



Jubilee Academy Mossley



Quality First Teaching, Access and Inclusion: A Tiered Approach

2020-2021

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Our approach to Pupil Absence and Local/National Lockdown

| Short Absence (Symptoms – Negative Result) | Longer Absence (Positive Result/Quarantine for travel/track and tracing etc.) | Bubble closure/Local Lockdown/Tier 4 | |
|---|---|---|-----------|
| <ul style="list-style-type: none"> • Paper-based learning materials across the curriculum for the equivalent of a full timetable to be distributed using the academy’s known method e.g. online learning platform, email, post, collection, hand-delivery • Frequency of KIT phone calls from academy staff (class teacher wherever possible) re: safeguarding, well-being, academic progress to correlate with minimum frequency detailed below, but will be more often wherever possible. • All completed work to be returned to the academy <ul style="list-style-type: none"> i. On swift return following negative test result ii. Via drop-off, post or collection in the event of a longer absence (quarantined) • In the event of a positive test result of a pupil, whilst the above provision would remain, completion of the above would not be expected whilst the child is unwell • In the event of a positive result of a family-member which results in quarantine but the child is well, academies will prepare immediately for longer absence | <ul style="list-style-type: none"> • Learning materials (paper-based and/or online depending on the academy’s most effective approach and the context and accessibility of the child(ren) concerned) to be distributed/shared to cover the full curriculum for the equivalent of a full timetable for the period of absence • Wherever possible, child(ren) to be provided with a device to access learning/resources remotely • Content of the learning materials to ensure progression through the curriculum aligned with <ul style="list-style-type: none"> i. Teacher’s planned curriculum content ii. Age/stage appropriate, progressive curriculum content from alternative Dfe recommended source e.g. Oak National Academy <p>Frequency of KIT phone calls from academy staff (class teacher wherever possible) re: safeguarding, well-being, academic progress to correlate with minimum frequency detailed below, but will be more often wherever possible.</p> | <ul style="list-style-type: none"> • Provision for key worker and critical worker pupils to mirror the progressive, curriculum detailed below but delivered within the academy • Learning materials (paper-based and/or online depending on the academy’s most effective approach and the context and accessibility of the child(ren) concerned) to be distributed/shared to cover the full curriculum for the equivalent of a full timetable for the period of absence • Wherever possible, child(ren) to be provided with a device to access learning/resources remotely • Content of the learning materials to ensure progression through the curriculum aligned with <ul style="list-style-type: none"> i. Teacher’s planned curriculum content ii. Age/stage appropriate, progressive curriculum content from alternative Dfe recommended source e.g. Oak National Academy iii. Use of pre-recorded and/or live lessons • Frequency of KIT phone calls from academy staff (class teacher wherever possible) re: safeguarding, well-being, academic progress to correlate with minimum frequency detailed below, but will be more often wherever possible. • Socially distant home visits to take place where vulnerability RAG rating determines these necessary. • Teachers continue to plan for the delivery and assessment of a progressive curriculum using the guidance above | |
| Minimum Frequency for KIT Phone Calls | | | |
| EHCP, CP | CIN | Early Help, wider vulnerable | All other |
| Daily | Every 2 days | Every 3 days | Weekly |

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Remote Education

Remote Education Lead: Kate Benton

We use a combination of the following approaches to teach pupils remotely:

- live and/or recorded teaching delivered by academy staff
- high-quality curriculum resources or videos such as commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- printed paper packs including supportive prompts and scaffolds produced by teachers (e.g. workbooks, worksheets)
- textbooks and reading books pupils have at home
- long-term project work and/or internet research activities

We recognise that some pupils, for example some pupils with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those pupils in the following ways:

- Personalised learning packs
- Support from the class staff team
- SEND leader support
- Resources from school
- Outside agency support
- KIT calls

Study Time

Each academy will share a timetable.

We expect that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day:

| EYFS | Key Stage 1 | Key Stage 2 |
|---------------|-------------|-------------|
| Up to 3 hours | 3 hours | 4 hours |

- Wherever possible, pupils should follow the structure of the academy's suggested timetable which will accompany the remote education resources
- Pupils must take regular breaks between periods of study as they would when attending the academy in person

Online Remote Education

Wherever possible, pupils will be provided with a device to access learning/resources remotely. Please find our learning platforms below:

Class Dojo <https://classdojo.com/>

Microsoft Teams <https://www.microsoft.com/en-gb/microsoft-teams/log-in>

Times table rockstars <https://trockstars.com/>

Lexia <https://www.lexialearning.com/remote-learning/families/core5/log-in>

Lingotots <https://www.lingotot.co.uk/JubileeAcademy.html>

Yoga https://us02web.zoom.us/rec/share/etjQJSyr_rsxy_snHf3wC88G9gc02NqwontVK-8FR8_eIIUrcG73dlQwkAyLE1zG.U75iwXpk4CXMBWhc

Paper-based Remote Education

Learning materials will be shared to cover the full curriculum for the equivalent of a full timetable for the period of absence. Distribution and return of these resources will be in accordance with the local and national restriction/tier guidance at that time. This process will be communicated clearly by staff each time.

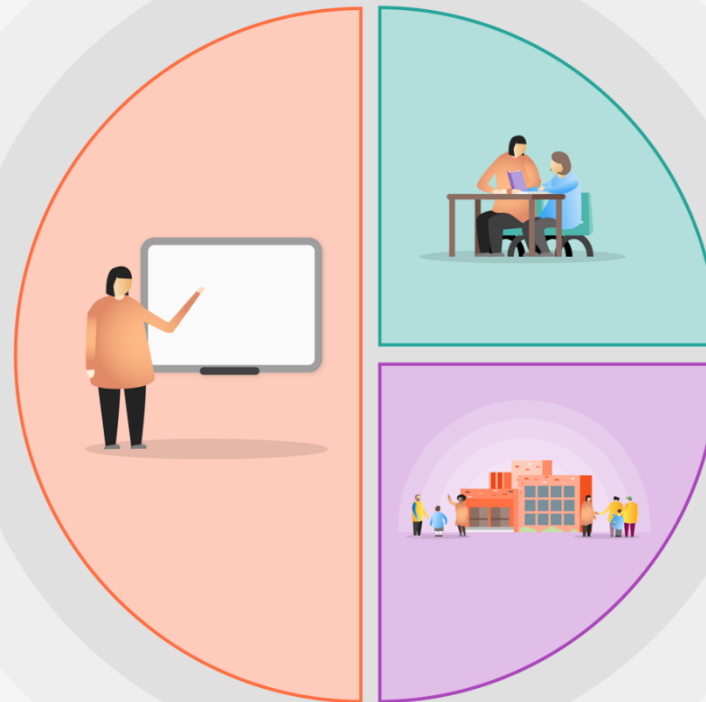
Engagement and Feedback

We use a combination of the following approaches to monitor engagement, gauge pupils' progress and provide regular feedback:

- Phone calls at least weekly
- Whole class feedback given during live sessions on Class Story or at the end of the week
- Individual feedback during KIT calls
- Feedback to work submitted on Class Dojo –all work will be acknowledged by approving and 'liking'.
- Feedback will be provided in the comments box where appropriate –this can be responded to and followed up by children.
- Children submitting work will receive written feedback at least once per week.
- Where pupils are not able to share their learning via Class Dojo, completed work may be returned on a Friday when learning pack for the following week is collected.

1 Teaching

- Quality First Teaching supported by evidence based CPD for teachers and support staff.
- A peer-support model to help embed and sustain research-based teaching strategies.
- A broad and engaging curriculum that focuses on building on skills acquisition
- Whole-class reading approach underpinned by clearly defined formative assessment practices.
- Curriculum ‘essentials’ for Reading, Writing and Maths are identified and taught / revisited across wider curriculum subjects.
- Development of a Maths Mastery approach supported by White Rose



2 Targeted academic support

- Same-day in-class intervention.
- Teacher-led targeted group teaching for Year 5 and Year 6 pupils.
- Specific intervention programmes led by both Teachers and Teaching Assistants.
- Baseline assessments to ensure gaps are closed through targeted QFT, skills and knowledge.

3 Wider strategies

- Daily breakfast club in bubbles.
- Extensive outdoor learning provision.
- A rich PHSE programme
- Targeted mental health identification and support

**Primary
Diagnostic Assessment Overview
September 2020**

| Year Group | What? | When? | How? | Aims |
|-------------------|---|--|---|--|
| NUR | Existing arrangements | Existing arrangements detailed in Assessment Cycle | Existing arrangements | <ul style="list-style-type: none"> Diagnostic assessments used to inform planning and additional support. |
| REC | Existing arrangements | Existing arrangements detailed in Assessment Cycle | Existing arrangements | <ul style="list-style-type: none"> Diagnostic assessments used to inform planning and additional support. |
| Y1 | GLD criteria | By 21.09.20 | Using data from February 2020 as a starting point, undertake diagnostic, formative assessments throughout general provision in order to identify aspects of GLD criteria needing to be prioritised. | <ul style="list-style-type: none"> Diagnostic assessments used to inform planning and additional support. Pupils who were expected to achieve GLD to have met this standard by the end of Autumn 1. |
| Y2 | Phonics Screening Check | By 21.09.20 <ul style="list-style-type: none"> % of children at the equivalent of phonics screening check 'Working At' reported to REDs by 21.09.20 | Using your existing diagnostic phonics assessment materials | <ul style="list-style-type: none"> Diagnostic assessments used to inform planning and additional support. Pupils who were expected to pass Phonics Screening Check to have met this standard by the end of Autumn 1. |
| Y3 | Phonics Screening Check re-take for pupils who did not reach the standard in Year 1 | By 21.09.20 <ul style="list-style-type: none"> % of children at the equivalent of phonics screening check 'Working At' reported to REDs by 21.09.20 | Using your existing diagnostic phonics assessment materials | <ul style="list-style-type: none"> Diagnostic assessments used to inform planning and additional support. Pupils who were expected to pass Phonics Screening Check re-take to have met this standard by the end of Autumn 1. |
| | End of KS1 EXS+ Reading, Writing (including Grammar) and Maths | September | Using teacher/TA copies of 2019 KS1 SATs papers and EXS descriptors as working documents, undertake diagnostic formative assessments throughout general provision in order to identify aspects of EXS criteria needing to be prioritised. | <ul style="list-style-type: none"> Diagnostic assessments used to inform planning and additional support. Pupils who were expected to achieve EXS+ to have met this standard by the end of Autumn 1. |

| | | | | |
|----|--|--|---|---|
| Y4 | Reading, Writing (including Grammar) and Maths | September | Using teacher/TA copies of your individual Y3 Summer 2019-20 assessment materials as working documents, undertake diagnostic formative assessments throughout general provision in order to identify aspects of 'age-related' criteria needing to be prioritised. | <ul style="list-style-type: none"> • Diagnostic assessments used to inform planning and additional support. • Pupils who were expected to be operating at 'age related' to have met this standard by the end of Autumn 1. |
| Y5 | Reading, Writing (including Grammar) and Maths | September | Using teacher/TA copies of your individual Y4 Summer 2019-20 assessment materials as working documents, undertake diagnostic formative assessments throughout general provision in order to identify aspects of 'age-related' criteria needing to be prioritised. | <ul style="list-style-type: none"> • Diagnostic assessments used to inform planning and additional support. • Pupils who were expected to be operating at 'age related' to have met this standard by the end of Autumn 1. |
| Y6 | Reading, Writing (including Grammar) and Maths | September | Using teacher/TA copies of your individual Y5 Summer 2019-20 assessment materials as working documents, undertake diagnostic formative assessments throughout general provision in order to identify aspects of 'age-related' criteria needing to be prioritised. | <ul style="list-style-type: none"> • Diagnostic assessments used to inform planning and additional support. • Pupils who were expected to be operating at 'age related' to have met this standard by the end of Autumn 1. |
| | Reading, Writing (including Grammar) and Maths | By half term <ul style="list-style-type: none"> • All data in tracking system as per usual arrangements | 2017 KS2 SATs Papers | <ul style="list-style-type: none"> • Diagnostic assessments used to inform planning and additional support. • Diagnostic assessments used to inform review of target settings in ECSI 1. |

Strategic Overview

This is the overview of how we are addressing the gaps in learning caused during school closures.

| Year group | English | Maths | JAM | Home learning-Using both Class Dojo and Microsoft Teams online platform, which can swiftly become Blended learning in the event of local lockdown |
|---------------------|--|---|--|--|
| Nursery | <ul style="list-style-type: none"> Nursery children who have remained will continue with Phase 1 – Letters and Sounds phonics in small group, adult led sessions – based on start of year assessments (baseline) | <p>Children who have remained in Nursery will participate in small group maths sessions in line with their start of year assessment (baseline). Maths Mastery Curriculum to be used as a guide line with a focus on Number.</p> | <p>Following Development matters and themes</p> | <p>Use Class Dojo online communication platform to facilitate: *Letters and sounds-phonics *Number bonds using TT Rock Stars/ Ten town/ number blocks *Top marks: Number games *Teach your Monster to Read – The Usborne Foundation /Reading eggs/ oxford owl *phonics play Use of Microsoft teams to facilitate: *Letters and sounds session *Story time *School assembly twice a week Use of school packs for parents who can-not access online portals</p> |
| Reception | <ul style="list-style-type: none"> Baseline assessment of Phonics to be carried out to ascertain individual starting points. Children will begin/continue with Letters and Sounds phonics (Phase 2 onwards) Colourful semantics | <p>Mathematics Mastery Curriculum. Children will follow the planned units with a focus on number for much of the autumn term.</p> | <p>Following Development matters and themes</p> | <p>Use Class Dojo online learning platform to facilitate: *Cosmic Kids *Letters and sounds-phonics *Number bonds using TT Rock Stars *Maths Mastery Curriculum Resources * Letters and sounds-phonics Use of Microsoft teams to facilitate: *Letters and sounds session *Story time *School assembly twice a week Use of school packs for parents who can-not access online portals</p> |
| Years 1 to 4 | <ul style="list-style-type: none"> Extra time on timetable created to focus on key skills and objectives – Punctuation, vocabulary and spelling are key priorities. Years 1 and 2 to daily systematic phonics sessions a day to catch up and ensure children are working at the expected phonics | <p>White Rose with new updated curriculum to catch up and move onto new learning. Online content available for children to embed their learning at home via Class Dojo learning platform.</p> | <p>Morning activities of Reading Maths to be timetabled in</p> | <p>Use Class Dojo online learning platform to facilitate: *Learning suggested timetable *Cosmic kids/ Yoga sessions recorded *BBC bitesize *Times Table Rock Stars</p> |

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| | <p>phases before moving on to new sounds/phases.</p> <ul style="list-style-type: none"> Any year 3 children who did not pass phonics screening test in Year 1/2 to have additional phonics interview with a TA Colourful semantics Word aware QLA analysis used termly to generate bespoke intervention through NTS | <p>Mathletics</p> <p>QLA analysis used termly to generate bespoke intervention through NTS</p> | | <ul style="list-style-type: none"> *Number bonds using TT Rock Stars *White Rose home learning *Lingotots home learning lessons recorded *Top marks *Home learning map (cross curricular) *phonics play *Pie Corbett workbooks *Lexia (1/2) *QLA analysis used termly to generate bespoke intervention through NTS <p>Use of Microsoft Teams to facilitate:</p> <ul style="list-style-type: none"> *Letters and sounds session *Introduction to the lessons recorded *Story time *School assembly twice a week <p>Use of school packs for parents who can-not access online portals</p> |
| Years 5 and 6 | <ul style="list-style-type: none"> Extra time on timetable created to focus on key skills and objectives - Writing- Punctuation, vocabulary and spelling are key priorities. Word aware Colourful semantics QLA analysis used termly to generate bespoke intervention through NTS | <p>White Rose with new updated curriculum to catch up and move onto new learning.</p> <p>NRICH and NCETM to be used alongside White Rose curriculum.</p> <p>Ready to progress DFE/ NCETM</p> <p>QLA analysis used termly to generate bespoke intervention through NTS</p> | <p>Morning activities of Reading</p> <p>Maths to be timetabled in</p> | <p>Use Class Dojo online learning platform to facilitate:</p> <ul style="list-style-type: none"> *Learning suggested timetable *Cosmic kids *BBC bitesize *My mini maths *Times Table Rock Stars *White Rose home learning *Home learning map (cross curricular) *Maths Whizz *Lingotots home learning lessons recorded *QLA analysis used termly to generate bespoke intervention through NTS <p>Use of Microsoft Teams to facilitate:</p> <ul style="list-style-type: none"> *Introduction to the lessons recorded *Story time *School assembly twice a week <p>Use of school packs for parents who can-not access online portals</p> |
| SEN Pupils | <ul style="list-style-type: none"> Pupils will be re-assessed for intervention. Interventions to start as soon as children are back at school. Small phonics groups to be implemented for SEN and LA pupils. | <p>SENCO to have Speech and language plans ready with resources to give parents to facilitate intervention at home.</p> <p>SENCO to loan physical equipment to</p> | <p>Prime area of need is social emotional / speech and language so resources available for these children.</p> | <p>Use Class Dojo online learning platform to facilitate:</p> <ul style="list-style-type: none"> *Learning suggested timetable *Lexia *Cosmic kids |

| | | | | |
|--|---|---|---|---|
| | <ul style="list-style-type: none"> Individualised support from SENCO and pastoral support QLA analysis used termly to generate bespoke intervention through NTS | <p>parents where needed.</p> <p>QLA analysis used termly to generate bespoke intervention through NTS</p> | <p>Multi agency support with families to be facilitated in and out of school.</p> | <ul style="list-style-type: none"> *BBC bitesize *My mini maths *Times Table Rock Stars *White Rose home learning * Home learning map (cross curricular) *Maths Whizz *QLA analysis used termly to generate bespoke intervention through NTS <p>Use of Microsoft Teams to facilitate:</p> <ul style="list-style-type: none"> *Introduction to the lessons recorded *Story time *School assembly twice a week <p>Use of school packs for parents who can-not access online portals</p> |
|--|---|---|---|---|

Coronavirus related absences quick reference guide – September 2020

| <i>What to do if...</i> | <i>Action needed</i> | <i>Code</i> | <i>Return to school when...</i> |
|--|---|-------------|--|
| ...my child has coronavirus symptoms | <p>Do not come to school</p> <ul style="list-style-type: none"> Contact school daily Self-isolate Get a test Inform school immediately about test result | Code X | ...the test comes back negative. |
| ...my child tests positive for coronavirus | <ul style="list-style-type: none"> Do not come to school Contact school daily Self-isolate for at least 10 days Inform school immediately about test result | Code I | ...they feel better. They can return to school after 10 days even if they have a cough or loss of smell/taste. These symptoms can last for several weeks once the infection is gone. |

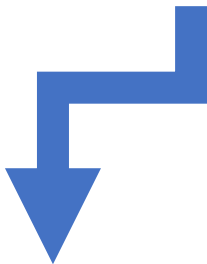
| | | | |
|---|---|--------|--|
| ...somebody in my household has coronavirus symptoms | <ul style="list-style-type: none"> • Do not come to school • Contact school daily • Self-isolate • Household member to get a test • Inform school immediately about test result | Code X | ...the household member test is negative. |
| ...somebody in my household has tested positive for coronavirus | <ul style="list-style-type: none"> • Do not come to school • Contact school daily • Self-isolate for 14 days | Code X | ...the child has completed 14 days of self-isolation |
| ... NHS test and trace have identified my child as a 'close contact' of somebody with symptoms or confirmed coronavirus | <ul style="list-style-type: none"> • Do not come to school • Contact school daily • Self-isolate for 14 days | Code X | ...the child has completed 14 days of self-isolation |
| ...we/my child travelled and has to self-isolate a part of a period of quarantine | <ul style="list-style-type: none"> • Do not take unauthorised leave in term time • Consider quarantine requirements and FCO advice when booking travel • Provide information to school as per attendance policy <p><u>Returning from a destination where quarantine is needed:</u></p> <ul style="list-style-type: none"> • Do not come to school • Contact school daily • Self-isolate for 14 days | Code X | ...the quarantine period of 14 days has been completed |
| ...we have received medical advice that my child must resume shielding. | <ul style="list-style-type: none"> • Do not come to school • Contact school as required by the pastoral team • Shield until you are informed that restrictions are lifted and shielding is paused again | Code X | ...school inform you that restrictions have been lifted and your child can return to school again. |

Parent / Carer calls saying their child has come into contact with somebody who has Covid symptoms and must self-isolate. (Ask if child is well? If the answer is "yes" follow the flowchart below.

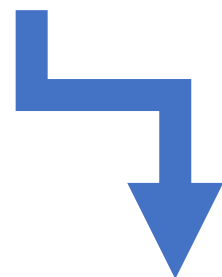


Do you have access to the internet through a phone / tablet or laptop?

Yes



No



Online Learning

While your child is at home it is compulsory for them to complete home learning activities that the teacher has set if they are well enough to.

Your child's year group further information about home learning on Class Dojo.

1. Are you signed up on Class Dojo?
2. I will let the class teacher know that a home learning pack needs to be sent and any further details about live sessions.
3. If you can not access please let us know if a paper copy needs to be supplied.

Paper based learning

While your child is at home it is compulsory for them to complete home learning activities that the teacher has set if they are well enough to.

Before we carry on can we just ensure that we have your **correct address details**.

We can get a home learning pack printed out and sent to your address this will contain all the children's core subject learning.