  What interactive activities can be planned in to engage the children as a class?  Which phase one skill are a priority and require covering immediately?  Are there any significant gaps in phase one skills which require consolidation?  Is there opportunity for children to develop their understanding and consolidate phonic learning in the environment?  Is planning for continuous provision objective led?  How will parents be encouraged to support this at home?  What percentage of disadvantaged children are achieving ARE?  What percentage of disadvantaged children require additional support or intervention?  How will this be delivered? | Songs and rhymes will be used on top of visuals to support phonics – certain Jolly phonics songs and others.  RH and LW discussed interactive activities to develop listening skills, phonic knowledge and behaviours for learning. |  |
| Maths interventions are put in place post Autumn half term to support specific pupils. | RH | From 1.11.20. | How will we identify children requiring additional support?  What basic skills need support? Can these skills be recapped daily in carpet sessions and continuous provision?  Is planning for continuous provision objective led?  From assessment, which children are below the cusp and will need extra support?  Is a particular member of staff more confident with delivering maths interventions?  Are planned interventions linked to gaps in learning?  How will impact be recorded?  How often will these be reviewed?  How will parents be encouraged to support this at home?  What percentage of disadvantaged children are achieving ARE?  What percentage of disadvantaged children require additional support or intervention?  How will this be delivered? | Baseline maths assessments complete within first two weeks.  Maths rich environment – activities for staff to model and prompt to assess and develop basic skills.  Modelling basic maths skills and language in everyday situations i.e. I’m just grabbing something, count how long it takes me. |  |
| PSED work is prioritised in first half term – stories and circle times etc. to support - scheduled regularly each week. | RH/AS | Immediately | Are there specific areas identified which children need support with? i.e. sharing, turn taking etc.  Do these changes and does planning need adapting?  Can parents be encouraged to share similar conversations/stories at home?  How does the learning environment and adult interaction support and prioritise PSED development?  How can the FSW support individuals with high needs?  What percentage of disadvantaged children are achieving ARE?  What percentage of disadvantaged children require additional support or intervention?  How will this be delivered? | FSW has been present multiple times in class to ‘get to know’ individuals.  Group games planned in from start of September  Separate group circle times to develop relationships and listening, turn taking etc.  Modelling good personal and social behaviours in daily tasks i.e. snack time.  Staff to focus on prime areas of EYFS curriculum. |  |
| School makes an immediate effort, setting high expectations to build parental relationships, engage parents in their child’s learning and encourage responsibility and support for this at home. | RH/AS | From 7.09.20 and ongoing as necessary. | Are all parents connected to online platforms i.e. Dojo and Tapestry?  How can school develop positive relationships with parents?  Are staff regularly communicating with parents?  Are the challenges set to parents and children open and accessible enough to be completed with ease?  Are the children engaged enough to encourage their parents/carers to post?  How can home school learning links be fostered? | Establishing early links and communications through Dojo.  Providing a thorough and supportive transition during COVID – virtual school tour, class information booklets, all about me staff information, photos of areas and resources, letters from teachers. Initial weekend challenges shared on Dojo – children to be rewarded with points for posting and sharing.  RH shared ideas to support learning for Maths and Literacy on knowledge organisers.  RH also shared information about teaching of phonics and reinforced importance of pronunciation of sounds for parents.  RH and AS messaging parents daily to pass on information and raise concerns. |  |

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| **Success Criteria:** |
| **Priority 2: For children in KS1 to make the best possible progress, enabling the school to achieve:**   * Better than expected progress across Y1; * Results for Y1 phonics in line with or above the national average; * Better than expected progress across Y2; * Results for KS1 SATs in line with or above the national average. |

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| **Actions:** | **Staff resp.:** | **Time frame:** | **Monitoring Questions:** | **What have we achieved?**  **(Impact and evidence):** | **Next steps:** |
| Get to know children and settle them back to school in order to enable them to achieve including use of ‘Here we are’ English planning. | EP, AH, ND | By 18.9.20 | Have children settled? What barriers to learning still remain? What needs to happen as a result of what we have learned? |  |  |
| Monitor phonics teaching to ensure adherence to the Glade vision for phonics and QFT. | EP | 11.9.20 | What good practice has been identified? What needs to be improved? Has feedback been provided? Is it being actioned? | Learning walk completed and feedback given – RH 11.9.20 PD; 11.9.20; AH self-assessment questions 13.9.20. ND & LH observed; EP Yr. 2 phonics lesson10.9.20; All – Staff meeting 16.9.20. | Monitor impact of feedback through learning walks/monitoring of planning. |
| Baseline Year 1 and year 2 children with the 2018 phonics check. | RP, AH, ND | By 18.9.20 | Have all children been baselined? What does the baseline show us? Which children have been most disadvantaged? What is needed due to these results? | Completed ahead of time | Adapt planning and create intervention groups |
| Adapt phonics teaching to reflect the phonics check results, including ‘phunky phonics’ in the afternoon to address widespread gaps/consolidate morning teaching. | EP, AH, ND | Starting by 21.9.20 | Are ‘phunky phonics’ lessons used appropriately? Are lesson adaptations appropriately maintaining high expectations? |  |  |
| Precision teaching for SEND children and other children (yr2 scoring <5, yr 1 scoring 0) | EP, AH, ND, JP | Starting by 21.9.20 | Is precision teaching addressing specific gaps for individual children? Are children making appropriate progress? |  |  |
| ‘Achievement team’ style interventions for children in yr1 or yr2 who need specific gaps addressed (including pre-teaching). | EP, AH, ND, MD, NB | KS meeting 22.9.20 | Have the correct children been selected for interventions and pre-teaching? Are children making appropriate progress? |  |  |
| Use the PiXL transition package to assess children’s gaps due to COVID Maths aspect 1 (number and place value) Reading aspect 1 (decoding and word meanings). | EP, AH, ND, JP, MC | By 18.9.30 | What do the assessments tell us? How does teaching need to be adapted to accommodate what we have learnt? Which children require interventions as a result of this information? | Maths completed ahead of time. Reading completed on time. | Complete QLA analysis, create interventions groups and adapt planning. |
| Implement intervention groups based on the PiXL data. | EP, ND, NB, CF | 21.9.20 | Are children making appropriate progress? | Maths intervention groups set 17.9.20 to begin 21.9.20 |  |
| Provide decodable e-readers for children to be able to practise their phonic reading at home. | EP, AH, ND | 25.9.20 | Which children are accessing the e-readers? Is disadvantage a barrier to access? How can we overcome any barriers identified? |  |  |
| Specialist teacher 1:1 and small group support for Y5 children, one day a week. | To be appointed. | By 28.09.20. | Which children would most benefit from this support? Are children accessing this support making expected accelerated progress? If not, why not? |  |  |
| Children needing SEND support / emotional, social, behavioural support to be identified as early as possible, and referred to the SENCo / SaFS Team for support from school’s Family Support Worker. | KS1 team, JJ, PR. | Initial referrals by 11.09.20. | Which children present as needing additional SEND support but are not already on Glade’s SEND register? What is the specific evidence of need?  Which children are struggling emotionally / socially / behaviourally? What is the specific evidence of need? |  |  |

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| **Success Criteria:** |
| **Priority 3: For children in Ys 3, 4 and 5 to make the best possible progress, enabling the school to achieve better than expected progress across these year groups.** |

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| **Actions:** | **Staff resp.:** | **Time frame:** | **Monitoring Questions:** | **What have we achieved?**  **(Impact and evidence):** | **Next steps:** |
| Get to know children and settle them back to school in order to enable them to achieve including use of ‘Here we are’ English planning. | Teachers | By 18.9.20 | Have children settled? What barriers to learning still remain? What needs to happen as a result of what we have learned? | “Here we are” has provoked a lot of discussion around the topics and has supported children with SEAL – this work has been put on to a display. |  |
| Baseline year 3 children who did not pass the phonics check in year 1. | KMcD, VH | By 25.9.20 | Have all children been baselined? What does the baseline show us? What is needed due to these results? | Checks have taken place in one of the Year Three classes and the scores are entered on Pupil asset. | Intervention targeted for those who did not ‘pass’ |
| Children needing SEND support / emotional, social, behavioural support to be identified as early as possible, and referred to the SENCo / SaFS Team for support from school’s Family Support Worker. | KS2 team, JJ, PR. | Initial referrals by 11.09.20. | Which children present as needing additional SEND support but are not already on Glade’s SEND register? What is the specific evidence of need?  Which children are struggling emotionally / socially / behaviourally? What is the specific evidence of need? | PR is already involved with many children across Ys 3, 4 and 5…Y3 in particular. |  |
| Specialist teacher 1:1 and small group support for Y5 children, one day a week. | To be appointed. | By 28.9.20. | Which children would most benefit from this support? Are children accessing this support making expected accelerated progress? If not, why not? |  |  |
| Baseline children using PIXL diagnostics and retest later on. | Class teachers | Children complete tests by 25th Sept | How does their scaled score compare to similar schools?  Have they closed the gap? Has it increased?  What are the gaps: as a whole class cohort? As disadvantaged groups? |  | Interventions 🡪 |
| Quality First Teaching - ensure that teaching is differentiated to include all abilities, providing appropriate challenge/ support. | Class teachers | From 7th Sept | How are the children being challenged/ supported?  How are the disadvantaged group supported/ challenged? |  |  |
| KS2 assessment of key words. | Class teachers | By 25th Sept | How many words have the children got right?  Are there similar difficulties?  Are the issues to do with phonics? |  |  |
| KS2 assessment of reading level (Salford). | Class teachers | By 25th Sept | Are children behind their chronological age? How does this compare to their PIXL/ key words? |  |  |
| Getting support from home to develop the improvements through shared work in class. | Class teacher | Throughout | Are we giving parents SMART targets to ensure they can support at home? Are we making appropriate use of Class Dojo? |  |  |
| **Success Criteria:** | | | | | | |
| **Priority 4: For children in Y6 to make the best possible progress, enabling the school to achieve the national average or above in Y6 SATs.** | | | | | | |

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| **Actions:** | **Staff resp.:** | **Time frame:** | **Monitoring Questions:** | **What have we achieved?**  **Impact and evidence:** | **Next steps:** |
| Baseline | All of year 6 team | From 7/9/20 | What are the gaps in reading SPAG, writing and mathematics? Which children will need interventions? How can we adapt the planning in order to close the gaps? |  |  |
| Y6 teacher to run weekly after school Booster sessions in maths. | BB | From 28.09.20. | Are all identified children able to attend the group? If not, is there anything further the school can do to enable this to happen? Can specialist teacher provide support in school?  Are children attending the club making expected accelerated progress? If not, why not? |  |  |
| Y6 teacher to run weekly after school Booster sessions in reading. | KP | From 28.09.20. | Are all identified children able to attend the group? If not, is there anything further the school can do to enable this to happen? Can specialist teacher provide support in school?  Are children attending the club making expected accelerated progress? If not, why not? |  |  |
| Y6 teacher to run weekly after school Booster sessions in writing. | JJ | From 28.09.20. | Are all identified children able to attend the group? If not, is there anything further the school can do to enable this to happen? Can specialist teacher provide support in school?  Are children attending the club making expected accelerated progress? If not, why not? |  |  |
| Specialist teacher 1:1 and small group support for Y5 children, one day a week. | To be appointed. | From 28.09.20. | Which children would most benefit from this support? Are children accessing this support making expected accelerated progress? If not, why not? |  |  |
| Children needing SEND support / emotional, social, behavioural support to be identified as early as possible, and referred to the SENCo / SaFS Team for support from school’s Family Support Worker. | Y6 team, JJ, PR. | Initial referrals by 11.09.20. | Which children present as needing additional SEND support but are not already on Glade’s SEND register? What is the specific evidence of need?  Which children are struggling emotionally / socially / behaviourally? What is the specific evidence of need? | PR is already involved with one child in particular in Y6. |  |
| All English planning to be planned around closing the gaps identified from ongoing assessments | Y6 team | from 14/9/2020 | Are the identified gaps closing? Does the planning reflect the needs of the cohort? Are Y^ making accelerated progress? |  |  |
| All Maths planning to be planned around closing the gaps identified from ongoing assessments | Y6 team | From 14/9/2020 | Are the identified gaps closing? Does the planning reflect the needs of the cohort? Are Y6 making accelerated progress? |  |  |
| All achievement teams based around closing the gaps identified at assessment | Y6 team | From 14/9/2020 | Are the identified gaps closing? Are the children in achievement teams making accelerated progress? Have the correct children been chosen for achievement teams? |  |  |