



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 Dojos. 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"> On swift return following negative test result 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 CDP books for Reading, Grammar and Maths and/or online using Dojos as a learning platform 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, (Chrome book) Content of the learning materials to ensure progression through the curriculum aligned with <ul style="list-style-type: none"> Teacher’s planned curriculum content Age/stage appropriate, progressive curriculum content from alternative DFE recommended source e.g. Oak National Academy 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. 	<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 GDP books for Reading, Grammar and Maths and/or online using Dojos as an online learning platform 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. (DFE Laptops) Content of the learning materials will ensure progression through the curriculum aligned with <ul style="list-style-type: none"> Teacher’s planned curriculum content Age/stage appropriate, progressive curriculum content from alternative DFE recommended source e.g. Oak National Academy 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. Teachers continue to plan for the delivery and assessment of a progressive curriculum using the guidance above

Minimum Frequency for KIT Calls

EHCP, CP	CIN	Early Help, wider vulnerable	All other
Daily	Every 2 days	Every 3 days	Weekly

Remote Education

Remote Education Lead: Mrs Valerie Rose

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

- live 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

In order to explore some of our remote learning approaches, please visit our Learning Links page on the school website: [Learning Links](#)

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:

- All children with SEND have received a stationary pack- collected or delivered.
- Phone calls made weekly to pupils with SEND.
- Breakout Rooms in Zoom lessons - to go through learning together.
- All children with SEND have been sent resources individually to continue with their targets from their One Plans e.g. Phonic resources from Phonics Play, Handwriting sheets- Letterjoin.
- Speech and Language interventions are still being delivered virtually at home or in school if attending.
- Virtual Interventions for children with EHCPs (twice a week) to work on targets from their One Plans.
- Interventions in school (where possible)
- Daily calls to EHCP children- communication in regards to the learning and any additional support.
- All parents/carers of children with SEND received a 'Support at Home' guidance document. This can be accessed via Dojos and is available on our website – [click here](#).
- Parents/carers can contact our SENDCo on concerns@ravensacademy.attrust.org.uk or by telephone on 01255 424328

Study Time

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	At least 3 hours	At least 4 hours
<ul style="list-style-type: none">• Wherever possible, pupils should follow the structure of the academy's suggested timetable/s (see below) 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. We have built in regular 'screen time' breaks throughout the day.		

Remote Education Timetables

Our timetables for online learning are reviewed regularly and adapted as necessary to reflect our own evaluation of effectiveness as well as the growing body of research available.

Timetables are available on our website. [Please click here.](#)

Online Remote Education

Pupils will require a device to access some of the learning/resources remotely. Wherever possible we will provide support with this.

Please find our learning platforms below:

We use the following online resources in our academy. The links can also be found on our Learning Links page on the school website – [Learning Links](#)

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.

Home Education Packs (HEP) are available by contacting us on concerns@ravensacademy.atrust.org.uk or by telephone on 01255 424328. Please order a pack by Wednesday as we prepare the packs every Thursday for collection on Friday. Once you have been added to our HEP list, we make a pack every week, so you do not need to contact us weekly unless your circumstances change.

The HEP should be returned on a Friday when you are collecting the following week's work. This is marked on the following Monday and is used to design the content of the following week's pack.

Engagement and Feedback

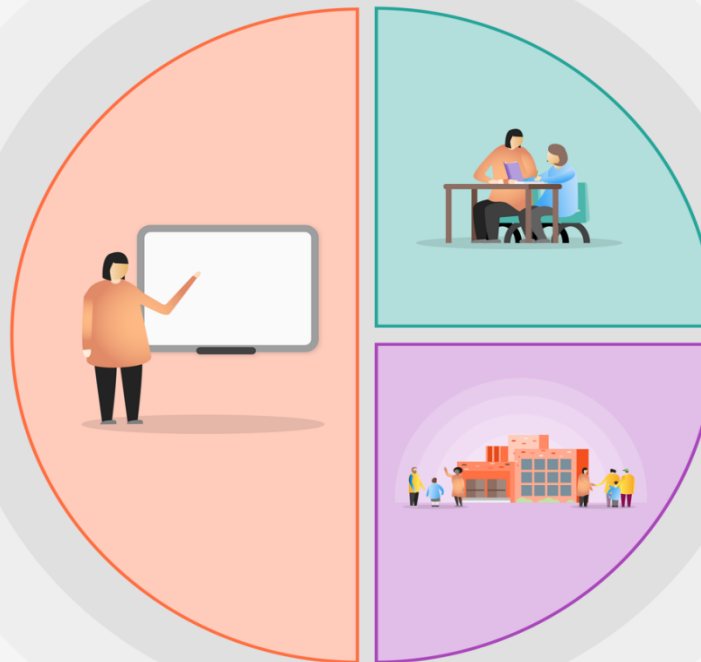
We use a combination of the following approaches to monitor engagement, gauge pupils' progress and provide regular feedback:

- Phone calls at least weekly
- Ongoing communication via online platform(s) listed above
- Live and/or pre-recorded feedback using videos, demonstration clips or sequences
- Whole class feedback where appropriate
- Written feedback where appropriate

EEF GUIDE TO SUPPORTING SCHOOL PLANNING (2020-21) – TIERED MODEL

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 Maths No Problem



2 Targeted academic support

- Same-day in-class intervention.
- Phonics and spelling intervention through RWI programme.
- 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

- PE taught by specialist sports coaches
- Extensive outdoor learning provision.
- A rich PHSE programme, including Jigsaw recovery unit
- Safeguarding team to support vulnerable pupils
- Language/ Vocabulary rich environment and curriculum.

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"> The % 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"> The % 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 KSI EXS+ Reading, Writing (including Grammar) and Maths	September	Using teacher/TA copies of 2019 KSI 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	<ul style="list-style-type: none"> Diagnostic assessments used to inform planning and additional support.

			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"> 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

Autumn Term overview of how we addressed the gaps in learning caused during the first lockdown – March to July 2020

Year group	English	Maths	Other	Home learning/Blended learning – Using school website, class dojo and home learning packs.
Nursery	<ul style="list-style-type: none"> • Nursery children who have remained will continue with Phase 2 – Letters and Sounds phonics in small family group, adult led sessions – based on start of year assessments (baseline). • Pupils will be WELLCOMM screened and interventions put in place to plug any gaps. 	<ul style="list-style-type: none"> • Children who have remained in Nursery will participate in small group maths sessions in line with their start of year assessment (baseline). • Number Blocks and Ten Town to be used as a guide line with a focus on Number. 	Following new Development Matters (Early Adopter School)	Use website/class dojo online to facilitate: <ul style="list-style-type: none"> • Number Recognition. • Letters and Sounds • Activities planned so children get opportunities to develop key skills e.g. fine motor activities. • Dimensions Home Learning Units for wider curriculum topics
Reception	<ul style="list-style-type: none"> • Baseline assessment of Phonics to be carried out to ascertain individual starting points. • Children will re-cap on Letters and Sounds but also start with RWI phonics. • Baseline Assessment. • Pupils will be WELLCOMM screened and interventions put in place to plug any gaps. 	<ul style="list-style-type: none"> • Children will follow the planned units with a focus on number for much of the autumn term. • Baseline assessments. 	Following new Development Matters (Early Adopter School) -RWI	Use website/class dojo online to facilitate: <ul style="list-style-type: none"> • Letters and Sounds • Rising Stars Maths • Handwriting lessons • Dimensions Home Learning Units for wider curriculum topics
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 have 2 phonics sessions a day to catch up and ensure children are working at the expected phonics phases before moving on to new sounds/phases. • Any year 3 children who did not pass phonics screening test in Year 1/2 have phonics lessons to close gaps. 	<ul style="list-style-type: none"> • Rising Stars with new updated curriculum to catch up and move onto new learning. • Online content available for children to embed their learning at home via Dojos learning platform. 	We use Dimensions Curriculum and this has been adapted to ensure that all key learning points, which may have been missed during lockdown, are revisited.	Use Dojos online learning platform to facilitate: <ul style="list-style-type: none"> • Times Table Rock Stars • Number bonds using TT Rock Stars • Rising Stars home learning • Dimensions Home Learning Units for wider curriculum topics

Years 5 and 6	<ul style="list-style-type: none"> • Extra time in timetable created to focus on key skills and objectives • Focused daily session using dictation to cover handwriting and spelling practice 	<ul style="list-style-type: none"> • Rising Stars with new updated curriculum to catch up and move onto new learning 	We use Dimensions Curriculum and this has been adapted to ensure that all key learning points, which may have been missed during lockdown, are revisited.	Use Dojos online learning platform to facilitate: <ul style="list-style-type: none"> • Times Table Rock Stars • Number bonds using TT Rock Stars • Rising Stars home learning • Dimensions Home Learning Units for wider curriculum topics
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 pupils. 	<ul style="list-style-type: none"> • SENCO to have Speech and language plans ready with resources to give parents to facilitate intervention at home. • SENCO to loan physical equipment to parents where needed. 		<ul style="list-style-type: none"> • KIT phone calls from Inclusion team to vulnerable pupils. • Individualised learning packs provided by LSA. • Class Do-jo used to engage with parents of SEN/Vulnerable pupils. • Signposting parents to additional support.

Our Approach to Pupil Absence and Local/National Lockdown – Provision of Remote Education

Information about our remote education provision is available on our school website. [Please click here.](#)

This information is provided so that pupils and their parents know what to expect from our school if they need to self-isolate, or where national or local restrictions require them to remain at home.

If you require any further information, please contact us by email on concerns@ravensacademy.attrust.org.uk or by phone on 01255 424328

Coronavirus related absences quick reference guide – September 2020

What to do if...	Action needed	Code	Return to school when...
...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.