



WEST BUCKLAND  
PRIMARY SCHOOL  
AND NURSERY

Dear all,

I thought I would pull together some headlines from the DfE Report on Lost Learning. There is a lot more to read - and this really is a snapshot. It also helps to reassure that in schools where learning has been maintained at home, losses are reduced.

### Reading

All year groups have experienced a learning loss in reading. In primary schools these were typically **between 1.7 and 2.0 months**.

### Maths

The learning losses in Maths were greater. It is estimated that, on average, pupils in primary schools have experienced a learning loss of **just over three months**.

### Writing

In October 2020, the organisation “No More Marking” published their analysis of a writing exercise carried out by over 116,000 Year 7 students at the start of the academic year. Through an assessment of pupils’ work they concluded that the work pupils produced was similar to that of year 5 pupils from an exercise in November 2019.

In other words, they concluded, students were **22 months behind** where they expected them to be.

### Disadvantaged learners

Schools with high levels of disadvantage have experienced higher levels of loss than other schools. This is around **2.2 months in schools with high rates of FSM eligibility and 1.5 months in schools with low rates of FSM eligibility**.

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PART OF THE HUISH GROUP | WEST BUCKLAND PRIMARY SCHOOL, WEST BUCKLAND, WELLINGTON, TA21 9LD. T 01823 663 976



WWW.WESTBUCKLANDPRIMARY.ORG.UK | RICHARDHUISHTRUST@RICHUIISH.AC.UK



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REGISTERED OFFICE: RICHARD HUISH COLLEGE, SOUTH ROAD, TAUNTON, SOMERSET, TA1 3DZ.



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This does not necessarily mean that learning has been truly 'lost', pupils may simply be out of practice with the tasks we assess. More generally, over lockdown, children may not have been fully academically engaged, but their performance will rapidly improve once they have been back in school for a while. Children will have developed other skills such as baking that are equally as valid and important.

Activity levels are also an area of interest. Many children will not have been as active or spent as much time outdoors as usual. We need to re-engage children with PE and games and continue to promote an active and healthy lifestyle.

### **Our Approach**

Our thoughts are more around reigniting a love of learning. Re-establishing routines and expectations. Reminding and supporting children with social skills, friendships and play. We need to celebrate all that has been achieved during lockdown – in school and home learning – and move forward from this point. Between now and Easter this process will take place and our resilient children will flourish once again. Our wellbeing focus will continue to be at the heart of what we do.

We will briefly recap the learning that should have taken place at home before quickly moving on to the remainder of this year's Curriculum. Our 'continue as normal' approach will then enable us to include and support all children. Those who can build on their home learning will and those that we identify have gaps or misunderstandings will be given the support they require along the way. We will ensure all children receives the full Curriculum entitlement this year. We will firstly plan for topics and subjects not possible during lockdown and then continue to expose children to the remainder of their year group plans.

A more structured group, once a week, will be led by Mrs Hudson-Pike who will focus on key areas of learning and those children with gaps not just in knowledge and understanding but confidence and belief. This will be around 20% of our children, each being part of a small group receiving half a day of additional input per week. These groups are based on teacher assessment and observation with the majority being confidence or pace reasons. Upon our return all children will be assessed as per our scheduled Easter data drop. We will assess all children again in July to track progress and use this review the impact of this group. Formal planning will be in place and weekly discussion will be used to monitor the ongoing affect.

Kind regards,

Cameron Mann.

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