

## Priorities 2020/21 *'to be the best we can be (all children-all staff)*

### Learning at Ryders Hayes...

Learning begins with the first steps onto the playground in a morning and is a seamless, stimulating, deep and challenging experience for everyone, driven through: continuous provision; thirst for knowledge, and children's curiosity throughout the day, continuing long after the home-time bell.



### 1. Regeneration in a COVID- Secure School

**3 principles upon which all our COVID Regeneration Strategy decisions are founded:**

- **Equity:** *the just provision and distribution of resources to pupils in a way that reflects their needs and requirements, positively impacting those who have increased vulnerabilities, have the most significant gaps in learning and the lowest engagement with remote education.*
- **Resilience:** *the need to find solutions that adapt well in the face of multiple stresses on individuals, families, schools and the sector and can take account of local lockdowns.*
- **Flexibility:** *leaders must be trusted to exercise discretion and good judgement to suit their context and in the best interests of their pupils, parents and communities based on acceptable minimum levels of provision*

#### **Key elements of the strategy:**

- Strong, purposeful teaching from a Recovery Curriculum;
- A well-planned broad and balanced whole school curriculum;
- Powerful welfare and pastoral systems
- Proactive management of absence
- Innovative programme for tuition for 'catch-up'
- Organisational Health

#### **1.1. Well-being and Mental Health**

- To create the best conditions for learning for every pupil (safe; happy; engaged and resilient learning community for pupils and staff) so that all children can transition back into learning in school through a relationship-based approach to reignite their love of learning.
- To ensure that the priority for all children in September is to reintroduce a holistic recovery of social interaction; relationships; sense of self-worth and self-concept within dynamic of their peer group – identity as a Ryders Hayes pupil to promote positive mental health. To build a personalised response to every child who has experienced loss.
- Overcome barriers to learning as a result of COVID; dealing with loss of routine; friendship; opportunity and freedom causing anxiety; trauma and bereavement responses. Increase pastoral offer and signpost rapidly to supporting agencies as required.

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- Provide layered; tailored mental health support for children acting to repair and protect those experiencing more severe symptoms, either as a direct or indirect result of COVID (DV; young carer; attachment; deterioration of adult relationships; economic hardship; vulnerable child)
- Support staff with their own mental health (2 adult Mental Health First Aiders); build collegiate supporting networks and signpost as appropriate to other agencies.
- Engage with all staff to monitor and support positive mental health through pulse surveys; well-being pyramids; line management structure and creation of team-building opportunities.
- Reintroduce routine and infrastructure of school day along with behavioural expectations for pupils; parents and staff.
- Begin work with our mental health practitioner and pastoral lead to design a bespoke pro-active programme of whole-class sessions; group and individual support for the needs of our whole school community to prevent the need for referrals to CAMHS/adult mental health services.

### **1.2 Transparent Recovery Curriculum**

- Help our children to understand how we plan to address the gaps in their learning together and help them to cope with loss of learning; time in school and opportunities - to re-engage as learners.
- Make the skills of learning in a school environment explicit to reskill and rebuild their confidence as learners (metacognition)
- Upskill our pupils as independent learners in Personal Study time, so that they can be resilient and continue to learn in the face of local lockdown and remote learning once again.
- Space to be – to rediscover themselves and their voice (using our vision for Oracy, additional *Talk Time* and our Oracy Framework, creating opportunities across the curriculum for reintegration)
- Use the expertise of our subject leaders to identify core skills and knowledge which must be learnt, as well as making space for re-teaching and embedding of skills and knowledge lost in Summer Term, identified through expert assessment for learning.
- Continue to develop and strengthen our partnerships with parents

### **1.3 Whole School Mastery Curriculum (see Priority 2)**

- Capitalise on the benefits of our fully integrated and bespoke mastery curriculum to continue to offer and restore a broad and balanced curriculum to all children, according to our school vision and values to explore; build, and create: resilience; possibilities, and independence.
- To use our knowledge mats, created for each topic within every subject to recover knowledge; embed it in the long-term memory and make links across the curriculum.

### **1.4 Pro-active Management of Absence**

- To target traditionally poor attendees to establish positive routines for autumn term
- To support vulnerable families where routines have not been maintained during lock down
- To educate parents and pupils about the importance of being in school every day for pupils' well-being; learning and rapid progress to close gaps.
- To help and reassure families who are anxious about returning to school.

### **1.5 Innovative programme of catch-up (DfE funded)**

- In accordance with EEF Research, with a focus on key knowledge and concepts

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- Responsive daily tutoring, delivered by the class teacher, within the school day, with no increase for teacher workload.
- Groupings determined by daily Assessment for Learning (AfL) for maximum agility
- Available to all – whoever requires the tuition; linked directly to the curriculum and knowledge of the child's significant gaps in learning
- Matches Ryders Hayes' teaching and learning strategies: agility and flexibility; dynamic grouping; opportunities for in-the-minute feedback and rapid improvement, whilst preventing long-term dependence upon another adult.
- Those children not benefiting from the tutoring at any one time will also develop independent study skills, and where possible develop remote learning tools introduced during the pandemic, (supported by a TA in KS1).
- Individual catch up for vulnerable (disadvantaged/SEND) children from DfE funding according to individual need – direct instruction with pre- and post-teaching.

### 1.6 Organisational Health and Regeneration

- **Build a cohesive leadership team:** after re-alignment of roles and responsibilities, being open and high trust; committing to clear decisions; holding one another accountable for behaviours and performance; focusing on collective results; engaging in constructive ideological conflict.
- **Create clarity:** re-establish clear purpose; behaviours; demarcation of roles; how we succeed; priorities for leadership
- **Overcommunicate clarity:** align staff, pupils and parents around school vision and goals by communicating key messages through: repetition; simplicity; multiple mediums; cascading messages
- **Reinforce clarity:** sustain our organisational health and regeneration by ensuring consistency in our human resources: recruitment; managing performance; rewards and recognition; meetings and decision-making, to emphasise our uniqueness; clear direction and vision to create an environment of success for all.

## 2. Self-improving Learning and Teaching:

*Ryders Hayes Mastery Curriculum is uniquely designed to:*

- *inter-connect, using a range of bespoke harmonising teaching tools:*
  - *knowledge mats,*
  - *curriculum working wall,*
  - *mastery characters,*
  - *knowledge categories,*
  - *GSuite,*
- *bring learning to life and engaging all learners through our drivers to:*  
*explore/ create/ build: possibilities, independence and resilience.*
- *offer every child a relevant and exciting learning journey, embedding essential skills for life to broaden their horizons, supported by current research.*

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## 2.1 High Expectations:

- Ensure that all our children are ready to learn (see Priority1)
- Attainment: 90% age-related, with up to 35+% Greater Depth (secure fit) – closing the gap for every child; 80% Good Level of Development (GLD) at the end of Reception
- Progress: 100% (including vulnerable groups – where progress steps for SEND may be adjusted)
- Learning through a mastery curriculum designed specifically for Ryders Hayes' children, with key drivers at the core of all teaching and learning, and ambitious developments in relation to cultural capital; STEM and skills for life.
- Assess and identify gaps in learning due to partial school closure and provide responsive teaching, alongside focused tuition to close the gap and restore lost skills and knowledge.
- High expectations throughout the day – making every moment count, across a broad and balanced, high quality, curriculum offer.

## 2.2 Principles of Learning and Teaching

- Consistency in Principles of Learning and Teaching – EYFS; KS1; KS2, bringing together best practice into a cohesive model
- Further develop Quality First Teaching of English (Reading and Writing, EGPS)
  - closing the gap: boys; PP; SEND
  - fostering love of reading from EYFS – Y6
  - raise attainment in EGPS at KS2 to at least national average, by ensuring age-related attainment, and good progress in each year group.
- Ongoing review of SEND and Pupil Premium (implementation of external review findings). Early identification of SEN so that pupils and their families have appropriate levels of support from the onset. Provision of extended, tailored support to vulnerable families and children in need to safeguard children and families
- Child-led learning and independence through the development of Oracy (*Black Country Voice 21*); peer support; pupil-facilitated learning, Talk Time in-school challenge and discussion, as well as personal challenge and reflection through home-learning.
- Dynamic assessment for learning; effective internal assessment and moderation across the whole curriculum, with bespoke supporting software for: increased teacher confidence in assessment of pupil achievement against early years expectations and the national curriculum end of year expectations; reduced data collection with improved analysis (workload reduction), and accuracy of data to inform next steps

## 2.3 Developing Teachers and Staff

- Continued drive for workload reduction across planning and preparation; inputting and analysis of data and marking, using DfE toolkit and learning from our involvement in DfE Workload Reduction case-studies.
- Improved and rigorous coaching model: in-class coaching; data coaching and targeted outcome coaching (prior to data input for accuracy and to build teacher confidence, and post-analysis for next steps in teaching and learning.)
- Practitioner reflection as the key to improving practice: draw the lesson; peer observation; coaching; impact of high quality PLD; sharing of research and evidence-based practice with colleagues. Individuals will be supported by the on-going development of a robust team of internal SLEs/specialist teachers (Maths linked to North Mids Hubs); English and Foundation

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subject leaders, as experts in their field, driving: Arts, Science and Life-Skills Curriculum Teams, alongside focused external expertise as required.

- In EYFS, all practitioners to embed the *Language First* Environmental Rating Scales and Sustained Shared Thinking Tools to ensure high quality indoor and outdoor environments, with irresistible contexts for learning and intentional teaching.
- Effective development of the school's ambitious programme of continuous improvement with remote learning through use of G Suite, both within the classroom and for learning at home.

### 2.4 Wider Curriculum

- Achievement of Arts Award (KS2 - Discover & Explore Level – Individual Pupil Award by Trinity College, London with a cross-curricular focus.)
- Using P.E. and our healthy living approach to educate and involve children in creating healthy lifestyle habits and improved mental health.
- Embedding of a Primary Careers' Curriculum for all our children, through our work as lead school in Black Country Primary Careers Hub 2030, to raise aspirations and deepen children's understanding of:
  - the soft skills required for the world of work and how to develop them;
  - challenging stereotyping
  - career exploration across 8 sectors in the Black Country in 2030, apprenticeship, FE/HEI routes into world of work
  - broadening horizons (rather than narrowing career choices)
- Building ever stronger partnerships with industry, commerce, local agencies, volunteers and community organisations to bring new experiences, skills and expertise into school.

## 3. Developing our role as a Teaching School in the new system-led landscape

*To develop our capacity and capability as a key partner in the shadow Teaching School Hub for The Black Country to build strong partnerships to develop evidence-based support and training:*

- *for Early Careers Teachers and mentors*
- *as well as for teachers and leaders in every phase and school setting, at each stage of their development.*

### 3.1 Leadership of collaborative projects

- Prepare a bid as key partner in Black Country for new DfE strategic direction – National Roll out of Teaching School Hubs – working collaboratively with Manor Teaching School as lead school, as well as at Black Country Teaching Schools Collaborative (BCTSC)
- Formalise and review existing partnerships, and develop new ones, within the Ryders Hayes Teaching School Alliance.
- Lead school for *Voice Black Country (Voice 21 Oracy project)* as Hub School for Walsall and sit on Voice Black Country Strategic Board.
- Develop further links as Lead Partner with Black Country Skills Factory for *Black Country Primary Careers Hub, in 2020/21* to ensure sustainability of curriculum and experiences and share careers curriculum more widely.
- Lead *Language First Programme: enrol, support and develop Cohort 3 Language First, for 15 more schools, creating a sustainable model for the Black Country.*

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- Lead a high-quality assessment and moderation statutory service for KS1, KS2 and Phonics, on behalf of Walsall LA (and some external commissioners) for this year and beyond. Schools representative on the Executive Association for Achievement and Improvement through Assessment Board.
- Further develop links with North Mids Maths Hub: specialist Maths Mastery Leader and EYFS Lead; seat on Maths Hub Strategic Board and development of new role as Primary Head Teacher Associate to spread the mastery model in Lichfield, Tamworth and Walsall. Engage 2 Maths Specialist SLEs.
- To support LA EYFS Lead in delivery of Walsall EYFS Strategy.
- To lead and develop, continue to recruitment and train, a network of SLEs designated by the Teaching School to meet local need. Provision of Core SLE training for the Black Country.
- To assess the local need for Subject Leader networks and establish as appropriate, including facilitation for STEM Science Learning Partnership

### **3.2 Early Careers**

- Continue as Lead Primary School for Early Careers' Development in Walsall
- As Lead School for School Direct, to train around 20 high calibre ITT students in 2020/21 (including part-time route)
- Begin our journey as a Primary SCITT in association with Evolve Teaching School– recruiting 20 places+ for 2021/22
- Offer QTS route into teaching
- Offer apprenticeships into teaching with UCB as lead school
- Prepare for a 2-year Early Careers' programme for trainees (linked with Ambition Institute as national provider), offering bespoke high-quality PLD for NQT/RQT in the area
- Sustain and increase reach as Appropriate Body
- Support Birmingham City University with undergraduate and post-graduate expertise in phonics and placement of post-graduates.
- Provide coaching and mentoring for Teacher Retention (DfE funded) through Evolve Teaching School
- Develop relationship with Ambition Institute, as a preferred provider for high quality leadership development, and support leaders at all levels in the area to access the programmes.

### **3.3 Research**

- Continue our ethos of evidence-based practice; linking with Billesley Research School (EYFS); engage in research (Oxford University Press (Reading); Oracy – Black Country Voice21 (School21, London); Masters Hub (BCU), EEF Peer Assisted Learning Strategies for Reading (PALS-UK); incorporate research findings into their daily practice

### **3.4 NLE/School to School Support**

- Individual School to school support; bespoke PLD
- NLE support to Tier1 schools