

Honiton Primary School Interim SDP



Teaching and whole-school strategies for the Interim 'return' period.

Rationale and Thinking	Action	Resources/Costs	Timing/Impact/Spend
<p>Access to Support- Mental Health and Well-Being</p>	<p>Staff input - <u>NHS Talkworks</u>, FOC</p> <p>EF/SN/NL working with Anne Gilby (CAMHs, EH4MH) FOC, to look at and plan for a whole school, sustainable approach to wellbeing.</p> <p>Creating a 'well' school.Mental Health and wellbeing tab to be added to the website providing resources and support for parents and families.</p> <p>Timpson Project roll out from April 2021: whole school training on the impact of early trauma on learning and development.</p> <p>Outline plans to maximise use of the school's excellent outdoor facilities as much as possible for learning opportunities and wellbeing; this could have a wider community use.</p>	<p>Staff time</p> <p>EF/SN/NL time</p> <p>YJ time</p> <p>Staff time</p> <p>Supply - cover supervisor/inset day</p> <p>SIP Outdoor Learning £1000, PTFA Grant £1000, AllHallows Trust Grant £1000 to improve the woods learning environment</p>	<p>29.03.21</p> <p>9.03.21</p> <p>Staff wellbeing surveys sent 4/3</p> <p>Parent/Carer wellbeing survey sent 5/3</p> <p>Wellbeing survey key findings:</p> <p>April 2021 onwards</p>
<p>Supporting great teaching</p> <p>"Great teaching is the most important lever schools have to improve outcomes for their pupils." EEF</p> <p>Ensuring every teacher is supported and prepared for the coming year is essential to achieving the best outcomes for our pupils. Providing opportunities for professional development, to support curriculum planning or focused training on the effective use of technology is likely to be most valuable.</p> <p>We have made significant adjustments to organisational and logistical aspects of our school life and these perhaps, will remain post COVID19. Ensuring teachers continue to have training and support to adjust to these changes</p>	<p>General – Foundation built on School value/British Values</p> <p>Reading – Cementing the systems throughout the school. Ensure any home reading books from pupils who have not been in are returned, cleaned and redistributed accordingly. Ensure the home reading expectations are clear and embedded. Check classroom libraries are COVID appropriate but still welcoming and inviting. Embed the use of reading spine books within class reading / story time. Consolidate guided reading expectations after JS visit. Establishing a rigorous and consistent approach to the teaching of reading across KS1 and KS2 using Re-think reading as a guide.</p> <p>Writing – Re-establishing the "Writeria", sequences linked to text and relaunching Colourful semantics. Writing across the curriculum</p> <ul style="list-style-type: none"> -Refresh expectations across the school regarding writing evidence seen within writing sequences. This to be monitored by English lead regularly during leadership time. 	<p>SIP Reading - £850 New reading spine books</p> <p>Library £500 to increase supply of books for home reading and replace lost/damaged books.</p> <p>SIP Reading Training £150</p> <p>Supply cover – cover supervisor</p> <p>SIP English – Resources £500</p> <p>Staff time</p> <p>Supply cover – cover supervisor</p>	<p>Before Easter-Share BV with staff. How do they link to our Values? (NL)</p> <p>FC- will start to cement systems week bg 08.03.21. FC will meet with a Reading specialist JS who is coming to school on 19.03.21 to discuss and improve the school guided reading approach.</p>

<p>is key to our school improving the quality of teaching as all pupils return to school.</p> <p>Our early career teachers, who have had opportunities to develop their practice curtailed by school closures, are particularly likely to benefit from additional mentoring and support. This shall be a key consideration for middle and senior leaders.</p> <p>NQT/RQT's – Programmes to support modelled teaching/ partnered and team teaching. ECF to support current NQTs going into next academic year.</p>	<ul style="list-style-type: none"> • Ensure that up to date assessment is taking place using the school assessment system 'WRITERIA' for both writing within sequences and across the curriculum (SOLE) • -Relaunch & embed colourful semantics as a process to support the teaching of writing across the school. <p>Maths - Embed Doodle within the Teacher Tutorial model; Doodle will also need to be more thoroughly established in Reception (introduced end of Feb 2021). Re-establish and consolidate the use of the ABC model for questioning particularly in maths but across the curriculum too - this is displayed in all classrooms and will now be in table baskets too. Develop and embed writing in maths explanations - build in the consistent use of vocabulary and sentence stems to support here. Offer more opportunities for maths to be applied in the wider S.O.L.E curriculum. Develop a wider understanding across the whole school of the importance of securing arithmetic skills - re-establish the role of Testbase here plus the use of arithmetic papers in Year 5 and lower KS2. Introduce times table tracking grids and cement the role of TTRockstars / DoodleTables here.</p> <p>Curriculum – Focus on depth of understanding and quality of recording. (Slightly less but to a better standard). Embedding more writing/maths opportunities. PSHE/Mental Health – Mental Health awareness and a deep and robust relaunch of the Growth guides both with staff (particularly TA's) and the children. This has to be our core.</p> <p>Curriculum – Focus on depth of understanding and quality of recording. (Slightly less but to a better standard). Embedding more writing/maths opportunities. Great teaching across the wider curriculum key to re-engaging pupils in learning. Use pre-teach opportunities by team teaching to stretch GD pupils across year groups. Plan for moderation of WT, NS, GD in all wider curriculum subjects at HPS from years 1 to 6 and across the learning community. Foster links with HCC to share expertise as subject specialists in summer term for CPD, if possible, using zoom, google teams and other IT applications during staff meetings. Extend professional memberships for Art and DT - NSEAD- and Geography - Geographical Association</p> <p>PSHE/Mental Health – Mental Health awareness and a deep and robust relaunch of the Growth guides including the 5 keys to Happiness both with staff (particularly TA's) and the children. This has to be our core. Growth guide - refresh expectations and how to align with and shape teaching and learning</p>	<p>Budget - SIP English £1500 resources and training</p> <p>Staff time</p> <p>Supply – cover supervisor</p> <p>Assessment £2000</p> <p>SIP Maths £1500</p> <p>Staff time Cover supervisor</p> <p>Staff time Cover supervisor SIP Resources £1000</p> <p>Staff time Cover supervisor</p>	<p>KS will continue to develop maths across the school when all children return wc 8/3. KS to meet with SN 18/3 to assess where maths is and how to move forward. Spring 2 / Summer 1</p> <p>26/1- Initial meeting to talk about the way forward (NL/SN/EF)</p> <p>26/1-Brainstorming document shared with SLT (NL) This has been ok'd with CT and will be shared with staff on 10/3 staff meeting</p> <p>26/1-Wellbeing Impact indicators shared with SLT(NL)</p> <p>26/1-NL to plan how to use the Growth Guides to support making links with mental health and wellbeing by linking it to the 5 keys to happiness principles</p> <p>26/1-Newsletter focus on Wellbeing moving forward (NL)</p> <p>26/1-NL to create and manage designated Wellbeing section of the school website</p> <p>NL to lead staff meeting on 10/3. The focus areas will be:</p> <ol style="list-style-type: none"> 1. Introduce Interim wellbeing plans to staff. 2. The Growth Guide - expectations.
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<p>Pupil assessment and feedback</p> <p>Assessment can help teachers determine how to most effectively support their pupils. Every pupil will have been affected differently by Covid-19. We need to determine each child’s needs and act upon them.</p> <p>“Setting aside time to enable teachers to assess pupils’ wellbeing and learning needs is likely to make it easier for teachers and other school staff to provide effective support.” EEF.</p> <p>We can utilise subject-specific assessments to identify particular areas where pupils have forgotten or misunderstood key concepts, to ensure that new material being covered builds on secure foundations. Standardised assessments in literacy or numeracy can be used to identify pupils who would benefit from additional catch-up support. Providing pupils with high-quality feedback, building on accurate assessment, is to be a particularly promoted approach.</p>	<p>Reading – KS2 will be star testing in the first week back and KS1/ EYFS will be listening to all children read to ensure children are reading the correct and appropriate book band. These children will then be read with as much as possible and be considered for intervention. Priority reading lists will be updated as a result of this. Bottom 20% reading documents will be updated before Easter alongside data drop to establish interventions / focus children for summer.</p> <ul style="list-style-type: none"> ● KS2, Accelerated Reader Star Tests (usually completed half-termly) to be completed on school return to provide teachers with baseline assessment. ● Daily independent reading time used to hear children read 1:1 or in small groups. ● -Ensuring that formative and summative assessment collected is age appropriate and is showing the development of need based on the child's individual starting point. <p>Writing</p> <ul style="list-style-type: none"> ● –School marking codes used to reflect the high-quality feedback given at the point of learning. This will show the impact of verbal discussions & support given. ● School marking codes used to reflect the high-quality feedback given at the point of learning. This will show the impact of verbal discussions & support given. ● Sequence elicitation used as a baseline to identify the class needs and to guide targeted teaching. ● WRITERIA used to assess independent application of writing skills learnt. This to be completed for curriculum learning and learning completed during English lessons. ● -Children working significantly below age related expectations to have writing targets specific to their individual needs within class sequences. <p>Maths – Maths objectives that have been taught during remote learning will be highlighted in blue on each year group’s coverage document. Within the first week of returning (wc 8/3), all children will complete a ‘Remote Learning Check’ to assess their understanding of all objectives covered during remote learning. From here, intervention groups can be determined with key gaps in lockdown learning targeted and addressed. Important to spend time re-engaging children in their maths learning - consider the role of S.O.L.E curriculum here.</p> <p>Curriculum – Science objectives need to take priority as a core subject. Teachers to blue highlight objectives covered during remote learning. Subject leads to look at blue highlights and do a gap analysis, making judgements and recommendations for key</p>	<p>SIP Reading Resources £1000</p> <p>Accelerated Reader Software purchased last year</p> <p>Staff time</p> <p>Staff time Cover supervisor</p> <p>Staff time Cover supervisor SIP Maths – resources £500</p> <p>SIP School Resources - £2000</p>	<p>wc 8/3 - Remote learning checks to be completed by all children and analysed by teaching staff</p> <p>26/1-Wellbeing Impact indicators shared with SLT (Pupil/staff/parent questionnaires)</p> <p>SBel to monitor gap analysis and feedback to class teachers by subject leads - 26/3/21</p>
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concepts to be covered by the end of summer term. Feed this back to class teachers by the end of week 3 so key concepts can be covered as soon as possible.

PSHE/Mental Health –I

IT- Introduction of a new cloud based subject-evidence and monitoring document to allow for greater ease of, and more efficient and transparent, evidence based monitoring - (RH to develop).Develop reflective self-and peer assessment toolkits to build metacognitive skills in 'pupils as experts' (RH)

Staff time
Cover supervisor

	<ul style="list-style-type: none"> Enhanced transition in place for children with high levels of need. <p>PSHE/Mental Health –</p> <p><i>A timetable of secondary transition events to be in place including:</i></p> <ul style="list-style-type: none"> <i>transition meetings with Year 7 counterparts and pastoral leads (academic, social, emotional and SEND information relayed).</i> <i>A year 6 off-site end of year ‘outdoor learning’ trip is planned</i> <i>An end of year outdoor ‘on-site activity’ will be planned with field activities followed by an overnight camp.</i> <i>A Year 6 graduation event/assembly to be planned (remotely or on site depending on restrictions)</i> 	PTFA donation and parental contributions	
<p>Targeted Support - One to one and small group tuition</p> <p>There is extensive evidence supporting the impact of high- quality one to one and small group tuition as a catch-up strategy. We need to utilise in-school and external resources wisely here.</p> <p>To be most effective, creating a three-way relationship between tutor, teacher and pupils is essential, ensuring that tuition is guided by the school, linked to the curriculum and focused on the areas where pupils would most benefit from additional practice or feedback. We can link this through Curriculum learning journeys and class provision; an extension not a bolt on.</p> <p>“As a rule of thumb, the smaller the group the better. However, both small group and one to one tuition can be effective catch- up approaches.” EEF</p> <p>Tuition delivered by qualified teachers is likely to have the highest impact. However, tuition delivered by tutors, teaching assistants, or trained volunteers can also be effective. Where tuition is delivered by teaching assistants or volunteers, providing training linked to specific content and approaches is beneficial.</p>	<ul style="list-style-type: none"> NTP - working with external providers to access teachers to carry out tutoring in school. Currently working with 1-2-1 Mentors. A tutor is in 15 hours a week working on reading and phonics with identified year1 and year2 children. Groups range from 1:- 1:3 dependent on need. This will be rolled out into Years ¾ next term - tutors permitting. 	NTP programme – allocated in Covid Catch Up premium £4500	Commenced 01.03.21

<p>Intervention programmes</p> <p>“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.” EEF</p> <p>A particular focus for interventions is to be on literacy and numeracy. For example, there is extensive evidence showing the long-term negative impact of beginning secondary school without secure literacy skills. 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.</p> <p>Effective intervention follows assessment, which can be used to ensure that support is well-targeted and to monitor pupil progress.</p>	<ul style="list-style-type: none"> ● Using NS to deliver additional tutoring sessions based on high priority (key skills) numeracy areas to push for NS and GD. ● ● *Pre-Easter /Post Easter assessments (? pros and cons of both) used to review understanding and application of skills taught and gaps to cover. Further SLT consideration to develop this as to best direct resources post data drop. ● Cover supervisor PT completed targeted interventions linked to key Maths skills during remote learning period for children in school 1:1. Focused on individual children’s need. ● Colourful semantic displays created in year group spare classrooms to raise awareness of this process and to support learning when all children are back learning in school. ● Weekly times tables quizzes continue to be timetabled to revisit this key maths skill on a regular basis. ● Speech and Language Link assessments will be updated, where recommended by the programme, so that support can be closely matched to children’s needs. ● Talk Boost is now being delivered in Nursery and is already having a positive impact on these children’s listening and attention skills. ● NELI will begin in Reception after Easter with children identified as in need of support through the NELI assessments. ● Phonics assessments to be updated for all children working below ARE, or on the borderline, as well as for children who have not engaged consistently with remote learning. Support will be planned based on these assessments. ● HLTA support for Year 3 has been revised to reflect the experiences that our children have had during lockdown, and in consultation with our English and Maths leads. 	<p>Covid Catch-up Funding £3000 – NS</p> <p>Assessment - £2000</p> <p>Covid Catch-up funding £3710 – NS</p> <p>SIP School Resources £1000</p> <p>Staff time</p> <p>Assessment £2000</p> <p>Covid Catch-up – FOC</p> <p>TA staffing</p> <p>TA Staffing</p>	
<p>Extended school time – We could consider this at each end of the day.</p> <p>In some cases, schools may consider extending the length of the school day; for example, to provide additional academic or pastoral support to particular pupils after school. There is some evidence that extending school time can have a small positive impact on learning as well as improving other outcomes, such as attendance and behaviour. However, to be successful, any increases in school time should be supported by both parents and staff.</p>	<p>Wake and shake removal currently informally allowing key skill rehearsal as a collateral effect of needing to operate in bubbles.</p> <p>This area of the day can be expanded upon as need and resources to meet that need become clearer.</p> <p>PPG Breakfast Booster Club a probability - restrictions allowing</p>	<p>Staff time</p> <p>TA costs from PPG</p>	

<p>Wider strategies- Supporting parents and carers</p> <p>Parents have played a key role in supporting children to learn at home and it will be essential that schools and families continue to work together as pupils return to school. We have built very strong community ties here and need to maintain the bedrock of support flowing both ways.</p> <p>Schools have provided extensive pastoral support to pupils and families throughout the pandemic. Additional support in the coming year should focus on providing regular and supportive communications with parents, especially to increase attendance and engagement with learning.</p> <p>“Providing additional books and educational resources to families over the holidays, with support and guidance, may also be helpful— for example, offering advice about effective strategies for reading with children.” EEF</p>	<p>To continue working closely with identified families through the early help process or social care process where appropriate. Signposting, continuous monitoring and follow up. To continue with meet and greet each morning whilst on gate duty ensuring that we are available and approachable to all parents and carers.</p> <p>TAF meetings have been held throughout the period of partial closures.</p> <p>26/1-Newsletter focus on Wellbeing moving forward (NL) NL to continue to develop the HPS - Values section of the school website. NL to share the Growth Guide and 5 steps to happiness agenda with parents using our various platforms.</p> <p>Outline plans to maximise use of the school’s excellent outdoor facilities as much as possible for learning opportunities and wellbeing; this could have a wider community use.</p>	<p>Staff time</p> <p>Staff time</p> <p>SIP Outdoor Learning budget and grants as above</p>	
<p>Wider strategies- Supporting staff and leaders</p> <p>Governors have played a key role in supporting schools to function both in school and at home. It will be essential that staff and leaders continue to work together with their governors as children return to school. We have built very strong governor ties in some areas and need to maintain the bedrock of support laid down thus far.</p> <p>Governors have provided pastoral support to staff and leaders where signposted and of their own volition throughout the pandemic. Additional support in the coming term/year should focus on providing regular and supportive communications with staff, especially to increase the flow of information yet further and bring further engagement with the entire governing board.</p>	<ul style="list-style-type: none"> ● Governors to hold extra FGB during last week of term; suggest minimal preparation, a ‘listening and reporting’ agenda. ● Share interim SDP and check in with staff wellbeing following return and review of questionnaires. ● Review wellbeing of all groups promptly after returns are processed ● Subject visits early in summer term to check in with staff and review how return to school is progressing ● Review continued progress of embedding IT into the curriculum which has shown such progress during lockdown ● Governors are all (directly) linked to a subject lead and will enhance these relationships further, to include moral support (including ‘check ins’ outside of the regular visit-related contact) given the ongoing pandemic and the additional pressures on the teaching staff. ● Governors should also extend this support to the SLT., making ourselves available if needed and making sure we make regular contact to ‘check in. ● Meetings with subject leads (visits) should make sure they contain time to discuss the teachers well being and whether they require any support/assistance from the governing board. Visit forms have already been amended to ensure this is a key focus. ● NL to plan meeting with BB to share the interim plans with regard to PSHE 	<p>Staff time and cover supervisor if cover is needed</p>	<ul style="list-style-type: none"> ● Subject Gov. clearly briefed on how the subject lead plans to address this plan in the short to medium term and how she can support in its implementation. <p>Staff wellbeing data (March 21’) will be posted here when collated</p>

	● NL staff wellbeing survey sent out 4/5		
<p>Access to technology</p> <p>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.</p> <p>As all pupils return to schools, technology could also be valuable; for example, by facilitating access to online tuition or support.</p> <p>“Some schools might find it helpful to invest in additional technology, either by providing pupils with devices or improving the facilities available in school.” EEF</p> <p>To support learning, how technology is used matters most. We must be ensuring the elements of effective teaching are present— clear explanations, scaffolding, practice and feedback— is more important than which form of technology is used.</p> <p>In addition, providing support and guidance on how to use technology effectively is essential, particularly if new forms of technology are being introduced. Training here has been our strongpoint and this must continue.</p>	<p>2 x 30 trolley sets of pupil chromebooks on order to increase access to technology and cloud computing in KS2.</p> <p>Recall of loaned remote learning devices to make a further class set of 30. Remainder to be distributed to SEND pupils with some kept in reserve for self-isolating pupils .</p> <p>Further upskilling of teachers through staff training refreshing what has been learnt so far on the Google Classroom platform and embedding its use in the SAMR philosophy of using technology to apply the curriculum progression of skills. (SAMR: moving away from Substitution of tasks, through Augmentation, to Modification and then Redefinition).</p> <p>Promotion and systematic timetabling of Doodle learning apps to give opportunities to rehearse, learn and apply using adaptive technology.</p> <p>To improve the progression in the programming strand in Years 1 - 6 through the introduction of code.org sequences aligned to objectives</p> <p>Introduction of hands on programming in UKS2 using micro:bits</p> <p>Online safety half termly sequence of work relative to year group to be once more taught</p> <p>Broadband FttC connection upgraded to leased line to create further capacity for efficient working, cloud computing and good quality meetings and live lessons.</p> <p>Explore remote tutoring if and where appropriate</p>	<p>£16677 – Devolved Formula Capital (1 set already purchased)</p> <p>ICT Support - TME costs – part of service agreement</p> <p>ICT resources training costs £500. Cover supervisor/inset days</p> <p>Staff time</p> <p>ICT resources training costs £500. Cover supervisor</p> <p>Staff time</p> <p>Staff time</p> <p>ICT Broadband £5845</p> <p>Staff time</p>	
<p><u>Summer support – A potential yet controversial option.</u></p> <p>“Summer programmes can benefit pupils socially and academically, helping to ensure that they return to school ready to learn.” EEF</p> <p>Summer support can also focus on a wide range of outcomes, such as confidence and wellbeing, and include a wide range of activities such as sports, music and drama that children might have missed out on during lockdown.</p>	<p>Holiday Club will be subsidised/funded for vulnerable children via the PPG - we did this last summer and over the October half term to support children and families.</p> <p>CRT will continue to pursue outside funding sources to bolster and extend school funded provision. Outline plans to maximise use of the school’s excellent outdoor facilities as much as possible for learning opportunities and wellbeing; this could have a wider community use.</p>	<p>SEN/PPG Resources £1000</p>	

<p>One challenge for summer programmes is achieving high levels of attendance, particularly from children from disadvantaged families. Communicating with pupils and their families to assess levels of engagement and barriers to attendance is likely to be important.</p> <p>Providing additional books and educational resources to families over the summer holidays, with support and guidance, may also be helpful—for example, offering advice about effective strategies for reading with children, attendance and engagement with learning. There is a risk that high levels of absence after the summer pose a particular risk for disadvantaged pupils.</p> <p>Additional information about supporting and communicating with parents has been published by the EEF in its guide for schools on <i>Communicating effectively with families</i>.</p> <p>In addition, staffing is a key challenge, recognising the extensive demands placed on teachers and schools in recent months and the challenges created by public health requirements. For summer programmes to improve educational outcomes, they need to include high-quality academic support, such as small group tuition delivered by teachers or trained tutors.</p>			
	<p><u>Further support</u></p> <p>BBC Bitesize</p> <p>Resources for learning from home created with teachers and other educational experts, featuring a mix of videos, animations, practice activities, quizzes and games. Available for free at:</p> <p>https://www.bbc.co.uk/bitesize/dailylessons/</p> <p>Oak National Academy</p>		

A sequenced plan of video lessons and curricular resources to use flexibly, to complement existing teaching and planning. Available for free at:

<https://www.thenational.academy/information-for-teachers/>

The Chartered College of Teaching

The Chartered College of Teaching has collated a wide range of resources and articles designed to support teachers' and school leaders' planning. These are available at:

<https://my.chartered.college/2020/06/catch-up-and-recovery-approaches-selected-reading/>

Public Health England

Public Health England and the Anna Freud Centre for Children and Families have published a toolkit for measuring and monitoring young people's mental wellbeing, available at:

<https://www.annafreud.org/media/4612/mwb-toolkit-final-draft-4.pdf>

What Works for Children's Social Care

What Works for Children's Social Care have published a summary report, designed to identify promising approaches for improving the educational outcomes of children who have had social workers. The report is available here:

https://whatworks-csc.org.uk/wp-content/uploads/WWCSC_what_works_education_children_SWs_Feb20.pdf

Teach First

Teach First have compiled a wide range of resources designed to support schools, focusing on particular on supporting disadvantaged children and young people, available here:

<https://www.teachfirst.org.uk/shut-in-not-shut-out/school-resources/>