

Bridgewater Primary School

Recovery (catch-up) Curriculum: Subject Profiles



Following a school discussion about the non-statutory guidance outlined in Teaching a Broad and Balanced Curriculum For Education Recovery, published in July 2021, https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1003469/Teaching_a_broad_and_balanced_curriculum_for_education_recovery.pdf we created one-page profiles of how the leaders in our school team are supporting teachers to provide a catch up curriculum for our children.

Each subject leader has identified what was done on return to full attendance in September 2020, how gaps, misconceptions and insecure knowledge in their subjects were assessed and what they are doing to monitor and support teachers to provide the right highest-quality teaching and learning opportunities for our children to support them to catch up their learning.

English

On return to full attendance in September 2020, we reflected on our previous strengths in Reading and Writing and found there were a number of gaps in several Reading and Writing skills. Therefore, as a school, we adapted our teaching in a number of ways. During the first weeks in September, we amended our Guided Reading teaching to ensure that core retrieval skills were prioritised within whole class teaching. This was to narrow the gaps between children in the same class. Furthermore, we were also quick to identify that the learning of phonics had not been retained and introduced a number of interventions to help reduce these gaps. Within English lessons, we quickly assessed the children's spelling and sentence structure abilities and prioritised the needs of each class due to their weaknesses in these areas. This included gradually building up their stamina for writing at length in KS2.

We knew that we would need a formal assessment to help identify areas within subjects which needed to be prioritised. We began with an initial baseline assessment in Reading and GPS across all year groups. We used a MARK diagnostic system to clearly identify the curriculum areas with which pupils were not secure and this gave us the curriculum areas that we needed to focus on within each year group. Using this analysis, teaching in lessons was targeted towards the prioritised gaps in learning along with covering year group-specific skills. Specific sounds were recapped and taught within daily phonic lessons. Extra phonics sessions were completed and two further staff members were trained on the Reading Recovery programme in Key Stage One. Across both key stages, we used specific question domains during Guided Reading which children struggled most with and teachers looked at gaps in children's GPS knowledge and incorporated opportunities to plug these gaps into their daily English lessons through embedding GPS and teaching it through stand-alone lessons.

As a school, we knew that any further lockdowns or periods of closure would require the highest-quality online learning opportunities. We therefore made sure that all classes had access to online reading books, supportive videos and voice clips alongside differentiated Purple Mash lessons.

From March 2021, after a second lockdown, children across the key stages were offered after school tuition, led by school staff. New 'find out more' box of books were introduced into class libraries in order to further engage children's reading. These books were carefully selected so the themes linked to those in the class text which was currently being used, this way pupils could gain more knowledge and engage in more quality discussions. Staff have and will continue to be supported to identify and plug gaps in learning

Phonics

At Bridgewater Primary School, on return in September 2020, we were able to identify the gaps within the children's learning and amended our teaching to ensure that the children were receiving targeted small-group teaching alongside whole-class teaching. To ensure that all sessions were the highest-quality, each was led by more experienced staff.

To identify the gaps within the children's learning we completed a number of different assessments including a Phonic assessment following the letters and sounds document, an assessment to see how many of the first 100 words the children could read and we levelled the children's reading using PM Benchmark to ensure they were working at the correct level for guided and home reading. This enabled us to see what the children knew and the gaps they had in their learning and to plan interventions for the children to catch up. Children were grouped accordingly and their progress was monitored closely. Changes to groups were made in light of this.

Specific groups of children received extra one-to-one or small group interventions where necessary. We also introduced extra whole-class phonic sessions where the teachers and TA's focused on individual children. The Phonics lead led a targeted after school club for specific children. The Phonics' lead will continue to support staff and children where necessary.

Maths

At Bridgewater Primary School, on return in September 2020, we reflected on our previous strengths in Maths and were quick to identify that some core mathematical concepts were not being retained as easily for rapid recall. During the first 2/3 weeks in September, we amended our teaching to ensure that core mathematical skills in number and the calculation of number were prioritised. We did this by quickly assessing and prioritising the teaching of place value and the four operations.

To identify the key mathematic skills, we began with an initial baseline assessment across all year groups. We used a MARK diagnostic system to clearly identify the curriculum areas with which pupils were not secure and this gave us the curriculum areas that we needed to focus on within each year group.

Teaching in lessons was targeted towards the prioritised gaps in learning. We made use of the DfE's guidance [Teaching mathematics in primary schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/teaching-mathematics-in-primary-schools) to support this. From March 2021, after a second lockdown, children across KS1 and 2 were offered after school tuition, led by school staff. A specialist maths teacher worked with groups in Y5 and 6 to help them to catch-up a greater pace. The National Tutoring Program (NTP) was invested in to support Year 5 pupils during the summer holidays and to support Year 6 in the 2021 autumn term to maintain and accelerate progress made.

Science

On return in September, the Science and curriculum lead liaised to establish what previous key learning had been missed due to lockdown. Following that, a conversation was had with class teachers and we identified which key learning opportunities and which key skills had been missed. Next, a whole school table was created to show what had been missed so every staff member was aware, as there was potential for class teachers to move across year groups at the start of the academic year 2020-2021. It was important for 1:1 discussions with staff to happen so that we could ensure that the table which was created was accurate and that nothing had been missed. Finally, the work we had done was shared with staff at a staff meeting and was made available and easily accessed on the Staff Drive, located on the School Network.

Identified areas and key skills which had been missed in each year group following the lockdown were collated in one document. Where these were then best placed to be taught in subsequent year groups was identified. Understandably, some of these were found to have to be taught as a stand-alone unit rather than merged into other topic areas later in their school learning. Staff were made aware that this was going to be implemented over a two-year cycle.

During our second lockdown and subsequent closures, we provided high-quality, differentiated work via Purple Mash. Learning opportunities were monitored and many different opportunities in a range of formats were provided for our children. Children were also provided with a variety of activities and practical suggestions on Class Blogs to further their learning with ideas of how to work scientifically at home. We knew that this would be the hardest part for parents to facilitate and wanted to give children simple ideas where they could make use of what they were likely to have at home. Teachers provided useful links to YouTube videos showing experiments which therefore made this learning accessible for all. This gave all children, including those who could not facilitate practical sessions at home, inclusivity into the Science curriculum.

The teaching of gaps in Science will be monitored through planning, observations and discussions with class teachers and children. Staff will be encouraged to start new learning with a recap to assess current understanding, which will show potential opportunities to plug gaps before any new learning takes place. We are aware as a staff, that although online learning was provided which was high-quality; not all children accessed work every day, therefore gaps could be varied and we need to use our experience as teachers to gauge this through careful questioning and Assessment for Learning.

Geography

On return to full attendance in September 2020, we identified, using our long term plans, the Geography units which had been missed for Years 1-6 during the national lockdown. Based on this information, we developed a table to share with all staff (below) so that every staff member was aware of the children's missed learning opportunities. Due to the way Geography is planned into the curriculum, alongside History, some year groups will have taught Geography, whereas others will have missed this due to lockdowns.

Data across the school was analysed and three year groups (Y1, Y2, Y4) were identified as needing more catch up than other year groups. This was because of the school's teaching model for the foundation subjects (Geography and History).

Lack of fieldwork has been a key challenge for teaching Geography during the pandemic. For example, during the Summer term, Year 6 pupils would usually complete work on 'I'm a Year 6 Pupil, Get Me Out of Here' and visit Lledr Hall for a comparison study with our local area. Since we were unable to attend, and it is important to help develop their Geographical skills ready for KS3, we utilised computer programmes we have in school (Digimaps) to plan routes, compare areas and discuss the differences in physical geography. Current year groups have also missed key fieldwork opportunities and therefore over the next two academic years we will find opportunities for children to read, understand and plot locations on maps and experience different locations.

Over the next two academic years, teachers will be supported to cover missed learning linking it in the most effective way to their current topic. However, understandably, some topics will not link as easily as others and therefore teachers will be supported to reduce the number of long and complex tasks we give to pupils, keeping tasks short and snappy instead. Teachers will also use quick recap quizzes at the start of lessons to check that pupils have retained important prior knowledge. Geography catch up plans will be monitored and updated in light of missed learning being covered.

History

At Bridgewater Primary School, on return in September 2020, we reflected on our previous strengths in History and were quick to identify which Key Skills and Knowledge had not been taught. During the Summer term, we identified areas we could address these gaps in learning by linking untaught skills and knowledge to current learning.

In Summer 2021, to identify the gaps, we created a document of each year groups Key Skills and Understanding and teachers highlighted the taught aspects. Which left us understanding where the gaps were, which were passed on to the next teacher as part of transition.

We made links where possible with History topics being taught and where the missed Key Knowledge and Skills could be taught alongside existing topics/skills/knowledge. We created stand-alone lessons to address the rest and we will continue to do this and track termly using the tracking sheet.

Art and Design

At Bridgewater Primary School, we use a spiral curriculum in Art and Design which provides children with opportunities to develop skills and knowledge year on year, refining and developing their practical skills. On return to full attendance in September 2020, we reflected on our previous strengths in Art and areas that we were keen to develop. We identified that a focus on core elements, such as the development of drawing and appreciating the influence of different artists were to be made a priority because these were key skills that had been missed in most year groups.

To identify the key gaps in learning, the subject leader monitored what art provision had been missed during the national lockdown. In light of this, the subject leader then revised the spiral curriculum and ensured key skills and knowledge were planned into subsequent year groups. This information was shared with class teachers discussing where best to fill children's gaps in learning.

Teaching in lessons was targeted towards the prioritised gaps in learning, such as drawing and researching how artists can influence children's own work. We continued to grow our partnership with The Lowry and we extended our art provision further by employing a specialist art teacher for two afternoons a week to maintain and accelerate progress made. Furthermore, skilled staff have been utilised to support the teaching of art across year groups. The subject leader has planned in termly monitoring of art planning and sketch books to ensure the gaps in learning are being covered. In addition to this, there are opportunities for staff development at the beginning of each new unit of art which will help staff start a progressive unit of work where the children need to begin. These informal staff development opportunities will ensure that teachers have a wider understanding of how best to incorporate missed key skills.

Design and Technology

At Bridgewater Primary School, we quickly identified that **all** practical elements of Design and Technology were missed due to school closures and the fact that children would have been unlikely to have the resources available at home. However, teachers were able to adapt their teaching in some instances to provide some online learning which covered the design part of the curriculum. In light of this, the DT lead provided an overview of how this could be set online and offered additional support when needed.

On return in September, the DT lead addressed with staff which parts of the curriculum (using the DT 2019-20, 2020-21 overviews) were missed and provided ways in which these could be covered. A whole school 'Feel good Friday' activity covering the key skills for cooking and nutrition was delivered. Also a whole-school workshop 'Lego Robotics' was arranged to meet the key skills in Mechanisms.

Following the return to full attendance, teaching in lessons has been and will continue to be targeted towards the prioritised gaps in learning. The DT lead will monitor coverage through lesson plans and coverage throughout year 1-6 DT books. The DT lead has planned for a whole school DT week to be taught which covers specifically the areas missed during the school closures. The DT lead has also planned to carry out informal pupil interviews that will focus on whether the children have understood the key skills. Following these catch-up interviews, if there are still apparent gaps in knowledge, a plan will be developed.

P.E.

At Bridgewater Primary School, on return in September 2020, we reflected on our previous strengths in P.E and were quick to identify that some skills were not taught to the children due to not attending school and taking part in regular P.E lessons. The P.E lead at Bridgewater Primary School has revised the curriculum by ensuring all children are physically active throughout the year. Since starting P.E lessons again the children have more access to specialist P.E teachers and specialist planning. Specialist teachers include sports coaches from Salford Community Leisure, Salford Red Devils, Lacrosse and Boardman, Kickstarters and a specialist dance teacher called Miss Payne.

To identify the key P.E skills which needed to be covered as a priority, we began with all P.E coaches across all year groups assessing the children's skill level using the National Curriculum strands for gymnastics, games, OAA, swimming (Year 4) and dance.

Teaching in lessons was targeted towards the prioritised gaps in learning. We made use of AFPE's teaching in primary schools - <https://www.afpe.org.uk/physical-education/> From March 2021, after a second lockdown, children across KS1 and 2 were offered after school clubs led by P.E/sports coaches in their year group bubbles.. A specialist P.E teacher worked with Year 5 and 6 to catch them up at a quicker pace. To support children in their lessons and allow them to have more time to take part in P.E, we allowed the children to attend school on their P.E day wearing their P.E kits. This in turn, enabled the children to participate in longer P.E lessons as they didn't need to get changed in school. To enable the children to achieve the KS2 level pass rate for swimming, we have and continue to provide children with more weekly swimming lessons for years, 4, 5 and 6.

The P.E lead has provided teachers with an active lifestyle questionnaire. Once these have been answered then the P.E lead can identify the year groups and children which are least active. Further to this, the P.E lead will provide parents with ways of allowing their children to be active and healthy through Parent Forum meetings and newsletters.

Music

At Bridgewater Primary School, on return in September 2020, we reflected on our previous strengths in Music and identified musical skills and knowledge that pupils were not secure in, following remote teaching. During the first couple of weeks in September, we ensured that our Music teaching and learning covered the key knowledge, skills and understanding of performing, composing (including notation) and appraising. Close consideration was given to the order in which key components were taught and retaught so that important skills were rebuilt deliberately and incrementally.

During the period of remote teaching from January to March 2021, pupils were given access to weekly lessons taught by our Music Education Hub teacher. This ensured that pupils continued to receive high-quality Music education, focusing on the theoretical aspects of the Music curriculum, whilst learning from home.

On return to school in March 2021, and following the introduction of the Model Music Curriculum, we have ensured that the key areas (singing, listening, composing, performing and appraising) are taught together to increase the development of musicianship. Pupils listen to and study works selected from Western classical music, including film music. We also include other musical styles, including popular and folk, to ensure pupils have a deepening knowledge of how musicians through time have learnt from one another and had an impact on the people of their time.

From Autumn 2021, we are returning to a curriculum which allows for practical music making, through singing and playing instruments. Children in Key Stage 2 are given the opportunity to learn to play the ukulele and to sing in the Bridgewater Choir. The introduction of 'Charanga' as well as lessons taught by our Music Education Hub teacher, means that Bridgewater offers an up to date and current curriculum to all pupils.

Computing

In September 2020, we reflected on our previous strengths in computing and were quick to identify that some basic computing skills had not been retained or developed, particularly in younger children.

To identify the areas of computing not covered during both lockdowns, we looked at the units which should have been taught across all year groups. We used our computing assessment tool which combines the National Curriculum objectives alongside the Purple Mash Units of study, and this gave us the areas that we needed to focus on within each year group. Opportunities to 'catch up' were then timetabled into each year group's long term plans. For example, Years 3, 5 and 6 all missed the units on spreadsheets so this will be incorporated into the long-term curriculum planning.

Our teaching of computing will continue to be delivered through a mixture of discrete and cross-curricular lessons to reinforce the basic skills missed during both lockdowns alongside half-termly projects linked to the National Curriculum. This will ensure that the identified gaps in specific year groups will be covered whilst strengthening computing skills and furthering the enjoyment our children get from completing longer creative projects. As a result, our pupils will be able to build on their computing skills in the subsequent years.

The use of all computing devices safely and responsibly, continues to be a priority and creative workshops for pupils as well as an internet safety workshop for parents have been planned for early 2022 after being postponed during lockdowns.

MFL: Spanish

At Bridgewater Primary School, on return in September 2020, we reflected on our previous strengths in MFL and were able to identify that key phonics, vocabulary and grammar concepts had not been retained and the children weren't able to easily recall these. In September, we amended our teaching at the start of the first topic 'La Familia' to recap the previous year group's phonics, vocabulary and grammar concepts from that unit. We prioritised the teaching of these concepts, and only once the children showed they were secure, did we move on to the concepts specific to their year group.

To identify the key areas, we began by revisiting the phonics and vocabulary knowledge from the previous year group in the first two lessons. We used vocabulary-based activities allowing children to recap key words and rules linked to the topic, with the focus on pronunciation. This allowed us to identify which areas children were not secure in and the areas we needed to focus on. Once the children were secure with the vocabulary and pronunciation of the previous year group, we identified gaps within the children's grammar, linked to the vocabulary such as, the use of determiners and the masculine and feminine versions.

As the Spanish curriculum is split up into six different topics, we repeated the same process when we started a new topic each half term and have continued this approach this year. We have looked to the DfE 'Curriculum Research Review Series: Languages for guidance. This document states the focus needs to be on the three pillars of phonics, vocabulary and grammar. Our specialist Spanish teacher delivers the Spanish curriculum and follows the Salford Spanish Scheme. Using this scheme, we have worked to ensure the three pillars are the key focus within the planning and delivery of our Spanish lessons. The children complete a baseline test at the start of every topic to identify any gaps and revisit vocabulary to support the children in retaining it in their long-term memory. We provide oral and written opportunities and are selective with the vocabulary and grammar rules we are covering throughout the year groups to allow children to master their learning. The children are then tested at the end of the topic before moving on to a new unit.

P.S.H.E.

At Bridgewater Primary School, on return in September 2020, we reflected on the priorities for pupils as a result of the time away from school. We decided to prioritise topics such as physical health, mental health and wellbeing for all pupils, due to the known impact and effects of COVID-19 on these areas.

To support pupils with their wellbeing, we introduced daily wellbeing lessons with a particular focus on friendship and building relationships to help them re-engage with their peers. We also introduced a recovery curriculum (from JIGSAW) to ensure that issues arising from lockdown were identified and addressed daily. These lessons focused on belonging, feeling safe, discussing worries, being positive, feeling gratitude, loss and bereavement and the year ahead.

We also shared correspondence with parents around anxiety about the return to school. Staff identified key children who may have needed additional support and the welfare manager and key adults in the school further supported the transition back to school for these pupils. To identify the key areas of the curriculum that were missed, we looked at the spiral JIGSAW curriculum and identified the puzzle pieces that were supposed to be covered in the Summer term. These were 'Relationships' and 'Changing Me'. As pupils were not secure in these areas, this gave us the curriculum areas that we needed to focus on within each year group.

We also assessed pupils' wellbeing through a pupil voice survey in the first term back at school and this identified any children who needed additional support in class. The results showed that 91% of children felt safe and happy in school. 96% of children found the daily wellbeing sessions useful as it gave them a chance to talk about their feelings, made them feel more confident and helped them to realise that other people had similar thoughts to them.

Teaching in lessons was targeted towards the prioritised gaps in learning and, as JIGSAW is a spiral curriculum and develops knowledge around a topic year on year, teachers referred to the previous year's curriculum to identify missed coverage for the Summer term and weaved this content into lessons. This will continue into the next academic year. During remote teaching, PSHE lessons were still delivered in line with the curriculum, as well as promoting whole school events such as anti-bullying week. This enabled teachers to continue conversations about wellbeing and allow assessment to inform and support with specific needs on the return to school following a closure.

Religious Education

At Bridgewater, despite not being a faith school, we believe that our Religious Education curriculum contains vital knowledge and opportunities for deep discussions. These discussions not only educate our children about a variety of faiths but they also allow the children to have a voice and a platform to share personal views. We have scrutinised our curriculum to identify and focus on the core elements and key knowledge that will provide pupils with the specific understanding they need to progress in the next academic year. Now that all of the children have returned to full time face-to-face teaching and have full access to all resources, we have identified gaps in learning and have decided to prioritise teaching core concepts so that pupils have a strong knowledge base which will lead to solid progression throughout each taught religion.

In September 2020, when we initially returned to full time face-to-face teaching, we identified gaps that had occurred due to school closures. We used the [Discovery RE scheme](#) and the [key knowledge questions](#) to identify these areas. Following this, a catch up plan was put into place, which would allow the opportunity for any key elements of a missed topic to be covered at an appropriate and timely manner. In order for topics to be covered with relevance to a specific religion, the recovery programme will be taught over a two-year timescale.

For example, In the Summer term, Year 4 should have learnt about how Christians worship God, where and how they pray and what worship means. This topic will be caught up in Year 5 during the 'Commitment to God/Christianity' topic. The focus will be mainly around the missed key knowledge.

An overview of topics has been created which shows teacher missed learning and where best to include this in the children's current year group. Most gaps can be blended in with similar topics, for example, 'The Life of Mother Theresa', which was missed in Year 5, can blend in easily with, 'Is Christianity still a strong religion 2000 years after Jesus was on Earth? In Year 6. The overview has been shared with staff and support will be given throughout the next two years. This will be continually monitored.

As an additional assessment tool, we begin each new topic, which is every half term, with a 'What do I Already Know' activity. This assesses what level of knowledge the pupils have of the religion being taught and helps to further identify any further gaps. Furthermore, pupils are assessed at the end of each topic and during regular questioning during lessons. The pupil's progress is updated on OTRACK termly to enable regular monitoring.

English as an Additional Language (EAL)

At Bridgewater Primary School, we anticipated that our EAL pupils' education would be disproportionately affected by the school closures as they would have fewer opportunities for speaking and listening and in some cases, less support with their online learning compared to our non-EAL learners. Consequently, it was essential that we provided a high-quality online learning experience for all of our EAL learners. To achieve this, we provided iPads to all of our children so that they could access their bespoke online learning. Our staff were able to guide parents through how to use the iPads when these were collected from school. The online learning provision on offer was well-planned because it utilised a wide range of video and audio recordings, visual images, interactive activities, and stories which were read out loud as recommended by the online training attended by our EAL lead. Throughout the school closures, we closely monitored our EAL pupils' engagement with online learning and supported our EAL pupils and parents to access the opportunities provided.

On our return to full school opening in September 2020, we had some a number of EAL pupils start with us at Bridgewater Primary School, which has led to an increase in the number of pupils supported by EMTAS (Ethnic Minority and Traveller Service). The EAL lead and class teachers worked closely to identify those pupils new to our school and existing pupils who would benefit from further support. This allowed us to complete timely referrals to EMTAS. As a result, initial screenings were completed for all of our referred pupils who now receive weekly interventions to learn key vocabulary in an interactive and engaging way from a specialist EMTAS teacher. In addition, we have utilised an effective tri-teaching model in Year 2 and Year 6, which has allowed our EAL pupils to receive bespoke teaching planned and delivered highly skilled practitioners to develop their reading, writing, grammar and Phonics. Furthermore, we have used our Autumn term formative and summative assessments of pupils to identify gaps in learning and deliver high quality interventions focused on their understanding of key vocabulary, grammar, and Phonics in particular.

As a school, we continue to immerse our EAL pupils in the English language and carefully differentiate their work to meet our pupils' needs. We effectively use visual images, word banks and pre-teaching of key vocabulary to support our EAL pupils with their learning. From an early age, we aim to instil a love of reading and have recently added a stories and nursery rhymes area in the Key Stage 1 playground to encourage our EAL pupils to read.

Understandably, we recognise that some of our EAL pupils may still need to self-isolate despite our return to a full school opening so we will continue to provide a high-quality remote learning offer when required. This will be planned and assessed by our class teachers and closely monitored by our EAL lead.

Homework

On return to full attendance, children continued to receive homework weekly in order to aid in filling learning gaps missed during school closures. Children were set an English, a Maths and a Spelling activity weekly in order to aid teaching and learning during school hours. Children were also set a termly project homework activity linked to the creative curriculum topics covered within each year group.

Since September 2020, during periods of additional bubble closures, teachers were given support on how best to deliver targeted and appropriate homework style activities such as Spellings and Reading.

In order to identify areas of improvement, a staff questionnaire was completed to see what needed to be implemented in order to improve the quality of the delivery of homework at Bridgewater. Conversations between staff and pupils also identified key areas requiring development of homework within school.

Upon reviewing the identified areas of improvement, a new incentive was introduced which involves a half termly certificate and prize for one child in each class in KS2. This initiative aims to increase children's engagement in homework and as a result improve the children's learning experience. This initiative is ongoing.

Homework continues to be monitored in school with a focus on ensuring all children are given the opportunity to fill any learning gaps. The children will also extend their learning with the use of weekly homework activities that relate to their learning in school.

Bridgewater is associated with Children's University- a charity that works in partnership with schools to develop a love of learning in children. We use this as an extra incentive to promote additional learning outside of the classroom.

SEND children

Children with additional needs were set differentiated home learning tasks by their class teachers which children were able to access at home. Children with an EHCP were offered a place in school alongside Key workers children. At Bridgewater we had two EHCP children attend school during these periods, whilst attending school it was the SENCO's role to ensure that they continued to receive support outlined in their EHCP. The four additional children who did not attend school during lockdowns with EHCP's received welfare calls twice a week. The SENCO spoke to the child and parents and offered any further support they felt necessary. The SENCO communicated with professionals to offer further support for these children to ensure they were accessing activities and resources to support their learning. In addition to this, packs of resources were made and sent home for children to have access to resources and activities they would access as part of their EHCP.

Due to having an out-of-class SENCO, we were fortunate to be able to support class teachers and children in class where necessary on return to full attendance. Staff were supported in setting up key areas within the provision and curriculum to support children with additional needs. As a school, Bridgewater value the importance of early identification and through this the SENCO's role was vital in supporting and identifying children who struggled to return or needed additional support to return. The SENCO assisted in completing appropriate referrals to outside agencies to gain further support where necessary. In addition to this, teachers and teaching assistants were supported in starting interventions again on full return to school and the SENCO was able to provide quick feedback and coaching for staff. The SENCO monitored the interventions through the use of a provision map and supported teachers in writing IEPs and Playplans.

In order to continue to provide the correct provision for children with additional needs at Bridgewater, provision will be monitored through: the use of provision maps which are updated termly; monitoring of IEPs and Playplans; regular SEN meetings with outside professionals and ensuring teachers are offered support and advice where necessary.

For some children with additional needs, regular update meetings are arranged, with the help of the SENCO and class teacher, to ensure parents are informed of next steps and progress made within school. In order to track children's progress, termly progress will be monitored looking at standardised scores and IEP and Playplan targets. If progress is not evident, this will allow a meeting with the class teacher to be arranged and a review of the provision in place for that child to ensure that it is purposeful and has an impact on the children's progress and learning.