

## Evaluation of September 2020 - January 2021

### September 2020

In order to continue to plan for 2020-21, it is essential to evaluate the impact of coronavirus during the autumn period on pupils' learning and wellbeing. The table below helps to frame this evaluation, incorporating the areas that Ofsted's monitoring visits will focus on which support this evaluation.

The following is taken from the recently published document on the interim visits

([https://www.gov.uk/guidance/interim-phase-maintained-schools-and-academies?utm\\_source=641d0094-0cf8-4e5f-83c6-83fc1cbf8070&utm\\_medium=email&utm\\_campaign=govuk-notifications&utm\\_content=daily](https://www.gov.uk/guidance/interim-phase-maintained-schools-and-academies?utm_source=641d0094-0cf8-4e5f-83c6-83fc1cbf8070&utm_medium=email&utm_campaign=govuk-notifications&utm_content=daily))

<b>SEN Context</b>	
1. How is work adapted for pupils? 2. How are school staff involved in providing feedback/support to pupils at home? 3. What support has been given to pupils with EHCPs at home? 4. Are there any pupils with an EHCP that need their provision adapting? If so, have the LA and parents been consulted with to keep them informed and in the loop?	<ul style="list-style-type: none"> <li>Highly differentiated personalised learning. IEPs/EHCP outcomes linked to personalised learning and outcomes.</li> <li>All pupils encouraged to be in school. Personalised plans and resources provided for pupils.</li> <li>From Sept-January attendance was good-average daily attendance 90% for all pupils. PP higher percentage at 92%</li> <li>Yes- one pupil on a bespoke learning plan (exceptional need) in consultation with County to ensure the appropriate support and provision is in place.</li> </ul>
<b>What are the barriers that the school has faced, and may still be facing, in managing the return to full education for all pupils?</b>	Managing parental anxieties about children returning to school and managing this through the second lockdown period.
<b>Safeguarding</b>	
Discussions with leaders during a visit will focus specifically on how leaders are managing safeguarding during the COVID-19 pandemic. The school's safeguarding arrangements, focusing on arrangements and how they are ensuring that young people are learning in a safe environment.	
<b>Actions</b>	<b>Who &amp; when</b>
How is school maintaining a key focus on keeping children safe? Examples & how do you know?	Access to regular safeguarding updates and training – KCSIE, webinars and additional safeguarding training including operation encompass and CIC network meetings.
Has there been an increase in safeguarding concerns (April-Dec)? If so, to what extent?	No significant increase from April to December.
How do leaders know that agreed actions are happening? e.g. recording of calls home; any impact, identified during calls, of actions taken / Check of CPOMS etc.	All Teachers record calls using a weekly spreadsheet. Concerns are passed on directly to SLT and actions recorded. Concerns and actions are recorded on CPOMS Regular safeguarding positive communication meeting with DSL/DDSL/school nurse to discuss concerns/actions and follow up actions
How is school identifying pupils who may need early help and those who are at risk of harm or have been harmed	Standing agenda item during staff meetings Safeguarding positive communication meetings TAC/Chin meetings Close working relationship with social care and health identifying issues early.

<p>How is school securing the help that pupils need, and, if required, refer pupils in a timely way to those who have the expertise to help</p>	<p>Weekly calls to any children home learning- All children with safeguarding concerns in school MARU referral</p>
<p>How is school managing safe recruitment and allegations about adults who may be a risk to children, pupils, students and vulnerable adults</p>	<ul style="list-style-type: none"> <li>• HT/HR admin management/Key governors all completed safer recruitment training.</li> <li>• Whistle blowing policy shared with all staff. All staff read and signed the policy (Annual recordings).</li> <li>• Whistleblowing information shared in staff training- INSET safeguarding training.</li> <li>• Posters around the school identifying the whistleblowing governor and procedure for reporting.</li> </ul>
<p><b>Curriculum offer</b> How leaders are ensuring that pupils resume learning the school's curriculum. What has been done to provide an appropriate curriculum as pupils and staff return to full education and training programmes in autumn, including contingency planning for the use of <u>remote education</u>, how this fits into the wider curriculum plans, and the use of catch-up funding</p>	
<p>What is the curriculum offer from September? 1. For those in school-Year groups/subjects taught 2. For those at home: Do you have a blended learning (or home learning) policy or document setting out expectations/purpose/work that needs to be completed/how feedback will be delivered?</p>	<ul style="list-style-type: none"> <li>• Formal learners/ready to learn follow the NC (all subjects) differentiated personalised learning plans.</li> <li>• L2L follow the semi- formal curriculum and SPT L2L offer.</li> <li>• Recovery Curriculum developed over the summer to support the re-engagement of learners, mental health and PD on returning to full school opening.</li> <li>• Whole school focus on reading and phonics</li> <li>• All pupils baselined within two weeks of returning to school in order to identify gaps in learning and interventions.</li> <li>• Blended remote learning offer for any pupils not accessing school; live sessions; home visits: appropriate resources delivered to learners; work packs and website updated including resources and relevant links.</li> </ul>
<p><b>Maths/English:</b> What resources are you using e.g. phonics / reading 3. For use in schools 4. For use at home – did you recommend any resources specifically? IT platforms used?</p>	<ul style="list-style-type: none"> <li>• Read write ink phonics programme used across EYFS- Ks4 Reading scheme in place matched to the phonics stages.</li> <li>• The school has purchased phonics packs for all pupils. The phonics packs have been sent home to promote reading development at home and to support parents with home learning. Individual reading books have been purchased for each pupil promoting the love of reading at home.</li> <li>• Online phonics offer for home learning using key phonics programmes.</li> </ul>
<p><b>Wider curriculum:</b> How is this encouraged and moving forward ? e.g. PE/science</p>	<ul style="list-style-type: none"> <li>• Launched rebound therapy programme with the purchase of a full sized trampoline. Two members of the team trained as rebound therapists and training in place for 4 other members of staff (now postponed until the spring term due to Covid restrictions).</li> <li>• New appointment of a TLR PD lead with a remit to develop the PD curriculum incorporating therapy programmes and wider inclusive community opportunities.</li> </ul>
<p><b>Gaps in learning:</b> 1. What has been identified so far? 2. How have you ensured that this is accurate?</p>	<ul style="list-style-type: none"> <li>• Overall gaps in learning have not been significant and pupils are continuing to make the expected progress. Social development gaps have been identified and attitudes to learning. Individual pupils</li> </ul>

<p>3. What plans do you have to address these gaps?</p> <p>4. How has the curriculum been adapted for and during the Autumn term?</p>	<ul style="list-style-type: none"> <li>• Baselining all pupils</li> <li>• Progress meetings</li> <li>• Termly data drop</li> <li>• Teacher assessment</li> <li>• Additional PD sessions and opportunities for physical development</li> <li>• Daily phonics/reading and maths sessions for all classes.</li> <li>• Integrated recovery curriculum</li> </ul>
<p><b>Vulnerable &amp; disadvantaged students</b></p>	
<p>1. How are these pupils supported?</p> <p>2. How are parents supported?</p> <p>3. How is PPG supporting them? Has the PPG review 2019-20 been completed?</p>	<ul style="list-style-type: none"> <li>• PP progress tracked termly</li> <li>• PP intervention provision map regularly reviewed</li> <li>• PP interventions in place- horse riding, TIS sessions, Group dance/yoga and Zumba sessions, draw and talk, Lego therapy</li> <li>• Yes completed and published on the website</li> </ul>
<p>(i) How is the PPG being used to support students 2020-21? Has the strategy been updated?</p> <p>(ii) How is the Catch-up &amp; Covid Catch-up Premium being used to support pupils?</p>	<ul style="list-style-type: none"> <li>• Updated termly</li> <li>• Termly progress meetings to identify key pupils who require further support</li> <li>• Intervention impact reports</li> <li>• See report catch up spending report</li> </ul>
<p><b>Coronavirus Catch-up Premium</b></p>	
<p>How is the funding being used to support pupils in 'catching up', &amp; addressing the areas raised above?</p>	<ul style="list-style-type: none"> <li>• See separate Covid catch up report</li> </ul>
<p><b>Blended home learning, engagement &amp; technology</b></p>	
<p>1. What is the school doing to engage with those families who did not respond to home learning?</p> <p>2. How often does the school contact families</p> <p>3. Which staff did that work? When?</p> <p>4. Families without sufficient IT hardware? How is this managed?</p>	<ul style="list-style-type: none"> <li>• Worked with the EWO/school nurse/ HSL</li> <li>• Home visits- HT/HSL</li> <li>• Every week for a welfare call. Daily live session for pupils at home to explain tasks for the day. Teacher calls parents once a week to provide feedback and to discuss progress. Twice weekly calls (safeguarding concerns) home visits and delivery of resource boxes and work packs.</li> <li>• Ordered from DFE and delivered laptops to homes</li> </ul>
<p>What is in place to continue to support parents and pupils if blended &amp;/or home learning is required?</p>	<p>See above</p>
<p><b>Feedback</b></p>	
<p>Feedback: how are teachers responding to pupils' work/given feedback?</p>	<ul style="list-style-type: none"> <li>• Live sessions (Teams/Zoom). Teacher provides direct feedback to the children and weekly calls to the parents to discuss progress and to provide help and support. This is also an opportunity to identify any issues.</li> <li>• Children accessing 2/3 days will bring in work at the end of the week to be marked and teacher will provide feedback and set new learning objectives.</li> </ul>
<p>How will this develop?</p>	<ul style="list-style-type: none"> <li>• To continue to encourage as many parents as possible to sign up to Teams or Zoom and continue to support with this.</li> </ul>
<p><b>Wellbeing, behaviour &amp; attendance: Pupil, staff and parental support</b></p>	
<p>Wellbeing work with pupils &amp; staff:</p> <p>1. What does the school do to promote pupils' wellbeing?</p> <p>2. What does the school do to promote staff wellbeing?</p>	<ul style="list-style-type: none"> <li>• TIS individual/group sessions</li> <li>• Whole school virtual Zumba</li> <li>• Yoga/dance delivered by professional instructor</li> <li>• Recovery curriculum- identified wellbeing and mindfulness sessions in place.</li> <li>• Weekly wellbeing newsletter</li> <li>• Virtual wellbeing events</li> </ul>

	<ul style="list-style-type: none"> <li>• Wellbeing information and training in place</li> <li>• Employee assistance programme</li> <li>• Posters</li> <li>• Regular wellbeing updates</li> </ul>
<p>Wellbeing work with pupils &amp; staff:</p> <ol style="list-style-type: none"> <li>1. What is the school doing to continue to support students' wellbeing as they return?</li> <li>2. What is school doing to continue to promote staff wellbeing as they return?</li> <li>3. How pupils are settling back into expected routines and behaviour, including regular attendance</li> </ol>	<ul style="list-style-type: none"> <li>• Pupils overall very happy to be back in school-specific wellbeing sessions in place- recovery curriculum. Interventions available for key pupils who require additional support (draw and talk, play therapy, lego therapy, TIS).</li> <li>• No significant attendance issues. Pupil attendance above the SPT benchmark for the autumn term.</li> </ul>
<p>Parents:</p> <ol style="list-style-type: none"> <li>1. How often is the school contact families?</li> <li>2. Which staff do that work? When?</li> <li>3. Absence follow-up?</li> </ol>	<ul style="list-style-type: none"> <li>• Weekly (HSL/Teachers)</li> <li>• HT/HSL liaise with EWO for absence follow up</li> </ul>