



Hawes Primary School (YCAT)

Curriculum Delivery Plan

Autumn Term 2020



This curriculum delivery plan has been devised with close reference to the most recent DfE guidance for the full opening of schools (updated 17th September 2020)

TIER ONE

**Children who
are in school**

First week of term:

- Class teachers to focus on settling the children back into school in line with the school's Relationships, Reconnection and Recovery guidance including 'Time for Talk'/ focused PSHCE curriculum for Covid Recovery
- Reading with individual children and one to one reading/phonics assessments to begin.
- Review of children's knowledge of instant recall facts/timetables knowledge in maths.
- PE curriculum to begin to support children's health and well-being.

Week two:

- Continuation of Reading with individual children and one to one reading and phonics assessments.
- Continuation of focused review of children's knowledge of instant recall facts/timetables.
- Short sessions in the afternoons to tackle/diagnose children's learning gaps in reading, writing and maths from the previous year's curriculum in the afternoon.
- Contrasting practical foundation subjects including PE to be taught in the afternoon/ A full curriculum to be taught taking account of the school's risk assessments/Enrichment afternoons to begin again in KS2.

Week three:

- Teachers in Y1-6 have carried out assessments in reading and maths from the end of the previous year's curriculum (NFER). These diagnostic assessments have been used to identify gaps in learning (either for whole groups or individuals) and to inform future planning and the school's catch-up strategy.
- Contrasting practical foundation subjects including PE to be taught in the afternoon/ A full curriculum to be taught taking account of the school's risk assessments.

Week four onwards:

- Class teachers to use information gathered through diagnostic assessments and informal formative assessments such as quizzes, multiple choice activities written by teachers to gauge recall of essential knowledge etc in order to plan teaching and learning over the coming weeks. This will involve a range of approaches such as:
 - Revising prior learning.
 - Daily basic skills practice.
 - Planning new learning which takes account of any 'missing essential knowledge' from the previous year.
 - Targeted group planning to focus on missing essential knowledge from previous year's curriculum.
 - Organised sequences of teaching provision for groups to ensure "catch up".
 - Using foundation subjects to support and practice basic skill development such as specific reading objectives (fluency, comprehension, SPAG, vocabulary development, handwriting etc).
 - Continuing to use short sessions in the afternoon to tackle children's learning loss in reading, writing and maths from the previous year's curriculum.
- Contrasting practical foundation subjects including PE to be taught in the afternoon/ A full curriculum to be taught taking account of the school's risk assessments.

<p>TIER TWO</p> <p><i>Individual or small groups of children who are self-isolating E.g. awaiting test results/ quarantining after a family member or close contact has tested positive</i></p>	<p>These children are entitled to a curriculum which mirrors as closely as possible the learning taking place within the class.</p> <p>Class teachers would create a remote learning plan alongside their weekly planning. This will be uploaded onto the class pages of the class TEAMS page at the beginning of each week so children can access it at any point as required.</p> <p>The remote learning plan will include:</p> <ul style="list-style-type: none"> • Links to English and Maths lessons on BBC Bitesize, the Oak National Academy or White Rose Maths. The objectives will be the same as those being covered in class that week. • As far as possible, science, history, geography/chosen foundation subjects will also link to what the children would have been learning in class. The knowledge organisers for each 'topic' will support parents/ children with some of the key knowledge and vocabulary. The remote learning plan will include objectives and also specific activities the children can carry out. • Where appropriate, paper copies of the tasks will be available for children without access to a suitable electronic device or connectivity. All children, regardless of access to IT, will be provided with a 'Home Learning' exercise book. In the event of a short absence, children will be able to bring their work back into school with them for feedback. In a more prolonged absence, some children may be able to submit some of their work via the class email address and can also bring in their work book on their return to school. This will help class teachers to judge the child's engagement in learning and identify any areas where a child may need extra support on their return to school. • It will not be possible for teachers to provide live lessons for these children as they will be teaching the children who are in school.
<p>TIER THREE</p> <p><i>A closed bubble due to a positive case of Covid 19</i></p>	<p>If it is necessary to close a bubble then the children will be provided with a two-week unit of work. This will link to the child's year group national curriculum expectations. Any tasks set will be meaningful, ambitious and sequenced in such a way that enables the children to develop skills and knowledge incrementally and will include clear objectives for each subject in the unit of work. As a minimum the units of work will include:</p> <ul style="list-style-type: none"> • Daily English and Maths learning and links to video lessons where appropriate. • Teachers will send links to video lessons in English and Maths from the Oak National Academy, BBC Bitesize and White Rose Maths. Objectives will be from the child's year group national curriculum expectations but not necessarily linked to their current learning. • English should include reading, writing, SPAG and handwriting. • Maths work should include arithmetic, mental maths, fluency, problem-solving and reasoning. • A weekly Science lesson. • Topic work- where possible, linked to the children's current learning and building on skills and knowledge already taught. This learning will include clear objectives and links to quality resources. Where possible, these will link to the children's current learning. • Physical activity (ideas for how to stay active during their time at home) • Where possible, and if the class teacher is well, the teacher will organise a time for children to discuss their work, receive support and feedback and ask any questions they might have. This may be via a phone call, email communication or small-group Team meetings. In preparation for this, all parents will be expected to confirm that they have read and agreed to the school's agreed protocols for these sessions.
<p>TIER FOUR</p> <p><i>Large -scale closure due to local or national lockdown</i></p>	<p>In the first instance, the same approach will be taken as in the collapse of a bubble. This will be reviewed, taking into account the length of the closure, to possibly include some live lessons delivered by the class teacher and/or pre-recorded film clips.</p>

Our commitment

Throughout the coming months of uncertainty and possible on-going disruption to learning for some pupils, the following fundamental principles will apply.

- Strong teaching remains the single most important factor in addressing learning gaps and improving outcomes for our pupils.
- Clear explanations, explicit instruction, scaffolding of learning, flexible groupings in class to take account of different learning needs are key strategies used within the classroom.
- Detailed on-going assessment (diagnostic/standardised assessments and low-stakes assessments such as quizzes, questioning and daily interactions etc) of children's learning to ascertain what has been forgotten or what has not previously been securely learnt due to school closure or extended on-going absences due to self-isolation.
- A broad and balanced curriculum, with a focus on literacy and numeracy (including across the curriculum) is an entitlement for all pupils.
- Communication and engagement with parents will be a priority. Curriculum information, meet the teacher events and parent teacher consultations will continue, using technology and one to one conversations as appropriate.
- Interventions and 'catch up' will be planned to meet the on-going needs of pupils throughout the year. This will take account of lost learning during lockdown and any on-going lost learning for individuals and groups as a result of self-isolation and will include support for social, emotional and behavioural aspects of learning.
- CPD for staff will be a priority, and will be focused on individual need as well as on whole school priorities identified through feedback.