



Roundswell Community Primary Academy – COVID Recovery Plan 2021-2022



Children returning to school following lockdown have experienced loss in many different forms; they may not even be aware of this loss. For example, during lockdown children lost their routines, freedom, relationships, and social interaction; as a result, they have lived through a collective trauma which we, at Roundswell Community Primary Academy, wish to support them with. From loss emanates three significant dynamics that will impact majorly on the mental health of our children. Anxiety, trauma and bereavement are powerful forces. For them all to appear at once in an untimely and unplanned fashion is significant for the developing child. Our children are vulnerable at this time, and their mental-health fragile. In addition, they are witnessing a sea of adult anxiety, which they unwittingly are absorbing. As well as this sense of loss, our pupils have been through a period of independent learning, without the teacher to intervene, which can lead to mistakes, misunderstandings and misconceptions going unchecked. These will vary from child to child and our curriculum plans to be flexible to support each individual and their needs. Some children may not ever have attended an educational setting, due to the restrictions of the COVID pandemic.

There are five stages of recovery that need to be considered and our action plan is derived around these:

Level 1: Relationships - we can't expect all our children to return joyfully, and many of the relationships that were thriving, may need to be invested in and restored. We need to plan for this to happen, not assume that it will. Staff will use the relationships built in school to cushion the discomfort of returning. At RCPA many of our pupils were in school for the period of the second lockdown, therefore this should help the transition back into school for many. There will be other children who will need more support and guidance to help them smoothly return to school thus enabling them to learn effectively. Some children, particularly in the Nursery and Reception Classes, may never have had the opportunity to attend a setting and so will experience trauma from leaving parents for the first time.

Level 2: Community - we must recognise that children's curriculum will have been based in the home and community for a long period of time. We need to listen to what has happened in this time, understand the needs of our community and engage them in the transitioning of learning back into school. Communication between all stake holders will be key to this.

Level 3: Transparent Curriculum - all of our children, and their parents, will feel like they have lost time in learning and we must show them how we are addressing these gaps, consulting and co-constructing with our pupils to heal this sense of loss. Clear correspondence, communication, parents meetings and use of targets will help to support this where possible.

Level 4: Metacognition - in different environments, children will have been learning in different ways. It is vital that we make the skills for learning in a school environment explicit to our children to re-skill and rebuild their confidence as learners. We also have to be mindful of our children in the early years who are new to school life and need the necessary support with the new school environment.

Level 5: Space - to be, to rediscover self, and to find their voice on learning. It is only natural that we all work at an incredible pace to make sure this group of learners are not disadvantaged due to recent events and that we provide opportunity and exploration alongside the intensity of our expectations.



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How Do We Intend To Address These 5 Levels?

Level	Facilitating Recovery
<p style="text-align: center;">Level 1</p> <p style="text-align: center;">Relationships</p> <p style="text-align: center;"><i>“We can’t expect our students to return joyfully, and many of the relationships that were thriving, may need to be invested in and restored.”</i> - Barry Carpenter</p> <div style="text-align: center;"></div>	<ul style="list-style-type: none"> ★ Continue to connect with families and pupils not attending school: welfare calls, seesaw, Tapestry, parent emails, home visits. ★ Opportunity for parent/teacher consultation sessions over the phone where required. ★ Transition material shared for new parents and pupils (videos, telephone contact, parent online presentation). ★ During September focus on identity, global issues, mental health and wellbeing. ★ Introduction of celebration assemblies ‘reaching for the stars’ and reward certificates to promote our non-negotiables and learning powers ★ Class teachers and TA’s to have whole class sessions on well-being and worries. If individuals need further support, teachers to sign post to SENDCo for appropriate support and intervention. ★ Specific intervention timetable to support children with their well-being, safety, confidence, anxieties etc. Support given to those children who are struggling with transition back to school. ★ Sessions with children and their parents to offer support to relationships where needed. ★ Extra-curricular and enhancement activities to support children’s relationships with school, peers and adults.
<p style="text-align: center;">Level 2</p> <p style="text-align: center;">Community</p> <p style="text-align: center;"><i>‘We need to listen to what has happened, and understand the needs of our community and engage them in the transitioning of learning back into school.’</i> – Barry Carpenter</p> <div style="text-align: center;"></div>	<ul style="list-style-type: none"> ★ Celebrate school community - reflect on shared collective experience, celebrate positive contributions. ★ Focus on school vision and values, what makes our community special? How were our values reflected in our time away from each other? ★ HT and SBM to be visible on yard before and after school, engaging with parents who may have worries or concerns. Where needed target specific families for conversations. ★ Sign-post families to additional support in the community if needed –via SENDCo



	<ul style="list-style-type: none"> ★ If necessary, support families with applications for support such as free school meals. ★ Parental groups or one to one sessions offered by SENDCo. ★ Celebrate our school journey: What does it mean to belong to RCPA and be a part of our school family? What do our core values mean? ★ Creation of two sensory spaces for children to access (Sensory Room and Nursery) ★ Welcome for new members to our community – ‘Open Afternoons’, sharing curriculum practice through video etc. Correspondence sent out to new parents and carers. ★ Reception New Starters Welcome Meetings and transition visits. Staff present every morning and afternoon at drop-off and pick-up to help answer questions/concerns etc. ★ Additional SENCO / SBM time to meet with vulnerable/ worried / anxious parents / families. ★ Welfare checks built into daily lesson structures ★ Shared school project in autumn 2 using Jolly Christmas Postman to support community spirit across school.
<p style="text-align: center;">Level 3</p> <p style="text-align: center;">Transparent Curriculum</p> <p style="text-align: center;"><i>“All will feel like they have lost time in learning and we must show them that we are addressing these gaps... to heal the sense of loss.” – Barry Carpenter</i></p> <div style="text-align: center;">  </div>	<ul style="list-style-type: none"> ★ Open and honest discussion and approach to the way losses have affected us – In regular class sessions linked to PSHE (Jigsaw) curriculum, circle time and sustainable learning goals ★ Discuss the pandemic and what children already know and help them to understand what happened. Continue to revisit with children as local and national situation changes and evolves, especially if restrictions are put back into our lives. ★ Activities built into the day to explore feelings and emotions. Time to talk with individuals is given if the children require this. Additional support from SENDCo as required. ★ Opportunities to build emotional resilience ★ 1: 1 or small group support for individuals within school (Sensory Room, Lego therapy, Thrive, etc) ★ Training for staff relating to emotional needs and amendments to behaviour policy - creating a safe space, anxiety, attachment,



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	<ul style="list-style-type: none"> ★ Creation of two sensory spaces for children to access. ★ Individual My Plans for pupils requiring targeted and specialist support. ★ Have clear information in school about which children engaged with home learning/ attended school in eligible year groups. ★ Establish if children are secure in 2020-21 curriculum using a range of assessment methods during the first two weeks of term. (Mainly baseline assessment opportunities) Assessments to be used to inform planning. ★ All staff to produce on entry assessments within the first two weeks of school. This will allow us to focus teaching and target interventions/resources accordingly. ★ Rapid catch-up to be put in place. This may include increased opportunities for reading, writing and maths however the narrowing of the curriculum should be avoided where possible. For example, teachers to identify opportunities for maths within science lessons or reading of sources within history. ★ Effective use of Teaching Assistants within lessons (if needed TA’s split class into two smaller bubbles – half to work with teacher on key knowledge/catch up while other children work with TA on ‘wider curriculum’ or application before swapping. Employ two additional TAs to support in class and with tutoring. ★ Where particular concerns with key Maths and English skills are identified, consider making use of additional small group intervention and 1-1 tuition before school, at suitable points in the school day and after school day. ★ To engage in the Early Language Intervention project to support the development of oral language in early years (NELI)
<p style="text-align: center;">Level 4</p> <p style="text-align: center;">Metacognition</p> <p style="text-align: center;"><i>“It is vital that we make the skills for learning in a school environment explicit to our students to reskill and rebuild their confidence as learners.” – Barry Carpenter</i></p>	<ul style="list-style-type: none"> ★ Pupils identify their own learning strengths and areas to develop. Link to core values and learning power puppets ★ Growth Mindset Training applied to lessons. ★ Subject leaders to support staff and review structure of curriculum in order to adapt for pupils. ★ Introduction of new learning power puppets to explicitly teach children how to learn and think



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	<ul style="list-style-type: none"> ★ Clear and high expectations (non-negotiables) when considering behaviour for learning. ★ Pupil leadership opportunities, wider curriculum, enrichment activities
<p style="text-align: center;">Level 5</p> <p style="text-align: center;">Space</p> <p style="text-align: center;"><i>“It is only natural that we all work at an incredible pace to make sure that this group of learners are not disadvantaged against their peers, providing opportunity and exploration alongside the intensity of our expectations.” – Barry Carpenter</i></p> 	<ul style="list-style-type: none"> ★ Give time and space to recover and re-engage with school. Allow children to explore this at their own pace and, with support, in their own way. Where necessary support parents with this too. ★ Outdoor and sensory activities prioritised in curriculum e.g. use of forest school, use of outdoor areas for learning opportunities and continuous provision ★ Share time together as a class e.g. Autumn Walk, Zoo visit, themed days ★ Mindfulness activities / yoga / mental health awareness day ★ Daily Mile



1. Whole School Recovery Strategy – Mental Health and Well-Being

PUPILS

	Action	Success Criteria	Lead Staff	Resources	Start Date	End Date
1.1a	<p>Regular ‘welfare check-ins’ are incorporated into daily lesson structures.</p> <p>To ensure that teaching staff explore additional opportunities as part of their every-day teaching to check in on pupils’ wellbeing.</p>	<p>Our pupils are emotionally literate and are well supported to transition back into school life.</p>	All	Emotions and pegs for each class	September 2021	July 2022
1.1b	<p>Lesson routines and structures are now back in place. Reducing pupils’ ‘cognitive load’ by restructuring lessons as well as incorporating brain breaks such as through yoga or brain gym, if needed, to reinvigorate their brains and hopefully build learning stamina gradually.</p> <p>To build pupils’ stamina for learning gradually and ensure that they can digest their learning properly and</p>	<p>Our pupils are able to access and understand their learning.</p>	Teaching staff	Yoga kids	October 2021	Ongoing



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	deeply rather than overloading them with 'too much too fast.'					
1.1c	<p>Sensory rooms to be completed: appropriate resources and timetables to be put in place to support specific children.</p> <p>To help pupils with specific learning needs and who require a 'sensory diet' in order to feel calm, regulated and ready to learn are catered for and accessing appropriate sensory provision which they need in order to access the rest of the curriculum.</p>	<p>Our pupils' needs for a sensory diet in order to access their learning are met. Needs identified in EHCP or My Plans are met.</p>	KF / LT	£1000 for resources	November 2021	Ongoing
1.1d	<p>Teaching assistant support is reorganised across school and additional teaching assistants are appointed to ensure that each individual class has TA support.</p> <p>This ensures that each class has additional adults deployed to help support pupils both with their learning and wellbeing needs.</p>	<p>Our pupils are adequately supported to access their learning by support and teaching staff.</p>	KF	£15,000	September 2021	July 2022
1.1e	<p>Provision for new Y1 pupils adapted to reflect EYFS timetables and set up with extended continuous provision and opportunities for pupils to catch</p>	<p>Our current Year 1 pupils are accessing provision which meets their learning needs.</p>	LT	£5,000 for resources	September 2021	Ongoing



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	<p>up to meet ELGs and recover some lost learning time before progressing on to the more formalised Y1 curriculum, which our pupils are currently not able to access.</p> <p>To prepare our children for a Year 1, more formalised curriculum.</p>					
1.1f	<p>Enrichment opportunities provided to support lost learning and social interaction e.g. animal handling.</p> <p>This is to ensure that the experiences which pupils are accessing in school are tailored to meet their specific needs, helping recover lost learning and support our topics.</p>	<p>Pupils' learning experiences are enhanced by enrichment activities which further engage them in their learning.</p>	All staff	£1,500	September 2021	Ongoing
1.1g	<p>Weekly certificates in 'reach for the stars' assembly introduced based on our meta-cognitive learning powers</p> <p>This is to build pupils' self esteem and celebrate their achievements.</p>	<p>Our pupils celebrate their successes and recognise their strengths and talents.</p>	KF	None	September 2021	Ongoing
1.1h	<p>Online home learning procedure and 'blended learning policy' is in place which includes clear video teaching content from teaching staff to support our pupils from home if they should need to access this.</p> <p>To deliver home learning to our pupils if they need to isolate at home for issues relating to COVID-19.</p>	<p>School's home learning offer is in place to enable pupils to learn through an online learning platform</p>	KF	Seesaw subscription Tapestry subscription	September 2021	Ongoing



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1.1i	<p>Special story time at the end of the teaching day, this will be mirrored in home learning.</p> <p>To ensure that pupils across school have an enjoyable, relaxing and consistent end to each school day.</p>	Pupils enjoy special story time together at the end of each day	JB	Quality texts – reading for enjoyment	September 2021	Ongoing
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Whole School Recovery Strategy – Mental Health and Well-Being

STAFF

	Action	Success Criteria	Lead Staff	Resources	Start Date	End Date
1.2a	<p>Linked to World Mental Health Day, SENDCo and HT to work with staff around their well-being and strategies we can use in school to support this. Introduce suggestions box.</p> <p>To learn from current practices in school to improve work / life balance of staff in the future and prioritise what is important.</p>	Routines and procedures in school will be streamlined to support staff work / life balance.	KF / LT	None	September 2021	July 2022



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1.2b	<p>An element of Performance Management discussion with HT will be to discuss well-being and support. Ensure staff have a chance to reflect on what they have achieved this year, their strengths and how can we support and invest in them this academic year.</p> <p>To focus on staff support and investment as opposed to setting targets which are unhelpful and lead to staff feeling unnecessary pressure.</p>	Staff feel listened to and well supported by SLT.	KF / LT	None	October 2021	Ongoing
1.2c	<p>Social distancing staff meetings held to continue to support staff, share good practice and support CPD.</p> <p>To ensure that staff still feel supported, have a chance to communicate as a team, and the school continues to work towards SDP.</p>	Targets on SDP are achieved. Staff feel they have an opportunity to communicate with each other in a safe environment considering restrictions.	KF / LT	None	September 2021	Ongoing
1.2d	<p>Home Learning – Clear procedure created and explained to all staff. Teaching staff are to be given time in the school day to allocate home learning activities for children who aren't in school due to self-isolation. Release time for each staff member to pre-record some videos prior to any bubble closures. Release time as</p>	Staff will feel more prepared in the event of home learning. Technical issues can be ironed out prior to bubbles isolating to ensure there is no lost learning time.	KF / LT	Release time @£250 per half day	September 2021	July 2022



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	<p>required for preparing high quality home learning.</p> <p>This will enable home learning provision for our pupils at home to continue, whilst ensuring that teaching staff have support while balancing their families, teaching and home learning.</p>					
1.2e	<p>Additional teaching assistant support is arranged to ensure that each class across school has support..</p> <p>To ensure that bubbles remain as classes, minimising staff who have to work across multiple bubbles of children and to allocate as much support as possible for children in each class.</p>	<p>Each class teacher will have a member of support staff to assist with learning needs of pupils and deliver catch up / interventions.</p>	KF	£15,000	September 2021	Ongoing
1.2f	<p>Risk assessment is regularly reviewed across school and revised in line with latest government guidance. Staff are consulted and updated on changes.</p> <p>To improve procedures and protocols and to improve staff wellbeing.</p>	<p>Staff are supported and have the opportunity to raise their concerns. The risk assessment is a dynamic document which is adapted and refined to meet the changing needs of school.</p>	KF TLP	None	September 2021	Ongoing
1.2g	<p>Staff have been given clear coverage and progression documents from subject leaders and TLP for all subjects which will assist with planning and establishing clear expectations.</p>	<p>Staff are able to plan and deliver high quality, progressive and cohesive curriculum content.</p>	KF TLP	None		



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	<p>Teaching staff have clear, comprehensive planning guidance to work from to assist with the delivery, progression and expectations of their own lessons, which will save them time when planning with their year group partner.</p>					
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Whole School Recovery Strategy – Mental Health and Well-Being

FAMILIES / COMMUNITY

	Action	Success Criteria	Lead Staff	Resources	Start Date	End Date
1.3a	<p>HT and/or SBM to be outside of school each morning and afternoon to welcome families to school, to speak to parents, carers and children and to answer any questions and for ease of communication.</p> <p>To ensure that parents and carers have the opportunity to speak to members of the leadership team either before or after the school day</p>	<p>Families are welcomed each morning and the staggered start is closely monitored.</p>	<p>KF ES</p>	<p>None</p>	<p>September 2021</p>	<p>Ongoing</p>
1.3b	<p>HT to send out very regular correspondences to families to keep the community updated on the latest information from school.</p> <p>To ensure that families are kept up to date with all of the latest information from school regularly.</p>	<p>Families are well informed about recent initiatives or changes to practice in school.</p>	<p>KF</p>	<p>None</p>	<p>September 2021</p>	<p>Ongoing</p>
1.3c	<p>Parent consultation evenings organised in person if possible, by phone if necessary.</p>	<p>Families have the opportunity to ask questions about their child's progress since coming back to school in September.</p>	<p>KF ES</p>	<p>None</p>	<p>November 2021</p>	<p>Ongoing</p>



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	To ensure that families are kept up to date with the progress of their children and for teaching staff to have a conversation around the best ways that school can support children and parents with pupil wellbeing and catch up.					
1.3d	Attendance monitored by SBM and HT. To support families to improve their child's attendance and punctuality	Specific families are supported to improve the attendance and punctuality of their children.	KF ES	None	September 2021	Ongoing
1.3e	Documents shared with parents to help with supporting learning at home including curriculum overview, targets, supporting phonics and early reading. Make documents available on website. To keep parents and carers updated with the latest initiatives and areas of focus in school. To ensure they feel able to support their child's learning at home.	School family are informed and up to date with the latest in school initiatives.	Teaching staff Curriculum Leaders	None	September 2021	Ongoing
1.3f	Messages regularly shared and celebrated through the school's channels: email, text, website, Facebook, Newsletter Families are kept up to date with the latest information from school.	Families are kept up to date with the latest information from school.	KF ES	None	September 2021	Ongoing



2. Reading and Phonics

As a school we are determined that every pupil will learn to read, regardless of their background, needs or abilities. All pupils, including the weakest readers, will make sufficient progress to meet or exceed age-related expectations.

Objective	Action - Resources	Cost Implications	Who responsible	Monitoring	Success Criteria	Review	Next steps
Establish new English Lead role	Write an intent, implementation and impact statement for English with a particular focus on reading. Publish on the website.	N/A	JB				
	Create an Early Reading and Phonics page on the website to support parents. Monitor and update this regularly.	N/A	JB	Online questionnaire to parents to see what else they require as support			
	Ensure staff are aware of latest guidance, pedagogy and approaches within subject area e.g. attend English Lead meetings with the Trust / Babcock	N/A Designated time in staff meetings	JB, LT, KF	Regular monitoring of books	Staff are clear of expectations within the subject. This is reflected in the children's books and learning.		
<u>Prioritise Reading</u>							
Ensure early reading is a priority and we provide high standards of teaching of reading							
Ensure quality of provision, coverage and	Phonics and Reading Lead to listen to pupils read, especially lowest 20% at different points in the year.		JB	Monitor use of appropriate books and progression through reading scheme			



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consistency in reading	Regular staff training including TAs e.g. share effective reading strategies to ensure progression and consistency e.g. language comprehension, decoding (word reading) and links with oracy learning.	N/A Staff meeting time each half term	JB	Guided reading notes refer to each child’s knowledge of comprehension as well as decoding.	Staff feel confident and equipped to support pupils not on track with reading skills e.g. decoding and comprehension skills (Simple View of Reading)	12.10.21 Staff meeting – English approaches including Talk for Writing		
	Identify and purchase a core set of stories for each year group that reflect a range of stories set in UK and around the world, traditional and modern, as well as non-fiction e.g. Pie Corbett books. Ensure new books are added each year to refresh the stock.	Cost of resources Staff meeting time to share resources with staff.	JB	Monitor this list and refresh annually.				
	Ensure book corners in classrooms are used regularly with well-chosen books being the main focus e.g. don’t display too many books, refresh the display of books regularly, make the books attractive and easy to find. Consider outward facing shelves.	Cost of resources to replenish and refresh, linked to topics	JB	Photograph pupils using the book corner, each term for the school website				
	Ensure each class has a daily reading session as a minimum.	N/A	JB	Daily stories timetabled				

Phonics Programme and Progress

Our pupils working through the RWI phonics programme match or exceed the RWI expectations and those of the English national



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curriculum and early reading goals. We have clear expectations of pupils' phonics progress term- by-term, from Reception to Y2.							
The ongoing assessment of pupils' phonics progress is sufficiently frequent and detailed to identify any pupil who is falling behind the programme's pace, and targeted support is given immediately.	Ensure phonics, reading and writing, is taught daily in Reception and Year 1 and this is reflected on the class timetable.		KF, LT, JB	Monitor timetables and phonics and English planning to ensure it is taught daily.			
	Discuss RWI interventions regularly and what support is within class for lowest 20% to 'keep up'. Ensure phonics interventions are taught in a quiet space.	N/A	JB, LT	Monitor planned interventions are happening on a regular basis	Lowest 20% pupils are progressing through RWI programme. Monitor poor attendance and punctuality of pupils who need the most support.		
	Monitor assessment trackers with a focus on lowest 20% and ensure progress is being made by detailed and frequent interventions and targeted support immediately focusing on the teaching of GPCs and blending e.g. focus on activities that will make the biggest difference to the pupils who are making the slowest progress. (reading and phonics)	N/A	JB, LT	Each half term phonics assessments given to English lead	Pupils on track to exceed RWI expectations and ELGs/N.C expectations.		
	Year 1 to complete practise Phonics Screening test in Spring and Summer 1 and 2.		JB, AC	Monitor pupils not on track to pass Phonics Screening	90%+ to pass Phonics Screening Test		



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				Test in Summer 2022			
	Share typical tracking expectations for Phonics in YR and KS1 with staff	N/A Staff meeting time	JB		Staff are aware of their year group's expectations within RWI		
	Work with all staff on best practise for reading with pupils to ensure consistency of approach within school e.g. use of RWI Portal for Virtual RWI lessons, Oxford Owl online for ebooks.	N/A Staff meeting time	JB, LT, KF	Regular monitoring of reading e.g. notes on guided reading/individual reading/tracker sheets	Daily reading is reflected on class timetables. Pupil questionnaires reflect knowledge of class readers.	12.11.21 Attend Zoom meeting on 'Stages of learning to read'	
Ensure reading, including the teaching of systematic synthetic phonics using RWI, is taught from the beginning of Reception.	Ensure staff are aware of expectations for progress within RWI and how to improve progress e.g. Making the best start document	N/A Staff meeting time	JB, LT	Monitor assessment trackers for RWI each half term in Reception and Year 1.	Phonics planning is shared between both classes to ensure a consistent approach.		
	Liaising with staff and other MAT schools to see excellent practice if required	N/A	JB				

Love of Reading

Stories, poems, rhymes and non-fiction are chosen for reading to develop pupils' vocabulary, language comprehension and love of reading. Pupils are familiar with and enjoy listening to a wide range of stories, poems and non-fiction.



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Ensure early reading is prioritised to develop vocabulary, comprehension skills and a love of reading.	Ensure a consistent approach to reading throughout the school e.g. how often pupils will be heard read, by which adult, where recorded etc.	Purchase library books for each class.	JB	Monitor classroom reading notes from all adults			
	Each week pupils to take home a decodable book and a library book to support language comprehension.		Class teachers	Monitor pupils reading diaries to ensure they are reading at home regularly			
	Ensure high quality texts are shared in class in all areas of the curriculum. Review and purchase for different topics throughout the year.	Purchase topic books for each year group throughout the year.	JB	How does reading fit into the wider curriculum? What evidence?			
<p>Books match sounds The sequence of reading books shows a cumulative progression in phonics knowledge that is matched closely to the school’s phonics programme. Teachers give pupils sufficient practice in reading and re-reading books that match the grapheme-phoneme correspondences they know, both at school and at home.</p>							
Ensure the sequence of reading books shows a cumulative progression in phonics knowledge that is matched closely to RWI .	Review and purchase suitable decodable books for pupils to take home. ensure the organisation of the books matches exactly the order in which GPCs are introduced in the programme.	Cost of decodable books linked to RWI or ebooks subscription	JB	Monitor books sent home to ensure that decodable books run alongside or a little behind the teaching of the GPCs so pupils feel a sense of achievement when asked to read.			



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Ensure staff give pupils sufficient practice in reading both at school and at home to improve their reading fluency.	Adapt book reading boxes to move away from book banded colours to RWI colours		JB				
	Organise voluntary readers to come into school each week. Provide training.	N/A	JB			Training session planned for 2.11.21	
Early reading experts We aim to develop sufficient expertise in the teaching of phonics and reading.							
To consider ways to reach parents and carers to develop their phonics knowledge and early reading strategies.	Monitor children's reading at home - how? What if parents can't read? What other opportunities can we provide?	N/A	Class teachers		Staff are aware which pupils do not read at home so prioritise these pupils within class.		
	In Reception, send RWI virtual classroom links on Tapestry to link with learning in school.	N/A	JB		Parents use these links with their children at home		
	Inform parents of new approach to reading to develop fluency (reading a book where they know all sounds to ensure this knowledge stays in their long term memory)		JB			Letter sent home Sept 21	



3. Writing

As a school we are determined that every pupil will learn to write, regardless of their background, needs or abilities. All pupils, including the weakest readers, will make sufficient progress to meet or exceed age-related expectations.

Objective	Action - Resources	Cost Implications	Who responsible	Monitoring	Success Criteria	Review	Next steps
<u>Prioritise Writing</u>							
Ensure writing is a priority and we provide high standards of teaching of writing							
Ensure quality of provision, coverage and consistency in writing	<p>To establish clear baselines for where pupils are in their writing and which areas need to be focussed upon.</p> <p>Baseline assessment ‘cold write’ task carried out based on in order to inform teachers and establish key areas of teaching focus</p> <p>Initial focus on key skills in teaching of writing:</p> <ul style="list-style-type: none"> • Focus on basic ‘short burst’ sentence work to build stamina and reduce ‘cognitive load’ 	None	JB	Monitor use of basic writing skills through work scrutiny and observations	To enable pupils to catch up in writing and plug learning gaps. To address any learning gaps in writing and accelerate pupil progress.		



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	<ul style="list-style-type: none">• Phonics• Letter formation• Punctuation• Spelling of tricky words/common exception words• Focus on quality not quantity• Provide lots of opportunities for modelling of writing• Use of ‘Talk for Writing’ strategies						
	<p>To enable pupils to access a structured learning approach to the teaching of writing which will help reduce ‘cognitive load’ and focus on the ‘nuts and bolts’ of writing (presentation, basic punctuation etc)</p> <p>‘Talk for Writing’ CPD for staff – Systematic, structured approach to the teaching of writing where pupils learn key text structures and manipulate them to create their own pieces</p>	N/A Staff meeting time each half term	JB	QA cycle – work scrutiny, planning scrutiny, lesson observations and pupil conversations	Pupils’ writing progress will be accelerated.	12.10.21 Staff meeting – English approaches including Talk for Writing	



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	Pupils are given the opportunity to develop their handwriting skills. Daily extended handwriting and letter formation practice	None	JB	Work scrutiny – cross-curricular	Presentation and quality of work is improved		
	Purpose for writing is made clear for all pupils. Engaging and purposeful stimulus used to make the experience of writing more purposeful and engaging for pupils.	None	JB	Work scrutiny – cross-curricular	Pupils' writing quality improves		



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