



Short term School Priorities

Abbey Mead Primary School

Agreed priorities		Rationale	How/When
English	Phonics	Children have not had access to quality phonics sessions and may have been taught incorrectly by family members. Vital skills when developing basic early reading and writing skills.	<ul style="list-style-type: none"> ** EYFS have planned more time to embed Letters and Sounds phase 1 this year to ensure the sounds are well embedded – 5 sessions instead of 3. ** EYFS/Y1/Y2 have increase their phonics timetable to identify/close gaps from last year and provide continuity across EYFS and KS1. ** F1 have started Phase 1 early in case of bubble closure and time shortage this year. ** Training provided on phase 1 phonics to support staff to identify gaps. ** TA's to train new staff members for BRWP - this will begin as soon as baseline is complete. **Year 1 have incorporated an intense block of phonics during the first term. ** Year 2 have planned to recap all taught sounds in the Autumn term. ** Across KS2, planned for core reading skills to be focused on during the Autumn term during whole class reading sessions (3 x weekly) ** Daily across every year group – where needed.
	GAPs/Spelling	Important part of the writing process and develops an understanding of the structure and rules of words and sentences. Contributes to the child's vocabulary development and understanding.	<ul style="list-style-type: none"> ** Year 1 will revisit EYFS high frequency words and reteach these through shared reading and writing. ** Year 2 will revisit Year 1 sight words ** Year 3 to 6 will use previous year groups spelling list for the first half term and revisit spellings that were not completed. ** Grammar sessions are embedded into English with a focus on the gaps from previous years learning. ** Weekly spelling lessons, activities and tests as per timetable ** Embedded grammar session in English with some discrete learning in Y5 and Y6.
	Reading	Children will have had limited exposure and access to books. An important part of children's early education, setting them up for their future learning.	<ul style="list-style-type: none"> ** Children will change their books weekly through a class system. ** Story times and reading for pleasure have been increased to daily across all year groups to allow for more book exposure. ** Novels will be tailored to the previous year's curriculum to address gaps. ** Shared reading session will continue every Monday. Guided reading sessions will be completed daily. ** Reading at home incentives will be reintroduced and launched. ** Weekly shared reading sessions as per timetable. ** Guided reading for each group at least once a week as per timetable.
	Handwriting	Handwriting expectations have lowered during lockdown. Some children may not have used a pencil regularly.	<ul style="list-style-type: none"> ** Daily handwriting sessions have been timetabled for Year 1 to 6. ** New handwriting sequence to be followed in each year group with a focus on learning a technique and applying it. ** Scheme to be shared with home via homework. ** Daily handwriting sessions for Y1 and 2 as per timetable ** 2 or 3 sessions per week for Year 3-6 as per timetable

	<p>Speaking and listening</p>	<p>Many children will have spoken in their home language and used limited English. They may have had limited opportunities to talk to others or may have had a lot of exposure to different types of technology.</p>	<p>** Throughout the day to converse in conversation with all adults R time will be completed 4 times a week in Years 2 to 6. ** English sessions will allow for speaking and listening opportunities as part of the new writing cycle -Teachers will use the speaking and listening progression map to track this. ** Topic afternoons will have a speaking and listening focus for Years 3 to 6. ** Continuous provision in EYFS and Year 1&2 will provide a language rich environment with more opportunities for speaking and listening activities.</p>
	<p>Modelling of writing</p>	<p>Children have had limited exposure to a good model of writing. It is possible that parents may have modelled incorrectly due to a lack of English skills. A teacher focussed lesson will allow for misconceptions to be addressed without asking children to do extra writing.</p>	<p>** The modelling of shared writing has been planned into the units of work along with grammar sessions. ** Year 2-6 A weekly session as per timetable ** N, R and Y1 as per timetable – biweekly</p>
<p>Maths</p>	<p>Number, place value and calculations</p>	<p>Embed concepts from previous year, establish and teach lost learning, teach missed knowledge and take children up to relevant learning points.</p>	<p>** Focus on Objectives from Number and Place Value and Calculation. Start with the NPV objectives from the previous year group. Build on children’s prior knowledge in this area and gradually introduce current year group objectives in NPV where appropriate. ** Use the arithmetic policy and recap methods from the previous year, some may not have been taught. ** MTP proforma will allow teachers to directly identify the National Curriculum statements that they will need to recover from previous years and identify how these progress into the current year group expectations. **KS1 and 2 will ensure time is given to secure core number facts including addition, subtraction and multiplication through everyday calculations.</p>
<p>Physical wellbeing</p>		<p>After restricted movement, this is rebuilding stamina fitness and enhancing physical and mental wellbeing</p>	<p>** Break times consists of a daily mile* by whole class. (build up to this) ** PE afternoons to reduce contamination risk and rebuild stamina ** Additional 15 mins a day exercise in each class group – Just Dance (in well ventilated areas), **Additional running session.</p>
<p>Science</p>		<p>Science continues in the morning slot - to ensure building blocks of scientific knowledge are not lost</p>	<p>** Focussing on the new year group content. Using the curriculum document from the previous year to be aware of missed content and pulling it in where links can be made. ** Key learning missed will be covered at the start of the next unit where possible. ** A Gaps Analysis document has been created which outlines which year group will cover the unit and key skills missed. For some units which are not covered by another year group, the skills will be covered by the next year group. These skills are outlined in the Scientific Enquiry Document. ** For units where the knowledge won’t be covered, the next year group will base some of their reading texts around this and knowledge organisers will be used to share key information and concepts.</p>
<p>PSCHE/RE</p>		<p>Wider wellbeing and rebuilding connections. Rebuilding of relationships between pupils. Ensuring staff have full knowledge of children’s well-being</p>	<p>** Daily PSHE incorporated into all timetables. ** Teachers to complete wellbeing chat/survey with children to identify vulnerable individuals. ** PSHE taught by class teachers, weekly according to the timetable. Children have the opportunity to explore how they are returning to school and what this new beginning will feel like. Teachers to use new books to explore feelings on returning to school, changes and emotions in order to support children with self-regulation. ** Teachers to promote good mental health and wellbeing in their classrooms. This can be done through brain breaks, yoga, meditation or mindfulness. ** RE taught by class teachers’ children can explore their community and what their community is like rebuilding for them the sense of being part of a community. ** Festival productions have been removed for 2020/21 due to no mass gatherings and all year groups cover festival days equally. Celebration days will occur but in class/bubbles</p>

Topic (restricted in first half term)		Maintained on a reduced timetable to ensure that building blocks of historical and geographical knowledge and understanding of sticky concepts are not lost.	<ul style="list-style-type: none">** Scaled down connected curriculum to fit in – pupil discussion and additional intervention etc.** Teachers will focus on objectives as per the year group.** Teachers to be mindful of missed content, particularly in art and design and technology.** Microsoft Teams to be embedded to deliver remote homework in all year groups and aid further lockdowns or if children are self-isolating.
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