

Reopening

The children have all returned and quickly settled back into school life. Some children arrived full of smiles, eager to come back but others were a little unsure which is understandable. By playtime on the first day, the school was full of smiles and the classrooms were buzzing with excitement.

Recovery Curriculum – Addressing the impact of the last year

The children have all experienced a loss of routine, structure, friendship and freedom over the last year. This can sometimes trigger anxiety.

So with this in mind, we will continue to put the children’s wellbeing at the heart of everything we do. We want our children to be happy, feel safe so they are ready to learn. We are planning a range of activities to help them rebuild their friendships whilst also listening carefully to what they are telling us about the last year.

Teachers are used to planning for the wide range of abilities in their class. I have been teaching for many years, and I have never had a class where the children are all working at the same level. It just doesn’t exist.

When teachers plan, they use their knowledge of the children from observations, questioning and marking. This knowledge helps teachers to plan the children’s next steps. It’s important we don’t miss important steps out.

Every year group has a set of objectives which the children should cover. We have been through these objectives and prioritised the ones which the children will need to grasp before the end of the year. As you can imagine, we are keeping detailed records to ensure that we cover all the missed objectives as soon as possible.

As you know, every school has been given some additional funding to help deliver a ‘catch up’ programme. The majority of our funding has been spent on Pathways to Progress, an English programme which is being delivered across the school. Spelling, phonics, reading and maths interventions are also being delivered where needed. The children in KS2 are now taught Maths in small groups of no more than ten children. This means teachers are able to plug gaps as they arise because they are working with fewer children. This had a significant impact during the Autumn Term. I have every faith, it will do again.

The government have recently announced some additional funding. As yet we don’t know how much we will receive. Any additional funding will be used to ensure we can continue to deliver Maths in small groups and provide any interventions where needed.

Our next parents’ evening is planned for the first week back after Easter where class teachers will be updating parents about their child’s progress and next steps.

OUR SCHOOL DEVELOPMENT PLAN – Update March 2021

Priority 1:

To develop a consistent and systematic approach to the teaching of reading across the school.

After a trial, we decided to invest in the 'Pathways to Read' package from the Literacy Company. The package supports the teaching of reading from Year 2 - Year 6 using high quality texts. Reading is taught through a combination of whole class sessions and small group work. It involves developing the children's reading, inference, and comprehension skills.

We launched the programme back in September and it has been met positively by the children and staff. Regular staff meetings are held to review the resource and how it is being taught. Towards the end of the Autumn Term we saw a significant improvement in the children's inference and comprehension skills.

Reading in Reception and Year 1 will continue to be taught through Read, Write, Inc because it has always been successful. Moving forward, we now need to embed Pathways to Read into our everyday practice, so standards continue to rise, and our children excel.

Priority 2:

To review and develop the structure and sequencing of our connected curriculum approach so that the children receive a broad and balanced curriculum where they have the opportunity to learn in depth.

This part of our School Development Plan has been paused until next term. Instead, we have focused our attention on training for Google Classrooms. Our Connected Curriculum will now be our priority for next term so we are ready to implement the new improved version from September 2021.

Priority 3:

To review and improve provision for our SEND children.

Current practices and procedures have been reviewed and adapted where necessary. We have also arranged for an SEN/Pastoral Review to take place early next term by an external consultant - Jane Bradley. Jane leads the Special Educational Needs and Disabilities programme at the University of Chester. Her most recent research has been about supporting learners with attachment, trauma and mental health issues. She comes highly recommended. During the review she will be speaking to parents, children and staff.

Priority 4:

To develop the continuous provision so the children in our EYFS have lots of opportunities to embed their learning.

This was our priority for the Spring Term 2020 and is now well embedded. Each area in the classroom, inside and out now provides the children with lots of opportunities to consolidate their learning.

<http://www.warminghamce.cheshire.sch.uk/page/eyfs/98081>

A clip about our continuous provision can be found at the bottom of the page.