

# Learning after lockdown:

supporting school leaders and  
teachers as they prepare for  
the new school year



BRITISH EDUCATIONAL  
SUPPLIERS ASSOCIATION

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**T**eachers across the country have worked tirelessly to educate their pupils during the lockdown, be that in school or remotely.

Teachers are now rising to the next challenge – planning how to welcome all pupils and students back to school in the Autumn, in a meaningful and considered way.

The British Educational Suppliers Association's (BESA) quality-assured and trusted suppliers are already working with thousands of these schools providing ongoing support during this challenging planning period. Because of the

relationships our suppliers sustain with these schools, we know how tough it is to try to find pragmatic ways to adapt existing classrooms and systems to social distancing, online and blended learning in a way that can keep learners safe and secure.

With this in mind, we have created this tips and advice brochure to share with you some ideas and examples of how our suppliers are already supporting schools to stay connected with pupils, parents and their teams during the pandemic and beyond.

It is not our intention to tell you what to do or how to re-open your school more widely. Only you know what is right for your school, your students and your team. However, we do hope that this brochure will help many more of you benefit from some of the insights and solutions that school leaders and teachers around the UK are working to deliver in partnership with BESA members.

Thank you for taking the time to read this and if you have any questions about anything covered in this brochure, please contact us at [besa@besa.org.uk](mailto:besa@besa.org.uk)

**Caroline Wright, Director General of BESA, July 2020**

## About BESA, The British Educational Suppliers Association

BESA is a non-profit organisation representing 400 of the UK's leading educational manufacturers of technology (hardware and software), publishing, and school equipment & furniture. BESA quality-checks its members according to a strict code of conduct, so that schools can know they are engaging with reputable suppliers. For more ideas on how to help deliver blended and digital learning in schools you can also register to attend our free Department for Education-supported CPD conference series, LearnED, which will be held in Liverpool, Oxford, London, Birmingham and Ashford later this year.

**More information is available at [www.besa.org.uk](http://www.besa.org.uk)**

# Part 1: Creating socially distanced school environments



Even with class groups of up to 30 children or more returning in September, schools are nonetheless being asked to maintain social distancing between classes and year groups.

Here are some examples of how BESA members are helping to prepare educational settings for social distancing.

## Flexible spaces: design, furniture, equipment

**Gratnells** worked with **Trumpington Park Primary School** in Cambridge to stock classrooms with flexible furniture and provide pupils with workstations equipped with antimicrobial trays.

The school wanted to avoid children gathering in communal areas like cloakrooms and to only handle their own belongings so as to reduce the risk of contamination between students. This led to the school choosing to use Gratnells' antimicrobial trays, designed to reduce infection rates and aid classroom hygiene measures that are in place.

Children each have a jumbo tray for their personal belongings and a stationery desk tray in which to keep their school tools in order to further mitigate the risk of infection.

**Morleys (Bicester) Ltd** has worked with schools to design learning spaces around their individual requirements, supplying and fitting furniture solutions that safely accommodate the return of pupils. **Canford School** in Wimborne, Dorset needed to reconfigure their science labs to enable pupils to be physically distant whilst safely working in the lab. Morleys was able to provide and supply them with single-person science desks, which are easily configurable and ensure pupils have their own working space.

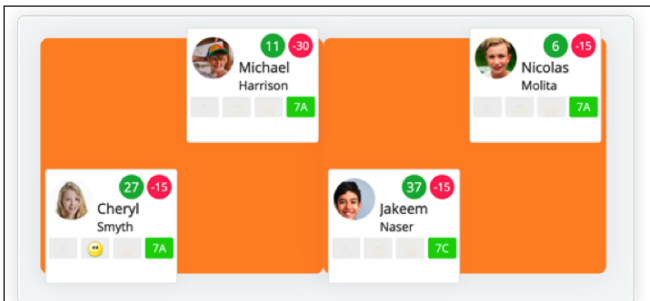
**Brimington Manor Infant and Nursery School** in Derbyshire worked with **Early Excellence's** flexible classroom planning team to make clever use of shelving units to break up their learning space and activity areas for their younger learners in nursery, reception and Y1 classrooms. Early Excellence have produced classroom solutions curated for each age group to help teachers see what's possible.



As featured on Sky News, **Queen's Hill Primary School** in Norfolk has used **Kit for Kids'** patterned carpets to allow EYFS groups of up to eight children to sit together while leaving enough space to accommodate social distancing guidelines.



**West Coventry Academy** and **Wadebridge School** in Cornwall have found specialist software and apps helpful when reconfiguring their classroom layouts. Both schools have used **TES' Class Charts** app to work out how to seat children in their school. Class Charts accounts for students' individual needs by taking into consideration inclusion data.



## Outdoor learning spaces

Outdoor learning has been found to have many learning and wellbeing benefits, and offers the advantage of a reduced risk of Covid-19 transmission.

**Sheringham Nursery School** works with products supplied by **Community Playthings**



to create a wide variety of different, adaptable learning play spaces and areas. The items are mobile making it possible to form 'protective bubbles' within their school grounds. The products can be cleaned with soap, water and disinfectant with no risk of damage to their surfaces.

**Queen's Hill School** in Norfolk has used **Kit for Kids'** outdoor activity carpets and tiles to allow children to engage with numeracy activities outdoors. The materials are made from PVC, a material that is easy to clean if the area is dirty and easy to lay out in a socially distanced configuration.



Nursery schools in Manchester have used worked with **Hope Education** to create outdoor learning spaces with panelled fences.

**Kirklees Council** has worked with school furniture supplier **Spaceforme** to provide schools with the EN BOB Floor Chair, a lightweight, portable chair that can be used to seat children in outdoor spaces. The Council has noted that the rocking motion allowed by the chair has helped children with sensory needs, many of whom can often feel restless in traditional seating.

Rather than repurposing existing space, some schools may wish to explore adding additional structures to their campus. One option here is **TG Escapes** whose modular design means that buildings can be tailored to a school's available space.

**Greenfield Primary** tasked the **Red Monkey Play** team with developing an outdoor play area for their Years 3 to 6 pupils. The play area includes seating, communal areas and chill out zones, allowing it to double up as an outdoor learning space. Red Monkey also specialises in producing play areas for children with sensory needs.

## Socially distancing while on the move in school

Schools across the country have introduced creative solutions to manage their people pathways. Some popular ideas include floor stickers to create one-way traffic flows.



**YPO Design Unit** is helping schools plan how they might reduce physical interaction between students and staff on the move. One-way systems, year group splits, staggered class start times and regular hand washing stations are also helping YPO's school partners to reduce the risk of spreading COVID-19.

**Playforce floor markings** to manage people flows are useful tools to signal drop off/pick up points for parents, one-way flows in and out of the building or specific routes around school grounds. They are available in bright colours, child-friendly shapes or can be personalised to include the school colours or logo to make them more welcoming.



## Adaptive timetabling solutions

In larger schools, adapting current timetables to help stagger people flows can be a helpful way of minimising social contact between both students and teachers. Timetabling software can help with this as well as other Covid-19 staff and student management issues.

TIME	Subject	Teacher	Room	No. of Students		
TIM02	Science	Biology	9	Double	Line 6	18
TIM05	Science	Chemistry	9	Double	Line 5	19
TIM01	ChristianStudies	Christian Studies	2	Anything	Line 7	24
TIM02	ChristianStudies	Christian Studies	2	Anything	Line 7	23
TIM03	ChristianStudies	Christian Studies	2	Anything	Line 7	23
TIM01	TAS	Design & Technology	6	Anything	Line 4	14
TIM01	Drama	Drama	1	Anything	Line 4	15
TIM01	SocialSciences	Geography	1	Anything	Line 4	19
TIM01	Science	Earth & Environmental Science	1	Anything	Line 4	8
TIM01	English	English Advanced	1	Anything	Line 4	21
TIM02	English	English Advanced	1	Anything	Line 4	20
TIM03	English	English Extension	1	Anything	Line 4	15
TIM01	Maths	Mathematics	1	Anything	Line 4	22
TIM02	Maths	Mathematics	1	Anything	Line 4	21

Both **Edval** and **Satchel One's** timetabling software have integrated new social distance scheduling features, which can help you to implement social distancing requirements by staggering student attendance, apportioning lunch breaks and planning playtimes without having to re-write your timetable.

Edval's contact trace assistant easily enables you to identify which pupils, teachers and rooms infected students were previously in contact with, while Satchel One's software allows you to simultaneously communicate staggered start times to pupils, staff and families so everyone is on the same page.

Edval's software allows you to assign teachers to specific classrooms to take account of their individual needs, such as only working on particular days due to care responsibilities, or keeping staff with particular health issues safe. Satchel One's software is mobile-friendly and accessible on a number of devices.

Please click [here](#) for additional solutions for creating socially distanced learning environments available from BESA members:

Teacher	Time	Subject	Room
Jordan McLeah	10am	10a/10c1	Room Science Lab 8 Science
	11am	Lunch Time	11-30
	12pm	12a/12c1	Room Workshop 2 Vehicle Maintenance
Dale O. Armit	10am	10a/10c1	Room English Room 1 Mathematics
	11am	Lunch Time	12-15
	12pm	12a/12c1	Room Workshop 2 Vehicle Maintenance
Jade Danielle Smith	10am	10a/10c1	Room Science Lab 8 Science
	11am	Lunch Time	11-30
	12pm	12a/12c1	Room Workshop 2 Vehicle Maintenance

# Part 2: Blended learning during the Covid-19 pandemic



## Supporting your school's technology infrastructure and staff digital skills

**FireFly** has worked with **Skipton Girls' High School**, a DfE EdTech demonstrator school in North Yorkshire, to help its staff in their platform selection and with their digital skills training.

**NetSupport**, in partnership with the ICT expert Mark Anderson, has released a [school digital strategy guide](#) designed to help schools to plan and implement new technology and ways of working. Their guide includes a new section dedicated to the challenges of, and solutions to, remote teaching and learning and is aligned with Ofsted's framework of 'Intention, Implementation and Impact'.

The **Academies Enterprise Trust (AET)** has worked with **North27** to enable the syncing of data between the Trust's management information system and Google's G Suite.

North27's G Sync service allows AET to automate the transfer of data between its MIS and Google. By installing G Sync, AET are able to utilise the apps and features within G Suite, and with the recent acquisition of 9,000 Chromebooks,

ensure all children have access to quality digital learning facilities.

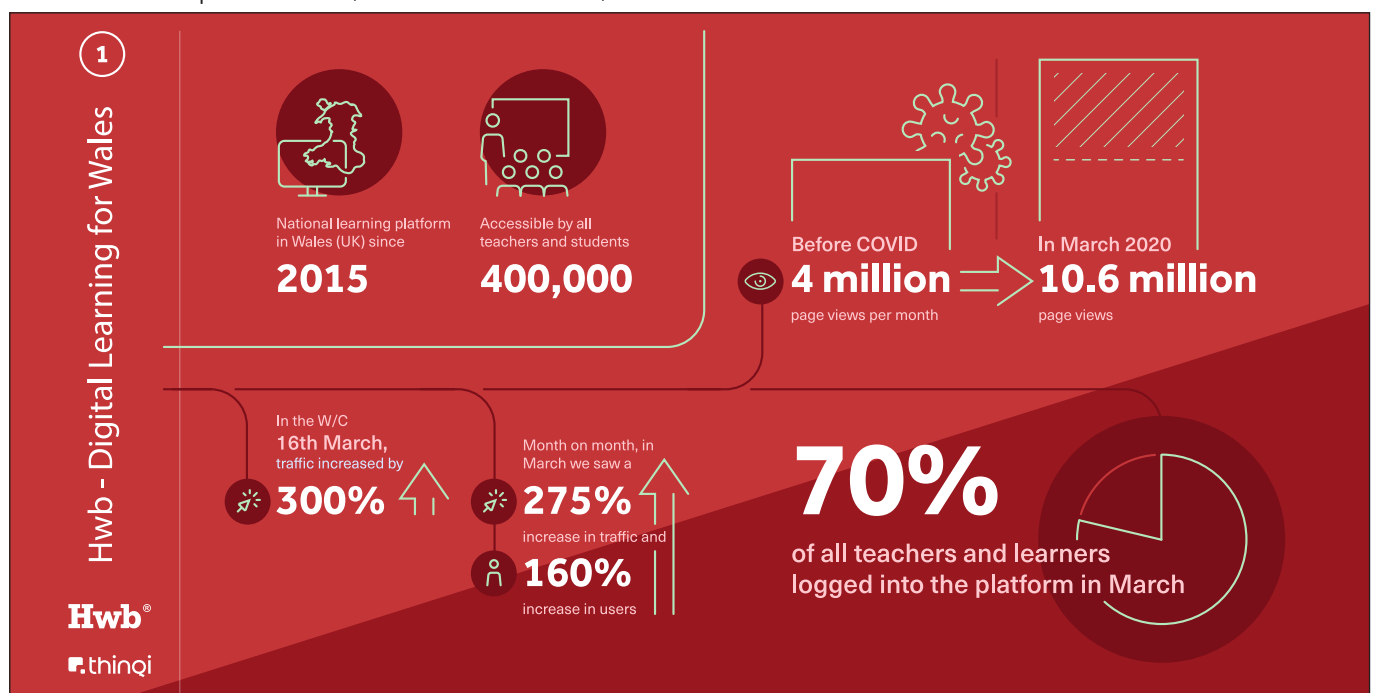
By installing G Sync, AET were able to set up 20,000 Google Classrooms and get 10,000 students learning online within one week of school closures

## Blended learning partnerships & platforms

**CDSM** has created **Hwb**, the Welsh Government's award-winning remote learning service. Hwb has been mission-critical during the recent COVID-19 pandemic, delivering lessons and resources to over 500,000 teachers and pupils.

Based on CDSM's Thinki Learning Management System (LMS), Hwb has won WalesOnline's Best use of Tech in Education Award. Hwb's existing distance learning resources have seen huge traffic over the last 3 months, testament to the high value the community places on them.

**Regent's Park Community College** in Southampton is one of the 700+ schools that have been using **Tassomai's** adaptive formative assessment and learning platform during Covid-19 to maintain student knowledge and



plan catch-up intervention.

From September, Tassomai's platform will cover English, maths and science for years 7 - 11 (GCSE & KS3). Students use their app to participate in learning quizzes, with the software's algorithm adapting content to each student's strengths and weaknesses. Teachers can monitor progress so as to target interventions.

During the Covid-19 lockdown, **The Commonweal School's** 1380 students, 86 teachers and 78 teaching assistants have used **EduLink One** on a daily basis to facilitate remote learning. The portal acts as a "command centre," allowing headteachers to communicate with staff, staff to set and mark assignments for pupils, and pupils to receive pastoral support from teachers, including links to mental health websites.

**Barton Hill** school has been using **DB Primary** for blended learning as well as to consolidate pupils' previous learning. Teachers and pupils have been able to maintain communication through safemail, blogs and forums and are using the platform to embed their own curriculum-based live lessons, set differentiated assignments and conduct marking.

**Elm Park Primary School** in London has used **Learning by Questions' (LbQ)** online app of curriculum-aligned question sets to scaffold pupils' learning during lockdown. The app facilitates informed teacher interventions, providing live feedback of areas for improvement on both an individual pupil and whole class level. Elm Park's students have reported higher levels of independence since using LbQ, and an increased ability to self-regulate learning.

**Macmillan Academy** in Middlesbrough has used **Planet eStream's** Unified Media Platform for Education to record lessons, which teachers can then overlay with interactive activities, quizzes and PowerPoint presentations. The platform has allowed teachers to deliver engaging lessons to pupils asynchronously. eStream is a secure platform that enables schools to share media safely with pupils, and can be either locally-hosted or connected to the cloud.

**Mill Hill School** in Yorkshire have used **2Simple's** award-winning **Purple Mash** portal of

curriculum-focused activities, coding programs and games to support pupils during lockdown. Purple Maps includes 2do lists, email, voice comments and 'mashcams' that allow students, teachers and families to remain connected.

During Covid-19, **Skipton High School for Girls** has used **Firefly's** learning platform to deliver a virtual curriculum. The platform, with its differentiated learning function, enables students to navigate resources at their own pace for a more personalised and flipped learning experience. It gives teachers a simple way to point students at the right learning content for them.

At the start of lockdown, the **Sparkjar team** worked with **Dunottar school** in Surrey to create a brand-new feature to support Heads of Department (HODs) with overseeing digital learning. Each HOD now has access to the classes of all staff in their department. This has allowed HODs to ensure there is standardisation during end of term tests. All student assignments and resources have been shared through the Sparkjar app, which students access at home. The app allows teachers to chat 1-on-1 with students, and classes to meet as a whole.

During Covid-19, tutoring specialists **Tute** provided **Chessbrook Educational Support Centre** in Walford with free access and training to use YouTeach, their online platform which allows teachers to deliver lessons online, timetable classes and set learning assignments. Tute's award-winning in-house team of teachers has delivered 55,000 online lessons in over 30 subjects.





**Cornerstone MAT** and **XP Schools Trust** are among 4,000 schools and colleges currently using **Clickview**, an educational video content resource. The platform uses curriculum-mapped videos, with built-in quizzes and teacher packs, as well as educational Broadcast TV programmes to bring learning to life. Clickview allows schools to build their own video libraries for pupils and matches tasks to formative assessments.

**Kingswood Parks School** transitioned to this “new normal” with **Just2easy’s** creativity suite – an online, personalised cross-curricular learning space that provides pupils with age appropriate tools for learning. Staff provide their pupils with a variety of information including home learning projects, tasks, activities, messages of support and feedback through Just2easy. This information is also supported with video explainers and helpful ideas made by the teachers themselves or from internet sources.

## Support for reading and writing

**Pilsley Primary School** in Chesterfield is one of several schools that have used **Collins’ Big Cat** ebook library to provide children with access to high-quality reading materials during this difficult period.

Pilsley Primary students have had access to over 1,000 ebooks through the Big Cat library, with recommendations tailored to each student’s level. The platform has allowed school leaders to support blended learning while avoiding the need to distribute physical copies of books amongst pupils.

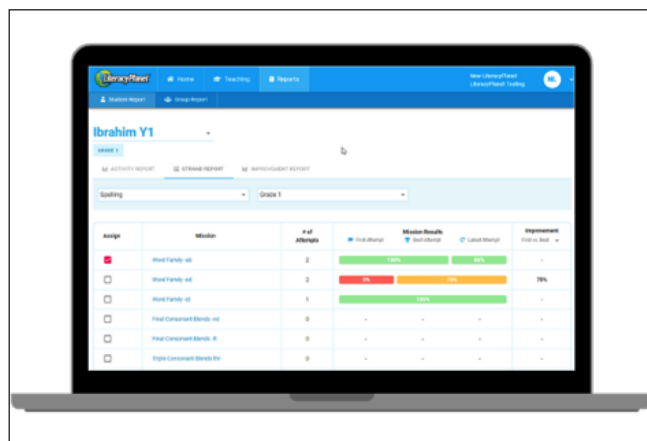
Teachers can allocate specific books to children and keep a record of what has been read. The platform also hosts additional support for parents with videos that model how to say phonemes correctly, and additional worksheets.

The **Al-Motqadimah International School** has used **LiteracyPlanet’s** English literacy program to provide students with spelling, grammar, punctuation, comprehension, reading, phonics, sight words and writing exercises remotely. The Principal of Al-Motqadimah feels the solution has made a huge impact on their students’ literacy skills, especially during lockdown and has seen

engagement continue to increase.

**Tanfield Lea Primary School** in Durham has used Fiction Express, a BETT 2020 award-winning literary resource, that improves poor reading habits. **Fiction Express** stories are published in weekly installments. Every week, pupils read the chapter before being rewarded with the option to vote to decide what happens next. Pupils undergo a process of co-creation as authors then write the next chapter in real-time.

**Wayfield Primary** in Chatham, Kent used the handwriting app, **Kaligo**, to ensure all children, both at home and in the classroom, had the opportunity to keep pace and learn together. Children in Reception to Year 6 were able to continue their pace of learning, despite the fact that only one-third of children were able to attend schools.



A cluster of Derbyshire schools, including Bolsover Infants, trialled **Mini Readers**, a new children’s reading programme for ages 3 to 16, which not only assists reading, but teaches children about the United Nations’ Sustainability Development Goals as well as Climate Change.

During lockdown, 104 families in Bolsover were given access to the Mini-Readers At Home Trial with schools reporting it to be a great success.

## Blended learning for children with SEND

**Ponteland Primary School** has used **Dynamo Maths** during lockdown as a core intervention resource for children struggling to make progress in maths. Complete with lesson plans, online activities and worksheets, Dynamo Maths offers standardised assessments and an


intervention tool suite that is targeted at children with dyscalculia and those that are not making age-appropriate progress in Maths.

Please click [here](#) for additional solutions for blended learning available from BESA members:

## Blended learning for Early years

**Cale Green Primary, Meadowbank Primary and Stockport** and **Oxfordshire Local Authority Councils** have in Harlow, Essex, has used **Tales Toolkit's** online storytelling training resources to help infants develop their communication skills while they cannot attend their early years settings. Using easy to remember symbols, children can create their own tales around things of interest to them and to explore real life problems, all with little or no planning.

**Goldsmiths University of London** released a report on **Tales Toolkit's** efficacy in 2018 . In 2019, Tales Toolkit won the Gold Nursery World award for communication and language.



“We started our Tales Toolkit journey excited to develop language, creativity, communication, confidence and story writers. We could never have predicted how impactful and essential this resource and training would be.”

EYFS Lead, Jerudong International School

## Music

During the pandemic, over 660,000 students have used **Charanga's** online music platform Yumu to learn new pieces and genres, develop their skills and receive training from music teachers. Teachers can use Yumu to set assignments for students using their own resources, exercises and pieces, or Charanga's.

During Covid-19, Charanga's Music At Home series has provided pupils with accessible versions of units and topics – including a series of seven age-specific collections.

# Part 3: Hygiene, wellbeing and mental health



Subtle changes to physical environments can organically encourage and reward hygienic behaviour. For example, bathroom facilities can be altered to include 'behavioural nudges' that make it more likely that children wash their hands. Notably, the University of Oklahoma has found that painting footprints from toilets to wash basins increases children's handwashing by 64%. Below are some ways BESA members can you help to encourage hygienic behaviours in schools.

## Changes to facilities that cue hygienic behaviours



YPO's superhero hand-sanitising stations can help to make the process of hand sanitisation more engaging for children. These hand sanitising stations are fully customisable, height adjustable and either free standing or wall

mounted. The dispensers at the station are easily refillable from a bulk container and are elbow operated. YPO also offers dinosaur print floor stickers that schools can use as a fun way to set trails that lead towards sanitising stations or handwash basins.

## Apps to aid social distancing in schools

St. Bede's Primary School in Rotherham has been using **Discovery Education's** - Social Distance Training - to help their pupils to accurately gauge safe social distancing, which can be difficult for young children. The app uses Augmented Reality to help students visualise what safe and healthy social distancing looks like. Teachers at **Lee Chapel Primary School** used it at the start of lockdown and as part of a maths lesson by getting the children of key workers to draw two lines on the playground to mark out a distance they believed to be two meters. The app, available in the Apple store then showed them how good (or bad) their



estimations were.

## Visitor systems

Whilst we're all trying to get back to the new normal, **InVentry** has created many new features to help schools return safely. Access Invitations allow visitors to come on site contact-free. Remote Worker Sign-In helps shielding staff to continue remote working. Pre-booking and staggering visitor arrivals allow school leaders to monitor how many people are on site. InVentry

also includes Health Declarations, whereby you can send staff a daily declaration to ensure they are not displaying symptoms of COVID-19. The platform also includes Host Ready Notifications, which sends notifications to a meeting host when visitors arrive on site, ensuring less people in reception to keep that 2-metre distance.

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## Wellbeing

**For many of the children and young people seeking refuge in a return to 'normality' and the reassuring rhythms of their school environment, the sudden introduction of 'protective bubbles' risk causing further distress.**

**Here are some proposals put forward by BESA suppliers that you may want to consider:**

## Helping students' transition back into the classroom

**Pearson** published Future Projects: KS2/KS3 Transition resource. This is designed to support the development of Science learning in preparation for KS3, to help students develop the skills needed for independent learning at secondary level, and to help bridge the gap between home and school learning during school closures.

## Supporting Mental Health

During COVID-19, **Scribeasy** delivered empowering and inclusive online story writing and visualisation sessions to disadvantaged young people in the **ward of Enfield**.

The interactive thesaurus and 'emotions wheel' helped writers build creative and linguistic awareness of their vocabulary usage connected with mental health. By identifying patterns of word usage, and triggers, writers were empowered, learning to manage emotions and use in-platform messaging when they needed support.



## Wellbeing and attitudes to learning

**Beacon High School** in London has used **MyConcern**, the Queen's Award-winning safeguarding software, to monitor the wellbeing of its pupils during lockdown. Designed by child protection professionals, its key features support the recording, reporting and management of all well-being concerns, informing decision making and enabling early intervention. This includes customised pupil reports, automated chronologies and transferable electronic records.

MyConcern schools also gain access to a wealth of Safeguarding resources, including briefings, guidance documents and webinars.

**Shenley Brook End School**, Milton Keynes uses **GL Assessment's PASS survey** to support pupil wellbeing. This year the school will use it to identify those students not yet ready to learn. PASS reports on individual pupils and trends across key groups, classes and years, all compared to a national benchmark.

Users also have access to a ready-made collection of PASS Interventions, ideas on how to address any issues identified in the results. In the Autumn term, GL Assessment will also provide additional interventions specifically designed to intervene after a prolonged absence from school.

**Riverside Primary School**, a 3-form entry primary school with 60% of pupils on FSM, has used **RS Assessment from Hodder Education's Wellbeing and Attitudes to Learning: Survey and Strategies**. The survey can be used to monitor how students are coping over Covid-19.

The short survey for KS2 pupils, allows teachers to easily identify strengths and weaknesses across four dimensions: positivity, self-efficacy, motivation and resilience, and the instant online reports highlight where strategies need to be implemented. The resources and evidence-based strategies can be used at the individual, larger group and school levels to counter emotional vulnerabilities in children, and the tool allows teachers to reassess pupils to track progress and ensure everyone is receiving the support they need in the return to school.

Katie Taylor, an EYFS teacher and leader loves using **YPO's Little Bag of Buddies** for her class of 4 to 5-year olds. Katie uses them to help the children work out how someone might be feeling based on their facial expressions and to run activities based on feelings. She believes they're great for use in circle discussion groups and for children who don't necessarily have the language to express how they're feeling.

## Supporting Teacher Wellbeing

**Oxford University Press (OUP)** has been running a series of wellbeing webinars to support schools during lockdown, helping them to develop strategies and take practical steps to ensure the mental and physical wellbeing of staff and pupils in primary and secondary school settings. Feedback from teachers has been overwhelmingly positive with Angles Maths Hub praising OUP's customer support and a Year 2 teacher in Devon describing their CPD as the highlight of their mornings.

A range of experts including Mike Armiger, Adrian Bethune, Dr. Hazel Harrison and Jennifer Chang Wathall have delivered live online sessions to educators throughout the UK and internationally, supporting more than 15k teachers worldwide. These sessions have been recorded and are free to view at any time on a dedicated CPD support page. OUP will continue to provide wellbeing and CPD webinars throughout the summer and autumn terms to support staff and pupils as they return to school and adjust to their new, socially-distanced environments.

The Headteacher at Sherford Vale School in Plymouth sends **Staff Pulse by TES** to her staff every Wednesday. Staff Pulse allows her to gather anonymous feedback on how staff are feeling as they return to the classroom, asking questions from 21 key categories affecting their work life, from communication to support to workload. Staff Pulse gives teachers the ability to ask their staff how they rate their wellbeing, if there's anything they're finding challenging and anything school leaders could do to support them.



## Physical Activity

**Action Maths from Action MATS – St Paul’s Primary School** in Chipperfield Hertfordshire since December 2019 has been trialling Action Maths. Action Maths features exercise mats that have numeracy activities printed on them. The combination is guided by a collection of lesson plans written by teachers to ensure it is relevant, current, and valued.



The team at St. Paul’s has subsequently increased their Action Maths sessions to four per week for a range of age groups, after reporting that they have found it to be an effective tool for pupils who like exercise but traditionally have been slower to engage with maths.

**St. William of York Primary School** in London has used, **DDMIX for Schools**, a movement-based dance fitness program over Zoom to ensure children can keep fit during home learning. After finding that it helped students express their emotions, the school now plans to use the programme when it returns full-time.

Requiring no equipment, and easily compatible with social distancing, DDMIX could help schools deliver PE lessons as they adjust to a new normal. Lessons can be delivered anywhere; inside, in the playground and can even be done behind a school desk, keeping the children active and creatively confident whilst remaining within their own space.

Each unit introduces a theme/genre which along with it comes 4 key movements that are used as a foundation to give children an active platform to create.

## Support for SEND pupils and SENCos

Research shows 50% of adult mental health problems start before the age of 14. How effectively schools support children and young people when they return to school may have crucial long-term consequences for pupils as they progress into adulthood.

**Special Needs Assessment Profile–Behaviour (SNAP-B)** from **RS Assessment from Hodder Education** can help schools identify children and young people ‘at risk’. SNAP-B doesn’t pathologize or medicalise children and young people, it accepts their difficulties are more a result of ‘What has happened to them?’, rather than ‘What is wrong with them?’. SNAP-B (for ages 5–16) identifies the strengths a pupil has, and highlights 17 areas relevant to their social, emotional and mental health. The focus is on identifying the specific skills a learner needs to manage their feelings and behaviour, and personalised reports and information sheets give practical advice and coping strategies for class teachers, as well as home.

**Oxford University Press (OUP)** has been providing a range of free maths resources to support Special Educational Needs Coordinators for maths intervention. They have recorded a series of short step-by-step maths activity and manipulatives videos to help focus children on key topics. These support children from EYFS through to Year 6 and transition into Year 7. Each of the 18 activity videos is supported by a worksheet for teachers and home educators to download and use. The manipulatives videos provide teachers with activity ideas to use or to send home for parents to complete.

See their **Oxford Owl blog**, their **Oxford Owl for Home** platform, and **series of free webinars** for resources and tips that can help support both educators and parents.

## Activities that assist with speech and communication skills

**Erskine Stewart Melville School** uses **Kaz's** mainstream and SEN/Dyslexia touch-typing software to help their pupils attain the skill of touch-typing, which allows children with speech and communication challenges to develop a new medium for learning and communicating.

It is also helpful for children with Autism as it helps them to communicate without the need for social interaction. The platform was developed with advice and guidance from the Dyslexia Research Trust and is suitable for pupils with Dyslexia, Dyspraxia, Dysgraphia, ADHD, ASD, Tourettes, amongst others. It has been shortlisted for awards at BETT 2019, Teach Primary/Secondary 2019.

**My Back to School Book**, produced by **Speech Link Multimedia**, is a preparation booklet and social story to support children with speech Language and communication needs who are returning to school after the Covid-19 lockdown.

Written by Speech and Language Therapists, this is an adaptable resource, available for Speech Link and Language Link subscriber schools to download and personalise. These resources are available with written guidance for both school and home.

During the pandemic, **Lexonik** has provided over 1,000 teachers with training in dyslexia awareness and the teaching of vocabulary, reading and spelling. They offer professional development opportunities to teachers in their 'Explicit Teaching of Vocabulary' methodology as well as practical classroom support for dyslexic students.



Please click [here](#) for additional solutions for hygiene, wellbeing and mental health support tools from BESA members:

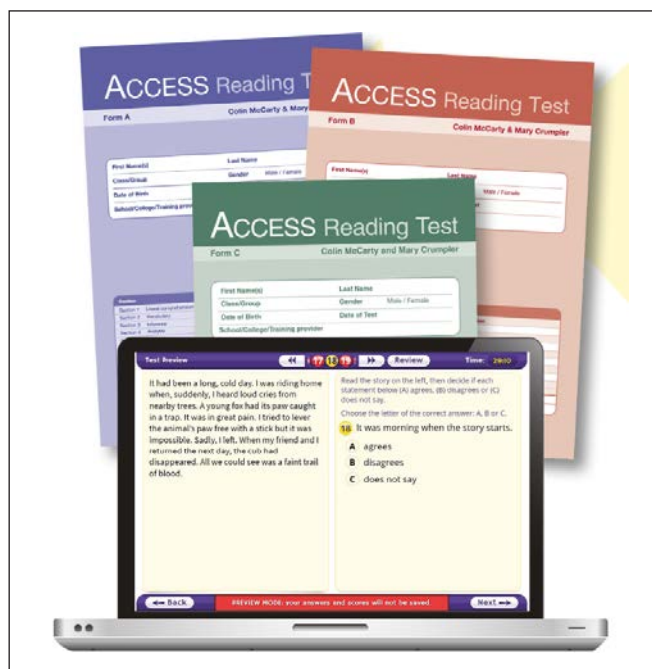
# Part 4: Supporting a return to the curriculum

A research review by academics at the University of Exeter and London School of Economics has found that, even with schools opening more widely on 1 June, the pandemic-related closures will leave disadvantaged children with a “learning loss” of up to six months relative to their peers.

Teachers and schools will be looking to rectify this. Below are some suggestions from BESA members as to solutions teachers might adopt.

## Baseline Assessments

**Honley High School** has always baseline tested their Year 7 students on entry in September. These tests have included cognitive abilities tests, a reading comprehension test and a spelling test. In the past 5 years, they updated the reading comprehension element, so began using **ART (Access Reading Tests)**, and introduced **AMT (Access Mathematics Tests)**, both from **RS Assessment from Hodder Education**. They use this information to target specific support from the Learning Support department towards students performing below expected levels.



In addition to informing intervention programmes, Honley High School use the information from their baseline testing to provide additional information for completing the History

of Need section for the Form 8 applications for extra time / readers and scribes for GCSEs. They find ART and AMT data is also helpful when they are reporting back to parents.

**St. Oliver Plunkett Primary School** in Belfast is located in the 47th most socially deprived of 890 community areas in Northern Ireland. Approximately 65% of their children are entitled to Free School Meals and over 90% are from a Neighbourhood Renewal Area.

One of the growing concerns of staff in Foundation Stage was that children transitioning into Year 1 had growing literacy deficits. These observations had always been anecdotal – they had no hard and fast data to reinforce their belief that this was the case- until they started to use **GL Assessment’s New Group Reading Test (NGRT)** from Years 3–7 as part of their in-school assessment package. They believe that NGRT will help inform them upon their return to classrooms in September.

**ReallySchool** has worked with **Dogsthorpe Infant School** to give its senior leaders a clear overview of pupils’ progress via its class report grid. This shows the number of observations captured per assessment point for each child in the class, so the school leaders can focus their attention where it is required. Meanwhile, teachers can also quickly assess individual student progress via viewing the students’ change in attainment over time and spotting the learning gaps to be addressed.



## EAL support

On going school closures are creating a concerning education divide for our most disadvantaged children, including those learning English as an Additional Language (EAL), who account for 21% of all primary school children in the UK. At **Anderton Park Primary School** over 80% of their pupils at school are classified as EAL.

One of their approaches to accelerating learning and closing the gap for their pupils is embedding the **FlashAcademy** platform as a core part of the curriculum for their EAL learners. This solution can also be used at home. Attainment for pupils with EAL at Anderton Park has doubled since using the FlashAcademy EAL resource.

FlashAcademy is a pupil-centric, language-learning app teaching the English curriculum content from 45 different home languages, helping to ensure that no pupil is left behind.

**Hampshire EAL** has used **Mantra Lingua's** eLibrary with new EAL pupils and their International New Arrivals and have also offered it to parents in their area. The ebooks were also useful in assessing LI literacy skills. Access to the eLibrary is easy, and there are video instructions

in English and the home languages to enable families to get the maximum benefit from the eLibrary.

With pressures on teachers to reach out to their EAL pupils during this period of school closures, schools have found Mantra Lingua's free access to their bilingual ebook library of over 550 ebooks covering 42 languages very helpful.

## Curriculum & resource sequences

**Ark Curriculum Plus** has released ten weeks' worth of carefully sequenced resources in English and Maths to help children from Reception up to the end of Year 9 prepare for school return while following an abridged curriculum.

Ark Curriculum Plus has also supported national efforts to help schools at this difficult time by providing its curriculum to the Oak National Academy online school. Ark's Mathematic Mastery and English Mastery teams are now working to design abridged curricula and bespoke interventions to support children's catch-up learning once schools return.



Please click [here](#) for additional solutions for curriculum and assessment support.

# List of featured companies



**2Simple:** <https://www.besa.org.uk/supplier/2simple-software/>  
**Action Mats:** <http://www.actionmats.co.uk/>  
**Ark Curriculum Plus:** <https://www.besa.org.uk/supplier/ark-curriculum-partnerships/>  
**Charanga:** <https://www.besa.org.uk/supplier/charanga/>  
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**Dynamo Maths:** <https://dynamomaths.co.uk/>  
**Early Excellence:** <https://www.besa.org.uk/supplier/early-excellence-ltd/>  
**EduLink One by Overnet Data Ltd:** <https://www.besa.org.uk/supplier/overnet-data/>  
**Edval:** <https://www.edval.education/?lang=uk>  
**Fiction Express:** <https://www.lended.org.uk/product/fiction-express/>  
**Firefly:** <https://www.besa.org.uk/supplier/firefly-learning/>  
**Flash Academy:** <https://www.besa.org.uk/supplier/flashacademy/>  
**GL Assessment:** <https://www.besa.org.uk/supplier/gl-assessment/>  
**Gratnells:** <https://www.besa.org.uk/supplier/gratnells-ltd/>  
**Hope Education from Findel:** <https://www.besa.org.uk/supplier/hope-education/>  
**InVentry:** <https://www.besa.org.uk/supplier/inventory-ltd/>  
**Just2Easy:** <https://www.besa.org.uk/supplier/just2easy-ltd/>  
**Kaligo:** <https://www.kaligo-apps.com/>  
**Kaz:** <https://www.besa.org.uk/supplier/kaz-type/>  
**Kit for Kids:** <https://www.besa.org.uk/supplier/kit-for-kids/>  
**Learning by Questions (LbQ):** <https://www.besa.org.uk/supplier/learning-by-questions/>  
**Lexonik:** <https://www.besa.org.uk/supplier/sound-training/>  
**Literacy Planet:** <https://www.besa.org.uk/supplier/literacy-planet/>  
**Mantra Lingua:** <https://www.besa.org.uk/supplier/mantra-lingua/>  
**Mini Readers:** <https://melanieharwood.kartra.com/page/Mini-Readers-Info-Page>  
**Morleys:** <https://www.besa.org.uk/supplier/morleys-bicester-ltd/>  
**MyConcern:** <https://www.besa.org.uk/supplier/myconcern-one-team-logic/>  
**NetSupport:** <https://www.besa.org.uk/supplier/netsupport-ltd/>  
**North27:** <https://www.besa.org.uk/supplier/north27/>  
**Oxford University Press (OUP):** <https://www.besa.org.uk/supplier/oxford-university-press/>  
**Pearson:** <https://www.besa.org.uk/supplier/pearson/>  
**Planet eStream:** <https://www.besa.org.uk/supplier/planet-enterprises-ltd/>  
**Playforce:** <https://www.besa.org.uk/supplier/playforce-ltd/>  
**Really School:** <https://www.reallyschool.com/>  
**Red Monkey Play:** <https://www.besa.org.uk/supplier/red-monkey-play-ltd/>  
**RS Assessment, Hodder Education:** <https://www.besa.org.uk/supplier/rising-stars-uk-ltd/>  
**Satchel:** <https://www.besa.org.uk/supplier/satchel/>  
**Scribeasy:** <https://scribeasy.com/>  
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**Speech Link:** <https://www.besa.org.uk/supplier/speech-link-multimedia-ltd/>  
**Staff Pulse by TES:** <https://www.tes.com/for-schools/empower/staff-pulse>  
**Tales Toolkit:** <https://www.besa.org.uk/supplier/tales-toolkit/>  
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**TES Class Charts:** <https://www.besa.org.uk/supplier/edukey-education/>  
**TG Escapes:** <https://www.besa.org.uk/supplier/tgescapes/>  
**Tute Education Ltd:** <https://www.besa.org.uk/supplier/tute-education-limited/>  
**YPO:** <https://www.besa.org.uk/supplier/ypo/>



## **Part 1: Creating socially distanced learning environments:**

Please click [here](#) for additional solutions for creating socially-distanced learning environments available from BESA members

## **Part 2: Blended learning during the COVID-19 pandemic:**

Please click [here](#) for additional solutions for blended learning available from BESA members

## **Part 3: Hygiene, wellbeing and mental health**

Please click [here](#) for additional solutions for hygiene, wellbeing and mental health support tools from BESA members

## **Part 4: Supporting a return to the curriculum**

Please click [here](#) for additional assessment and feedback tools provided by BESA members

## **A complete listing of BESA Members can be found at:**

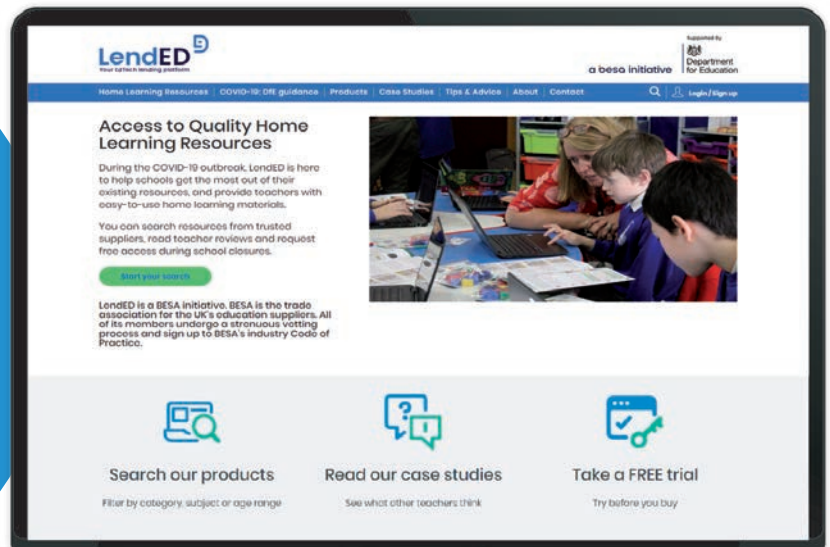
<https://www.besa.org.uk/supplier-directory/>

## **A complete listing of BESA Launchpads is available at:**

<https://www.besa.org.uk/about-us/launchpad-companies/>

## Free access to home learning resources and teacher CPD from trusted suppliers

LendEd is the  
free-to-use portal  
giving you access to  
100s of resources from  
trusted BESA member  
organisations



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