

## SfA in September Pen Portraits

Captured – 15<sup>th</sup> July 2020



Following discussions with a range of our partner schools we have produced the information below regarding implementation of SfA in the Autumn Term. We have chosen to illustrate two scenarios as mini 'Pen Portraits' of schools so that school size, layout and catchment are included along with the guidance. This is followed by selected feedback from a range of schools. *Please note this information is based on current DfE guidelines as they stand on 15<sup>th</sup> July 2020 and are subject to any changes in government guidance. Schools using this information will need to ensure that they refer to any policies or procedures their Local Authority or Trust have laid out and conduct their own risk assessments.*

### Advice from SfA

Advice from SfA to support schools returning in September is simply to try to ensure that you are able to run SfA as close to normal as possible, depending on the specific risks and structures in your school. Key elements include:

- Using the Getting Along Together structures to help settle children back into school and refresh and embed Co-operative Learning behaviours.
- Operating CuriosityCorner and KinderCorner as normal. The only exception is that parents might not be invited into the classroom at the start of the day and resources children use might be limited or modified.
- Assessing children for phonics and reading skills as soon as they return in September, to identify the extent of the attainment gap.
- Ensuring, where possible, that some ability grouping takes place in Roots and Wings, so that children are working as closely as possible at the most appropriate level for them.
- Schools may decide to reassess more frequently during the year, to ensure that all children are making progress and will achieve age related expectations by the end of the year.
- Ability grouping is unlikely to be as rigorous as usual, and some differentiation of tasks may be necessary as a result. This could include:
  - Pitching the learning for the average level in the group. Naturally staff would provide extra support for those for whom the work is a little challenging and extend the more able children through differentiated questioning.
  - In Roots, it is possible to operate two levels of reading in one group. All children in the group would have the same phonics, STaR and writing session however, two reading groups would take place simultaneously. This is much easier if there are two adults in the classroom but by changing the sequence of the lesson, a member of support staff could support two or even three groups in this way. It is also possible for an experienced member of staff to support two reading groups if the group is not too large and the children are reasonably mature.
  - Using clear targets, based on reading and writing skills will support progress for the different ability levels in the group. This is standard best practice in SfA.
- Using as many of the structures of Co-operative Learning as possible, with adaptations to take account of the risk of Covid-19. Possible adaptations include:

- Seating children in teams side by side in rows and relying on partners working together rather than in teams. (Risk of transmission may be reduced relative to seating children conventionally around a table.)
- Providing children with their own copies of the resources, rather than sharing with their partner.
- Providing extra phonics sessions to enable children to 'catch up'.
- Tutoring is considered a fundamental component of SfA and our online Tutoring with Alphonie Programme is available to all schools for use with target children to enable them to reach age expected levels in phonics, reading and spelling.

## How are schools planning to implement SfA in Autumn Term 2020?

### School A – Three-form-entry school

Initially, this school plans to implement Year Group 'Bubbles' of 90 children but to allow children to settle into school by spending up to the end of the first half term with their class teacher. There will be a focus on helping the children be ready to learn through curriculum adaptations, using our 'Getting Along Together' GAT programme from FS2- Y6.

<b>Area:</b> South Yorkshire	
<b>Pupils on roll:</b> 580	<b>Age Group:</b> 4 - 11
<b>Pupil Premium:</b> 49%	<b>EAL:</b> 20%
<b>No of Teachers:</b> 24	<b>No of TAs:</b> 22
<b>School Type:</b> 3 form entry modern building with little break out space	

**In Reception/FS2:** The school will implement the *Kinder Corner* programme, predominately as intended as there are no challenges presented. Children will be able to mix and sit in groups on the carpet in circles or lines.

**Roots:** Again, the programme can be implemented 'as is' for Roots with some minor modifications in the use of TAs to support 'differentiated' phonics, Shared Story and other SfA elements. There will be a focus on addressing gaps in learning. Target children will be further supported via additional sessions of small group tuition using our web-based tuition programme Tutoring with Alphonie (TWA). This was already used by the school before 'lockdown'.

**Wings:** Children will be predominately taught in full classes and Wings units will be carefully selected to ensure as many children as possible can access the text and participate in whole class reading. Questioning, comprehension and other reading activities will be differentiated to support lower children and challenge more able children. Writing, spelling and grammar activities will also be taught as appropriate and differentiated.

Initially across all year groups in addition to 'settling back in', there will be a focus on re-establishing a love of reading, books and reading fluency to ensure that children are ready to learn.

*All the above will, of course, be kept under constant review and adjusted as required.*

## Example B - Trust wide approach

**EYFS:** As 'Example A' this will run as normal.

### **Key Stage 1 and Key Stage 2**

*First two weeks back in September* the focus will be on the 'Getting Along Together' GAT programme. Staff will be completing 1-1 reading assessments using Roots Assessment materials for children with a Reading Age of 7 years or below. Other formal assessment tools will be used as appropriate with Wings children. Commercially available tests used for this process will be levelled at the appropriate level for the children at the end of the 2019-20 academic year.

*Ability Groupings:* Groupings are to be based on year group bubbles, staggering when each group has SfA, so that staff can be deployed strategically and provide additional support. Details of how this is to work will be discussed and agreed by the SLT of each school and this will present the main organisational challenge. If it is necessary to schedule some groups for the afternoon, then stronger cohorts would be taught at this time. *In addition, all staff will be tested for Covid-19 every week.*

### **2-3 Form Entry Schools**

**Key Stage 1:** Ideally have 3 groups, but if the spread of ability is not too wide then use 2 groups.

**Key Stage 2:** Ensure that there are 3 ability groups, as detailed below.

Lower: Roots or lower Wings to include phonics and fluency where necessary.

Middle: At the expected stage (probably the expected stage for Easter of the last academic year).

Higher: Based on assessments of where the children should be placed.

### **1 Form Entry Schools**

**Key Stage 1:** 1 group below, 1 group at and above.

**Key Stage 2:** 1 group below, 1 group at and above.

**Co-operative Learning guidance:** At least initially children will need to sit in rows. They will be arranged in teams of 4 or 5 and the focus will be on the discussion between partners. 'Cheers' will be silent consisting of movement only e.g. Ketchup Cheer and Marshmallow Clap.

## Selection of feedback from a range of schools:

- In the first few weeks, Bubbles will be kept as small as possible if transmission rates are high in the local area. Bubble size would then increase in stages to eventually include the entire school.
- A 1.5 form entry school with several breakout areas is hoping to run almost as 'normal'. Groupings will be within a Key Stage Bubble with four groups to every Bubble. The beginning of the academic year will start with GAT as usual in week 1 and 2. SfA lessons will commence in week 3 however, initially the reading part of SFA may be delivered as per the unit plans over 5 days rather than 3 days to ensure that routines can be re-established with children. This reading week will then be followed by a weekly writing unit linked to the SFA text and reading activities will be revisited to ensure that children are reading regularly and developing fluency. This will be reviewed after a few weeks and modifications made as required to groupings, time allocated to units etc.

**School Type:** Multi Academy Trust in South London with a range of schools using SfA from EYFS to Year 6.

**NOR:** 1,2,3 form Entry **Age Groups:** 3 - 11

**PP/EAL/FSM:** High- Very High in all schools

- Several schools will be continuing with small group support, but children will only be drawn from one class. Pupils from each class Bubble will be allocated intervention time for either a morning or an afternoon session. Interventions will take place in a specific area, where the member of support staff will maintain a distance from the pupils. Pupils will bring all equipment they require with them to the area. The area will be cleaned during lunch, before pupils from another Bubble use the area. Staff will wash their hands between each group. Staff members working in this way will provide interventions across either KS1, lower KS2 or upper KS2 and no member of staff will work across more than one (sub) phase.
- Another school will be staggering when SfA is taught with KS1 being taught before break and KS2 after. PM sessions will be used to teach the wider curriculum where reading and writing skills will be consolidated. In addition, three cover teachers will be taking SfA groups, however, these adults will need PPA so SfA will only run Tuesday to Friday, Monday's session will be focused on whole class writing. Children who need additional support will also access the Tutoring with Alphie programme. This will be regularly reviewed and impact assessed at half-term, adjustments will be made accordingly.
- Another school within a Trust is teaching in year group Bubbles with LSAs taking groups from within the Bubbles. Starting points will be taken from previous assessments and teaching within the Bubbles will be a 'best fit'.
- A small village primary school is continuing with SfA across all class groups as they are mixed age classes, teaching within these Bubbles. No TAs will be taking SfA groups beyond their Bubble to reduce the risks.

### Secondary Schools:

- In a secondary school using our KS3 intervention programme children cannot be grouped on ability accurately therefore all Y7s will initially be taught in tutor groups with children facing the front in rows. Co-operative Learning strategies will still be applied but the children will be in fixed pairs. They will also be in the same groups initially with their tutor teaching most subjects.