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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 reportsAgree approach and discuss/share with GovernorsReview where children were at when schools closedFor children in school during the closures – briefly review progress/learning during this periodDiscuss provisional lessons/activities to bring out the different learning experiences of children on their returnIdentify areas of the curriculum/aspects of learning to concentrate on in the initial return periodEnsure 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 closuresIdentify children who are struggling with the transition back to school lifePlanning/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 doingSteps to be taken in the term ahead mapped outAssessment updates from the DfE/STA outlined to staff & Governors | Review revised guidance from the STA on assessment in 2020/21Plan how to meet the requirements and then discuss/share with GovernorsTeachers 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 closuresPlanning/lessons/activities increasingly converge with the pre-school closure curriculum and where appropriate, with the needs of statutory assessmentEnd of first term: HT & SLT review the situation and provide an update to Governors – including an update on how vulnerable children are doingSteps to be taken in the term ahead mapped outAreas where resources need to be targeted and/or refocussed sharedAny areas where Governors can help/provide additional support are identifiedAssessment 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 doingSteps to be taken in the year ahead mapped outAreas where resources need to be targeted and/or refocussed sharedAny 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 reportsAgree 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 doingSteps to be taken in the term ahead mapped outAssessment updates from the DfE/STA outlined to staff & Governors | Review revised guidance from the STA on assessment in 2020/21Plan how to meet the requirements and then discuss/share with GovernorsEnd of first term: HT & SLT review the situation and provide an update to Governors – including an update on how vulnerable children are doingSteps to be taken in the term ahead mapped outAreas where resources need to be targeted and/or refocussed sharedAny areas where Governors can help/provide additional support are identifiedAssessment 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 doingSteps to be taken in the year ahead mapped outAreas where resources need to be targeted and/or refocussed sharedAny 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 reportsAgree approach and discuss/share with GovernorsReview where children were at when schools closedFor children in school during the closures – briefly review progress/learning during this periodDiscuss provisional lessons/activities to bring out the different learning experiences of children on their returnIdentify areas of the curriculum/aspects of learning to concentrate on in the initial return period | Assess/identify the learning experiences of children during the lockdownStart 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 closuresIdentify children who are struggling with the transition back to school lifePlanning/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 closuresIdentify children who are struggling with the transition back to school lifePlanning/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 doingSteps to be taken in the term ahead mapped outAssessment updates from the DfE/STA outlined to staff & Governors | Review revised guidance from the STA on assessment in 2020/21Plan how to meet the requirements and then discuss/share with GovernorsTeachers 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 closuresPlanning/lessons/activities increasingly converge with the pre-school closure curriculum and where appropriate, with the needs of statutory assessmentEnd of first term: HT & SLT review the situation and provide an update to Governors – including an update on how vulnerable children are doingSteps to be taken in the term ahead mapped outAreas where resources need to be targeted and/or refocussed sharedAny areas where Governors can help/provide additional support are identifiedAssessment 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 futureSENCO 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 neededSENCO 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 forwardsSENCO 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 closedFor children in school during the closures – briefly review progress/learning during this periodDiscuss provisional lessons/activities to bring out the different learning experiences of children on their returnIdentify areas of the curriculum/aspects of learning to concentrate on in the initial return period | Assess/identify the learning experiences of children during the lockdownStart 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 closuresIdentify children who are struggling with the transition back to school lifePlanning/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 closuresIdentify children who are struggling with the transition back to school lifePlanning/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 closuresPlanning/lessons/activities increasingly converge with the pre-school closure curriculum and where appropriate, with the needs of statutory assessmentBaseline assessments start to be carried out at the end of this term if appropriateKey information on pupils prior learning, current strengths and areas for development will be ready for transitionTransitional 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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| **Important Contacts:*** Emma Fuller – Senior Adviser for Teaching and Learning – emma.fuller@cambridgeshire.gov.uk – 07881 852441
* Martin Gray – Lead Adviser for Assessment – martin.gray@cambridgeshire.gov.uk - 01223 728587
* STA assessment updates www.gov.uk/government/collections/sta-assessment-updates
* Information for parents [www.gov.uk/government/collections/national-curriculum-assessments-information-for-parents](http://www.gov.uk/government/collections/national-curriculum-assessments-information-for-parents)
* STA media and training site including webinars, videos and downloads https://registration.livegroup.co.uk/sta
* YouTube playlist www.youtube.com/user/educationgovuk
* For general enquiries about the assessment and reporting arrangements at key stage 1 and key stage 2 National curriculum assessments helpline: 0300 303 3013 Email: assessments@education.gov.uk
* Cambridgeshire School Improvement Service Course and Conference Booklet 2020-21
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