

PINNER WOOD SCHOOL



Action Plan – ‘No Child Misses Out’

Working towards building PW back in September

School Priorities	Subject lead: SLT (linked to all subject plans)	Year: 2020-21
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CONTEXT

- *Pinner Wood closed to most pupils on the 20th March 2020 due to the coronavirus pandemic.*
- *From 1st June 2020 we opened to year N, R, 1, 5 and 6 on a part time basis. About one third of our pupils returned to school.*
- *Throughout this time the school was open every weekday to Key Workers and Vulnerable pupils. We had up to 45 pupils attend this provision.*

- *From September 2020 we are opening to all pupils. Social distancing rules will apply. We are aware that some of pupils will have had nearly 6 months away from school. This plan illustrates how we plan to bring our school back and ensure that 'no child misses out' as a result of this time away from school.*

Rational:

We know that all children will have had very different experiences of lockdown. Some may have had positive experiences and others not so. This plan is based on careful assessment and planning to give pupils the opportunities/ experiences that they may have missed out on whilst not in school. It is possible they may have 'missed out' in one or more of these ways:

- *Academically- gaps in learning*
- *Socially- not being at school, interacting with peers*
- *Attendance of school - through not being at school for 6 months*
- *Emotionally (their mental health may have suffered in the time away)*
- *Physically – they may not have had the opportunities to have as much physical activity over lockdown.*

We recognise though that not all children will have missed out academically. Some will have had one to one tuition from parents and may have improved in areas more than they would at school. Others' mental health will not be affected and they will just want to get on with the normal routines of school – this has been evident in our partial reopening.

SCHOOL PRIORITIES (1 YEAR TIMESCALE)

Priority 1: Supporting pupils and staffs- mental health, emotional health and wellbeing (To include transition) (Heart skills)

Priority 2: To promote reading and oracy (Head and Hand)

Priority 3: Addressing gaps – Socially, emotional, academically. (Hands)

These priorities will be our focus for the first term at school. We will also be addressing other priorities, but these will take precedence, as we get all our pupils back.

Priority 1: Supporting pupils and staff Mental, emotional health and wellbeing (To include transition)					
INTENTION	Actions to be taken	By whom By when	Additional Resources needed	Success criteria	RAG
Nursery and Reception children need to be settled in as smoothly as possible.	<ul style="list-style-type: none"> • PowerPoint/ videos to be sent out/ put on our website and sent to new parents • Social stories sent to children • Zoom EYFS visits (W/B 6th July) • Settling in sessions on Mon 20th • Staggered opening 	EYFS Team SLT		<i>New pupils and their families feel ready and prepared to start EYFS</i>	
Before September	<ul style="list-style-type: none"> • Classrooms set up following PW guidance and matching Gov guidelines. - Rows for year 2 up. 	All staff		School Welcoming	

	<ul style="list-style-type: none"> • Classrooms to provide a welcoming environment for children • Risk assessment/ routines shared with staff and parents • Survey sent to parents before return. 	<p>RA shared with staff – 9.7.20 Survey sent w.c. 25.8.20 Ready before we break up.</p>		<p>All stakeholders aware of safety measures/ routines in place and what to expect. Opportunity for parent voice.</p>	
First week back	<ul style="list-style-type: none"> • First 2 days for teachers to establish new classroom routines and start to build relationships with children. Well-being to be key. • Classes to make own 'handwashing' and 'catch it, kill it, bin it' posters? • Classes to stay as whole – no grouping (to be review at October half term) work in 'Bubbles' • INSET session focus – staff/ pupil wellbeing (RIF). • Re-run safety training • INSET - safeguarding • Individual risk assessments if required? • Whole school book based project based around self-belief and aspirations for moving forward (first two-week unit) – book 'Here We Are' 	<p>All staff</p> <p>SLT</p> <p>Jo B/ Ellie</p>	<i>Plan INSET</i>	<p>Pupils welcomed and settled back in school.</p>	
Re-establishing routines	<ul style="list-style-type: none"> • Children to be involved in setting new classroom routines. • All children and staff to be clear of social distancing expectations 	<p>Teacher</p> <p>SLT</p>		<p>Children settled into school routines</p>	

Wellbeing of pupils	<ul style="list-style-type: none"> • Survey sent as an initial point to identify pupils. • Staff refresher training of Rif's wellbeing' session. • Teachers to identify children that need specific support from learning mentor in school team. • Recovery funds used to fund mental health support for specific children? • Daily/ weekly focus on mental/ emotional health in timetable. • Continue to work with Michelle M (virtually) to support vulnerable pupils. 	<p>Office Lisa</p> <p>Ellie to look into Referrals to outside agencies if needed.</p>	Training costs	<p>Pupil's mental health supported through school.</p> <p>Children with specific issues are supported in school.</p>	
Specific transition programs for key children	<ul style="list-style-type: none"> • Key transition years to be set out like year before e.g. Reception to one, Year 2 to 3. • All children sent a social story over summer. • New teachers to make videos to send to class and put on website. • Pupils to receive and write letter to new teacher. • Specific children given tailor-made transition programmers. • Arrange 'virtual school meets' for key children and teachers in last week. 	<p>Year 1 and 3 team W/C 3th July</p> <p>Jo B All staff</p> <p>Jo B</p>	Social stories sent through DB and parent mail.	Pupils supported with transition to new year groups.	
Provide children with opportunities for social	<ul style="list-style-type: none"> • 5-minute game breaks for the classes, focus on turn taking and sharing ideas. 	<p>All teachers Planning groups</p>	Training and resources for games.	All children having opportunities for social interaction in their bubbles.	

interaction that they have missed.	<ul style="list-style-type: none"> • Foundation planning to follow project-based learning approach - encourage problem solving activities, develop skills in active learning and independence. • All year groups have afternoon break to start off. 				
Parents to be consulted on the wellbeing aspect of their children coming back to school.	<ul style="list-style-type: none"> • Survey Monkey to go to parents to find out what they would like to see us offering the children (part of coming back survey) • Early parents meeting – End of September? Virtual meetings via TEAMS focus on coming back// settling in. Aim – building trust/ relationships with families. 	Office SM SLT/ All/ Dan staff	Survey monkey Set up 'Teams'	Parents feel involved and can trust the work going on in school to support their child.	
A whole school display to be made and displayed in school to remember 'life in lockdown.'	<ul style="list-style-type: none"> • Displays to be completed around school marking life in lockdown – photos, poems- Jo B to lead on 	Jo B		Children have opportunity to reflect and remember what we have been through and what we have achieved.	
Children to be provided with quieter safe spaces throughout the school	<ul style="list-style-type: none"> • A quieter space/ time out plan for children to access if they are finding the return to school overwhelming. • SM to update behaviour policy • Lisa available and find a way for her to meet pupils. Guidance suggests children can come out of class to see Lisa. 	Class teachers Lisa		Children offered space for time out and reflection. Children feel supported at school	

Focus on PSHE	<ul style="list-style-type: none"> • PSHE planned into the weekly/ daily timetable. • Opportunities to hold daily discussion times. • Missed content – relationships and changes to be covered in the summer term. • Opportunities to discuss mental, emotional health and well-being as a regular part of the day. • Teachers making individual assessments of pupils and accessing tailored support where needed. 	Ellie to lead on this		Pupils encouraged to discuss and recognise their feeling. Opportunities to discuss and reflect on feelings.	
Children to be taught collaborative games at break and lunchtime.	<ul style="list-style-type: none"> • Training to be given to MSA's and support staff for running games. • Claire Ellis to run this training. 	C Ellis supported by HL/ JD	Source training and resources.	Pupils know games that they can play at playtime/ lunchtimes.	
All staff to be alert to signs of abuse over the lockdown period.	<ul style="list-style-type: none"> • Part of staff INSET to be used to refresh training • <i>End of 1st week – train all new staff on safeguarding</i> • <i>Lisa on hand to talk with children.</i> 	Jo B to lead on this	Assembly time	Staff aware of what to look out for and know to report any safeguarding concerns.	
Pinner Wood Values	<ul style="list-style-type: none"> • Launch PW values and use these as a tool to establish PW behaviour with pupils. 	SLT		PW Values established, designed and launched	

	<ul style="list-style-type: none"> Virtual assemblies set up to discuss values and reestablish PW ethos. 				
Attendance	<ul style="list-style-type: none"> Explain to families that schooling now compulsory Work with families to offer support 	Jo G	Letter sent explaining	All families feel supported and confident to send pupils back to school.	
Staff Well being	<ul style="list-style-type: none"> Support staff as they make this transition back to school. Regular meetings to discuss approaches / share plans – these may continue virtually at first. Michelle M available to support staff with specific concerns. 	SLT		Staff feel confident and support to take on this new challenge.	

Priority 2: To promote reading and oracy-

Targets	Actions to be taken	By whom By when	Resources needed	Success criteria	RAG
Continue SIP priorities to develop reading at Pinner Wood	<ul style="list-style-type: none"> Quickly re-establish the good practice for reading that was going on before lockdown. Promote key books for year groups – recommended reads Continue class readers, Develop class reading area. If still in bubbles – arrange rota of books or an online list of reading resources online. 	English Leader supporting class teachers		<p>Reading is seen as a priority at PW for all pupils.</p> <p>Pupils are encouraged to develop a love for reading.</p>	

	<ul style="list-style-type: none"> Organise author visits (in virtual form if necessary – English Leader to liaise with Brooks Bookshop). Organise a whole school reading assessment for all children in the first few weeks of term. Using Pira. Reestablish guided reading in classes Continue to hold events promoting reading e.g. Summer Challenge, book week. 				
Specific reading interventions	<ul style="list-style-type: none"> PW reading interventions to continue. 				
Focus on developing Year 5 & 6 Readers	<ul style="list-style-type: none"> Virtual book groups - English Leader to facilitate using other members of staff- 				
Phonics programme and catch up.	<ul style="list-style-type: none"> Phonics to run but be classes based for first half term (review after 4 weeks) – English Leader to support teachers in how to do this as a bubble. EYFS/ Year 1 to prioritise phonic teaching for new starters – some may need phase 1. Split with support teacher within bubble. New books ordered for EYFS reading 	English Leader/ HM/ JB	EYFS reading books Staff training Handover time with CM	All pupils making progress with phonics Staff confident in delivering the PW programme. Pupils with gaps identified and targeted.	

	<ul style="list-style-type: none"> • Ensure staff in year 3/ 4 are aware of the phonics teacher their learners will have had and have the skills to support this. • All class teachers in KS1 to have packs of Set/Set 2 resources / new resources to be ordered (for whole class phonics) 				
Identify and target children that need phonics catch ups in YR 1-3	<ul style="list-style-type: none"> • English Leader to be given leadership time early on to assess what catch up is needed for phonics • To have a condensed Autumn 1 Phonics overview for Year 1,2 and 3 including; revision, reviewing and catch up on missed coverage. • Guided reading in Yr 1 and 2 to have a phonics focus. • Key children in Yr 3 to have phonics intervention within bubbles. 	English Leader to organise; HM/ JB to support this,		All children given the skills that they need to master phonics. Gaps identified and a strategy in place to support pupils to catch up.	
Identify key children to target	<ul style="list-style-type: none"> • Hold Pupil progress meetings at the end of the first four weeks to allow for early identification of children needing intervention. • This list needs to be fluid and staff allocation needs to be 	HL		Aware of pupil's academic needs. Pupils needing support identified quickly and a plan in place.	.

	<p>flexible. All staff need to be aware of this.</p> <ul style="list-style-type: none"> • SEN Provision meetings. We will hold these after school in second week (to replace staff meeting) 	JD			
Regular guided reading started as soon as possible	<ul style="list-style-type: none"> • English Leader to support teachers with re-establishing good guided reading practice as soon as possible, with a balance of fluency and comprehension, delivered in innovative and engaging ways with rich texts • Guided reading to happen in regular slot for most of school 	English Leader Class Teachers		All children having the opportunity and access to high quality texts.	
Reading meetings for families	<ul style="list-style-type: none"> • Either virtually or in person. A plan for reading meetings to be put in place. • Phonics meeting put in place for EYFS families in first term – may be virtually. • ‘supporting your children with reading.’ • ‘Year 6 expectations’ 	English Leader working with JB/ HM/ GP to lead and organise		Families involved in their child’s learning and know how they can offer support.	
Reading Areas prioritised – Competition for reading Dens	<ul style="list-style-type: none"> • Whole school competition. Each year group allocated a small budget?? To develop their reading areas in classroom. 	English Leader to lead class teachers		All pupils to have access to a high quality and stimulating reading area.	

	<p>Children to be involved in its development.</p> <ul style="list-style-type: none"> • Reading areas themes and competition - pupils involved and class comp for best reading area. 				
Build time within the day for informal reading	<ul style="list-style-type: none"> • Each year group to build 10 minutes of book time into their day – First thing in morning and end of day (soft start) • The expectation will be that ALL children will have their book with them. This needs to be followed up with parents (social distancing rules dependent). • Review homework offer at PW to make reading a priority. 	<p>Class teachers</p> <p>SLT to review</p>		<p>All pupils encouraged to enjoy reading and experience reading for pleasure.</p> <p>Homework to focus on basic/ essential skills and project learning to best support working at home.</p>	
Develop Oracy across the school	<ul style="list-style-type: none"> • Give pupils change to develop purposeful talk as part of most lessons. • ET and HM share their learning on a course and ideas to encourage talk. Provide resources for games and activities and links (including research/further reading) to try straight away • Expectation that not everything is written down but some 	<p>English Leader SLT Jo B (EAL Learners)</p>	<p>Oracy training – school 21-SM to book.</p> <p>ET and HM continue training.</p>	<p>All children taught to speak and use talk as a powerful way of communication.</p> <p>Pupils who may have missed out on opportunities to speak English – given lots of opportunities to talk and practise English.</p>	

	<p>lessons may have oral outcomes.</p> <ul style="list-style-type: none"> • Identify EAL pupils who may not have spoken English for 6 months and give them lots of opportunities to practise again. • Build in lots of opportunities for pupils to discuss their thoughts/ feelings about learning and emotions. • Link this with BLM and having a 'voice' Developing confidence to speak 				
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PRIORITY 3: Addressing gaps – Socially, emotional, academically, physically					
Targets	Actions to be taken	By whom By when	Resources needed	Success criteria	RAG

Identify what has not been taught	<ul style="list-style-type: none"> • Provide teachers with copies of the progression of skills curriculum document. Teachers to RAG the areas of learning for their current year groups. • Planning for new year groups to be based on this information. • Foundation subject's tracker (target Tracker) needs to be up to date and accurate to allow for targeted planning in the new year groups 	HL to lead – class teachers		New teachers know what has been taught and what was missed.	
Weekly use of Target Tracker app to ensure detailed tracking of/acting on gaps	<ul style="list-style-type: none"> • HL to hold distanced/online session with KS leaders to ensure all confident with app use so can disseminate to teams (especially new staff) • Subject leaders to monitor as part of their monitoring and evaluation • HL to setup system for whole school monitoring • Gaps identified to inform planning for following week: needs to be done before PPA 	HL Ks leaders Class Teachers Ongoing	Ipads with updated TT app	Gaps clearly assessed and planned for in all subjects	
Year 1 to be settled into new year group and teachers.	<ul style="list-style-type: none"> • Year 1 set up to model Reception (Oct half term and slowly transform) • Key focus on CIL 	Year 1 Team J Baker/ Kirsty/ Heather		Year 1 modelled on reception principles to add transition and learning.	

	<ul style="list-style-type: none"> • Focus on phonics/ reading/ basic skills • HL to support planning at start: child-initiated activities explicitly planned for by area. • Reception data shared and looked at. 	(HM, EYFS and Yr1 team have met and made a plan of classrooms and a timetable, JB to support with resources for free flow)			
Year 2	<ul style="list-style-type: none"> • Daily phonics in Year 2 • HM to assess all Year 2 children in preparation for groups and reading book bands • Phonics testing 	Year 2 team		Year 2 catching up on any phonic missed in Year 1.	
Year 3 to be supported with transition into new Key Stage.	<ul style="list-style-type: none"> • Year 3 teachers to be allowed time to look at Year 3 curriculum and what can be linked with KS1 curriculum and timetable- PJ to start looking at this in the last week of term. 	Year 3 team		Year 3 supported with transition and learning.	
Year 4 gaps to be identified quickly.	<ul style="list-style-type: none"> • Open activities to be planned in order to allow teachers to assess where the children are as the learning needs of this year group are very specific. • Support for key pupils in this year group. 	Year 4 team		Year 4 supported with transition and learning	.
Year 5 to be supported with transition with a	<ul style="list-style-type: none"> • Open activities to be planned in order to allow teachers to assess where the children are 	Year 5 team		Year 3 supported with transition and learning	

focus on key children.	<p>as the learning needs of this year group are very specific.</p> <ul style="list-style-type: none"> • Support for key pupils in this year group. 				
Year 6 gaps to be identified quickly and supported to catch up.	<ul style="list-style-type: none"> • Teachers to transition with pupils so not 'starting again' • Assessments to access where they are. • Focus on reading with this group. • Pupils identified for 1 to 1 tutoring with Nadine Allan. 	Year 6 Team	1 to 1 tutor,	Year 6 supported with transition and learning	
Diagnostic Maths assessments	<ul style="list-style-type: none"> • Maths lead on understanding of how these work throughout school. • Assessments in place for end of units etc. • Assessments should be completed in time for pupil progress at the end of the first half term. 	Depa to lead team Staff meeting planned from 9.7.20		Accurate assessments of where pupils are with maths and what needs to be taught.	
Physical activity time	<ul style="list-style-type: none"> • Lots of 'active; time built into timetables for pupils to get moving. • Sports competitions reestablished even if 'virtually' to start. • Re launch daily mile, just dance, go noodle etc. 	Jordan to lead		Pupils have lots of opportunities to be active in school	

	<ul style="list-style-type: none"> • Children to come to school on set PE days to take out changing time. • Most of PE time outside. 				
Project Based Learning Foundation subjects	<ul style="list-style-type: none"> • Continue to use this method to teach foundation subjects. • Pupils developing skills of problem solving, independence etc. Linked to new values. • Not going back over old topics but moving forward. • Teachers to plan accordingly. 	All teachers		Pupils have opportunities to develop learning skills and gain new knowledge	
Additional Experiences 'Cultural capital'	<ul style="list-style-type: none"> • Teachers to plan trips and visits even if need to be 'virtually' in first instance. • Virtual assemblies established. • Each class to do a local area walk/visit/treat in park during first half term? 	All teachers		Pupils have experience in addition to school.	
Tutoring initiative	<ul style="list-style-type: none"> • To be planned once guidelines are released 	SLT			
IT Teaching	<ul style="list-style-type: none"> • New remote learning platform set up to run alongside class teaching. 	Greg		Build on new IT skills pupil/ staff have mastered.	
Remote Learning per class	<ul style="list-style-type: none"> • Greg to support each class to set up a remote learning platform with information about what is being taught each half term. Time to be given for this in staff meeting. 	Greg to lead	SLT to decide between See Saw and Google Classroom.	Effective remote learning platform to replace DB all children can use and be switched to in the case of a bubble closure or local lockdown.	

	<ul style="list-style-type: none"> • Use EY New starters classroom as a model. • Knowledge organisers to be used for this. • Once established only new learning needs to be uploaded • Used for home learning • Established as backup plan in case of further lockdown. 				
<p>What can be combined? Progression of skills doc linked to subject action plan</p>	<ul style="list-style-type: none"> • Subject leaders to be given leadership time to complete action plans. • Action plans to include looking at how subjects can be layered to ensure coverage is caught up over the whole year. • No subject cramming in the first half term, marathon not a sprint. 	<p>HL to lead Middle Leaders</p>		<p>Clear subject plans linked to priorities.</p>	