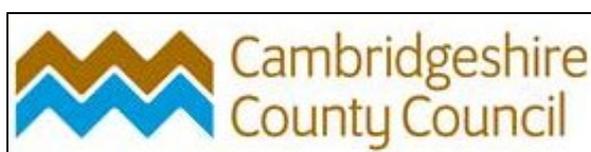




# Returning to School

## Questions from English & Maths Subject Leaders



June 2020

## Returning to School: Questions from English and Maths Subject Leaders

As part of on-line training at the start of the summer term 2020 English and Maths Subject Leaders from across Cambridgeshire and Peterborough contributed to a survey which contained questions about children returning to school. This document was created in response to the questions that were raised.

The questions raised have been categorised into ten sections:

1. [Pupil Well Being & Learning behaviours](#)
2. [Closing Gaps](#)
3. [Assessment](#)
4. [Continuing Home Learning](#)
5. [Provision Back in School](#)
6. [Engaging Parents and Their Expectations](#)
7. [Safety of Children and Staff Back in School](#)
8. [Disadvantaged and Vulnerable Pupils](#)
9. [Transition Between Year Groups](#)
10. [Wider Accountability and the Future Curriculum](#)

More subject specific questions raised by Subject Leaders will be addressed through the half termly newsletters and by additional on line training available at the beginning of June and in July. Links for the training materials will be included in the June English and Maths Newsletters. Both newsletters are emailed directly to all schools that sign up to Element 1 of our Primary Offer at the start of every half term. You can also view or download these documents within the Cambridgeshire Maths and English Team groups on Knowledge Hub at <https://khub.net/>. Our groups are free to join.

The answers in this document were shared with the County's Leadership Advisers and were included in the Recovery Pack version 2 which was made available to all Headteachers in Cambridgeshire and Peterborough.

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## Section 1: Pupil Well Being & Learning Behaviours

### Questions:

Initially we are going to have to work on the children's readiness to learn. What is best practice for this?

Half my class are allowed to return (yr6) and half have to stay at home still (yr5) - how do you explain that to a child?

How can we support pupils' health and well-being in school and those still at home?

Will we make up lost time and support children in starting to learn again?

How do we transition children back into a school frame of mind?

How do we support children with partially understanding what is going on but not having a safe place to openly discuss their concerns or questions?

How do we ensure pupil's welfare when they are not at school?

- The PHSE team advises that, in order to re-establish our school communities, our first priority should be to plan to boost children's wellbeing. As the phased return continues, teachers will be able to increasingly observe and engage with pupils. Low stakes, open ended activities such as responding to a story or solving a maths problem will provide assessment opportunities. Additionally, schools will also be aware as to how successfully each pupil has engaged with home learning. This information, rather than formal assessment procedures, will serve to identify the gaps in coverage that each child or cohort may have. This would then feed into curriculum design for the autumn term.
- You could explain that Y6 children have been invited to return first because they are leaving primary school soon. Having them back without the Y5 children at first allows for easier social distancing and helps you to support them in finishing primary school and preparing for secondary school.
- We would advise that you don't rush into formal lessons or try to fill gaps in learning too quickly. Spend time helping children to adjust to being back in school and with people they haven't seen for some time. Try some of the activities in *Local Authority's Wellbeing Activity Pack* to support this. It might be beneficial, at least at first, to try shorter, less formal activities. You can then build up the time and complexity of activities when children are ready.
- The *Local Authority's Wellbeing Activity Pack* contains ideas for supporting children's well-being. Some children may settle back quickly and others might find this more challenging. Giving them time and space to raise any worries they have is important and it is best to start with their viewpoints rather than trying to anticipate their concerns. Depending on the children you are working with, it may be appropriate to involve them in establishing new
- For children who are learning at home, while other children return, it is possible that they may feel like they are missing out or being left out. For some children this may cause them to feel anxious or upset. It is important that we acknowledge this and continue to provide opportunities for families to feel connected to and supported by school. Many schools already do this through newsletters, social media posts and videos, but sometimes a phone call or an email from the class teacher can have a greater impact due to the personal nature of the interaction. You can also direct parents to online wellbeing materials which they can access on the [Home Learning Hub](#), which includes a wonderful range of high quality resources, including the Book of Hopes, which can be accessed for free. There is also a dedicated page for older primary children and young people, <https://www.cambslearntogether.co.uk/home-learning/wellbeing/cyp> with resources from Keep Your Head.

## Section 2: Closing Gaps

### Questions:

How can I fill the gaps quickly when children return to school?

Where should we start from when schools return? How will we fill gaps and support children who have had little help at home or not completed as much home learning as others?

How will we narrow the gaps when children are back to school after lock down? (Ideas about rapid interventions)

What are the best ways to support colleagues with ways to close the gaps that have been created over the lockdown period?

- Children are likely to return to school at very different starting points. This may not be where they were when school closures began to take effect in March. Diagnostic assessments will support teachers in identifying any gaps in learning, misconceptions and next steps to move learning on.
- It is likely that teachers will need to adapt timetabling and curriculum planning further to ensure that the needs of all learners are addressed. This may involve fluid learning groups, intervention planning and additional support for disadvantaged pupils. The Maths and English teams will continue to support schools with this and more information will be made available via subject leader updates.
- There are a series of diagnostic tasks available from the Maths Teams Knowledge Hub page which could support teachers across the primary age range.

## Section 3: Assessment

### Questions:

What might assessment in light of no SATs look like?

How will schools be advised to assess and how might this feed into planning for the autumn term?

Preparing to return to school - how will we follow up work that has been done from home and where will we start children's maths learning in school again?

How can we quickly establish the gaps in knowledge for each year group and how to catch the children up? For example: Can year 5 /year 6 learning be merged in some topic areas?

Will there be SATs in May 2021? MTC in June 2021? What will the expectations be?

- The future of primary assessment is being held under review by the DFE. Local authority guidance with respect to data analysis and tools to support assessment can be found on p39 of *'The School's Recovery Pack – Phase 1'*.
- Any children returning to school in 2019/20 should spend time adjusting to their new circumstances and procedures rather than take any formal assessments. After a settling period, where the priority is around safety and wellbeing, time should be spent revisiting prior learning and increasing confidence.
- As children return to school in 2020/21, diagnostic assessments will support teachers in identifying any gaps in learning, misconceptions and next steps to move learning on. The Maths and English teams will continue to support schools with this and more information will be made available via subject leader briefings.

## Section 4: Continuing Home Learning

### Questions:

Where can I find home learning packs for future weeks, should home learning continue?

How can I standardise the provision of education for those pupils returning to school and those remaining at home?

How might we manage with a skeleton- staff in school and continue to provide home learning?

I am slightly concerned about managing teaching children who are in, as well as managing our home learning plans for those who are remaining to learn at home. How will I feasibly manage that?

If only a few year groups go back to the school before the summer how can we support teachers who may have to be in school all day but still have to provide remote learning for other year groups?

How we can support those children in Yr2, 3 and 4 who are not in school yet, as most teachers will be working with R, 1 and 6.

If there becomes a mix of home and school learning, how can that look? Will resources be sent home?

How can we support the teaching and learning at home to make it as fun, exciting and engaging as possible?

How should we follow up on work completed at home?

- The Home Learning Hub has many useful home-learning resources. These have been chosen specifically to support ease of learning at home and include resources for all subjects; topic/theme based projects; competitions and learning ideas for children who have limited use of technology in the home. This is updated frequently as resources are made or become available.
- Pages 34-36 of the *'The School's Recovery Pack – Phase 1'* details a range of resources that can be used for home-learning for those who do not return to school when partial re-opening begins on the 1<sup>st</sup> June. There are so many variables determining the standardisation of provision that a resolution is difficult to determine with one simple response. Please refer to the question regarding 'closing the gap when children return to school' for further guidance.
- Below are a range of links that provide guidance with parental engagement. Please note that some of these were written before the Covid 19 pandemic and will not take into account social distancing measures, etc.
- <https://www.gov.uk/guidance/help-primary-school-children-continue-their-education-during-coronavirus-covid-19> This is the guidance and support document published for parents by the government.
- <https://www.cambslearntogether.co.uk/asset-library/Corona-Virus-Schools/CCC-Parents-Guide-Play-and-Learn-Together-at-Home.pdf> A useful booklet about learning and playing together that can be printed out and given to parents as needed.
- <https://www.cambslearntogether.co.uk/asset-library/Corona-Virus-Schools/Guidance-for-families-currently-learning-at-home.pdf> Education Otherwise: the home education charity's guidance to educating at home.
- <https://www.who.int/emergencies/diseases/novel-coronavirus-2019/advice-for-public/healthy-parenting> The World Health organisation has collated some useful posters in a variety of languages that might help with EAL families. Some of these are health rather than education themed but could still be of use. The following link is for an educational play at home poster for younger children:  
<https://who.canto.global/pdfviewer/viewer/viewer.html?share=share%2Calbum%2CI8TBK&column=document&id=kb2u4co6016kj7lugrbp67c56a&suffix=pdf>
- The EEF has published guidance on engaging parents. This document might offer some support with parental engagement during Covid 19, but could also be used strategically in a school setting. Due to social distancing measures, some of the actions would not be applicable currently. The link is below:  
<https://educationendowmentfoundation.org.uk/news/new-guidance-for-schools-on-engaging-parents/>
- A letter, written by Jonathon Lewis, sent by schools to all parents of children in Cambridgeshire and Peterborough, states that as schools being to open more widely *'larger numbers of staff will be needed to provide face-to-face teaching at school. This means that it may be more difficult to maintain the same level of remote education provision for pupils in the year groups who are not eligible to attend, or for those pupils in year groups who are eligible to attend but who themselves cannot.'*
- It may be that your school has members of staff that are unable to be in school (e.g. staff who are shielding others and/or are in high-risk groups) and it may be that they are asked to take on some additional

responsibilities to support teachers in school. This may be through virtual in-class support (e.g. delivering input in lessons) and/or through managing some of the day-to-day contact with children who are not in school (e.g. by commenting on children's work via your school online learning platform). There may be other measures in place too but this will be down to your own school's recovery plan.

- It might be more manageable to plan and send out activities once a week rather than more often and explain that the level of feedback to children at home might be decreased because you are working with children in school.
- Teachers will not always see the work that is completed by children at home, nor will they necessarily have time to mark or respond to it. The free resources made by the Maths and English team on the [Home Learning Hub](#) are either open-ended or have answers provided for self-marking. Some schools may revisit home activities provided to allow discussion, celebration or sharing of ideas and approaches.

## Section 5: Provision Back in School

### Questions:

What kind of education will we be able to provide if schools reopen before September?

How can we return to teaching in school and how can we provide for drops in attainment having created greater differentiation?

As it looks like schools will be reopening, it would be interesting to see how other schools will be phasing children back, and when they are back, what to cover, as if it is a partial timetable, how would that look?

How do we keep social distancing rules once schools reopen?

What will we be expected to teach for the first week back? Is there a sample timetable?

- It is key to remember that we are entering a period of phased return. Currently, no-one knows what schools will 'look-like' in September, for example, so we can only focus on the current situation. Issues of assessment and 'gap filling' have been explored in the questions above, so it is important to stress here again that the PHSE team strongly advise that boosting children's well-being should be of prime importance. The Local Authority's *Wellbeing Activity Pack* suggests a focus on learning through PSHE, PE and the Outdoor Environment; giving children time for reflection and mindfulness and opportunities to re-establish their social skills and work together within the limitations of social distancing.
- When children first return to school our priority should be to ensure that they feel safe and settled. We will need to help them to become familiar with the new routines in place to keep everyone safe, so we ought to plan for more wellbeing and PSHE sessions in our timetable than we would under normal circumstances. It is also important to bear in mind that most of the children who are returning will be in Reception and Year 1, so think about planning shorter lessons to begin with.
- The government has not published an example timetable of learning for the first week and it is important to recognise that different schools will plan their phased return in different ways, including having staggered break times, for example.

## Section 6: Engaging Parents & Their Expectations

### Questions:

How can we engage parents and to help them actively support their children?

How can we manage the expectation that parents/ other people not in education will have regarding children making progress as soon as they come back to school?

What suggestions do you have to support those children and parents who have been given the paper pack as they have no online resources in their home but are still reluctant to engage in the tasks?

How do we best support parents in their support of the kids when so many of them lack confidence in maths themselves?

- A letter, written by Jonathon Lewis, sent by schools to all parents of children in Cambridgeshire and Peterborough, states that 'Your child's experience at school will not be the same as it was before COVID-19. It is likely that some staff will be absent, perhaps because they are unwell or have family members at home who are being shielded. This might limit the length of the school day, or mean that some children can only attend part time. Your child may not be taught by their usual teacher. The curriculum taught in the school is also likely to be limited compared to what was provided prior to closure. Some areas of the school site might not be used and routines will be different, in order to promote 'social distancing.' The ways in which teaching assistants and others support pupils with SEND (Special Educational Needs or Disabilities) may change. Some schools may not be able to offer school meals initially. There may be other changes too.'
- Each school will have plans in place to communicate with parents, and will have already undertake a survey of parental demand which will have informed the way in which schools will begin their phased opening of provision. Most schools and teachers have been in close contact with parents throughout lockdown so hopefully relationships built over this time will support parents to understand that safety and well-being will be the immediate priorities for schools.
- In the government guidance (**Opening schools and educational settings to more pupils from 1 June: guidance for parents and carers - Updated 20 May 2020**) it states that:
  - Education settings still have the flexibility to provide support and education to children and young people attending school in the way they see fit during this time.
  - The Early Years Foundation Stage (EYFS) sets the standards that schools and childcare settings must meet for the learning, development and care of children from birth to 5 years old. Early years settings should use their best endeavours to deliver the learning and development requirements as far as possible in the current circumstances.
  - Schools and colleges continue to be best placed to make decisions about how to support and educate their pupils during this period. This will include:
    - consideration of pupils' mental health and wellbeing
    - assessment of where pupils are in their learning in order to make any necessary adjustments to their curriculum over the coming weeks
    - prioritisation of high needs groups and support for those in transition years
- Schools and colleges should use their best endeavours to support pupils attending as well as those remaining at home, making use of the available remote education support.'
- For those parents who are reluctant to engage with tasks, a school could either:
  - Have a teacher or teaching assistant make regular phone contact with the parent and offer advice and support
  - Breaking work down into smaller packs which the parent may feel were more achievable and these could then be returned to the school before the next pack is sent out.
- Supporting parents who are under-confident with maths could be done by a teacher or teaching assistant making regular phone contact with the parent and offering advice and support. Online support for parents feeling under-confident can also be found at <https://www.nationalnumeracy.org.uk/family-maths-toolkit>

## Section 7: Safety of Children & Staff Back in School

### Questions:

How are we returning to school in a safe way, ensuring everyone is as safe as they can be? How will this impact on teaching & learning?

How can a safe return be possible with children who don't understand social distancing and a school too large to manage this easily?

How do we address the inevitable strain on teachers who may be required (or already are) to work in potentially dangerous situations?

How do we ensure the health and well-being of children, families, staff, and staff families?

- There are clearly many barriers and complications to a return and – inevitably – this will cause anxiety. Firstly, be reassured that Cambridgeshire County Council's procedures are evidence-driven and that we are working to support you. Links to mental health support services are available at: <https://www.cambslearntogether.co.uk/home-learning/wellbeing> or you are very welcome to contact our mental health first aider Juliet Adlouné: [Juliet.Adlouné@cambridgeshire.gov.uk](mailto:Juliet.Adlouné@cambridgeshire.gov.uk)
- When schools re-open, the DfE's advice is to organise children into 'bubbles'. In terms of staffing these, remember that the DfE's *Implementing Protective Measures* guide (p.6) states: 'if there are any shortages of teachers, then teaching assistants can be allocated to lead a group, working under the direction of a teacher' and that 'any setting that cannot achieve these small groups at any point should discuss options with their local authority or trust' (p.7).
- The top priority for all schools is the safety of pupils, their families and school staff. With this in mind, the Service Director for Education (Jonathon Lewis) has made it clear that he will support school leaders to follow the government guidelines whilst ensuring the safety of the whole school community. Whilst he has also stated that 'Schools will use their best endeavours to provide a safe environment for pupils and staff. However, no environment is, or can be, entirely without risk.'
- Each school will have proposed plans for a phased return of pupils, starting with Reception, Year 1 and Year 6 pupils. These plans will be specific to your school taking in to account your context and circumstances, considering issues such as the size of classrooms and staffing.
- Many schools will be operating the principle of 'social bubbles' (keeping children in small groups without mixing with others) and/or reducing the size of classes. This is aimed at reducing the risk to all school staff, children and families. All school staff are eligible for testing, and the guidance is still that staff who are shielding others and/or are in high-risk groups, should remain at home.
- In a Government document (**Opening schools and educational settings to more pupils from 1 June: guidance for parents and carers -updated 20 May 2020**) it outlined approaches that they are asking schools and settings to take, including:
  - carrying out a risk assessment before opening to more children and young people - the assessment should directly address risks associated with coronavirus so that sensible measures can be put in place to minimise those risks for children, young people and staff
  - making sure that children and young people do not attend if they or a member of their household has symptoms of coronavirus
  - promoting regular hand washing for 20 seconds with running water and soap or use of sanitiser and ensuring good respiratory hygiene by promoting the catch it, bin it, kill it approach
  - cleaning more frequently to get rid of the virus on frequently touched surfaces, such as door handles, handrails, table tops, play equipment and toys
  - minimising contact through smaller classes or group sizes and altering the environment as much as possible, such as changing the layout of classrooms
  - reducing mixing between groups through timetable changes, such as staggered break times or by introducing staggered drop-off and collection times
- When considering the transition of adults and children returning to school this term we can help this process by communicating clearly and in particular we must let everyone know how we can all work together to stay safe. This could include setting clear expectations for good hygiene practices and establishing routines for using equipment and sharing spaces that will be used by others.

- For those returning in September it is likely that the guidance from the government will have developed to reflect the prevalence of the virus, which may have implications of our daily routines. This could include changes to recommended class sizes etc. and as a Local Authority we will continue to keep abreast of these changes and share them with you.

## Section 8: Disadvantaged & Vulnerable Pupils

### Questions:

How can we support disadvantaged groups of children?

How are we going to ensure the wellbeing of the children, including those in vulnerable families?

- Every school will have worked hard to provide in-school and home-learning activities for disadvantaged children during the school closure period and challenges will have been faced – particularly around access to on-line learning. The English and Maths team have produced a leaflet that can be given to parents which includes a selection of games and screen-free activities: <https://www.cambslearntogether.co.uk/asset-library/CCC-Home-Learning-Parents-Guide.pdf>
- When disadvantaged children return to school, it will be necessary (via low stakes assessment activities as outlined in question 6's answer above) to ascertain 'gaps' in learning to close in an appropriate and timely manner. As outlined in question 1's answer, the EEF are a useful source of guidance.
- It may well be that some children will find reintegration into new school routines particularly challenging. They may require a separate return day or staggered re-entry. Learning and practising new school routines via games, songs and social stories might provide support.
- The government guidance has outlined that they wish to *'get all children back into education as soon as the scientific advice allows because it is the best place for them to learn, and because we know it is good for children's mental wellbeing to have social interactions with other children, carers and teachers.'*
- The government guidance (**Supporting vulnerable children and young people during the coronavirus (COVID-19) outbreak - actions for educational providers and other partners**) has been in place and there is an expectation that *'vulnerable children of all year groups continue to be expected and encouraged to attend educational provision where it is appropriate for them to do so.'*
- Each school will have its own plans for the return of Reception, Year 1 and Year 6 pupils and these should ensure that all the necessary organisational, logistical and procedural aspects of school life have been considered (e.g. considering issues such as the size of classrooms and staffing) safeguarding the whole school community as best they can.
- The distinction comes between safety and well-being. It is the LA's assertion that in order to re-establish school communities, there must be a focus on developing pupil well-being. This should not be through a series of activities alone, but should be an integral part of the school vision, values and aims. It will be important for children to have time for reflection and mindfulness, whilst providing opportunities to re-establish their social skills and work together within the limitations of social distancing. Physical activity for many children may have been limited. Increasing and improving levels of physical fitness will increase the social, emotional and physical well-being of our children. Many children will have had few opportunities to access the outdoors due to restrictions of time and movement. Providing opportunities for children to learn outdoors will contribute to supporting pupil well-being and enabling children to have an inspiring and calming place to learn. For more information refer to the 'Pupil well-being activity pack' sent in to schools by the LA.
- Using high quality texts can support children and young adults dealing with issues such as friendships, family stress, happiness, grief, anxiety and mindfulness. Some examples can be found by following these links:  
[https://cdn.literacytrust.org.uk/media/documents/Wellbeing\\_booklist\\_-\\_Swindon.pdf](https://cdn.literacytrust.org.uk/media/documents/Wellbeing_booklist_-_Swindon.pdf)  
<https://readingagency.org.uk/adults/quick-guides/reading-well/>  
<https://www.booktrust.org.uk/news-and-features/features/2018/october/mindfulness-happiness-and-well-being-6-childrens-books-to-try/>
- Some other links that might be useful:  
<https://www.childrensmentalhealthweek.org.uk/>  
<https://www.childrenssociety.org.uk/back-to-school/childrens-well-being-and-mental-health>  
<https://youngminds.org.uk/>  
<https://www.place2be.org.uk/our-services/parents-and-carers/coronavirus-wellbeing-activity-ideas-for-families/>

## Section 9: Transition between Year Groups

### Questions:

How do we equip Year 6 pupils with essential skills prior to transition to secondary school?

How can I support my colleagues with the transition from the end of this academic year to the new academic year (whatever that will look like)?

I know some children will come back into class as though they never left but how shall we support those who struggle with the transition alongside teaching the curriculum?

How are we going to cover effectively a lot of content from upper KS2?

- In Year 6 it is unlikely that many of the end of term traditions will be able to take place, for example, whole year or class assemblies with parents, school journeys and trips. In the DfE's *Planning Guide for Primary Schools* (section 11) it states: 'Schools should provide opportunities for children to discuss this as it may be a source of anxiety or sadness' and also suggests remote induction briefings etc. The guidance continues (section 11): 'Year 6 teaching during this time should focus on readiness for secondary school, including academic readiness, which could involve additional teaching in any subject, but in particular mathematics and English to make up for any losses to learning incurred while at home.' It adds: 'if practical in the absence of SATs results ensure that secondary schools are briefed in as much detail as possible about the attainment profile of transferring pupils'.
- Just as with younger cohorts, however, it seems sensible to suggest that Year 6 pupils will also need time to become emotionally ready to learn again. The Local Authority's *Wellbeing Activity Pack* includes a list of sentence starters, such as *I get worried when ... I can relax by ...*, which will help children to express their concerns.

## Section 10: Wider accountability & the Future Curriculum

### Questions:

Will there be suitable adaptations to the expectations placed on schools and the curriculum / Ofsted in the light of the crisis?

Will we still feel the same pressure to meet targets regarding progress and SATs?

Will the systems of accountability return as previously next year or will the longer-term impact of this crisis on schools be taken into account?

How will we adapt the curriculum to ensure that children get the correct coverage with a deep understanding because of the pandemic?

How will the pandemic affect the curriculum in 2020 / 21? Are we going to be able / expected to cover the curriculum as we would normally, will SATs still be an expectation for our current Year 1 / 5 children. In what ways can we best support the children in the next academic year?

How will the pandemic affect education moving forwards and what will happen in September if children have missed a significant chunk of their learning this academic year?

As a Subject Leader how do I continue to support my colleagues?

How will OFSTED Inspections be adapted to reflect the current position?

- The future of primary assessment is being kept under review by the DfE. Key Stage 1 and Key Stage 2 SATs in 2021 are part of this review so at this stage we do not know. As National Curriculum assessments have currently been cancelled for 2019/20 only, it would be prudent to continue to collect evidence throughout Year 2 to support accurate teacher assessment in reading, writing, mathematics and science at the end of Key Stage 1. It is also advised that the content of the national curriculum is covered to prepare for SATs at the end of Key Stages 1 and 2, alongside other statutory assessments, such as phonics screening checks and multiplication tables checks, until further decisions are made.
- Systems of accountability within a school will hopefully take into account the individual cohorts and pupils in each year group. We currently do not know how national accountability measures such as league tables will be affected in future years. We do know that the 2020 league tables will not be produced.
- Upon return to school in the summer term, time should be spent allowing children to adjust to their new circumstances and procedures with a focus on safety and wellbeing. Revisiting prior learning in subject areas will help to increase confidence.
- As children return to school in 2020/21, diagnostic assessments will support teachers in identifying any gaps in learning, misconceptions and next steps to move learning on. The curriculum for the current and previous 'lost' year will need to be built into the timetable of teaching and learning. The Maths and English teams will continue to support schools with this and more information will be made available via subject leader updates.
- Keeping colleagues up to date with developments in your subject area and ensuring a consistent approach across school will help everyone feel reassured. Staff may be working with unfamiliar children or in unfamiliar year groups so maintain good lines of communication to ensure any concerns can be addressed as quickly as possible. Make sure that your school policies, plans and resources used are available and known so that staff have a reference point. The Maths and English teams will continue to support schools with this and more information will be made available via subject leader updates.
- OFSTED's routine inspections are currently suspended and they have not announced any changes to expectations when inspections re start. Again we will keep schools up to date when information is sent out on this.