

ENGAGING TOPIC CHOICES

- Be ambitious but confident with your summer term topic choices to re-engage all year groups.
- Explore possible whole school topics
- Where possible, link topics to appropriate class reader (without compromising the key learning objectives of wider curriculum subjects). To be pulled together and explored by SLT and ensure quality 2 books to be shared within class daily
- Use of Dilemma led learning and developing approach as lockdown eases

PHONICS FOCUS

- Review the quality of remote phonics teaching.
- Phonics is a systematically and regularly taught process and many children will return to school in KS1 lacking the phonic skills to make sense of words and simple texts.
- Ensure that there is a rigorous and consistent daily phonics focus in EYFS and KS1 and continue following the guidance offered by Alex Finn from Sure Start Phonics (specialist working with school for 1 year)

KEY MATHS SKILLS

- Identify key gaps in pupils' fluency (use school KPIs/ Maths non-negotiables for each year group)
- Provide lots of reasoning activities which engage pupils in a practical way and practises their fluency skills.
- Do not move too quickly through maths topics at the expense of coverage – small steps but with challenge.
- Maths co-ordinator to look at long term planning and adjust to meet needs of majority of pupils to address common gaps
- Plan maths activities across the curriculum as continuous provision as agreed 2018– time, temperature, graphs, timelines, pie charts etc. in topic work and daily class work

ACTIVE LEARNING

- Plan opportunities for creativity and active learning into the wider curriculum
- Recognise the importance of physical activity as an important aspect of the summer term timetable.
- Increase active learning as bought by PE and support increased use
- Increased PE with use after Easter of PE apprentice and Sports coach
- Increased use of outside learning areas
- Plan for dance, drama and musical themes where possible within wider curriculum

READING

- Reading will have suffered greatly during lockdown, with many reasons not to read at home, and in school the library will have been quarantined.
- Reading fluency and engagement will be analysed
- Reading research will be carried out by SLT and
- Guided reading to be developed across the school
- KS1 reading at home to be a celebration of reading with new reading material and support for parents on our new approach
- 2 quality, high interest and standard books per class organised by SLT
- Free, exciting reading books to go home for all pupils to 'enjoy' with families
- Promote reading for pleasure (and research)
- Reading competitions
- Link a good choice of text to topic work.
- Make reading comprehension activities engaging.

WRITING

- Similarly to reading, it appears that children's writing has been affected by the Covid lockdown. For many children, the home environment is not conducive to focused writing or extended writing tasks; stamina has suffered
- Handwriting and presentation has also have suffered.
- Ensure children are prompted and inspired to write through rich cross-curricular opportunities.
- Teaching of key writing, GPS and handwriting skills. Use of Marvellous Marvin and fine motor skills development in EYFS. Letter-join to be used across the school. Introduction of Writer's Toolbox online writing tool to teach and support children with specific writing skills.
- Gross motor skills and more exercise will support with improvements – use of PE funding and outside learning areas

DIGITAL LEARNING

- Use all that we learnt from remote learning to supplement and extend learning in the classroom.
- Extend use of digital access in the classroom. Purchase of more laptops and iPads to ensure a blended approach.
- 1:1 laptop scheme in place
- Embed use of Seesaw and assessment tools within
- Develop use of Writer’s Toolkit
- Embed use of IT to enhance curriculum
- Learning platform for individual research & homework
- Wider use of shared boards – virtual tours of museums, galleries, DVD clips to bring learning to life.
- ICT co-ordinator completing Middle Leader training and developing use of IT within all lessons to enhance learning

TIME MANAGEMENT

- Catch-up time will be precious in summer term and this needs to be intelligently used - remote assemblies save time. Focus on core subjects and skills in the morning.
- Avoid a ‘conveyor belt’ timetable and be creative and flexible but purposeful with the afternoon timetable
- Ensure focus on attitudes to learning and not just ‘filling gaps’

SCIENCE

- Science is a great subject to excite and inspire children so plan discrete science topics for each half term which allow pupils to think scientifically with lots of opportunities for **practical work**.
- Science recording should provide further opportunities for writing for a purpose and use of maths skills.
- Use of outside areas and development of use of nature to enhance experiences and focus
- High expectations and standards
- Science lead completing Middle Leader training and developing Science across the school

ASSESSMENT

- Secure a pre-Easter summative baseline to identify gaps in learning in reading, writing and maths (by last week of term)
- Action plan for summer term based on whole school summative assessment outcomes.
- Re-assess in July to identify learning gains and provide a measure of progress during summer term.

RECOVERY PROGRAMME

- The pre-Easter baseline should provide schools with a clear picture of learning gaps and loss in English and Maths in all year groups – this should form the basis of the summer 2021 Recovery Programme.
- Restart of interventions from all of Grade 2, 3, 4 TAs and SLT. Use of National Tutoring Programme and Digital Learning to ensure closing of gap identified from assessment
- Whilst core skills will need to be a major focus, use the rich opportunities provided by the wider curriculum as a vehicle for using and applying key skills in other subjects.
- Recovery curriculum will not be a quick fix but will need a longer sustained approach to ensure learning is embedded and exciting

PSHE

- We cannot ignore children’s social, emotional, and mental health – most children will return to school ready to learn and excited by a return to ‘normality’ but for others, social reintegration and the effect of being isolated at home may be an issue. Pupils who have been in school have struggled with transition from being in small relaxed classes to whole school and the change in noise and attention
- Learning stamina will need to be consolidated.
- Use ‘courageous advocacy’ themes to support pupil leadership and provide a sense of purpose to learning.