



Horton Grange Learning Guidelines - September

Wider Reopening Teaching and Learning Guidelines

Priorities

- 1.) Learn to be safe under the new rules and routines in their class and in school
- 2.) Mental health and wellbeing of pupils is taken into account to enable children to learn. Build positive relationships with all pupils, especially those at risk/boys/PP. Baseline attitudes to school and learning and use this to teach the value of education.
- 3.) Plan on the basis of the educational needs of pupils
- 4.) Embed the skills and knowledge that has been previously taught in relation to basic skills and core subjects to ensure children are ready for the next stage of learning including preparing them for expectations of their new year group (attendance)
- 5.) Teach an ambitious and broad curriculum in all subjects from the start of the autumn term, but make use of existing flexibilities to create time to cover the most important missed content
- 6.) Develop remote education so that it is integrated into school curriculum planning

Priority 1 - Learn to be safe under the new rules and routines in their class and in school

As a large Primary School, we are operating in year group bubbles in order to reduce mixing.

All children should be in school and there is an expectation that there is a focus on learning, exercise, including personal hygiene and classroom routines.

Teachers will need to implement **rigorous** classroom routines and expectations and this will be the priority when children are in school initially, teachers should be mindful that this will need **constant reinforcement** and children may enter the class at different times (due to genuine absence, admits). **Children need to learn to keep safe under new ways of working in school, and this will need to be modelled and monitored by all adults across school. Children who have previously attended school during lockdown should be praised and used as role models. This is of the utmost priority.**

Handwashing routines and taught sessions linked to e-bug (reducing the spread of germs). Children encouraged not to touch their face and regularly sanitize their hands when needed.

Catch it, kill it, bin it taught and new routines established around this.

Children taught games which encourage social distancing.

Movement around school in line with new guidelines and risk assessment.



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Priority 2 - Mental health and wellbeing of pupils is taken into account to enable children to learn.

Teachers will need to plan/timetable for the new group of children in their bubble and take into consideration their new starting points and individual experiences whilst school has been closed.

It is important to recognise that while 'getting back to normal' is important and will be reassuring for many. All children will have missed the routine of school, seeing their friends, and being supported by their teachers and other adults in the school.

Staff may wish to provide:

- opportunities for children to talk about their experiences of the past few weeks
- opportunities for one-to-one conversations with trusted adults where this may be supportive
- some re-focussed lessons on relevant topics, for example, mental wellbeing or staying safe
- pastoral activity, such as positive opportunities to renew and develop friendships and peer groups
- other enriching developmental activities

The different experiences all pupils will have had at home will naturally play a large part in how easily they re-adapt to attending school and its routines. Staff will need to strike an **appropriate balance between reintegrating pupils into a reassuring and familiar work ethic to support their emotional wellbeing.**

The Recovery Curriculum (<https://www.evidenceforlearning.net/recoverycurriculum/>) provides podcasts and think pieces about understanding the effects of lockdown.

School will focus on:

- Building new positive relationships with all pupils in your new class/group
- Reassure children that any loss of learning is understood by the teachers and will help to address any gaps
- Reintroduce 'learning and how to learn' and building children's confidence as learners
- Give children confidence to be back in school and able to express their concerns and ideas
- Gauge children's feelings about school, their perceived learning capability, self-regard, preparedness for learning, attitude to teachers, general work ethic, confidence in learning, attitudes to attendance and their response to the curriculum demands (age appropriate) 'The Blob Tree'
- Rebuild relationships with previous pupils and re-establish connections regarding the importance of school and learning

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Priority 3 - Plan on the basis of the educational needs of pupils

Curriculum planning should be informed by an assessment of pupils' starting points and addressing the gaps in their knowledge and skills, in particular making effective use of regular formative assessment (e.g. quizzes, observing pupils in class, talking to pupils to assess understanding, scrutiny of pupils' work) while avoiding the introduction of unnecessary tracking systems. Particular consideration will need to be given to the learning needs and objectives of children and young people with SEND, to ensure, for e.g. that they receive appropriate preparation for adulthood.

Baselines will take place and teaching will happen alongside assessments. Starting points will be used to plan targeted catch up sessions and make accelerated progress so children catch up quickly to ARE or previous target set as soon as possible. Access arrangements for pupils with specific needs will need to be considered to ensure all children can access them.

These baselines will be used to inform and plan learning opportunities that address these gaps in knowledge and skills. Substantial modification to the curriculum may be needed at the start of the year, so teaching time should be prioritised to address significant gaps in pupils' knowledge.

Priority 4 - Embed the skills and knowledge that has been previously taught in relation to basic skills and core subjects to ensure children are ready for the next stage of learning including preparing them for expectations of their new year group (attendance)

Education is not optional - all pupils receive a high-quality education and are given the catch up support needed to make substantial progress by the end of the academic year.

Using the baseline assessments, to collate and evaluate what children can and cannot do from the previous years staff will set and plan their priorities going forward in core subjects and basic skills which will be reviewed based on assessment for learning. This will allow clear rapid progress in relation to these priorities and new priorities will need to be addressed as they emerge.

'Great teaching is the most important lever schools have to improve outcomes for their pupils.' EEF - Covid-19 Support Guide for Schools

'Diagnostic assessment makes teaching more efficient by ensuring that effort is not wasted on rehearsing skills or content that a pupil already knows well' EEF literacy in KS2 recommendations Summary

Attendance

The message from September should be clear. Everyone is expected to attend everyday unless they are ill. Attendance of every child will be tracked carefully.

It is vital that children are in school everyday in order for them to make rapid progress and catch up.

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Children should be taught about the importance of being in school every day and arriving punctually and reminded about the short and long term effects of lost learning. The usual incentives will be in place for September-an epraise point for everyday in school, certificates, attendance draw and the trophy. Classes are welcome to offer a class based incentive as well.

The Importance of Reading

Learning to read is about listening and understanding as well as working out what's printed on the page. Through hearing stories, children are exposed to a wide range of words. This helps them build their own vocabulary and improve their understanding when they listen, which is vital as they start to read.

It is essential that systems and structures are in place to ensure children are given as many opportunities to 'learn to read and read to learn'. This includes:

- The usual systems for home school readers should be in place from September.
- Children are reading an appropriate and challenging book based on knowledge of reading levels.
- Teachers track children's reading at home and provide extra opportunities to read in school to encourage reading for pleasure e.g. reading clubs, reading with adults. Reading is not used as a punitive measure e.g. sent to Time Out with a reading book
- Children have access and know how to use additional Reading Platforms such as Oxford Reading Tree, Lexia, Reading Plus at home and at school
- Building reading into other areas of the curriculum e.g. to research topics, finding answers to their own questions
- Children are given opportunities to listen to stories, discuss and share ideas to develop their comprehension, exposure to vocabulary and understanding of characters thoughts, feelings and actions.

Providing pupils with high quality feedback

The EEF toolkit shows effective feedback has the highest impact for the lowest cost in relation to pupil progress and catch up. The school policy for marking and feedback continues to apply.

- Effective feedback needs to be specific, clear and accurate(e.g. "It was good because you..." rather than just "correct")
- Compare what a learner is doing right now with what they have done wrong before (e.g. "I can see you were focused on improving X as it is much better than last time's Y...")
- Encourage and support further effort
- Be given sparingly so that it is meaningful
- Provide specific guidance on how to improve and not just tell students when they are wrong
- Emphasise the importance of effort and perseverance as well as outcomes and achievements.

Targeted support

In order to support pupils who have fallen behind furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary. A particular



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focus for interventions is likely to be on Reading, Writing and Arithmetic. Programmes are likely to have the greatest impact where they meet a specific need, such as oral language skills or aspects of reading, include regular sessions maintained over a sustained period and are carefully timetabled to enable consistent delivery. Interventions might focus on other aspects of learning, such as behaviour or pupils' social and emotional needs, or focus on particular groups of pupils with identified special educational needs or disabilities. Effective intervention follows assessment, which can be used to ensure that support is well-targeted and to monitor pupil progress.

Priority 5 - Teach an ambitious and broad curriculum in all subjects from the start of the autumn term, but make use of existing flexibilities to create time to cover the most important missed content

Teach an ambitious and broad curriculum in all subjects from the start of the autumn term, but make use of existing flexibilities to create time to cover the most important missed content: Up to and including key stage 3, prioritisation within subjects of the most important components for progression is likely to be more effective than removing subjects, which pupils may struggle to pick up again later. In particular, schools may consider how all subjects can contribute to the filling of gaps in core knowledge, for example through an emphasis on reading.

In each subject area the essence/fluency has already been identified and is the focus of Autumn term, this should continue to be the case and used to ensure children are secure in the skills and knowledge of each specific subject.

Collective daily worship must take place in class as currently no assemblies that can take place.

Opportunities for outdoor learning sessions should be identified and used to facilitate sessions across the curriculum. (linked to well-being)

'Making Every Second Count' - Working smarter by reinforcing basic skills and core subjects through the wider curriculum.

Priority 6 - Develop remote education so that it is integrated into school curriculum planning

Pupils' access to technology has been an important factor affecting the extent to which they can learn effectively at home. In particular, lack of access to technology has been a barrier for many disadvantaged children. As all pupils return to schools, technology will continue to have a vital role in children's catch up.

Ensuring the elements of effective teaching are present in online learning—for example, clear explanations, scaffolding, practice and feedback—is more important than which form of technology is used. In addition, providing support and guidance on how to use technology effectively is essential, particularly if new forms of technology are being introduced.



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Additional information about supporting effective remote learning, including using technology, has been published in the EEF's 'Best evidence on supporting students to learn remotely'.

Children will continue to access School360/Google classroom within school to complete tasks and ensure they have the skills to access at home if needed. Homework tasks must continue to be set through this portal to encourage children to become confident with online learning tasks and understand how to act on teacher feedback whilst supported in school. Expectations are high for pupils to fully engage and complete work to a high standard. Ensuring children are confident and competent with online learning will be essential in the case of any local lockdown or closing a year group bubble.