

## Morningside Transition Plan Sept 20 - April 21

This transition plan has been written to cover stages 2(review) and 3(rebuild) of the restart programme.

The plan outlines specific actions that the school will undertake as part of the restart cycle and refers to areas of the 20/21 SDP that will continue to be implemented.

As part of stage 2, Headteachers will identify the areas of the SDP which will continue and those which will be postponed to the next SDP cycle.

At stage 4, Headteachers will evaluate the school using the OfSTED framework and rewrite the SDE to be implemented from April 21

Issue	Actions	Lead	Timescale	Outcomes
School leaders and teachers do not have an accurate assessment of pupil learning at the start of the new year	<ul style="list-style-type: none"> <li>Review curriculum</li> </ul>	JS	July	All curriculum areas have content that cannot be taught removed (e.g. food tech and singing) Curriculum content that was not taught has been identified
	<ul style="list-style-type: none"> <li>Review remote learning during lockdown</li> </ul>	SK	July	Pastoral team have a clear idea of which pupils engaged with home learning. What has worked well is fed back to SLT and is used to inform planning for any subsequent lockdown or bubble being isolated
	<ul style="list-style-type: none"> <li>New assessment cycle in place</li> </ul>	JS	Sept	Baseline assessment at the end of Autumn term 1 using EOPY assessments
	<ul style="list-style-type: none"> <li>Curriculum provision is monitored by SLT and curriculum leaders</li> </ul>	SLT	ongoing	Curriculum offer is broad
Some children have social, emotional or behavioural needs arising from long periods at home	<ul style="list-style-type: none"> <li>Implement the establishment phase across the with a focus on structure and expectations</li> </ul>	SLT JS	4-18 Sept	Pupils are inducted into their new class / year group. Staff work with children to establish good relationships
	<ul style="list-style-type: none"> <li>Ensure excellent pastoral care is in place</li> </ul>	SK	Autumn	Emotional needs met. CPD focus on supporting pupils and understanding their needs
	<ul style="list-style-type: none"> <li>Support staff with scripted responses to certain issues</li> <li>Provide staff training to implement the reviewed behaviour policy and school appendix. Ensure staff understand and are on board with children's behaviour being a form of communication</li> </ul>	SK	3 Sept (INSET)	Expectations for behaviour and presentation to be clarified New systems and protocols explained and rehearsed with children. Parents to be informed. Website clearly shows all new systems / changes Clarity of expectation around positive behaviour management All staff are clear on behaviour policy
	<ul style="list-style-type: none"> <li>Revisit role of pastoral support staff to ensure focused and targeted support is provided to children and families.</li> </ul>	SK	Autumn 1	Attendance and punctuality is good. All families are clear on new routines and are adhering to guidelines shared by school.

	<ul style="list-style-type: none"> <li>Support from WAHMS team in place</li> </ul>			Channels of communication are good and signposting takes place as necessary. Families and individuals are clear on how to access support
Some pupils have missed significant portions of learning	<ul style="list-style-type: none"> <li>Quality first teaching underpinned by careful planning and absolute clarity on curriculum provision</li> <li>Interventions and tutoring implemented to support learners</li> <li>Monitoring of attendance in place</li> <li>Mentoring and coaching systems are in place. These support CPD and enable NQTs and staff new to Morningside to fully understand and use our assessment and planning systems</li> <li>Update Staff Handbook to reflect changes to teaching, learning and assessment</li> </ul>	SLT  RS  SK  JS  SLT	Autumn  Autumn  Autumn  Ongoing  July	<p>CPD is focussed on planning CPD and support from leadership ensures that all teachers are well supported in delivering the curriculum Timetables are re-drafted to allow for new systems CPD focus is curriculum planning and AfL</p> <p>Pupils who were previously identified as being in the lowest 20% for reading are supported in small group/ 1:1 interventions as necessary</p> <p>Pastoral team have clear overview of attendance and deal with issues in a timely manner Plans in place to support pupils who are clinically extremely vulnerable New staff and NQTs are supported in planning for precision teaching and are aware of school-specific systems and processes</p> <p>Staff Handbook 2020-21 reflects all changes to curriculum provision, teaching, learning and assessment. All staff are familiar with the handbook and use it in their every day practice</p>
Parts of the curriculum have not been taught	<ul style="list-style-type: none"> <li>Curriculum review. Curriculum leaders analyse what was covered before lockdown</li> <li>New curriculum overviews written with focus on covering essential learning in each area that is essential to future learning</li> <li>New curriculum overviews shared with all staff</li> </ul>	JS  Curric Leader s SLT	June/July  July  INSET 3.9	<p>Curriculum provision reflects what was not taught during lockdown</p> <p>All staff are clear on curriculum provision</p>
Ensuring progress is from the correct starting points	<ul style="list-style-type: none"> <li>Assessments at end of Autumn 1 and summer 1 (checkpoint 2)</li> <li>Planning</li> <li>Interventions and tutoring</li> <li>Quality first teaching</li> </ul>	SLT	various	<p>Precise planning based on assessment outcomes Fluid intervention groups that are well planned and monitored carefully AfL focus</p>

- Fundamentals checks in place

SEE: AMMEDED ASSESSMENT CYCLE

### Underpinning principles:

1. No assumptions should be made about all children losing learning. While acknowledging the many challenges, we are not buying in to the disaster rhetoric about a lost generation of learning.
2. In September, we will need to support pupils with structure and precision scaffolded by pastoral support.
3. The period up to the end of Autumn term 1 will allow teachers to help children to polish up rusty skills and catch up on key skills where they have been missed (this is essential in areas such as maths). It will also support pupils in re-establishing strong behaviours for learning and to re-establish relationships.
4. Leaders have examined aspects of the curriculum that are sequential to ensure future learning is not jeopardised. Leaders must provide this clarity for teachers
5. We will not write or implement a recovery curriculum but will use tried and tested approaches to support raising attainment alongside behavioural and social and emotional support to re-establish strong behaviours for learning. We will review our curriculum to ensure we have addressed unconscious bias and provided opportunities to develop social conscience and social action.
6. We will assess pupils at the Autumn half term break to provide a baseline and to properly understand remaining gaps in learning and how to address these. It is likely that some learning gaps will emerge strongly and some individual pupils will have additional identified needs. These will be planned for.
7. Leaders will direct staff meeting time to support planning and monitor and moderate outcomes using the fundamentals. Leaders will consider how PPA is organised to ensure suitable oversight.
8. Time to focus on key skills will be recovered in a number of ways:
  - External trips and visits will not take place
  - Leaders will prioritise those elements in the curriculum to be recognised as lost and those that for building blocks of future curriculum provision
  - Leaders may initially/at times block the curriculum to provide sufficient time

Actions from the 20/21 SDP that will not be addressed in this SDP cycle.

- To develop pupil voice around previous learning and to determine if children have 'sticky learning'.
- Further develop participation by increasing number of intra-school and inter-school sports competitions
- To raise the profile of poetry in SFA and during home reading
- To embed digital leaders program and monitor its impact
- To ensure CPD programme includes opportunities for leaders at all levels to analyse published data
- To ensure that there are opportunities for parents to see learning in action and to work with their children in a classroom situation.
- To provide workshops and drop-in sessions that support parents in developing their skills and knowledge in supporting learning
- Federation Art Exhibition-Art and DT leader to attend all meetings
- Pastoral team to include wide range of real-life experiences as part of the wider curriculum for identified children

