

# Curriculum Recovery Report – June 2020

This document has been developed with the intention of analysing and exploring models for curriculum recovery due to the Covid19 pandemic. Its purpose is to ensure the development of a holistic recovery plan in order to support all pupils' wellbeing and learning effectively. It will be continually updated from June 1<sup>st</sup> 2020 in line with further guidance and information about the re-opening of schools.

The Senior Leadership Team (SLT) will meet fortnightly to discuss the curriculum recovery planning process across our school

## Contents:

Page 1 – Rationale for the document, research consulted and think points from Education Development Partner (EDP).

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## Research conducted whilst developing recovery plan:

Best evidence on impact of school closures on the attainment gap - The EEF's rapid evidence assessment examines the potential impact of school closures on the attainment gap, based on a systematic search of existing literature.

[https://educationendowmentfoundation.org.uk/covid-19-resources/best-evidence-on-impact-of-school-closures-on-the-attainment-gap/?mc\\_cid=88b6d406ff&mc\\_eid=3fd8d920f1](https://educationendowmentfoundation.org.uk/covid-19-resources/best-evidence-on-impact-of-school-closures-on-the-attainment-gap/?mc_cid=88b6d406ff&mc_eid=3fd8d920f1)

Chief Executive's Letter: Covid-19 has created the test of a generation

*Compensating for the negative impact of school closures on the gap will require a sustained response.*

[https://educationendowmentfoundation.org.uk/news/chief-executives-letter-covid-19-has-created-the-test-of-a-generation/?mc\\_cid=88b6d406ff&mc\\_eid=3fd8d920f1](https://educationendowmentfoundation.org.uk/news/chief-executives-letter-covid-19-has-created-the-test-of-a-generation/?mc_cid=88b6d406ff&mc_eid=3fd8d920f1)

Think Piece - A Recovery Curriculum: Loss and Life for our children and schools post pandemic.

<https://www.evidenceforlearning.net/recoverycurriculum/>

A 'recovery curriculum' or 'recovery conversations'?

<https://schoolsweek.co.uk/a-recovery-curriculum-or-recovery-conversations/>

Helping schools adjust to life after lockdown

<https://www.brunel.ac.uk/news-and-events/news/articles/Helping-schools-adjust-to-life-after-lockdown>

Will missing school due to Covid19 matter? John Hattie

<https://www.abc.net.au/news/2020-04-17/will-missing-school-due-to-covid-19-matter-for-school-students/12154266>

Making the most of reduced classroom time.

[https://www.gov.uk/guidance/making-the-most-of-reduced-classroom-time?utm\\_source=dc16cdf1-c634-41ac-835e-3d6566b73809&utm\\_medium=email&utm\\_campaign=govuk-notifications&utm\\_content=immediate](https://www.gov.uk/guidance/making-the-most-of-reduced-classroom-time?utm_source=dc16cdf1-c634-41ac-835e-3d6566b73809&utm_medium=email&utm_campaign=govuk-notifications&utm_content=immediate)

Supporting staff in curriculum planning for a phased return

[https://www.gov.uk/guidance/supporting-staff-in-curriculum-planning-for-a-phased-return?utm\\_source=d436e534-9075-4b05-b00e-6f7e1ad00477&utm\\_medium=email&utm\\_campaign=govuk-notifications&utm\\_content=immediate](https://www.gov.uk/guidance/supporting-staff-in-curriculum-planning-for-a-phased-return?utm_source=d436e534-9075-4b05-b00e-6f7e1ad00477&utm_medium=email&utm_campaign=govuk-notifications&utm_content=immediate)

Planning a curriculum to teach at school and at home

[https://www.gov.uk/guidance/planning-a-curriculum-to-teach-at-school-and-at-home?utm\\_source=d22f8df5-e496-4ab3-834b-e4a47ffaa68c&utm\\_medium=email&utm\\_campaign=govuk-notifications&utm\\_content=immediate](https://www.gov.uk/guidance/planning-a-curriculum-to-teach-at-school-and-at-home?utm_source=d22f8df5-e496-4ab3-834b-e4a47ffaa68c&utm_medium=email&utm_campaign=govuk-notifications&utm_content=immediate)

Pastoral care in the curriculum

[https://www.gov.uk/guidance/pastoral-care-in-the-curriculum?utm\\_source=8c2a0a8b-1930-4280-9286-4dba8ac86fca&utm\\_medium=email&utm\\_campaign=govuk-notifications&utm\\_content=immediate](https://www.gov.uk/guidance/pastoral-care-in-the-curriculum?utm_source=8c2a0a8b-1930-4280-9286-4dba8ac86fca&utm_medium=email&utm_campaign=govuk-notifications&utm_content=immediate)

Identifying and addressing gaps in pupils' understanding

[https://www.gov.uk/guidance/identifying-and-addressing-gaps-in-pupils-understanding?utm\\_source=6fa34385-50a7-4d20-af56-539b6e4fa441&utm\\_medium=email&utm\\_campaign=govuk-notifications&utm\\_content=immediate](https://www.gov.uk/guidance/identifying-and-addressing-gaps-in-pupils-understanding?utm_source=6fa34385-50a7-4d20-af56-539b6e4fa441&utm_medium=email&utm_campaign=govuk-notifications&utm_content=immediate)

## Webinars and online courses attended:

Build back better – Stephen Cox and John Hattie (10<sup>th</sup> June 2020)

<https://event.webinarjam.com/t/click/y12g3tgvh5lh9xbx3yi7x5t55av>

The Recovery Curriculum for Primary Schools: Re-connection, Recovery and Resilience – National College (23rd June 2020) Barry Carpenter.

<https://thenationalcollege.co.uk/webinars/recovery-curriculum>

## Think points from Education Development Partner (EDP) - Curriculum in the recovery period

**Establish your anchors/ non negotiables** – e.g. sight of child, welfare provision, inclusion, usual timetable, widest curriculum possible, disadvantaged emphasis, recall and retrieval, blended learning components and approach.

**Control the controllable** – subject/ key stage decisions about content and approach.

## Consider likely September scenarios (not exhaustive below)

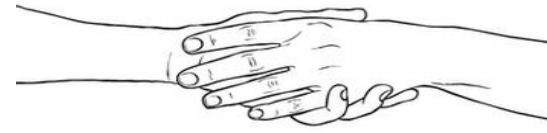
- **All pupils and staff back in school** with additional hygiene guidance around school, on transport. Some changes to equipment/ book use and practical lessons. Staff and pupil absence due to illness, self-isolating likely to continue. Some remote provision likely to be needed. **(Looking more likely after announcement on 19.6.2020)**
- **Wider return to around 50% of pupils on site at once.** Rota system for staff and pupils. Curriculum structure and blended delivery. Staff and pupil absence due to shielding.
- **Smaller number of pupils in school due to COVID situation.** Rota considerations for staff and pupils. Curriculum structure and remote delivery.

**Look at possible September scenarios and plan** – content, instruction and practice pedagogy and implications for different types of delivery, assessment for support and supporting pupil self-management. Knowledge organisers and clear comms with families and pupils.

**Greatest recovery needs** – pupils with SEND and other disadvantage, lowest levels of engagement  
**Uncertainty** - for SATs and other assessments

Durham guidance around curriculum recovery also passed on by Education Development Partner and discussed by Senior Leadership Team and Curriculum Development Group..

## Pupil Wellbeing



## Academic Learning

- Weekly telephone check ins made by safeguarding staff to vulnerable pupils and parent/carers.
- Constant availability via telephone or email for parents to discuss pertinent issues – including throughout half term and Easter holidays.
- Teachers in contact with pupils via various platforms (email, you tube, letters, parent mail, telephone) and informing Designated Safeguarding Lead (DSL) if no sign of contact or learning for DSL to follow up.
- Regular contact with social workers of vulnerable children.
- Continuation of Looked After Children (LAC) reviews and Personal Education Plans (PEPs) virtually.
- Continued use of support from the Early Help Advisor to check in with children and parents that have been referred previously and prompt referral for further pupils if identified as struggling.
- Continuation of Special Educational Needs reviews and processes.
- Continued virtual attendance at Local Authority Special Educational Needs and mental health meetings to make sure we know what is going on in the local area.
- Continued sharing and dissemination of information on Special Educational Needs from a range of professionals on various platforms (to staff and parents).
- Regular mindfulness activities sent out on various digital platforms.
- Guidance on online safety sent out on various digital platforms
- Return to school social story shared on various digital platforms.
- Children's stories written to explain Coronavirus to the children shared on digital platforms.
- All staff contributed to and shared 'missing you' message on You Tube for parents and children.
- Staff read various online stories for children who were missing story time.
- Videos sent out regarding back to school transition to prepare the children for the changes in the school environment.
- Wellbeing pack created for all staff to use with children who have currently returned to school using activities taken from: Durham Educational Psychology Service: Durham Children & Young People's Mental Health Clinical Network: A Guide for Education Settings Supporting Children and Young People's Mental Health and Emotional Wellbeing Needs Which Have Arisen from COVID-19
- Various staff attended online training on topics such as: Be the adult a grieving child needs, Talking to children about emotional resilience and self harm, young people and their mental health, Spot the warning signs of poor mental health, Covid 19 Psychological first aid, supporting bereaved children.
- Each school bubble has a dedicated mental health first aider on site to support any pupils in need of emotional support.
- Pocket hugs sent to Reception from teacher, Y3/4 Rays of sunshine cards sent to children from teacher, HT sent out every child we are proud of you bears

### Transition:

- Use of guidance from Durham Educational Psychology Service for transition arrangements such as: Use of 'Circles of Vulnerability Framework' to support the identification of particularly vulnerable children and families during transition and beyond, telephone meetings for parents and children in all Reception to Year 6 classes, transition video for all year groups introducing class teacher, teaching assistants and key elements of being in that year group, class teacher email to their new class, new reception virtual platform on website.
- Meetings with various nurseries or secondaries to discuss transition at an individual pupil level.
- Sharing transition links to new secondary school for Year 6 on school website

- Guidance sought on the best way to support children learning remotely and shared with staff. Core principles implemented wherever possible - <https://educationendowmentfoundation.org.uk/covid-19-resources/best-evidence-on-supporting-students-to-learn-remotely/> (EEF, 20.4.2020), <https://www.gov.uk/guidance/remote-education-during-coronavirus-covid-19#guidance-on-remote-education-during-coronavirus> (Gov.uk, 19.4.2020)
- Paper-based work packs\* created and provided to all children in March with 2 weeks' worth of work.
- Additional paper-based work packs created and provided to all children in May with 4 weeks' worth of work - posted out to all families from Reception – Y6.
- Additional paper-based work packs created and provided to all children in June with 7 weeks' worth of work - posted out to all families from Reception – Y6.
- Specific phonic work packs produced and shared by phonics lead for children working on phase 1 – phase 6. Paper based packs sent out to relevant parents throughout school closure
- Adapted paper-based work packs provided to pupils with Special Educational Needs to ensure work was pitched appropriately to current level of need.
- Specific English as an Additional Language (EAL) work packs produced by specialist teaching assistant and posted out to all relevant families in May with 8 weeks work of work.
- Speech and Language packs produced by Speech and Language specialist – specifically tailored made for each pupil and posted out to all relevant families in May with 8 weeks work of work..
- Weekly home learning overviews sent to parents via email every week from March - July. These contained reminders about useful websites, direction to online lessons, learning activities specifically designed by teachers for their cohorts across the range of subjects (with a particular focus on reading, writing and mathematics).
- Comprehensive list of useful websites sent out to parents to support home learning.
- Teachers' emails given to all parents with a message that they could contact teachers to ask for further advice or support.
- Parents encouraged to send pupil work to the teacher via email/telephone Feedback given by teachers on work whenever this was sent by parents.
- Weekly promotion and task setting through school online programmes – TT Rockstars (maths), PE Challenges, Mathematics Problem Solving, Lockdown Art Gallery
- Special messages via email or on website sent to children by teachers and SLT for excellent and continued home learning.
- Teachers directing parents and children to appropriate use of online lessons to support teaching – Oak Academy, BBC bitesize, White Rose Hub, Letters and Sounds online etc.
- School Website also used to share whole school ideas and websites for home learning activities.
- Children learning in school provided with workbooks and supported in focusing on their particular areas of need.
- Continuous planning for the new curriculum to be implemented in September 2020.
- Wide range of online Continuous Professional Development (CPD) undertaken by teachers as advised by curriculum lead in order to best prepare for new curriculum
- Advice sought from Education Development Partner (EDP) on curriculum recovery and specific examples of recovery in subjects discussed.
- Weekly letters to parents from the Headteacher to update on arrangements for remote learning, returning to school and the latest government guidance.
- Weekly Local Governing Body and Directors briefings and daily staff briefings from Headteacher shared information on the current situation and latest actions of school.
- Guidance on activities and programmes to support summer catch-up shared by class teachers at the end of Summer term.

\*Paper based packs were essential for us as a school as we know many of our families do not have access to the internet or laptops/computers at home. These were prioritised before lockdown started and sent home with all children when schools closed. The further packs mentioned above were then posted out to all households or delivered.

## Curriculum Recovery

Mental health expert, Professor Barry Carpenter recommends five sensible 'levers' that can help your school recover following a 'systematic, relationships-based approach to reigniting the flame of learning in each child.' So how can you put this into practice in your primary school?

There are five main factors that will help you achieve them.

1. Staff expertise
2. Support from local community
3. The right curriculum, tools and resources
4. National provision
5. Time



### Lever 1: rebuild relationships

Positive relationships are vital for child development. Children may have experienced loss during the pandemic, including the loss of relationships with their peers. They will need help to reestablish friendships, reconnect with staff and work with others.

#### Using your curriculum to recover

1. Implement a clear **curriculum pedagogy**. It transforms a child's experience at school, provides structure and ensures you are delivering content in the most effective way. But it can also help rebuild relationships by fostering collaboration, empathy, confidence and self-expression.
2. Teach projects that explore relationship themes. Try to avoid ad hoc lessons and resources. Sequence your curriculum content so that children meaningfully revisit and build upon their [knowledge, understanding and skills](#).
3. Offer regular opportunities for children to work together on purposeful, absorbing and rewarding tasks. Provide challenge and allow them to innovate and find solutions.
4. Identify overarching human concepts and themes that can run throughout your curriculum and deepen children's understanding. At Cornerstones we thread **10 Big ideas**, which include humankind and change, across subjects and year groups.



## Lever 2: understand the individual child and their community

Your [curriculum principles](#) will already be informed by your school's values, aims and the needs of the community. Children from different communities may have experienced the lockdown in different ways. The curriculum can help children tell their stories, strengthen their sense of self, family, community, and place in the wider world.

### Using your curriculum to recover

1. Allow time for individual children and families to tell their lockdown stories. You can adapt curriculum content to reflect this or be flexible with delivery.
2. Model good speaking and listening skills and empower children with the emotional [vocabulary they need to express their thoughts and feelings](#).
3. Teach projects and regular PSHE sessions that cover themes such as identity, personal feelings, similarities and differences and community belonging. Our new [School Days project](#) enables pupils to explore the history of their school. In it, they can consider the significance of school closures as a significant moment in history.
4. Engage children with high quality resources, such as stories, games, songs, discussion prompts and videos. They should reflect cultures within and beyond your community.
5. Interesting, relevant themes will also engage parents – something many schools teaching the Cornerstones projects often attest to.



## Lever 3: know, acknowledge and address the gaps in learning through a transparent curriculum

Missed learning is a complex issue. Children's needs will vary and not all gaps can – or should – be addressed immediately. However, if you have a curriculum in place with a [sequenced knowledge and skills framework](#), you're in a strong position to plan a flexible route to recovery.

### Using your curriculum to recover

1. Identify significant curriculum coverage that children have missed during the spring and summer terms. These include subject aspects and concepts that need embedding before children can move on, or that they are not likely to revisit in future projects.
2. Your subject leaders can then see if and where this missed coverage is to be revisited in future projects. If not, add it to plans. If you use an online system like [Curriculum Maestro](#) that [tracks actual coverage, identifying and reassigning gaps](#) can be done very easily.
3. Where and when appropriate, use 'low stakes' quizzing and child-friendly testing to assess where extra support for key skills, such as reading are needed.

4. Consider doing less content in the short and medium term, but in more depth. This will help children become more secure in their knowledge and skills. (Schools using Cornerstones can access our shorter, engaging knowledge-rich projects on Curriculum Maestro).

'Really enjoying spending time reviewing our curriculum, selecting core texts to support it and mapping out skills and knowledge. Gaps are reassigned, science weeks planned, and everything is coming together. Thanks Cornerstones, for great tools to help with this!'

Kelly Hamilton, Headteacher, Basildon



#### Lever 4: metacognition – ensure the children continue to develop the skills for learning

Professor Carpenter states that 'it is vital that we make the skills for learning in a school environment explicit'. If children are to get back on track and have self-efficacy, they will need to be aware of the skills they need to learn.

##### Using your curriculum to recover

1. Offer a curriculum pedagogy that teaches and provides ample practice for metacognition strategies. These include planning, identifying how to solve problems, organisation, self-evaluation, analysis, adjusting and more.
2. Teach projects that explore positive models of human personal development, resilience, character, adapting to challenges and achievement.
3. Share the bigger picture. Let children know about and have a say in the route their learning is taking them on. This will help to keep them motivated, give them hope, and provide a sense of purpose.
4. Empower children with subject knowledge and highlight the learning approaches that are useful for specific subjects. For example, with older children, explain how geographical enquiry might look different from historical enquiry.



## Lever 5: a curriculum that engages and inspires, gives children the space to adjust and minimises any disadvantages

This is a crucial lever. Children deserve to experience joy and to be engaged if they are to feel secure and positive about being in school again. Lockdown may have been a narrow experience for them, but school can lift children's spirits and provide welcome relief.

1. Again, set a clear pedagogy that values and promotes curiosity, deep focus, innovation and self-expression. These are not just valuable for academic development – they are important for personal growth and fulfilment.
2. Prioritise a love of, and the skills involved in, reading – it's the essential tool for accessing a wide curriculum.
3. Plan a [rich curriculum that broadens children's horizons](#) and covers a [wealth of topics and themes](#). Exciting subjects spark the imagination so choose projects that your children will enjoy and that build on their interests.
4. Deliver shorter projects that cover the essential skills and knowledge needed for key topics and that are already fully resourced, like our [knowledge-rich projects](#).
5. Provide resources that are high quality, pitched right, and enjoyable to use. Videos, stories, texts, physical resources and visitors – virtual or otherwise – will bring the curriculum to life for your children.
6. Rekindle the joy in your teachers. Provide workload-saving curriculum tools, plans and resources that are flexible and need only minimal adaptation. These relieve pressure and free staff up to enjoy their teaching. And we know how infectious that is

### Curriculum Recovery – Reading, Writing and Maths

**Our curriculum is cyclical for reading, writing and maths; we teach each objective on multiple occasions across the year. This means that children will have been at least partially taught all end of year objectives in reading, writing and maths prior to school closures. Whilst home learning has focused on continued practise of reading, writing and maths objectives, we are aware that children may not have had the same opportunities to develop their depth of understanding within these objectives as is ordinarily the case across summer term.**

**We will use curriculum progression of skills, rising star assessments, age related expectations stranded sheets, cohort trackers, test base to facilitate a gap analysis for these subjects. This supports developing a 'diagnose' and 'triage' approach (Hattie 2020) rather than a coverage approach.**

**There are three key layers to this process for teachers. They analyse the gaps at cohort level, class level and pupil level. This informs whole cohort planning, class adaptations to planning and finally informs support for individuals and groups.**

## Curriculum Recovery – Phonics and Early Years

### Phonics

Missed phonics learning was a key concern from the early stages of lockdown and the curriculum lead and phonics lead have been working together throughout summer term to put in place planning, guidance and resources to support teachers, parents and children throughout school closures, partial reopening and beyond.

#### Actions have included:

- Producing detailed home learning school packs for each phase from 1 – 6 and sending these out to parents during the lockdown period.
- Signposting parents to daily online phonics teaching – Letters and Sounds channel on YouTube
- Promoting use of the online programme Reading
- Re-planning and resourcing phonics curriculum for Reception and Year 1 (phase 2 – 5). These plans will ensure increased consistency in phonics teaching and are designed to take in to account additional time being needed to ‘recover’ children’s prior phonics teaching.

#### Proposed recovery actions for phonics (devised by curriculum lead and phonics lead):

##### Reception

- Children will recap phase 1 for the first 4 weeks. The curriculum lead, phonics lead, phase lead and teachers will then make a joint decision about children’s preparedness to begin phase 2.
- New planning for phase 2, 3 and 4 has additional optional weeks which can be integrated into the year should the phonics lead and teachers feel that this is necessary for the cohorts or for specific groups.

##### Year 1

- Key focus of transition conversations – Reception staff to outline the exact points at which each group/child got to in their phonics learning.
- 1:1 assessment with each pupil at the appropriate phase in Y1. Children to then be grouped accordingly for discrete phonics sessions by phonics lead.
- Phonics lead and curriculum lead to discuss with staff the importance of phonics teaching throughout the curriculum and to further discuss how Y1 English planning can be adapted to incorporate further phonics opportunities.
- Curriculum lead to discuss timetable variations with senior leaders to ensure further phonics/reading time for Y1 pupils.

##### Year 2

- Phonics lead to screen all children moving to Y2 who had not passed in previous Y1 phonics practise tests.
- Phonics lead to place Y2 children in groups appropriately based on screening (and transition information from previous teacher) and to give instruction to teachers about where to re-start phonics journey. Many children will not have completed phase 5 successfully as would normally be expected by the end of Y1.
- New planning from the phonics lead will support teachers in teaching a phase where they may have less experience.

##### Year 3

- Phonics lead to screen all children moving to Y3 who had not passed in previous Y2 phonics practise tests.
- Phonics lead to share results with curriculum lead and Y3 teachers and to look at and implement a support package which would most benefit these children.

#### General comments

- Focus on identifying the gaps and adapt teaching to address the gaps.
- Phonics support across Y1,2,3 could be a possible focus of 'catch-up' funding.
- Children with Special Educational Needs (SEN) and disadvantaged pupils to be monitored particularly carefully and further in-school support directed where appropriate. Support for disadvantaged and SEN will be a focus of 'catch-up' funding.
- There will be children who have continued their phonics and reading learning through the lockdown period due to parental support and/or accessing the priority group. Continue to maximise this parental support wherever possible and through 'out of hours remote learning'. These children may form a full group in each cohort and in this case, a member of staff could be specifically assigned.

### Early Years

We also need to identify learning gaps across the curriculum for pupils moving from Nursery – Reception and Reception to Year 1. Our assessment will be used to achieve this using the cohort – class – individual model as in Y1 - 6. Once gaps are identified, Reception and Year 1 teachers can review their curriculum (with the support of the curriculum lead and relevant subject leads) and make appropriate adaptations.

Further to the academic gaps, we need to consider that there are really big changes happening for these young children and be mindful that additional transition work and support may be needed. We could also have some anxious parents who have not had the opportunity to visit the school and they may also need further support\*.

\*We have taken the steps possible to mitigate this through contact with parents and use of video, but it will continue to be a consideration. We have/will also provide(d): telephone meetings/outdoor meetings for parents/pupils with new class teachers and support staff, outdoor visits of school if required, phased induction as required by individual pupils on top of extension of opening arrangements.

## **Curriculum Recovery - Science and foundation subjects (action planning)**

**In Science, We will use curriculum progression of skills, rising star assessments, age related expectations stranded sheets, cohort trackers, test base to facilitate a gap analysis for these subjects. This supports developing a 'diagnose' and 'triage' approach (Hattie 2020) rather than a coverage approach.**

**There are three key layers to this process for teachers. They analyse the gaps at cohort level, class level and pupil level. This informs whole cohort planning, class adaptations to planning and finally informs support for individuals and groups.**

**Please see outline of proposed programmes of study for subject leaders/class teachers below based on the Cornerstones Gap analysis of topics covered at school 2019-2020. Each subject is different depending on its requirements in the National Curriculum. For example, take the science curriculum with its specific multiple objectives per year group and contrast it with the art curriculum which has far fewer and much broader objectives. This document is showing the current year group gaps so teachers need to be mindful of the new year groups in the new academic year. This means a missed art unit doesn't necessarily mean children have 'missed objectives' fully as it is already planned that they will be exploring each objective multiple ways and times across the key stage.**



## Computing

<b>Co 2 KS1</b> Create and debug simple programs.	<b>Co 5 KS1</b> Recognise common uses of information technology beyond school.	<b>Co 6 KS1</b> Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	<b>Co 2 KS2</b> Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.	<b>Co 4 KS2</b> Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.	<b>Co 7 KS2</b> Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.
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## D&T

<b>DT CN 1 KS1</b> Use the basic principles of a healthy and varied diet to prepare dishes.	<b>DT CN 2 KS1</b> Understand where food comes from.	<b>DT TK 2 KS1</b> Explore and use mechanisms (for example, levers, sliders, wheels and axles), in their products.	<b>DT CN 1 KS2</b> Understand and apply the principles of a healthy and varied diet.	<b>DT CN 3 KS2</b> Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.	<b>DT E 1 KS2</b> Investigate and analyse a range of existing products.
<b>DT E 3 KS2</b> Understand how key events and individuals in design and technology have helped shape the world.	<b>DT TK 3 KS2</b> Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors].	<b>DT TK 4 KS2</b> Apply their understanding of computing to program, monitor and control their products.			

## Geography

<b>Ge LK 2 KS1</b> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.	<b>Ge PK 1 KS1</b> Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.	<b>Ge LK 1 KS2</b> Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.	<b>Ge LK 3 KS2</b> Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).
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## History

<b>Hi 1 KS2</b> Learn about changes in Britain from the Stone Age to the Iron Age.	<b>Hi 2 KS2</b> Learn about the Roman Empire and its impact on Britain.	<b>Hi 3 KS2</b> Learn about Britain's settlement by Anglo-Saxons and Scots.	<b>Hi 5 KS2</b> Conduct a local history study.	<b>Hi 7 KS2</b> Learn about the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.	<b>Hi 9 KS2</b> Learn about a non-European society that provides contrasts with British history - one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.
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## Academic Learning – Outline of next steps (for discussion)

### Reading, writing and maths

- Discuss additional teaching time of any specific subjects for particular year groups and put in place relevant timetabling/guidance for teachers (to be shared through the staffing structure documents and cohort timetables).
- Discuss need for phonics and reading to be particularly developed within Key Stage 1 and strategies for how this will be done.
- Ensure relevant subject leaders understand the 'diagnose' and 'triage' approach and conduct analysis for their subject at a cohort level across the school.
- Ensure relevant subject leaders are equipped to support teachers with adapting planning to appropriately manage gaps that are identified.
- Ensure all teachers complete cohort, class and individual gap analysis for their new classes and review planning with this information in mind.
- Discuss how gaps will be monitored going forward and how impact will be measured.

### Science and foundation subjects

- Discuss teaching time for specific subjects in each year group and put in place relevant timetabling/guidance for teachers (to be shared through the staffing structure documents and cohort timetables).
- Ensure relevant subject leaders understand the 'diagnose' and 'triage' approach and conduct analysis for their subject at a cohort level across the school. Document in suggested action plan format.
- Ensure relevant subject leaders adapt planning to appropriately manage gaps that may exist. Adaptations updated directly on the highlight section of the Medium Term Plans 'Curriculum recovery 2020/21' in rationale section.
- Share adapted planning with teachers so that they are aware how specific units may vary this year to address gaps in learning.
- Discuss potential of Personal, Social and Health Education (PSHE) and Physical Education (PE) to provide support for wellbeing and whether any further action is required from these subject leaders. Vehicle for extended PSHE and pastoral support will be 'Check in' and 'Check out' time that we have built into the timetable for next year.
- Discuss how gaps will be monitored going forward and how impact will be measured.

### General comments for academic learning

Due to the curriculum development work ongoing across this term and the new planning and guidance in place across many subjects, it will be extremely important to prioritise what is shared with staff and when in order to avoid information overload.

This means that development will need to be staggered purposely and carefully and a shared understanding reached about which elements need focus and when.

Suggestions for curriculum subjects:

- Reading/phonics is paramount and must take priority. There are several areas that need addressing with staff here. Curriculum lead and reading lead discussed potential use of Stream to put together short training videos on different sections to support staff with developing their understanding.
- Writing will follow reading (much less change here – 8 lessons a fortnight, increased planning structures and some new units. However, the general fortnightly cycle and focus in each unit remains unchanged after developments made last academic year).
- Calculations/mathematics changes are lesser and have to do with overall structure
- Science, geography and history – gap analysis planning to be re-read by class teachers before September. Expectation around disciplinary and substantive knowledge needs to be re-addressed.
- Other foundation subjects – decisions need to be made about timings and evidence recording as there is necessary change. New planning is in place for all subjects for 2020/2021 and these need to be re-read carefully by class teachers

. Wider curriculum focuses:

- Retrieval practice needs to be discussed and launched but a discussion needs to take place about when this would be most effective.
- Self-regulation and restorative practice will be the main focus for teaching assistant and pastoral team Continual Professional Development (CPD) and also a key focus of teacher CDP in 20/21.

## Pupil Wellbeing

- Continue to provide high levels of support to children and families who may require this. Ensure opportunities for communication with any families where children are not returning to school.
- Ask staff to familiarise themselves with the 'circles of vulnerability' model to help identify children who are likely to be in need of additional pastoral support. Create a 'circles of vulnerability' checklist for both pupils and staff so we can identify need and target support where necessary.
- Take a 'watchful waiting' approach by looking at waves of support on the recovery curriculum.
- Continue to use the 5-week pastoral recovery curriculum resources implemented by Pastoral Lead - using activities taken from: Durham Educational Psychology Service: Recovery Curriculum for Primary Schools and Durham Children & Young People's Mental Health Clinical Network: A Guide for Education Settings Supporting Children and Young People's Mental Health and Emotional Wellbeing Needs Which Have Arisen from COVID-19.
- Provide a sequence of social assemblies designed to support children around personal wellbeing and in building relationships at school.
- Continue to target Social, Emotional and Mental Health (SEMH) needs through an extended pastoral team and supplement that support with input from our Primary Wellbeing Practitioner.
- Use advice (based on research) from Durham Educational Psychology service on transition (for children who are joining us).
- Ensure additional support and guidance is provided for parents and children coming into nursery or Reception classes who have not had the opportunity to visit school.
- Make use of increased staff knowledge around supporting children; developed through online training that staff have taken part in throughout lockdown period.
- Update behaviour and wellbeing policy as appropriate.
- Wellbeing advice and guides to continue to be shared with staff and parents via platforms or email.

## Academic Learning

- Follow the next steps set out throughout this document to ensure that subject leaders and teachers are all clear on how to use new assessment information to identify gaps, what those gaps are and how and when we intend to address these in each subject.
- Review curriculum timetabling and prioritise reading and phonics teaching (particularly in Key Stage 1).
- Ensure subject leaders and teachers identify core knowledge within each subject and focus their time in to teaching and retrieving this knowledge.
- Be prepared that learning expectations will need to be re-established e.g. classroom routines, use of exercise books, peer support, responding to feedback etc.
- Prior knowledge needs to be retrieved to help secure it. This needs to be discussed with staff and simple, formative strategies employed across the curriculum.
- Ensure that children identified as 'at risk' academically are prioritised and supported. Discuss how this will be done and how the impact will be monitored and measured.
- Take in to account the learning of children who have studied at home. Celebrate this with them and do not ask them to re-do things when they could be working on an area of need more pertinent to them.
- Explain the new curriculum changes to children where appropriate
- Show the children the learning journeys for each of their subjects so that they can see what the year ahead looks like. Keep linking back to this across the year as you revisit prior learning.
- Ensure that parents and children are directed to the website to see the new curriculum section for each subject. Promote the online learning ideas and opportunities that are there to support further learning at home.
- Where possible, promote social learning opportunities in classrooms with group work and partner work built into lessons in all subjects.
- If children are still being educated off-site (partially or fully), prepare further paper-based work packs to support learning and continue to provide weekly online home learning bulletins.
- Ensure that key messages to parents about how they can continue help their children at home are communicated effectively e.g. re-establishing home reading expectations and routines.
- Continue to seek evidence on 'what works' and to engage with research and guidance in order to ensure that our understanding is in line with the very best in current thinking.
- Utilise new working practices and technologies developed during the school closure period (TEAMS/Zoom; teacher to parent communication through email and virtual learning platforms; electronic reporting systems; remote learning packs and daily activities for children not attending school; online individualised continued professional development opportunities.