

Maids Moreton CE School: Curriculum, Behaviour and Pastoral Support-September 2020 full reopening

Section	Actions
SECTION 1 Analysis of remote learning during lockdown and return to school on 1st June 2020.	<p>School response to remote learning</p> <ul style="list-style-type: none">• During the school closure period, we introduced remote learning with immediate effect from Monday 23rd March, the first day of lockdown.• We used the online learning platform “Tapestry” across the school to provide the home learning as 100% of parents had an active Tapestry account and all were familiar with how it works. 100% of parents had internet access.• During this period, children received an equivalent high quality curriculum in terms of length and content to mirror that which would have been delivered in school. It followed the same sequence so that knowledge and skills were built up incrementally. We ensured it was both meaningful and ambitious and was appropriately differentiated to ensure it built on each child’s prior learning.• We adopted a consistent approach across the school and all teachers were aware of the expectations set from the outset. Children received the same “diet” regardless which class they were in. This was monitored by the head teacher. As such, each child in KS1 received a daily phonics, English and maths lesson as well as the normal timetable of foundation subject lessons. In EYFS children received daily phonics activities as well as learning across all 17 areas of the EYFS curriculum. Access to online daily reading was also provided.• The teaching was bespoke and did not rely on published schemes, although we dipped into these where it fitted in the schedule and where it was of high quality. We used a range of high quality online and offline resources and constantly refined and adapted our practices, for example providing voice overs for powerpoint presentations.• The class teachers provided frequent, clear explanations of new content, and responded throughout and beyond the school day to parental questions and queries.• The work for the following day was uploaded the afternoon before to allow parents time to read the instructions and pose any questions.• Interaction between teachers and pupils took place on a daily basis, with teachers commenting on children’s home learning, providing feedback, pointers for development and recognition of effort. Teachers used assessment for learning, and adapted their teaching in terms of pace and challenge, based on observations of pupils’ work and feedback from parents.• The head teacher also monitored each child’s account and provided weekly feedback and words of encouragement/praise.• The class teachers and head teacher made contact with those families who were struggling to engage their child with the home learning, offering practical advice and support. <p>Pupil Engagement</p> <p>Teachers analysed levels of engagement and response to home learning in June 2020. The vast majority of our children engaged well with the home learning [80%] with 64% of pupils showing particularly high levels of engagement. We kept in regular contact</p>

with the 20% of children who struggled with engagement modifying tasks as appropriate and offering practical advice and support to parents.

Parental Response

The head teacher undertook a parental survey of the home learning in July 2020. 70% of parents responded. Results were 100% positive in all categories.

Parent survey results	Excellent	Good	Satisfactory	Unsatisfactory
Quality of the home learning provided	93.8%	6.3%	0%	0%
Clarity of instructions provided by staff	90.6%	9.4%	0%	0%
Frequency/regularity of home learning	90.6%	9.4%	0%	0%
Variety of tasks across the curriculum	96.9%	4.1%	0%	0%
Responsiveness and communication from staff to questions and queries	96.9%	4.1%	0%	0%

The comments below, reflect the very many responses we received.

“The home learning lessons and resources provided during Covid-19 have been nothing short of outstanding. Lessons were easy to follow with varied activities, subjects and continuity to ensure progress was made at home. If I had a question it was responded to quickly and clearly. I would like to thank the teachers for their hard work and commitment to the children during this time”.

“The teachers were wonderfully supportive to not only the children during lock down but also parents. An array of different subjects and activities to complete daily and always very responsive to questions and queries”.

“I felt that the amount of work set for my son was exactly right for him and engaged him. The teacher was very responsive and provided supportive ideas where needed. I felt he continued to progress well with the curriculum during his time off. I believe the school handled the challenge of home learning extremely well and the communication from the school was excellent at all times.”

<p>SECTION 2: School reopening June 2020</p>	<p>June 2020 reopening Due to comprehensive planning and a “can do” approach from the whole school team, we were in a position to fully reopen school on 1st June 2020. We reopened to all our Reception and Year 1 children, as well as those Year 2 children who had a key worker parent, regardless of whether they had a parent at home to look after them. A lot of time and thought went into all the procedures over the May half term, resulting in a very smooth reopening. This was communicated clearly and in detail to parents well in advance to allow them to make an informed decision. The children settled back to school extremely well and adapted brilliantly to the new protocols, taking everything in their stride. We offered full time places to all children whose parents opted for them to return with 70% take up. We did not need to operate a rota system, given the small size of our school.</p> <p>Two weeks later, in response to the government guidance we opened up to the remaining Year 2 children. By the 15th June, 81% of our children were in school full time. Every child who wished to return to did so. As a result, the vast majority of our children only missed 35 days in school, and the vast majority of those engaged well with the home learning, resulting in minimal loss in learning.</p> <p>NB: The same high quality home learning was provided to those children opting not to return, and mirrored the learning undertaken by their peers in school.</p>
<p>SECTION 3: Full reopening September 2020 and catch up provision</p>	<p>From 2nd September, all children will be welcomed back full time. We will offer a full, broad, balanced and ambitious curriculum. All pupils will continue to be taught a wide range of subjects, including the reintroduction of specialist music and dance provision.</p> <p>In EYFS, learning will cover all 17 areas of the EYFS developmental matters with a particular focus on the prime areas of learning including: communication and language, personal, social and emotional development (PSED) and physical development. Teachers will also address gaps in language, early reading and mathematics, particularly ensuring children’s acquisition of phonic knowledge and extending their knowledge and vocabulary. All children will be given equal opportunities for indoor and outdoor learning.</p> <p>Pupils in KS1 will be taught the full range of subjects from the outset including sciences, humanities, the arts, physical education/sport, religious education and relationships and health education. Class teachers will prioritise identifying gaps and re-establish good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics), identifying opportunities across the curriculum so they read widely and developing their knowledge and vocabulary.</p> <p>We will not be operating a “recovery curriculum” as we do not deem this necessary for the following reasons*. We will instead apply our curriculum model in its fullest and identify gaps in core learning that need to be addressed in a timely fashion. Ongoing</p>

	<p>assessment will be used to enable teachers to identify gaps in children’s learning in order that they can tailor their learning journey appropriately.</p> <p>*A] The vast majority of the children engaged well with the home learning</p> <p>*B] Every class teacher delivered a high quality programme of home learning of equivalent length and content to the teaching pupils would have received in school, with daily interaction with teacher.</p> <p>*C] The lockdown period was kept a minimum for the vast majority of children with school reopening full time to all children from all year groups at the earliest opportunity. As a result, most children only “lost” 35 days in school.</p> <p>We are however mindful that a small minority of families engaged less well with the home learning and/or opted not to return to school on 1st June. During the month of September, class teachers will assess each child through both formative and summative assessment to identify any gaps in learning and any pupils whose learning is a cause for concern. These pupils will receive additional targeted catch-up support both in class and through small group tailored interventions and 1:1 sessions where required. The catch-up interventions will be conducted by experienced teaching assistants who know the children well.</p>
<p>SECTION 4: Contingency planning for a future full or partial, local or national lockdown.</p> <p>See Remote/Home Learning Policy for further details and breakdown of responsibilities/ expectations</p>	<p>As a result of all of the above [see section 1], we feel extremely well placed to offer immediate high quality remote education at short notice in the event of a second lockdown, to either the whole school, individual class bubbles or individuals/groups of children required to self isolate on public health advice. We feel confident we can meet all of the expectations outlined below in the government guidance [Sept 2020] *[see appendix 2]</p> <p>Our immediate response and principles for delivery will be the following:</p> <ul style="list-style-type: none"> • Children will take home their individual stationary packs including two exercise books, one squared and one lined. Materials will be provided for specific topics, such as Design Technology. These will be available for parents to pick up or delivered to their house as required. • Any pupils who do not have suitable online access, will receive printed resources (paper-based) or be allowed to borrow a device from the school. Efforts will be made to ensure vulnerable/disadvantaged families are not further disadvantaged by their lack of technology in the household, e.g. through loaning school laptops or other devices. • The teaching and learning will mirror our full curriculum in school and follow our curriculum content and sequencing. It will be of high quality and equivalent length to that offered in school and cover a full range of curriculum subjects. All teacher will use the same consistent model. • High quality and frequent explanations will provide clear instructions to parents, including voiced over powerpoints and bespoke videos created by the teachers. • Teachers will upload the following day’s learning to Tapestry on a daily basis, the afternoon before, and be on hand to answer parental questions and queries throughout the day. NB: In the event of the teacher teaching some children in

	<p>school and providing home learning to others, the teacher will respond to queries at the end of the school day or during the lunch hour if time allows. All home learners will receive daily contact from teachers via the Tapestry platform.</p> <ul style="list-style-type: none"> • Parents will continue to be encouraged to continue to upload photos and videos of their children’s work to Tapestry so that teachers can monitor progress, assess their learning, provide feedback and encouragement and tailor future learning. • The head teacher will provide feedback to each individual child on a weekly basis, via the Tapestry platform. • Teachers will adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils’ understanding • Teachers will gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks. As during the first lockdown, the expectation is that teachers will check work and provide feedback for all tasks on a daily basis. • Each class will receive live Zoom lessons twice a week so they can interact directly with their teacher. • Teachers and the head teacher will monitor pupil engagement on a daily basis and respond quickly where there are concerns, providing as much support as possible to overcome barriers to learning. • Where there are concerns about engagement, additional live Zoom sessions will be offered to identified pupils to support their learning. • Provision will be made for teachers to provide regular support to families or parents who may be struggling, e.g. through Tapestry dialogue, phone calls or via Zoom. • We will continue to offer bespoke high quality online and offline resources and will complement these with relevant recommended resources such as those from the Oak National Academy. • All children, including those with SEND and those from disadvantaged backgrounds, will have the support they require to access a broad and ambitious curriculum.
<p>SECTION 5: Pupil wellbeing and support</p>	<p>All school staff are acutely aware that pupils may be experiencing a variety of emotions in response to the coronavirus (COVID-19) outbreak, such as anxiety, stress or low mood. This may particularly be the case for vulnerable children. It is important to contextualise these feelings as normal responses to an abnormal situation. Some may need support to re-adjust to school, others may have enjoyed being at home and be reluctant to return, a few may be showing signs of more severe anxiety. Others will not be experiencing any challenges and will be keen and ready to return to school.</p> <p>As a very small school with a Christian ethos, we are well placed to monitor and respond quickly to any concerns we may have about children’s wellbeing and ensure we are on hand to provide immediate tailored support as required. We will also respond swiftly to any parental anxieties. We know our children and families extremely well and are alert to any subtle changes in children’s wellbeing.</p> <ul style="list-style-type: none"> • PSHE lessons and other opportunistic moments will provide children with the opportunity to rebuild friendships and social engagement and address issues linked to coronavirus.

	<ul style="list-style-type: none"> • We will hold regular class Zoom calls with our children so they can interact with one another and their teacher and engage in activities which promote their wellbeing. Individual children will have the opportunity to stay on at the end of the call if they have any specific worries. • We will also access the government Wellbeing for Education Return programme, which provides training and resources for teachers and staff in schools to respond to the wellbeing and mental health needs of children and young people as a result of coronavirus (COVID-19). • We will provide more focused pastoral support where issues are identified that individual pupils may need help with, drawing on external support where necessary and possible, such as the school nursing team. • Where we are concerned that a child is in or need or suffering or likely to suffer from harm, school staff will promptly share their concerns with the school Designated Safeguarding Lead) who will consider any referral to statutory services as appropriate • We will continue to work closely with the school nursing team to deliver universal services to support the healthy child programme such as the Autumn flu immunisation clinic.
<p>SECTION 6: The RSE Curriculum</p>	<p>Relationships and health education (RHE) will be taught from September 2020 through our PSHE Curriculum. We consulted with parents on our new RHE Policy before Lockdown and revised our PSHE scheme of work. We are a therefore in a position to implement it with immediate effect.</p>
<p>SECTION 7: Behaviour expectations</p>	<p>From the start of the Autumn term, children will be reminded of all of their hard work during the previous year and we will ‘reset’ the expectations so that children know what we are expecting of them on their return to school i.e. great learning behaviours. There will be a high focus on mental health and wellbeing and PSHE to ensure that children are well supported as they return to school.</p> <ul style="list-style-type: none"> • The head teacher has written an addendum to the school behaviour policy specifically related to coronavirus. This has been agreed by all staff, approved by governors and shared with parents so there is a common understanding of expectations. • Expectations of behaviour and school ethos will be revisited in all classes in September along with the school behaviour rules and the Christian values. [Forgiveness, truth, thanks, courage, kindness, respect, perseverance and service] • The climate and culture will remain one of high expectations and respect for one another. • The head teacher has shared a new home school agreement with parents, staff and pupils. Parents have signed this before the children returned to school.

Appendix 1: Curriculum expectations

This section sets out some key principles and expectations for curriculum planning in school based nursery, mainstream, and special schools, and alternative provision (AP), so that all pupils – particularly disadvantaged, SEND and vulnerable pupils – are given the catch-up support needed to make substantial progress by the end of the academic year.

The key principles that underpin our advice on curriculum planning are as follows.

- *Education is not optional*
- *All pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life.*
- *The curriculum remains broad and ambitious*
- *All pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment.*

Remote education

Where needed, this is high-quality and safe, and aligns as closely as possible with in-school provision. Schools and other settings continue to build their capability to educate pupils remotely, where this is needed.

Informed by these principles, DfE asks that schools and other settings meet the following key expectations if considering revisions to their school curriculum for academic year 2020 to 2021.

- *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.*
- *Aim to return to the school's normal curriculum in all subjects by summer term 2021. 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 with the aim of returning to the school's normal curriculum content by no later than summer term 2021.*
- *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 (for example, quizzes, observing pupils in class, talking to pupils to assess understanding, scrutiny of pupils' work) while avoiding the introduction of unnecessary tracking systems.*
- *Develop remote education so that it is integrated into school curriculum planning. Remote education may need to be an essential component in the delivery of the school curriculum for some pupils, alongside classroom teaching, or in the case of a local lockdown.*

All schools are therefore expected to plan to ensure any pupils educated at home for some of the time are given the support they need to master the curriculum and so make good progress. Schools may consider it appropriate to suspend some subjects for some pupils in exceptional circumstances. Schools should be able to show that this is in the best interests of these pupils and this should be subject to discussion with parents during the autumn term. They should also have a coherent plan for returning to their normal curriculum for all pupils by the summer term 2021.

- *Relationships and health education (RHE) for primary aged pupils and relationships, sex and health education (RSHE) for secondary aged pupils becomes compulsory from September 2020, and schools are expected to start teaching by at least the start of the summer term 2021.*

Appendix 2: Remote education support

*Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we expect schools to have the capacity to offer immediate remote education. Schools are expected to consider how to continue to improve the quality of their existing offer **and have a strong contingency plan in place for remote education provision by the end of September**. This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home.*

In developing these contingency plans, we expect schools to:

- use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to the school's curriculum expectations*
- give access to high quality remote education resources*
- select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use*
- provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access*
- recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so schools should work with families to deliver a broad and ambitious curriculum*

When teaching pupils remotely, we expect schools to:

- set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects*
- teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject*
- provide frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources or videos*
- gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work*
- enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding*
- plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers*

We expect schools to consider these expectations in relation to the pupils' age, stage of development or special educational needs, for example where this would place significant demands on parents' help or support. We expect schools to avoid an over-reliance on long-term projects or internet research activities.