

Recovery Curriculum Implementation September 2020

Phonics (Nursery—Year 2)

Nursery and Reception pupils will access the age appropriate phonics phases as detailed in our Phonics Handbook, with additional sessions for identified pupils planned as needed.

There will be a baseline phonics assessment covering all previously taught phonemes of pupils in Year 1 and Year 2. This will allow teachers to identify how much has been retained by which children, and identify the children that have fallen furthest behind. Year 1 will spend the Autumn term phonics lessons revising phase 3 phonemes and phase 4 words (CCVC, CVCC words). We are aiming to begin teaching phase 5 in January 2021.

Year 2 will spend the Autumn term phonics lessons revising phase 5 and aim to begin phase 6 in January.

We will re-assess the children at half term and again at the end of the Autumn term to ensure that the children who need the most support to catch up are in the correct intervention groups.

Staff will be using Letters and Sounds to plan for each phase to ensure continuity and progression.

Our Phonics Handbook has been reviewed and staff will be working together to support planning for learning.

Reading (Year 2—Year 6)

We have reviewed the texts that we are using for our whole class reading lessons. Less challenging texts have been identified for the Autumn Term. These will provide better accessibility for all pupils. Teachers will continue to use our agreed lesson structure to teacher whole class reading 3 times per week for 40/45mins (R.I.C.—Strategy focus—Whole class reading—Responding to the text).

We have identified the ‘Key’ reading skills from the National Curriculum for each year group. Staff will plan whole class reading lessons to recap / consolidate the ‘key skills’ from the previous year group prior to moving on to age-appropriate year group content.

Daily teacher assessment will be used in the first instance to inform planning and to identify pupils needing pre-reading and catch-up. Pre-reading sessions will be planned to support pupils who may struggle to access whole-class reading sessions. Reading ‘catch-up’ interventions will be planned in the Autumn term and beyond if needed for pupils who have fallen furthest behind. A full Reading Baseline Assessment will be completed prior to October Half term

English / Writing

We have reviewed the core texts that we are using to act as stimulus for our English/writing lessons. High interest and less challenging books have been chosen for the Autumn term. We have identified the ‘key’ composition and vocabulary, grammar and punctuation skills from the National Curriculum for each year group. Staff will plan whole class English lessons to recap / consolidate the ‘key skills’ from the previous year group prior to moving onto age-appropriate year group content.

We will continue to follow our agreed lesson structure for teaching writing 5 times per week (WAGOLL—key skills lessons—boxing-up—Extended Write). Each half term, there will be at least one narrative and one non-fiction writing outcome.

Daily teacher assessment will be used in the first instance to inform planning and to identify pupils needing catch-up. Writing ‘catch-up’ interventions will be planned in the Autumn term and beyond if needed for pupils who have fallen furthest behind. A full writing Baseline Assessment will be completed prior to October Half term

Handwriting / Spelling

We will have a renewed focus on handwriting in the first half of the Autumn Term in line with our value of ‘High Expectations’. Each class will dedicate 5x20mins sessions per week to focused handwriting teaching for the first half term, with 3 sessions a week from then on. Class teachers from Year 2 to Year 6 will start by teaching the final 15 units of the previous year groups session (using the PenPals scheme). In Reception and Year 1, letter formation and handwriting sessions will be aligned with phonics teaching to ensure maximum impact. We have developed a agreed session structure for teaching handwriting that will ensure consistency across the school.

We will continue to focus on specific spelling rules and patterns each week, and children will be expected to learn spellings for weekly tests as homework. In the first instance, the spelling lists will come from the previous year group Summer Term lists, and class teachers will be identifying the most important rules and words to focus on from these lists each week. We aim to be teaching age appropriate spelling lists by the Spring Term 2021.

Maths

We have identified the ‘key’ maths skills from the National Curriculum for each year group from the Place Value, Number and Calculation areas of maths. For the first half term, we will reteach and consolidate key mathematical concepts for these areas of maths linked to the previous year groups objectives. We will continue to teach inline with our agreed maths lesson structure which is based on the ‘Maths No Problem’ mastery scheme. We will use the recently published ‘*Teaching Mathematics in Primary Schools*’ guidance to supplement our planning and ensure that we focus on ‘ready to progress’ criteria. We aim to begin to teach the age-appropriate year group content from October Half Term, and will continue to use the ‘*Teaching Mathematics in Primary Schools*’ guidance to support our planning., focussing on securing the ‘ready to progress; criteria as a priority.

Daily teacher assessment will be used in the first instance to inform planning and to identify pupils needing catch-up. Maths ‘catch-up’ interventions will be planned in the Autumn term and beyond if needed for pupils who have fallen furthest behind. A full maths Baseline Assessment will be completed prior to October Half term

Wider Curriculum

We have reviewed our wider curriculum and created clear progression within and across year groups in all subjects, based on 6 ‘themes’ taught across school in a two-year rolling programme. In humanities, arts and science, we have planned units of work around the idea of a ‘Big Question’ at the start that allows teachers the opportunity to identify what children know and what they do not know in order to inform starting points. We are introducing the use of ‘thinking models’ to support learning in these subject areas as a way of providing pupils with clear structures to represent their thinking and learning. Teachers will aim to teach age-appropriate year group content based on our Curriculum Overviews, but will identify any pre-requisite learning needed as the unit is introduced, and plan lessons to support this where needed.

We are teaching a broad curriculum from September with the majority of subjects being taught weekly, and have identified focus weeks for some subjects to be taught in depth at certain points during the year (music, R.E., PSHCE, languages in KS2).

We have identified that PSHCE teaching will need to be a key focus throughout this year, so are introducing two teaching sessions for this per week in each year group, linked to the Jigsaw Recovery resources in the first instance.

Weekly Homework

Reading

All children are expected to read with an adult for approx. 20mins per day, until they reach an age where they can confidently read independently and talk about the books they are reading. All children will have a Home Reading Record and parents/carers should record the reading that their children are doing daily. Children should bring their reading books and reading records to school each day

Spellings

Children will be given weekly spelling lists to learn at home—a full list of the spellings for the half term will be sent home at the start of that half term. Each week, teachers will send a spelling consolidation sheet home on a Friday to support learning the spellings for the following week. Spelling tests will take place each week, and staff will record progress in these.

Maths

Maths homework will be provided through the online site Mathletics—all pupils have an individual log-in to this site where they can access the work that has been assigned to them. Teachers will monitor pupils access to this and children that do not complete this work at home will be expected to complete it during school time. (We are aware that some families do not have internet access, so please discuss this with our child's class teacher if this is the case)

Children in KS2 all have access to Times Table Rock Stars, again through an individual log-in, where they can access Times Table activities each week. Teachers will monitor pupils access to this and will set up in class rewards / celebration for pupils who are accessing this on a regular basis.

English

Many children will have fallen behind in their grammar and punctuation skills and knowledge as a result of not attending school for a significant period of time. In order to offer the opportunity to 'catch-up' more quickly or consolidate learning that has been taking place at home, we will be providing all children in KS2 with an individual Grammar, Punctuation and Spelling revision / consolidation book. Each pupil will get the book for the previous year group (e.g. Year 4 will get the Year 3 revision book) and they will be told which pages from the book to complete each week as an additional piece of homework. Teachers will link this with learning in class as much as possible, and provide opportunities to go through the answers with the class. Children will continue to complete this additional homework until the books are complete (which may be different for each class)

Children will be expected to look after these books, and have them in school on FRIDAYS in order to show staff what they have done that week.

Home Learning in the event of local lockdown / 'bubbles' having to isolate

If a large proportion of the class, whole 'bubble' or whole school are unable to attend due to confirmed cases of COVID-19 or local lockdown, our home learning will be provided in the following way:

- A **daily timetable** of lessons will be provided—this will include one English lesson, one Maths lesson plus a wider curriculum lesson for each day. These lessons will be planned as part of the year group curriculum to supplement work already being done in class or to cover other key parts of the curriculum that have not been taught yet. We will initially supply enough work to cover a two week period.
- The majority of these lessons will include paper-based activities, with links to learning videos from Oak Academy / BBC Bitesize and other appropriate videos to supplement these activities, including videos created by teachers and shared on Class Dojo when appropriate.
- The timetable, plus any paper based resources/worksheets, will either be sent home with the children on the day before the first home-learning day or will be hand delivered to homes by staff
- Each morning, the class teacher will set up an **online Zoom meeting** for all pupils to attend (scheduled sometime between 9am and 10.30am, staggered for classes to accommodate siblings). This will allow the teacher to check in with all pupils and to discuss the learning activities for the day. Children / parents will be able to ask any questions they have about the day's lessons.
- Children will be expected to complete the assigned lessons each day at home, with support from parents/carers
- We will be introducing the use of **Class Dojo Portfolios** to allow pupils the opportunity to upload completed work for teachers to see in the form of photos, videos, journal entries or drawings. Once pupils have completed a learning task, they will be able to upload it to their Portfolio for teachers to see and make comments on.
- All children will be expected to bring their completed work back to school with them once the lockdown/isolation is over, as well as uploading it to Dojo where possible. **Children that do not complete the learning at home will be expected to complete it during breaks / lunchtimes** in school to ensure there is no further falling behind and missed learning.
- Children from Reception to Year 6 will continue to have Mathletics activities assigned to them in line with the lessons being covered in the timetable.
- Key Stage 2 pupils will continue to have access to TTRS to practice times tables
- All children will have a home reading book already, which can be re-read once completed until children return to school, or children can continue their daily 20mins reading using books from home.