



## LKS2 Covid Catch-Up Autumn 2020



Looking ahead to September 2020

- Identified gaps in learning within RWM due to Covid-19 and planned to plug these alongside the normal Autumn NNs. Decided as a team which NNs to prioritise
- Year 3 timetabled daily Phonics sessions to ensure majority secure at Phase 6 by Christmas
- 5/6 TAs with additional hours for extra 1:1 reading
- Personalised phonics for those children who need it
- Additional TA to join Year 3 to support with intervention, wellbeing, additional reading, more focus groups (Fast Track Phonics, Maths Basic Skills), homework completion, handwriting / fine motor skills
- Shorter Foundation subject sessions (temporarily) to allow for more time to revisit basic skills throughout the day e.g. handwriting, spelling
- One teacher working with small groups on Speech, Language & Communication intervention and a 'confidence and self-esteem' intervention 2 x 20 minutes weekly
- More opportunities for cross-curricular reading and writing e.g. discussion text during Year 4's 'Is Water Friend or Foe?'
- Maths skills built in to wider curriculum
- Guided Reading / Writing with half the class during Music on Tuesdays
- Introduction of new incentives to ensure more children reading at home, completing homework – improving parental engagement by producing more resources to help parents work with children at home. Early on will also put a CGP order in for parents interested in more work at home (usually very popular as books are discounted)
- More incentives in school e.g. awards from DHT (virtually), reading table of the week trophies
- High quality Summer home-learning paper packs
- One teacher creating a new mini-curriculum (PSHE) to help the children, particularly Year 3, settle after being away from school and lack of normal transition; this will hopefully have a positive impact on mental wellbeing and behaviour for learning
- Utilisation of additional Language Support TA for NTE (Race in to English, Phonics) and additional Learning Mentor hours (OL)
- Utilised some ideas from the Lancashire bridging unit documents
- High expectations → High aspirations → High achievement (talked a lot about this).