

## **RECOVERY CURRICULUM DOCUMENT**

### **STATEMENT OF CURRICULUM INTENT**

At Our Lady of the Rosary Catholic Primary School we want pupils to leave our school with a sense of belonging and purpose in the world following Christ's teachings to use their uniqueness and talents to make a positive contribution to their community and wider society. We develop curious, independent and aspirational learners who respect the talents and individuality of everyone in our school community.

Following the Coronavirus crisis, we recognise the need to make the physical, mental and emotional wellbeing of our children an absolute priority. We have carefully planned a 'recovery curriculum' which will initially focus on supporting pupils to re-establish relationships and routines in school as well as a strong focus on PSHE, PE and the opportunity to play and explore through the arts and music. Staff have worked closely to identify the gaps that have occurred in the curriculum and we will prioritise reading, writing and maths. We will systematically review this so that the curriculum is increasingly built upon to meet the needs of individuals and groups and in line with government guidance we will make sure that our broad and balanced curriculum builds back up so that pupils continue to learn and develop skills across all subjects.

Our curriculum provision equips our pupils with the skills and knowledge they need to prepare them for life in the modern world and prepares them for life-long learning and success in the future. Senior leaders and curriculum leaders are clear about the knowledge they want the children to know and remember; our schemes of work show progression in helping children acquire this knowledge in a meaningful way and are designed to help pupils remember what they have been taught.

By having a clear understanding of our pupils and their needs and talents, staff ensure that teaching in all areas of the curriculum is inclusive, supportive, challenging and enriching. Targeted support and intervention is given where needed to ensure all learners develop and learn in a style that meets their individual needs. Children with SEND and additional needs thrive in our school and are given high aspirations and personalised support. We challenge our most able with depth and extension and develop and celebrate talents right across our curriculum.

We build on pupil's knowledge by giving them opportunities to be confident, creative and critical thinkers who work well individually and collaboratively. We offer many opportunities to develop resilience, to make links between curriculum areas and to learn in memorable ways both in and out of the classroom. We make memorable links with the community-our parish; our local area; our heritage and our global responsibility and stewardship. Our Catholic faith is integrated into every aspect of our learning, Gospel values and our mission statement 'Christ at the centre, children at the heart,' are at the core of everything we teach. Therefore, we need to put our children's well-being at the centre of our recovery curriculum.

## **Our Recovery Approach**

At Our Lady of the Rosary we develop and support each child's journey of faith with a broad and balanced curriculum, committed to the formation of the whole person through simultaneously developing their, physical, moral, spiritual and intellectual talents in this way preparing the child and young person to take an active and responsible part in social life. Our mission statement is clearly embedded into our school philosophy.

At Our Lady of the Rosary, we intend to deliver, promote and inspire the highest quality education, where we are committed to developing our own unique curriculum, based upon some shared principles. In order to achieve this for our children, we aim to fully integrate pupils back into school life using the following 5 levers of Recovery:

1. Relationships
2. Community
3. Transparent Curriculum
4. Metacognition
5. Space

(Professor Barry Carpenter 2020).

## **LEVER 1 RELATIONSHIPS**

Children will have PSHE lessons each week focussing on developing growth mindset. Collective worship will continue to take place but within the classroom. Teachers will plan, lead and evaluate their own worship each week. A new template for planning collective worship effectively has been introduced this term with example liturgies uploaded for new members of staff to use as a guide. SLT will lead liturgies in classes throughout the term.

### **The Culture and Environment**

The SWAN Framework offers a simple overview of the cultural approaches that are going to be helpful for a happy, safe and settled return to school/setting. At a very basic level all children and young people need to feel:

#### **Safe**

- Emotional and physical safety
- With clear rules and procedures
- We will make sure everyone is clear about expectations of all parties involved.
- Communicate fully with families before school re-opens fully to reassure that it will be safe

#### **Welcome**

- Ensure we follow the rules while also creating a warm environment.

#### **All together**

- Work together as a team to provide a framework of nurture and support.

#### **Nurtured**

- There will be a temptation to make up for lost time, jump back into curriculum; play the long game – build up fragile children, families and staff – create an environment where they can thrive in the long term.

## **LEVER 2 COMMUNITY**

Our Lady of the Rosary Catholic Primary school is at the heart of the community and everyone has worked together throughout Covid-19, providing support for one another. Effective relationships will continue to be fostered this term via communication through Facebook, our text messaging service, phone calls and up to date information posted on the website. We intend using 'Class Dojo' if approved by the Trust, as a learning platform with pupils to ensure that as a school we are prepared for delivering online learning opportunities to children working at home. Class Dojo will be used if approved, to send direct messages to families, share lessons or announcements, and assign classwork to students.

We need to listen to the community and understand what the needs are and engage them in the transitioning of learning back into school. The wellbeing of our families is central to our ethos and overall the centre of all decision making. Our Lady is a safe place whereby fundamental British Values and citizenship are promoted.

### **Importance of Mental Health and Well-being in the Recovery Curriculum**

In one of the many guidance documents produced by the DfE for the wider opening of schools, they have advised that:

'We expect school leaders to prioritise support for pupil's mental health and wellbeing and make their own assessment of pupils' learning and further curriculum support needs, including those with additional needs or those facing transition to another phase.'

As we seek to plan for the further opening of schools and the return, in the new academic year, to the full expectation of delivering the National Curriculum we must be mindful of the experiences of our pupils and their families during the lockdown.

### **Identifying and supporting those pupils experiencing Mental Health difficulties upon returning to school**

All children will be different upon returning to school and staff will be alert to the needs of pupils being mindful that changes in behaviour are a form of communication.

Staff have discussed the pupils transitioning into their class with previous teachers through pupil progress and transition meetings. As part of these meetings, staff were made aware of how much contact there has been and whether there are any alerts to well-being they need to be aware of. CPOMS has been vital in recording these.

## **LEVER 3 TRANSPARENT CURRICULUM**

Our planning this year is unlike anything we have experienced before. We are mindful that:

- Some children will have experienced no time in school since March 2020
- The National Curriculum and EYFS curriculum have not been fully taught to those pupils in school or learning from home since March 2020
- It will not be possible for children to experience fully the closure we would wish them to have from the end of the current academic year and prepare for the beginning of the new academic year
- Whilst some pupils will have engaged fully with home learning, many will not. This will be through no fault of their own but due to a wide range of factors including:
  - lack of IT equipment to access the school website resources Tapestry (provision of laptops has recently been made); having to share equipment with siblings and parents also working from home (both IT and physical resources such as pens, paper, books etc);
  - impact of anxiety and mental health issues upon ability to self-regulate learning;
  - lack of parental guidance, interest or understanding to support learning;

- illness (their own or that of family members)
- failing to see the importance of home learning
- difficulty in understanding the work which had been set and becoming disillusioned about learning

As a result, the gaps in understanding between pupils (especially our most vulnerable) may have increased. There could also be a significant increase in the misunderstanding and misconceptions of key areas of learning as a result of working independently without the support of a qualified teacher or support staff helping them to navigate and exploit fully the learning opportunities available via home learning.

Prof Barry Carpenter (Oxford Brookes University – Professor in Mental Health in Education) suggests that pupils will need to relearn ‘the rhythm of school (both in terms of daily life (bedtimes and get- up times) and school life (routines and times in the day).’ He also suggests that we should be mindful of the need to plan our curriculum to respond to what pupils have learnt and not what we expect them to have learnt.

In addition, we need increased awareness of the sensory impact upon pupils of returning to school e.g. being overwhelmed by the proximity of others including noise intolerance, separation anxiety from being away from family and a sense of the world (and school) no longer being the safe place that they knew it to be before the crisis.

## **KEY CONSIDERATIONS**

All pupils will be suffering some amount of learning gaps as a result of school closures due to Covid-19. It is important to ensure that all pupils will be supported to catch up. High quality teaching is fundamental to improve outcomes for all pupils, and in particularly those disadvantaged pupils’ reported to have likely suffered the most because of school closures.

Once pupils returned in September, teachers have begun to assess pupil progress and understanding at each stage of their learning. They are adapting planning accordingly in light of any identified gaps. Where individuals display particular barriers, teachers are being proactive at intervening effectively with the support required.

Assessments are regular and purposeful, including:

- Accurate assessment procedures are used effectively to maximise progress from their starting points, informed by regular retrieval and practice.
- Each subject area is underpinned with the usual key assessment criteria at both age-related and greater depth within all year groups
- Ongoing and daily emotional wellbeing support.
- Timely and purposeful interventions are being used effectively, both to support academic learning and emotional wellbeing.
- Mentoring (Small group and 1:1) and counselling is available where necessary.

## **Feedback to Children:**

Keep marking and handling books to a minimum. High quality feedback impacts on children’s progress. The most effective feedback, is at the moment of learning/in the lesson so that teachers can address misconceptions quickly and children can act on advice and make improvements. Also, it is crucial for children who have been successful with a task to know why and how. Our marking policy has been updated in light of new arrangements.

## Use of TAs

See *Making Best Use of Teaching Assistants (EEF Guidance Report)*



### MAKING BEST USE OF TEACHING ASSISTANTS RECOMMENDATIONS SUMMARY

The effective use of TAs under everyday classroom conditions				The effective use of TAs in delivering structured interventions out of class		Integrating learning from work led by teachers and TAs	
<p>Sections are colour coded for ease of reference</p>	<p><b>1</b> TAs should not be used as an informal teaching resource for low attaining pupils</p>  <p>The evidence on TA deployment suggests schools have drifted into a situation in which TAs are often used as an informal instructional resource for pupils in most need. This has the effect of separating pupils from the classroom, the teacher and their peers.</p> <p>Although this has happened with the best of intentions, this evidence suggests that the status quo is no longer an option.</p> <p>School leaders should systematically review the roles of both teachers and TAs and take a wider view of how TAs can support learning and improve attainment throughout the school.</p>	<p><b>2</b> Use TAs to add value to what teachers do, not replace them</p>  <p>If TAs have a direct instructional role it is important they add value to the work of the teacher, not replace them – the expectation should be that the needs of all pupils are addressed, first and foremost, through high quality classroom teaching. Schools should try and organise staff so that the pupils who struggle most have as much time with the teacher as others. Breaking away from a model of deployment where TAs are assigned to specific pupils for long periods requires more strategic approaches to classroom organisation. Instead, school leaders should develop effective teams of teachers and TAs, who understand their complementary roles in the classroom.</p> <p>Where TAs are working individually with low attaining pupils the focus should be on retaining access to high-quality teaching, for example by delivering brief, but intensive, structured interventions (see Recommendations 5 and 6).</p>	<p><b>3</b> Use TAs to help pupils develop independent learning skills and manage their own learning</p>  <p>Research has shown that improving the nature and quality of TAs' talk to pupils can support the development of independent learning skills, which are associated with improved learning outcomes. TAs should, for example, be trained to avoid printing task completion and instead concentrate on helping pupils develop ownership of tasks.</p> <p>TAs should aim to give pupils the least amount of help first. They should allow sufficient wait time, so pupils can respond to a question or attempt the stage of a task independently. TAs should intervene appropriately when pupils demonstrate they are unable to proceed.</p>	<p><b>4</b> Ensure TAs are fully prepared for their role in the classroom</p>  <p>Schools should provide sufficient time for TA training and for teachers and TAs to meet out of class to enable the necessary lesson preparation and feedback.</p> <p>Creative ways of ensuring teachers and TAs have time to meet include adjusting TAs' working hours (later early, finish early), using assembly time and having TAs join teachers for (part of) Planning, Preparation and Assessment (PPA) time.</p> <p>During lesson preparation time ensure TAs have the essential 'need to know':</p> <ul style="list-style-type: none"> <li>• Concepts, facts, information being taught</li> <li>• Skills to be learned, applied, practised or extended</li> <li>• Intended learning outcomes</li> <li>• Expected/required feedback</li> </ul>	<p><b>5</b> Use TAs to deliver high quality one-to-one and small group support using structured interventions</p>  <p>Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training. When TAs are deployed in more informal, unsupported instructional roles, they can impact negatively on pupils' learning outcomes.</p>	<p><b>6</b> Adopt evidence-based interventions to support TAs in their small group and one-to-one instruction</p>  <p>Schools should use structured interventions with reliable evidence of effectiveness. There are presently only a handful of programmes in the UK for which there is a secure evidence base, so if schools are using programmes that are 'unproven', they should try and replicate some common elements of effective interventions:</p> <ul style="list-style-type: none"> <li>• Sessions are often brief (20–30 mins), occur regularly (5–6 times per week) and are maintained over a sustained period (8–20 weeks). Careful timetabling is in place to enable this consistent delivery</li> <li>• TAs receive extensive training from experienced trainers and/or teachers (5–30 hours per intervention)</li> <li>• The intervention has structured supporting resources and lesson plans, with clear objectives</li> <li>• TAs closely follow the plan and structure of the intervention</li> <li>• Assessments are used to identify appropriate pupils, guide areas for focus and track pupil progress. Effective interventions ensure the right support is being provided to the right child</li> <li>• Connections are made between the out-of-class learning in the intervention and classroom teaching (see Rec 7).</li> </ul>	<p><b>7</b> Ensure explicit connections are made between learning from everyday classroom teaching structured interventions</p>  <p>Interventions are often quite separate from classroom activities. Lack of time for teachers and TAs to take allows relatively little connection between what pupils experience in, and away from, the classroom. The key is to ensure that learning in interventions is consistent with, and extends, work inside the classroom and that pupils understand the links between them. It should not be assumed that pupils can consistently identify and make sense of these links on their own.</p>
<p>For more information see the report on:</p>	<p>Page 13</p>	<p>Page 14</p>	<p>Page 15</p>	<p>Page 16</p>	<p>Page 18</p>	<p>Page 20</p>	<p>Page 23</p>

Small-group and **structured** one-to-one interventions will be used effectively. High quality teaching should reduce the need for extra support, but it is likely that some pupils will require high quality, structured, targeted intervention to make progress.

The IMPACT of Interventions will be carefully managed and monitored by the SENDCo and SLT.

### In SUMMARY: CURRICULUM DESIGN FOR 20-21

Autumn Term	Spring Term	Summer Term
<ul style="list-style-type: none"> <li>• Focus on consolidating objectives/understanding from previous year – decided through review of learning</li> <li>• Consider where key objectives can be combined</li> <li>• Resume phonics, spelling and handwriting programmes from point reached in March 2020</li> </ul>	<p>P.o.S for the current year</p>	<p>P.o.S for the current year</p>
<p>While it is possible to deliver teaching on all the objectives over the year, some children will need more time to fully embed understanding. Therefore, it is realistic to assume that 'recovery' for some will need to continue into 2021- 22 with teachers ensuring that children have sufficient time to practise and apply the skills they have been taught.</p>		

The priority in September is designing a curriculum that works for our children and that moves their learning forward while keeping well-being of children (and staff!) and the forefront

## **CURRICULUM IMPLEMENTATION**

### **IN GENERAL**

When we first returned we needed to focus on promoting safety and stability. During the first week, we quickly re-introduced children to the routines and expectations of school. We ensured they knew how we are keeping school a safe place. For the first week, each afternoon we focused on active outdoor learning, PSHE, collaborative art, and time to reconnect. Mornings were spent covering place value in Mathematics and SPAG in English. Timetables are now being strictly adhered to.

We have re-established the rhythm of school by grouping the children into smaller, **single year group classes** with timetables. As a school community, we aim for security in knowledge and understanding that is not achieved by 'cramming'. We aim for good subject knowledge, good formative assessment, high quality lessons with explicit teaching, strong modelling and plenty of opportunity to revisit and practise applying skills.

### **LEVER 4: METACOGNITION**

**– in different environments, our children will have been learning in different ways. It is vital that we make the skills for learning in a school environment explicit to our students to reskill and rebuild their confidence as learners. Children learn at different paces, it is essential we give them the opportunity to do this and to talk about and discover what learning styles suit them.**

### **ENGLISH**

We are adopting a 2 step approach:

**STEP 1:** Review of Learning –the new class teacher meets with the previous year's class teacher to review which elements of the English curriculum were taught in depth in Autumn and Spring and which had a 'lighter touch'.

Use a traffic light system on assessment sheets:

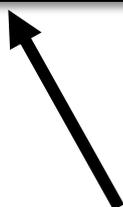
**Highlight in green objectives that were TAUGHT AND EMBEDDED - the objective was taught in depth, children had lots of time and opportunity to practise and apply into their writing during the Autumn and Spring term and were using them independently.**

**Highlight in orange objectives that were TAUGHT BUT NEED SOME REINFORCEMENT - introduced during the Autumn and Spring term and that the children were beginning to understand and use but need to be revisited and practised in their new class.**

**Highlight in red objectives that have NOT BEEN TAUGHT at all or that children had only just been introduced to at the point of lockdown. These are objectives that are a priority and MUST be targeted during Autumn 2020 to ensure there are no gaps in learning.**

**EXAMPLE:**

VOCABULARY, PUNCTUATION & GRAMMAR– evidenced in class & books
I can choose and correctly use nouns and pronouns to avoid repetition.
I can use similes (He was as scared as a mouse being chased by a lion) & attempt personification (Fear touched his heart.)
I can use a range of connectives at the beginning & within sentences to add detail: when, however (punctuating with a comma before the connective when appropriate).
I use the correct verb tense.
I am using punctuation correctly: full stops, capital letters, exclamation marks, question marks & apostrophes.
I can use 'a' or 'an' correctly.
I can use inverted commas and other punctuation to indicate direct speech.
I can use apostrophes for plural possession. (The dog's kennel; the dogs' kennel)



This year 4 class had an embedded understanding of areas highlighted in green when schools were closed in March 2020. Their new year 5 teacher needs to teach them how to punctuate nouns showing plural possession correctly as this has not been taught at all.

**STEP 2:** Make links between the previous and current year group objectives - These links can be used to support teachers to understand how they can teach objectives from the previous year while still moving towards or into their own year group objectives during the Autumn term.

This model will give teachers the ability to see learning English skills as a continuum with natural progression and links between year groups.

It is important that we recognise that it is counter-productive to 'leap-frog' skills and understanding in order to 'catch up' to age related expectations as this results in gaps for children and a lack of security. Without firm foundations, children will not be able to achieve ARE.

Each teacher has been provided with a detailed breakdown of these links– it is important that they use this to understand the reasons behind which objectives should be targeted for the Autumn term and why.

The English coverage plan is designed to ensure whole school coverage of different genres and text types in order to deliver the year group objectives. The genre based approach is a good vehicle for children to apply organisational and cohesive writing features that year group is targeting. In addition to the long term plan for English, it is expected that planning across the curriculum provides many more purposeful opportunities to produce quality writing.

**ENGLISH OVERVIEW AUTUMN TERM 2020-2021: YEAR 4**

	<b>Autumn 1</b>		<b>Autumn 2</b>	
	<b>Text: Who Let the Gods Out by Maz Evans</b>		<b>Text: Voices in the Park by Anthony Browne</b>	
	<b>Writing to Inform</b>	<b>Writing to Entertain</b>	<b>Writing to Inform</b>	<b>Writing to Entertain</b>
	<i>Newspaper Report Writing</i>	<i>Greek Myth</i>	<i>Instructions</i>	<i>Extended Character Descriptions</i>
<b>Sentence Structure</b>	Widening range of subordinating conjunctions (particular focus on since, whereas as well as securing the use of when, before, after, despite).  Use a range of adverbs (both to start and within sentences).	Expanded noun phrases.  Uses conjunctions, adverbs and prepositions to express time and cause.	Continues to use a variety of sentence types including simple, compound and complex (secure application of previous range of subordinating conjunctions: when, before, after, if, because).	Fronted adverbials (time related) Prepositional phrases.  Uses the present perfect form of verbs (have or has) instead of the simple past e.g. Crocodiles have lived on Earth for thousands of years. I have known Julie for 3 years.
<b>Punctuation</b>	Consistent use of full stops, capital letters and commas in lists.  Commas after fronted adverbials.	Follows punctuation rules for speech.	Commas after fronted adverbials.	Use apostrophes to mark singular and plural possession.
<b>Text Structure</b>	Paragraphs around a theme.  Writes a well-structured form with appropriate elements.	Well-structured 5-part narrative.  Beginning to link information within and across sentences through: Pronouns e.g. The man, he, Jonny (to avoid repetition)	Bullet point/set up etc.  Application of layout devices.  Use heading and subheadings with greater accuracy to aid presentation (in non-fiction writing).	Paragraphs around a theme  Usually makes appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.
<b>Composition &amp; Effect</b>	Precise vocabulary.  Detail/description/explanation to events expanded through careful choice of vocabulary e.g. The hot school dinner was delicious. The long run was tiring and her breathing became heavier and heavier.	Building a rich and varied vocabulary.  Characterisation is sometimes conveyed through dialogue i.e. deliberately used speech to tell the reader more about how the character is feeling or why s/he reacted in a certain way.	Sometimes uses words effectively and deliberately to create a desired effect.	Viewpoint and/or characterisation are conveyed through description, behaviour.  Emotive language.
<b>Handwriting</b>	Use the horizontal strokes needed to join letters. Understand which letters, when adjacent to each other, are best left un-joined. Consistency and control of letter size (down strokes of letters are parallel, well-spaced and ascenders and descenders do not touch).			

## Writing Cycle

Cold Task AFL activity	The cold task establishes a base line for subsequent learning. Children are shown a WAGOLL, which is read by the teacher. Children contribute to the making of a class writing toolkit, filled with language features they believe could be used in their cold task. Children receive no further information or support and complete the task independently. Staff assess writing based on the language features and skills they demonstrated and use to inform future planning.
Box It up	By rereading the WAGOLL and exploring a range of other quality model texts of the same genre, the children draw upon a wider scope of literature to develop an understanding of its organisation and structure. Using the 'box it up' method, children explore the purpose of each paragraph. Through this session, children will also develop an understanding of the range of potential audiences and purposes within the one genre; teachers will plan for a range of inference and deduction style questions in which children will examine the structure and vocabulary used to support the audience and fulfill the purpose.
Reading as a Writer: Comprehension	Guided by the teacher, this lesson is for an explicit reflection on what the writer is doing to create effects in the WAGOLL; these can emerge organically out of pupils expressing a personal response to questions such as 'What did you like?' 'Where do you feel...?' 'Which word is most...?' Staff will use open questions which lead to an appreciation of the writer's craft. These will be followed with statements for children to explore and agree/disagree with, using evidence.
Feature Find through WAGOLL	Using the WAGOLL text, children will identify key language and punctuation features which need to be included in their own writing. With support through whole-class and paired discussions, children will annotate/comment upon the text and create their own writing toolkit. To enhance their prior learning of audience and purpose in the genre, pupils will discuss why particular language and punctuation features are used to present the information.
Warm Task: Spelling, Grammar and Paragraph Practice	<p>This series of lessons will be based upon a key grammar focus generated from cold task assessment, ongoing formative assessment, and the genre requirements. Each lesson will use the model text as a vehicle to teach the grammar feature. The structure of these lessons is as follows:</p> <ol style="list-style-type: none"> <li>(1) Relevant and appropriate <b>GPS starter</b></li> <li>(2) <b>Revisit</b> paragraph from WAGOLL / model text - identify possible 'tools' from the box that are appropriate at this stage</li> <li>(3) <b>Shared/ model writing</b> <span style="float: right;"><i>(a ping pong approach between 3 and 4)</i></span></li> <li>(4) <b>Individual writing</b></li> <li>(5) Deepen the moment – to extend children's learning, they will deepen the moment they are writing in by applying previously taught skills to enhance their current paragraph.</li> </ol> <p>Throughout each lesson, children are challenged to select ambitious vocabulary to enhance their short burst writing further. Over the series of lessons, children will have written a whole warm task, thus providing the experiential learning required before their hot task. <b>After the teaching of two grammar skills, children will return to their cold task to edit and improve it in accordance with their new learning; a 'flap' over their original cold task will show the children's improvements.</b></p>
Planning of Hot Task	Children are introduced to the new subject matter of their hot task; the <b>genre remains the same</b> . The planning of the hot task runs across two consecutive lessons; in this time, children gather information and ambitious vocabulary from a range of stimulating sources to provide them with ample knowledge to write effectively in conjunction with their spelling, grammar and paragraphing skills. To structure their writing, children will revisit the 'box it up' strategy and identify where information/skills will be presented/used. Children will orally rehearse their writing in pairs/groups/ individually, contributing ideas and vocabulary to the writing community within their classroom.
Hot Task	Complete hot task independently with no further new teaching.
Feedback and Editing	Following marking of the hot task, staff share whole-class feedback on common areas for improvement. Staff then use time to provide specific feedback to children where necessary. Children edit/improve their writing based on feedback and use the 'Be A Star' model to support them with the editing process. In years 4-6, paired editing will be actively promoted. Feedback will be explored and remain an element of focus in future units.
<i>Making the learning visible: display useful learning and tools for further progression using working walls/magpie books.</i>	

## 2021 Teacher Assessment and SATs

### Year 2 and Year 6:

It is natural that staff in these two year groups will be concerned about covering all the year group expectations before SATs and moderation. However,

- The English Curriculum is planned to be a **cumulative build up of knowledge**.
- In order to reach ARE children need to **build from firm foundations** – the grammar, spelling and handwriting taught in one year needs to be embedded to allow children to move on to the understanding expected in the next year. Take, as an example, understanding how to punctuate writing: punctuation builds progressively beginning with punctuation that has the highest utility (full stops and capital letters) and moving, eventually, into higher order punctuation (colons and semi-colons).
- **Cognitive Load Theory:** cognitive capacity in working memory is limited. If a learning task requires too much capacity, learning will be hampered. Design your curriculum and individual lessons to optimise the use of working memory capacity and avoid cognitive overload. Intensive catch up during 2020-21 and 'rushing' to fill in all the content and understanding required goes against this theory – we want learning to be retained in the long term memory with skills being applied automatically. **It is SECURITY we should be aiming for NOT surface coverage.**

<b>K.S.1 Working at the Expected Standard</b>
<ul style="list-style-type: none"><li>• demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required</li></ul>
<ul style="list-style-type: none"><li>• EYFS introduce the sense of a sentence</li><li>• Year 1 teach full stops and capital letters and introduce ?!</li><li>• Year 2 further embed and practise</li><li>• In order to meet the TAF statement, basic punctuation is practised and secured throughout these 3 years.</li></ul>
<p><b>Meeting EXS at K.S.1 is NOT just about what happens in Year 2- the responsibility for teaching children to punctuate correctly is with every teacher from EYFS onwards.</b></p>

<b>K.S.2 Working at the Expected Standard</b>
<ul style="list-style-type: none"><li>• use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech</li></ul>
<ul style="list-style-type: none"><li>• R,Y1,2 and 3 have taught basic punctuation (A.?! + commas in lists)</li><li>• Year 2,3,4 have taught apostrophes</li><li>• Year 4 have taught commas with fronted adverbials</li><li>• Year 3,4, and 5 have taught correct speech punctuation</li><li>• Year 5 teaching has a focus on understanding clauses (relative, subordinating) and teaching the punctuation that goes with this</li></ul>
<p><b>Meeting EXS at K.S.2 is NOT just about what happens in Year 6 - the responsibility for teaching children to punctuate correctly is with every teacher from EYFS onwards.</b></p>



## READING

### **Use of reading books and resources by multiple pupils**

Government UK guidance (current):

- Limit the amount of shared resources that are taken home and limit exchange of take-home resources between children, young people and staff
- Seek to prevent the sharing of stationery and other equipment where possible.
- Shared materials and surfaces should be cleaned and disinfected more frequently

### **In line with this guidance at present:**

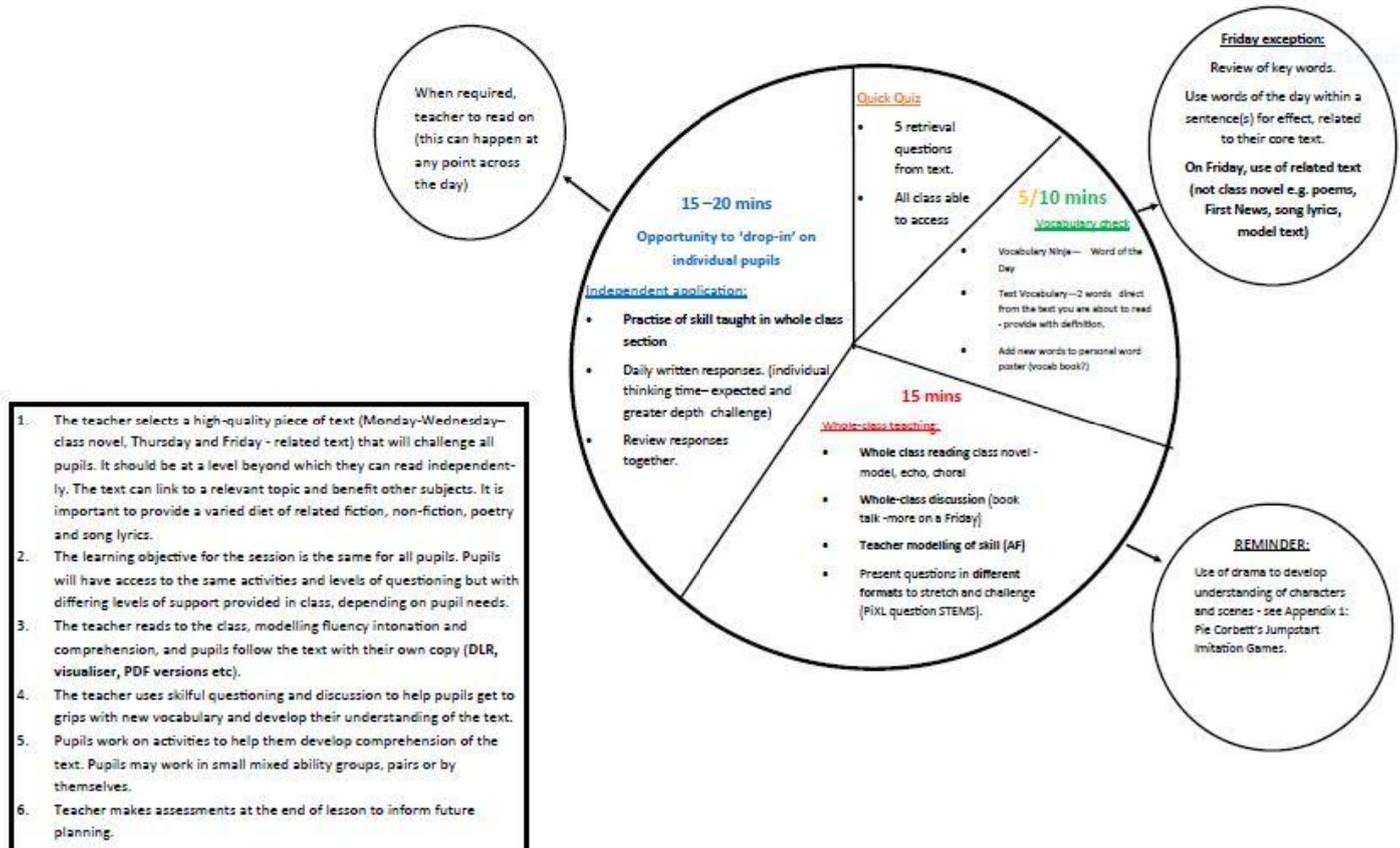
- Reading books are taken home by pupils each Friday and returned the following Monday where they are quarantined for 72 hours.
- Books are kept in separate bubbles.
- If the book has a hard/shiny cover, staff disinfect these
- Staff quarantine books before they are used by another pupil – as per the information above this will be for a period of 72 hours.

**Whole Class Reading & Guided Reading:** Whole class lessons with a focus on developing comprehension.

- Class sets of books –each child can be given their own book to be kept for the duration of the unit/study. The children can then read along, read sections independently, focus on, study and refer back to particular sections.
- Where class sets unavailable, we use good quality novels and picture books. The class teacher can read aloud to move through the book (this offers children the opportunity to hear well modelled reading and develop listening comprehension). When the teacher reaches a key moment or interesting section that s/he would like to examine in more detail, this part of the text can be displayed on the whiteboard and/or all children can have an individual photocopy of the extract to work from (highlighting and discussing particular vocabulary choices, looking at imagery, author intent, retrieving information etc).

## Reading at Our Lady of the Rosary

Typical Lesson Features Years 3-6 (Year 2 from Summer 1)



### Individual Readers:

When reading with individuals:

- Both the adult and child need their own copy of the book so that the adult can see what the child is reading while still maintaining social distancing.
- The child should keep their own copy of the book and it can be used for more than one reading (1<sup>st</sup> time will be about decoding, 2<sup>nd</sup> read may also be about decoding but also building pace and fluency, 3<sup>rd</sup> read – fluency and comprehension)
- Use a 'quarantine box' so that after the child has finished with their reading books it is quarantined for at least 72 hours before being used by another child.

Use ebooks (Oxford Owl/Bug Club) to support whole class reading sessions with the teacher reading from the book on the class board and the children reading along or echo reading to improve pace, expression, intonation etc. The children can read along with their own copy using ipads. They can be used in the same way for guided reading groups or individual readers.

### At Home

Use reading plus and Bug Club. Children can be given access to their ebook without the need for materials i.e. books to be coming back and forwards between home and school. The book can be carefully matched to the child's phonic phase and when that one has been read and enjoyed the child can access the next appropriate book for them. In addition, children will now also be allowed to take reading books home.

**MATHS**

Use DFE guidance ( <https://www.gov.uk/government/publications/teaching-mathematics-in-primary-schools>) to bring greater coherence to key concepts from each year group and which demonstrate progression from year 1 to year 6. Each document summarises the most important knowledge and understanding within each year group and important connections between these mathematical topics.

**We will implement a two step process:**

**STEP 1: Review of Learning**

The receiving teacher meets with the sending teacher to review which elements of the maths curriculum were taught in depth in the Autumn and Spring terms and which had a “lighter touch”.

Use a traffic light system on the consolidation column of the recovery curriculum document.

Highlight in **green** objectives that were **TAUGHT AND FULLY UNDERSTOOD** - the objective was taught in depth, children had time and opportunity to practise and apply their understanding during the Autumn and Spring terms.

Highlight in **orange** objectives that were **TAUGHT BUT NEED SOME REINFORCEMENT** – these were introduced in the Autumn and Spring terms and children had begun to demonstrate some understanding. However, they need revisiting and practise in their new class.

Highlight in **red** objectives that were **NOT TAUGHT**, were only just being introduced at the point of lockdown or children did not demonstrate an understanding. These objectives are a priority and **MUST** be taught before any objectives from the new year group.

**EXAMPLE:**

Number: Place Value
Pupils can count in multiples of 6, 7, 9, 25 and 1000.
Pupils can find 1000 more or less than a given number.
Count backwards through zero to include negative numbers.
Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens and ones).
Pupils can order and compare numbers beyond 1000 (e.g. 1345, 1445, 1500).
Identify, represent and estimate numbers using different representations.
Pupils can round numbers up to the nearest 10, 100 or 1000.
Solve number and practical problems that involve all of the above and with increasingly large positive numbers.
Pupils can read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.



This year 4 class had an embedded understanding of areas highlighted in green when schools were closed in March 2020. Their receiving teacher will need to continue to develop their understanding of areas highlighted in yellow and will also need to teach areas which have not been taught at all.

Staff Subject Knowledge: In order for staff to make links between previous objectives requiring reinforcement and current year group objectives, it is **IMPERATIVE** that every class teacher knows the previous year group's curriculum and expectations. The consolidation column will support teachers with this but further support in understanding how skills progress can be found on the NCETM website.

<https://www.ncetm.org.uk/resources/50639>

These documents provide information on the learning steps required for specific maths skills and can support teachers to develop their subject and pedagogical knowledge .

White Rose Maths will be followed. The White Rose scheme was introduced effectively as home learning for pupils during the disruption to learning caused by the Covid 19 pandemic. Every lesson comes with a short video showing parents clearly and simply how to help their child to complete the activity successfully. White Rose have updated their Primary Schemes of Learning for 2020/21. These new schemes will provide additional support and guidance for teaching mathematics next year including recapping of essential content the children may have forgotten or not covered.



Example overview for Year 5:

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number: Place Value		Number: Addition and Subtraction		Statistics		Number: Multiplication and Division			Measurement: Perimeter and Area		
Spring	Number: Multiplication and Division			Number: Fractions						Number: Decimals and Percentages		Consolidation
Summer	Consolidation	Number: Decimals			Geometry: Properties of Shape		Geometry: Position and Direction		Measurement: Converting Units		Measurement: Volume	

### Maths Mastery Approach to Lessons

Lessons will adopt a mastery approach; all children will be taught the same objective within the lesson with differentiation provided through resources, questioning, outcome, adult support, and peer support. Having explored the long-term plans, staff must consider the following for each of their lessons:

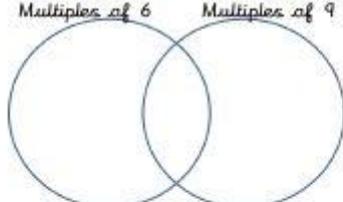
- What does my first lesson need to look like?
- Which representations might I use?
- What equipment might I need?
- How will my PowerPoint presentation for this lesson reflect the journey?
- How will I ensure the content enables all learners to meet the objective?
- Where are the opportunities for contextual learning and deeper thinking?

All children will be provided with a green, red, purple and black sheet, which follow the structure: 'finding

fluency', 'developing depth', 'mastering maths' and 'use your head'. This structure will be used across school to ensure consistency.

1. Complete the Venn diagram to find two common multiples:

Multiples of 6      Multiples of 9

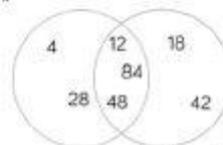


— and — are common multiples of 6 and 9.

*Challenge:* Can you name another common multiple, without using the diagram? Explain how you know.

---

2. Work out the headings for the Venn diagram.



Add in one more number to each section.

---



3a) On which days will Leas need to change the bedding AND give carrots?  
 b) On which days will Leas need to do all three jobs?

---

4. Nancy is double her sister's age.  
 They are both older than 20 and younger than 50  
 Their ages are both multiples of 7  
 Work out their ages.

**LEVER 5: SPACE-**

to be, to rediscover self, and to find their voice on learning in this issue. It is only natural that we all work at an incredible pace to make sure this group of learners are not disadvantaged against their peers, providing opportunity and exploration alongside the intensity of our expectations.

**PSHE / WELLBEING**

Growth mindset will be developed through PSHE lessons and be embedded into the school's curriculum. Mentoring and 1:1 counselling will be offered where needed. Lessons will be taught on how to manage feelings and behaviour also how to develop different learning styles  
 Teachers to share books that promote mental health and wellbeing to address issues we may have when children return. This will support teachers to tackle emotional literacy.

## 40 picture books to share with children returning to school this September



Date	What	Resources/information
8 <sup>th</sup> September 2020	The new normal	Covid-19 story
11 <sup>th</sup> September 2020	What is growth mindset?	Big life journal guide. Step 1. Build the foundation
14 <sup>th</sup> September 2020	What does growth mindset look like in your life?	Big life journal guide. Growth mindset maze
18 <sup>th</sup> September 2020	What is the power of the brain?	Big life journal, step 3: the power of the brain. I can grow my brain poster
21 <sup>st</sup> September 2020	Are you fixed or growth mindset?	5-day growth mindset challenge. Growth mindset challenge
25 <sup>th</sup> September 2020	What does growth mindset look, feel and sound like?	We are a growth mindset class worksheet.
28 <sup>th</sup> September 2020	What is your goal?	Goal setting printable (self-esteem and confidence kit)
2 <sup>nd</sup> October 2020	Can you use the power of YET?	I can't do this...yet My power of yet printable
5 <sup>th</sup> October 2020	Have you been practicing growth mindset?	The growth mindset praise printable and mystery fun game, m problem solving plan
9 <sup>th</sup> October 2020	When do we give our brains a rest?	Mistakes poem, brain breaks activities

## SCIENCE

Our science curriculum ensures progression in scientific knowledge, skills and understanding. This is being reviewed this year.

<b>Year 1</b>	Identifying Plants	Identifying animals	My Body	Everyday materials	Seasonal changes
<b>Year 2</b>	Living in Habitats	Growing Plants	Growth and survival	Exploring Everyday Materials	Super Scientists
<b>Year 3</b>	How Plants Grow	Health and Movement	Rocks, Fossils and Soils	Light and Shadow	Forces and Magnets
<b>Year 4</b>	Living in Environments	Eating and Digestion	States of Matter	Changing Sound	Circuits and Conductors
<b>Year 5</b>	Life Cycles	Changes and Reproduction	Properties and Changes of Materials	Earth and Space	Forces in Action
<b>Year 6</b>	Classifying Organisms	Healthy Bodies	Evolution and Inheritance	Seeing Light	Changing Circuits

## GEOGRAPHY / HISTORY

Geography Curriculum Design		Core Units		Extra units to accommodate mixed classes
		Curriculum Theme 1	Curriculum Theme 2	Additional Curriculum Theme
Upper KS2	Y6	Biomes	North America	Climate change is real...
	Y5	Settlements and Land Use (Settle Down) <i>(to be taught in Y5 and Y6 2020-21)</i>	Volcanoes and Earthquakes (Angry Earth)	Deserts
Lower KS2	Y4	Journey of the River	Natural Resources (European comparison)	Where does my food come from?
	Y3	United Kingdom (My Place in the World)	Coasts (Seaside Rocks)	Swimming in plastic
KS1	Y2	Planet Earth	Handa's African Adventures	-
	Y1	Ice Explorers	Paddington Visits England	-



## **IMPACT**

- Through monitoring, evaluation and formative assessment, we ensure that children's learning is following the coherent learning sequences that we have planned, that children are retaining core knowledge and that children are applying skills learned in other aspects of life and learning.
- Through measuring (and moderation), we ensure that children make progress and attain at least as well as children in other schools including nationally in core subjects.
- We also take account of children's progress in other areas that are valuable –readiness to learn, attitude to learning, tolerance and respect for others etc, to ensure that we measure that which we value and do not become over-dependent on valuing that which can be measured.
- In time, we will need to evaluate to what degree our Curriculum for the Future is delivering our intent.

Learning is a change in long term memory, not the completion of a piece of work straight after a teacher explains something. The work that children complete, the feedback that they receive and the subsequent interactions with the subject content are all vital parts of learning but in itself is not a reliable marker of whether children have actually learned something. Children have actually learned something if they can recall it at a later date or can apply it in a different context.

To know whether children have actually learned something, we will give them the opportunity to think about what they have learned outside of the comfort of just having been taught it. Teacher assessments will be based on independent tasks, including tests and quizzes, after sufficient time has elapsed.

## **Remote Learning Offer:**

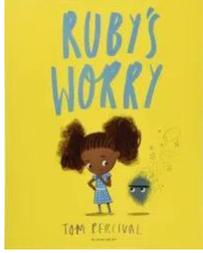
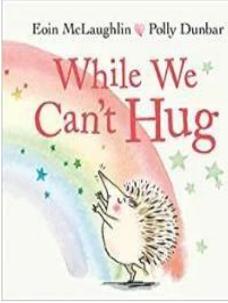
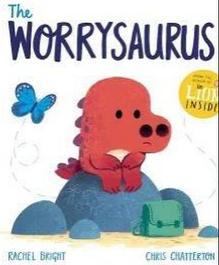
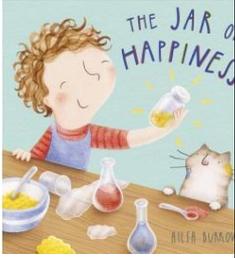
**Throughout school closures, school has engaged effectively with remote learning through:**

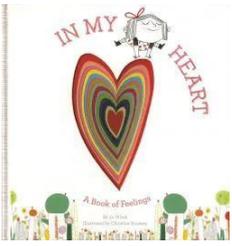
- weekly newsletters from SLT and staff
- learning packs sent home and on-line via the school website
- Times Tables Rockstars, Lexia, Reading Plus, Bug Club, Purple Mash.
- Reception Phonics, online lessons, stories, work set via Tapestry in EYFS.
- Fortnightly 'check in' phone calls, Facebook, Instagram and Twitter have kept school-home relationships strong, as have a number family/year group engagement projects.
- laptops have been available on loan.

All year groups in September will be prepared to move learning onto a digital platform, via 'Class Dojo'. This will start immediately in the event of a local lockdown or for instances where children do not return to school at the start of September.

APPENDIX

Books for EYFS and KS1 to explore emotions

<p>Ruby's Worry by Tom Percival</p> 	<p><i>Ruby loves being Ruby. Until, one day, she finds a worry. At first it's not such a big worry, and that's all right, but then it starts to grow. It gets bigger and bigger every day and it makes Ruby sad. How can Ruby get rid of it and feel like herself again?</i></p>	<p>Do you think Ruby's worry will stay with her forever? What happens when Ruby ask the boy what is on his mind? How can you make your worry shrink? Would you like to share a worry you have had? Who can you talk to if you are feeling worried about something?</p>
<p>While we Can't Hug by Eoin McLaughlin</p> 	<p><i>"Hedgehog and Tortoise were the best of friends. They wanted to give each other a great, big hug. But they weren't allowed to touch. "Don't worry," said Owl. "There are lots of ways to show someone you love them." So the two friends wave to each other, blow kisses, sing songs, dance around and write letters. And even though they can't hug and they can't touch, they both know that they are loved"</i></p>	<p>What do hedgehog and tortoise do, while they can't hug? How can we show are friends and family we care while social distancing? Have you drawn any rainbow pictures? What picture would you like to draw? What could your friend do to make you smile, while socially distancing?</p>
<p>The Worrysaurus by Rachel Bright</p> 	<p><i>"It's a beautiful day and Worrysaurus has planned a special picnic. But it isn't long before a small butterfly of worry starts fluttering in his tummy . . . What if he hasn't brought enough to eat? What if he gets lost in the jungle? What if he trips and falls? What if it rains?! Can Worrysaurus find a way to chase his fears away and have fun?"</i></p>	<p>How does the Worrysaurus' body feel when he is worried? How does your body feel? What makes you feel worried? What could you put in your tin to help chase your butterfly away?</p>
<p>The Jar of Happiness by Ailsa Burrows</p> 	<p><i>Is there a recipe for happiness? Meg certainly thinks so. She collects all the necessary ingredients in a jar, which she uses to cheer up her friends and family when they are feeling low. But what happens when her special jar mysteriously disappears? Will Meg feel sad forever more, or will she find other ways to be happy?</i></p>	<p>What would your kind of happiness taste like? What colour would it be? What would it smell like? What does Meg do to help Zoe when she is feeling 'glum'? How do you think Meg feels when she can't find her jar? How do you know? How do Zoe, Oma and Leo make Meg feel better? What makes you feel happy when you are feeling sad?</p>

<p>The Colour Monster by Anna Llenas</p> 	<p>One day, Colour Monster wakes up feeling very confused. His emotions are all over the place; he feels angry, happy, calm, sad and scared all at once! To help him, a little girl shows him what each feeling means through colour. A gentle exploration of feelings for young and old alike.</p>	<p>What do you do when you're happy/sad/angry/scared          What can you do when you when you are feeling sad/angry/ scared          'If you're scared.. tell me why and we will walk through the forest together' – who can you talk to if you are scared or worried? Who do you walk through the forest with?          What do you think pink means?</p>
<p>In My Heart: A Book of Feelings by Jo Witek</p> 	<p>In My Heart explores emotions—happiness, sadness, bravery, anger, shyness and more. Unlike other feelings books that tend to oversimplify, In My Heart lyrically explains what an emotion feels like, physically, inside. For example: 'When I get really angry, my heart feels like it's going to explode! Don't come near me! My heart is yelling, hot and loud. This is when my heart is mad.'</p>	<p>Stop &amp; reflect on some of the emotions. Would any of the children like to share a time they have felt happy, scared etc          In the book when the girl is happy, her heart feels like a big star. How do you feel when you are happy? Can you draw a picture to show this?          What could you do if you are feeling sad/ scared?          'Like springtime after winter, the sun comes out again' Reflect on the impermanence of feelings &amp; the girl stating 'but my heart doesn't stay sad'          Explore the metaphor of the heart as a house with all these feelings inside. Everyone has these different feelings and discuss strategies we can use to manage those which are negative.</p>

