



**Thursday 9<sup>th</sup> September 2021**



Dear Families,

Back to school and the sun finally arrives-typical. It has been lovely at lunchtime not only because of the sun but because of the delicious home cooked food being prepared by our BeFed Differently team. The children have enjoyed choosing their lunch, as they arrive at the food counter to see what they would like. Once the children have settled, we will be planning some food tasting events for you too.

### **Our plans for closing the gap in Years 2-6 in Mathematics Autumn term 2021**

Mathematics can be really hard. It requires the ability to persevere, review and be resilient. The children are expected to develop reasoning skills that enable them to explain the procedures used to achieve an answer and the confidence in their success.

As we are acutely aware, that the pandemic has impacted greatly on the children's learning – particularly in Mathematics. There are a number of mathematical concepts that children explored remotely and with varying degrees of success.

Since returning back to school there have been continued periods of disruptions for some, all of which have taken its toll and have required careful consideration as to how to best address the learning that has been missed and the confidence that has been lost.

What is also known is the fact that any form of intervention should be motivating and certainly not feel like a punishment. There should be no such thing as boring Mathematics. This is the challenge.

### **A plan to address the support required**

Identifying needs:

Assessment for learning is used by class teachers within all sessions in order to determine what the children understand and where further support is required. Assessment is used effectively to inform their planning, address weaknesses and focus teaching upon the next steps required for progress.

The children continue to be streamed into Mathematics sets according to their ability and attainment within the subject. This approach has seen the confidence of individuals grow, as they have been able to work at an appropriate pace and address concepts that may well be lacking. Teachers have been able to carefully tailor material





to the needs of the group and provide the balance of instructional approaches and exploratory real life problems accordingly to ensure that there is success for all.

Intervention programme:

The Mathematics Rapid Recovery programme for children in Years 2-6, which commences **Tuesday 21<sup>st</sup> September**, is planned to target the additional time and support that is required to help children to remember forgotten skills and knowledge, as well as secure an understanding of concepts learnt remotely during a period of absence from school.

This term, all children will have an additional daily Mathematics session where they will explore the 'missed' summer term objectives. A dedicated 30-minute fast paced lesson will be completed in class allowing for practical exploration, discussion and modelling of new concepts.

All children will then have independent differentiated activities to complete in order to demonstrate their understanding of learning. Children remaining for Rapid Recovery three times a week will have additional time to secure and deepen their grasp of concepts working alongside their class teacher.

Children who are not included as part of the Rapid Recovery programme are expected to complete the online tasks set on a Tuesday, Wednesday and Thursday that are available in the Google Classroom. There will be a Mathematics task assigned for children to complete on a Thursday that relates directly to the concepts explored in class that week. The resources provided should not be overly complicated for the children but will allow them to demonstrate what has been understood. It is essential that the child completes the task without support from home, as class teachers will be monitoring the Google Classroom on a Thursday each week to measure progress and support assessment.

Your child's Mathematics login details will be included in their individual red reading record and can be used to access the site for the directed assignment each week. The home learning task will be released on a Thursday each week, however they are able to login to enjoy the variety of online mathematical games and challenges that are available at any point throughout the week.

We are looking forward to measuring the progress that the children make and our first Pupil Achievement Review session with you will be an opportunity for us to share what your child has understood and their next steps.

### **Phonics intervention for our Reception and Year 1 children**

The children in these year groups will not have necessarily had their mathematical experiences affected in the same way as our older children, which is why we are targeting our approach to the teaching of phonics to children of this age.

We will continue to expose all children to a range of reading material in our whole class teaching and engage children in a whole host of reading experiences. We will assess all children in phonics by asking them to identify and pronounce a range of sounds and then read some 'alien' words. This baseline assessment will help us then stream





the children into groups so that the children may learn the sounds planned progressively, according to the progression in letters and sounds.

The streamed groups in Year 1 will begin from the **20<sup>th</sup> September** and then the Rapid Recovery sessions in phonics will begin too for those that we would like to target. Children who are not included as part of the Rapid Recovery programme in phonics will receive online tasks set on a Tuesday, Wednesday and Thursday that are available in the Google Classroom. We are happy for you to support your child with their phonics tasks, as we will see the benefit of this support back in the classroom.

The streamed groups for children in Reception will commence from **Monday 1<sup>st</sup> November** and phonics Rapid Recovery sessions will start this week too. We need to settle our Reception children first and take the first 6 weeks of this half-term to baseline assess them in Communication and Language, Literacy, Physical Development, Social and Emotional Development, Mathematics, Understanding the World and Expressive Arts and Design.

If your child is in Years 1-6 and has been identified for Rapid Recovery sessions, then we will text you personally to inform you of this. These texts will be sent on **Monday 13<sup>th</sup> September**.

We hope that you will support our 'recovery' plans and be able to see quite quickly how successful your child is progressing.

Information about our extra-curricular programme will be with you tomorrow.

### **CONGRATULATIONS MISS DAVERIN**

May I take this opportunity to congratulate Miss Daverin, who will be expecting a little one early next term. We hope that you will soon start to feel better.

Have a lovely weekend,

Mrs Bull

Chief Executive Headteacher

