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| **Staff Role** | **Before Re-Opening** | **First Week** | **First Month** | **First Term** | **End of First Year** |
| **Headteacher** | Review revised guidance from the STA (if published) on school reports  Agree approach and discuss/share with Governors  Review where children were at when schools closed  For children in school during the closures – briefly review progress/learning during this period  Discuss provisional lessons/activities to bring out the different learning experiences of children on their return  Identify areas of the curriculum/aspects of learning to concentrate on in the initial return period  Ensure that there is a clear plan in place to indicate when/if baseline assessments will take place | Assess/identify the learning experiences of children during the lockdown  Start to identify areas where learning has fallen away during school closures (individual children and whole classes)  Start to identify children who have made clear progress in aspects of their learning during the school closures  Identify children who are struggling with the transition back to school life  Planning/lessons/activities bring out the different learning experiences of children on their return based on the children’s different experiences/access to resources etc during the closure period | End of first month: HT & SLT review the situation and provide a brief report to Governors – including an update on how vulnerable children are doing  Steps to be taken in the term ahead mapped out  Assessment updates from the DfE/STA outlined to staff & Governors | Review revised guidance from the STA on assessment in 2020/21  Plan how to meet the requirements and then discuss/share with Governors  Teachers to gain increasing confidence that they know where children are at in terms of learning  Teachers to identify and be working to address any weaknesses in children’s learning caused by the school closures  Planning/lessons/activities increasingly converge with the pre-school closure curriculum and where appropriate, with the needs of statutory assessment  End of first term: HT & SLT review the situation and provide an update to Governors – including an update on how vulnerable children are doing  Steps to be taken in the term ahead mapped out  Areas where resources need to be targeted and/or refocussed shared  Any areas where Governors can help/provide additional support are identified  Assessment updates from the DfE/STA outlined to staff & Governors | End of first year: HT & SLT review the situation and provide an update to Governors – including an update on how vulnerable children are doing  Steps to be taken in the year ahead mapped out  Areas where resources need to be targeted and/or refocussed shared  Any areas where Governors can help/provide support are identified)  Assessment updates from the DfE/STA outlined to staff & Governors |
| **Governors** | Review revised guidance from the STA (if published) on school reports  Agree approach and discuss/share with Governors |  | End of first month: HT & SLT review the situation and provide a brief report to Governors – including an update on how vulnerable children are doing  Steps to be taken in the term ahead mapped out  Assessment updates from the DfE/STA outlined to staff & Governors | Review revised guidance from the STA on assessment in 2020/21  Plan how to meet the requirements and then discuss/share with Governors  End of first term: HT & SLT review the situation and provide an update to Governors – including an update on how vulnerable children are doing  Steps to be taken in the term ahead mapped out  Areas where resources need to be targeted and/or refocussed shared  Any areas where Governors can help/provide additional support are identified  Assessment updates from the DfE/STA outlined to staff & Governors | End of first year: HT & SLT review the situation and provide an update to Governors – including an update on how vulnerable children are doing  Steps to be taken in the year ahead mapped out  Areas where resources need to be targeted and/or refocussed shared  Any areas where Governors can help/provide support are identified)  Assessment updates from the DfE/STA outlined to staff & Governors |
| **Designated Safeguarding Lead** |  |  |  | Information on pupil progress and attainment can be passed on to Designated Safeguard Lead as needed |  |
| **Senior Leaders** | Review revised guidance from the STA (if published) on school reports  Agree approach and discuss/share with Governors  Review where children were at when schools closed  For children in school during the closures – briefly review progress/learning during this period  Discuss provisional lessons/activities to bring out the different learning experiences of children on their return  Identify areas of the curriculum/aspects of learning to concentrate on in the initial return period | Assess/identify the learning experiences of children during the lockdown  Start to identify areas where learning has fallen away during school closures (individual children and whole classes)  Start to identify children who have made clear progress in aspects of their learning during the school closures  Identify children who are struggling with the transition back to school life  Planning/lessons/activities bring out the different learning experiences of children on their return based on the children’s different experiences/access to resources etc during the closure period | Continue to identify areas where learning has fallen away during school closures (individual children and whole classes)  Continue to identify children who have made clear progress in aspects of their learning during the school closures  Identify children who are struggling with the transition back to school life  Planning/lessons/activities increasingly address areas where learning has ‘fallen away’  End of first month: HT & SLT review the situation and provide a brief report to Governors – including an update on how vulnerable children are doing  Steps to be taken in the term ahead mapped out  Assessment updates from the DfE/STA outlined to staff & Governors | Review revised guidance from the STA on assessment in 2020/21  Plan how to meet the requirements and then discuss/share with Governors  Teachers to gain increasing confidence that they know where children are at in terms of learning  Teachers to identify and be working to address any weaknesses in children’s learning caused by the school closures  Planning/lessons/activities increasingly converge with the pre-school closure curriculum and where appropriate, with the needs of statutory assessment  End of first term: HT & SLT review the situation and provide an update to Governors – including an update on how vulnerable children are doing  Steps to be taken in the term ahead mapped out  Areas where resources need to be targeted and/or refocussed shared  Any areas where Governors can help/provide additional support are identified  Assessment updates from the DfE/STA outlined to staff & Governors |  |
| **Middle Leaders inc SENCo** | Subject leaders to identify where topics have not been taught and plan where these will be covered in future  SENCO to have targets for EHCP pupils ready to review for when children return to school | SENCO to begin to monitor where EHCP children are in relation to their targets and adjust as appropriate | SENCO to review plans for EHCP children as needed  SENCO to use information from teachers to organise interventions | Subject leaders to assess the impact that the focus on well-being and reintegration has had on loss of learning for their areas and adjust plans moving forwards  SENCO to review interventions and update plans as needed | Subject leaders review their curriculum areas to ensure that teaching for the next academic year meets the needs of the children |
| **Class teachers** | Review where children were at when schools closed  For children in school during the closures – briefly review progress/learning during this period  Discuss provisional lessons/activities to bring out the different learning experiences of children on their return  Identify areas of the curriculum/aspects of learning to concentrate on in the initial return period | Assess/identify the learning experiences of children during the lockdown  Start to identify areas where learning has fallen away during school closures (individual children and whole classes)  Start to identify children who have made clear progress in aspects of their learning during the school closures  Identify children who are struggling with the transition back to school life  Planning/lessons/activities bring out the different learning experiences of children on their return based on the children’s different experiences/access to resources etc during the closure period | Continue to identify areas where learning has fallen away during school closures (individual children and whole classes)  Continue to identify children who have made clear progress in aspects of their learning during the school closures  Identify children who are struggling with the transition back to school life  Planning/lessons/activities increasingly address areas where learning has ‘fallen away’ | Teachers to gain increasing confidence that they know where children are at in terms of learning  Teachers to identify and be working to address any weaknesses in children’s learning caused by the school closures  Planning/lessons/activities increasingly converge with the pre-school closure curriculum and where appropriate, with the needs of statutory assessment  Baseline assessments start to be carried out at the end of this term if appropriate  Key information on pupils prior learning, current strengths and areas for development will be ready for transition  Transitional information will be essential for all year groups but there will need to be a greater emphasis on Year 2 and Year 6 cohorts |  |
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