



Kestrel Mead recovery curriculum

September 2020- November 2020 (and beyond if required)

Rationale

1. Vulnerability index work and reintegration of pupils
2. Short term school Priorities
3. Timetables
4. Transition between key stages
5. Transition between classes
6. Staffing bubbles and allocation of human resources
7. Strategic action plan for subject leaders of 'lost learning'
8. Possible scenarios relating to risk of COVID-19

Wk beg Sep 1st – small group welcome back- vulnerability index, wellbeing and assessment
Wk beg Sep 7th – character and assessment Yr 1-6 in full time. Reception and Nursery half days.
Wk beg Sep 14th – Nov 9th Recovery curriculum – all children in full time

A Shared Understanding

Recovery Curriculum Language

Why?

It is important that we reduce the anxiety that children may be feeling as a result of disruption to their learning.

The language that we use will be key to building their confidence with their learning and motivating them to move forward in a way that is supportive of their wellbeing.

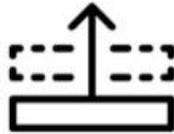
Our approach to this needs to be **consistent** with everyone using **positive developmental language**.



Map



Master



Move Forward

Overarching Approach and Mantra

We are going to:

- **Map** (where the learning is at)
- **Master the learning** (use the map to know what and where needs mastering and do this)
- **Move forward** (new content, next sequence of learning)

Language we avoid

- Catch up
- Learning gaps
- Lost learning
- Repair learning
- Damage to learning
- Time lost
- Recover (irony I know that this is a recovery curriculum!)
- Make up lost time
- Behind
- Cover ground
- Speed up
- Cram in
- Won't fit it all in
- Impossible to fit it all in

Language we use

- Map where we are currently at
- Move forward
- Master our prior learning
- Consolidate / strengthen prior learning
- Enhance our subject knowledge
- Deepen the knowledge
- Revisit to strengthen
- Next sequence
- Build upon
- Enhance
- Desirable difficulties (during retrieval)
- Develop the learning
- Challenge ourselves
- Misconceptions (this is a valid term for when there are mistakes in learning)

We can be powerful as a collective pronoun – an endeavour that we are all engaging in as a community.

Lever 1: Relationships – we can't expect our students to return joyfully, and many of the relationships that were thriving, may need to be invested in and restored. We need to plan for this to happen, not assume that it will. Reach out to greet them, use the relationships we build to cushion the discomfort of returning.

Lever 2: Community – we must recognise that curriculum will have been based in the community for a long period of time. We need to listen to what has happened in this time, understand the needs of our community and engage them in the transitioning of learning back into school.

Lever 3: Transparent Curriculum – all of our students will feel like they have lost time in learning and we must show them how we are addressing these gaps, consulting and co-constructing with our students to heal this sense of loss.

Lever 4: Metacognition – in different environments, students 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.

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.

1. Vulnerability index work and reintegration of pupils

| | | |
|----------------|---|---|
| What | The vulnerability index scale was generated to assess the vulnerability risk that children possess. Using prior vulnerability indicators alongside benchmarking in small group reintegration sessions in the first week of opening. | LEVER 1,2,3  |
| When | Prior to summer, in transition meetings between old and new teachers, the pre existing vulnerabilities were plotted. This is to be updated in September. The outcomes of this will inform staff focus and tailored teaching. This will be reviewed at data point 1 in November. | |
| By whom | All teachers | |

| | 1 | 2 | 3 | | | 4 | 5 | 6 | | | |
|-------------|-------------------|---|------------------|------------------|------------------|---------------------------|---------------------------------|---------------------------|------|-----|----------|
| Current Yr5 | No device at home | Access live learning <small>(av over 11 wks)</small> | % below ARE in R | % below ARE in W | % below ARE in M | Reading benchmark - March | Attendance PA Sep19-March 20 | Disad% + increase in CV19 | SEND | EAL | Mobility |
| 60 children | | 72% dojo 86% live | 36% | 53% | 42% | | 2 PA children 96.60% | 19% +1 ch | 13% | 72% | |
| | | | KS1 ARE+ R | KS1 ARE+ W | KS1 ARE+ M | | | | | | |
| | | | 69% | 65% | 69% | | | | | | |
| | | | 17% | 10% | 17% | | | | | | |

YEAR GROUP VULNERABILITY WAS IDENTIFIED BEFORE STAFFING FOR THIS PERIOD CONFIRMED

| Class XX | 1&2 Attitude and HW score | 3 Above, below on track- March 2020 | 5 Attendance | SCORE BEFORE BASELINE IN SEP | 6 benchmark on return – Amount behind- Sep 2020 | SEND | EAL | DISAD | MOBILE- new last 2 yrs | |
|-----------------------------------|--------------------------------|---|--------------------------|------------------------------|---|------------------------------------|-----|-------|------------------------|--|
| Teacher: | | On ragging sheet based on March 2020 data | based on March 2020 data | | | One step - 3 | | | | |
| In alphabetical order – surname | 90% += expert-0 | Green- 0 | Above 95%=0 | | | 2 steps - 6 | | | | |
| | 80% += mastery- 4 | Amber - 2 | Above 90%=2 | | | 3 steps -10 | | | | |
| | 50% += developing-8 | Red - 8 | Above 85%=6 | | | More - 12 | | | | |
| | Below 30%-poor-10 | | Above 80% =8 | | | | | | | |
| | | | Other = 10 | | | | | | | |
| | (Sessions/poss sessions x 100) | | | | | Based on March 2020 data | | | | |
| Teacher to complete for new class | VIRTUAL REGISTER | RAGGING SHEET | CLASS ATTENDANCE | | | RAGGING SHEET | | | | |
| | VULNERABILITY INDEX- | | | 12+ = vulnerable red | 15+ = vulnerable | OTHER VULNERABILITY FACTORS | | | | |
| XXXXXX | | 4 | 2 | 10 | 16 | x | | | x | |
| XXXXXXXX | | 0 | 0 | 2 | 2 | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |

PUPIL DATA ESTABLISHES WHO WILL RECEIVE EXTRA SUPPORT, INTERVENTION, MONITORING AND AWARENESS OF STAFF.

2. Short term School Priorities

| | | |
|----------------|--|---|
| What | There will be a discreet focus on certain subjects between September and data point one. At data point one there will be year group analysis of whether this adapted curriculum needs to continue past November, until Data point 2, or if they can revert back to the original timetable of coverage. | LEVER 3,4,5  |
| When | To be reviewed at data point one in early November | |
| By whom | SLT | |

| Agreed priorities | | Rationale | How | When |
|-------------------|----------------------|---|---|---|
| English | Phonics | Children have not had access to quality phonics sessions and may have been taught incorrectly by family members. Vital skill when developing basic early reading and writing skills. | Year 1 will reteach Phase 3 and assess before moving onto Phase 4 and 5. Year 2 will reteach phase 5 and assess before moving onto Phase 5 alternative sounds. Teacher assessments will inform interventions for children with wider gaps. Shared reading books in Year 1 will focus on Phase 3 sounds and words. | Daily for N,R, Y1 and 2 |
| | GAPs/Spelling | Important part of the writing process and develops an understanding of the structure and rules of words and sentences. Contributes to the child's vocabulary development and understanding. | Year 1 will revisit EYFS high frequency words and reteach these through shared reading and writing. Year 2 will revisit Year 1 sight words before moving onto Spellzoo. Year 3 to 6 will use previous year groups spellzoo books for the first half term and revisit spellings that were not completed. Grammar sessions are embedded into English with a focus on the gaps from previous years learning. | Weekly spelling lessons, activities and tests as per timetable Embedded grammar session in English |
| | Reading | Children will have had limited exposure and access to books. An important part of children's early education, setting them up for their future learning. | Children will change their books weekly through a class system. Story times and reading for pleasure have been increased to daily across all year groups to allow for more book exposure. Novels will be tailored to the previous year's curriculum to address gaps. Shared reading session will continue every Monday. Guided reading sessions will be completed daily. Reading at home incentives will be reintroduced and launched. | Weekly shared reading sessions as per timetable. Guided reading for each group at least once a week as per timetable. |
| | Handwriting | Handwriting expectations have lowered during lockdown. Some children may not have used a pencil regularly. | Daily handwriting sessions have been timetabled for Year 1 to 6. New handwriting sequence to be followed in each year group with a focus on learning a technique and applying it. | Daily handwriting sessions for Y1 and 2 as per timetable 2 or 3 sessions per week for Year 3-6 as per timetable |

| | | | | |
|---------------------------|---|--|--|--|
| | Speaking and listening | Many children will have spoken in their home language and used limited English. They may have had limited opportunities to talk to others or may have had a lot of exposure to different types of technology. | R time will be completed 4 times a week in Years 2 to 6. English sessions will allow for speaking and listening opportunities as part of the new writing cycle. Teachers will use the speaking and listening progression map to track this. Topic afternoons will have a speaking and listening focus for Years 3 to 6. Continuous provision in EYFS and Year 1&2 will provide a language rich environment with more opportunities for speaking and listening activities. | Throughout the day |
| | Modelling of writing | Children have had limited exposure to a good model of writing. It is possible that parents may have modelled incorrectly due to a lack of English skills. A teacher focussed lesson will allow for misconceptions to be addressed without asking children to do extra writing. | A weekly shared writing session led by the teacher will be introduced. This will allow for misconceptions and teacher's AfL to be addressed in a high quality session. | Year 2-6 A weekly session as per timetable N,R and Y1 as per timetable – biweekly |
| Maths | Number, place value and calculations | Embed concepts from previous year, establish and teach lost learning, teach missed knowledge and take children up to relevant learning points. | Focus on Objectives from Number and Place Value and Calculation. Start with the NPV objectives from the previous year group. Build on children's prior knowledge in this area and gradually introduce current year group objectives in NPV where appropriate. Then use the arithmetic policy and recap methods from the previous year, some may not have been taught. Work to ensure children are familiar with at least all of the methods from the previous year's curriculum. | As per timetable (discrete lessons and continuous provision) |
| Physical wellbeing | | After restricted movement, this is rebuilding stamina fitness and enhancing physical and mental wellbeing | Break times consists of a daily mile* by whole class. (build up to this) PE afternoons to reduce contamination risk and rebuild stamina | As per timetable |
| Science | | Temporarily moved out of the morning timetable to allow more time for English. But maintained to ensure building blocks of scientific knowledge are not lost | One session per week in the afternoon. Focussing on the new year group content. Using the curriculum document created by leaders to be aware of missed content and pulling it in where links can be made. | As per timetable |
| PSCHE/RE | | Wider wellbeing and rebuilding connections. Rebuilding of relationships between pupils. Ensuring staff have full knowledge of children's well-being | Daily Rtime incorporated into all timetables. Children complete initial task with teachers so teachers have sound starting knowledge of children. Each session thereafter allows children to work in pairs to build connections with each other. Any concerns can be acted upon quickly. | Taught by teachers.... |

| | | | | |
|--|--|--|--|---------------------------------------|
| | | | <p>PSHE taught by class teachers, weekly according to the timetable. Children have the opportunity to explore how they are returning to school, what this new beginning will feel like.</p> <p>RE taught by class teachers children can explore their community and what their community is like rebuilding for them the sense of being part of a community.</p> | |
| Topic (restricted in first half term) | | Maintained on a reduced timetable to ensure that building blocks of historical and geographical knowledge and understanding of sticky concepts are not lost. | One session per week in the afternoon. Teachers will focus on the first big question and sticky subject objectives as per the year group LTP. Teachers to be mindful of missed content, particularly in art and design and technology. | As per timetable- taught by teachers. |

3. Timetables – created in relation to priorities

Year 1 Daily Timetable RECOVERY 2020-21

| | 8:20 – 8:50 | 8.50 – 9.10 | 9.10 – 9:30 | 9:15 – 11:05 | 11:05- 11:15 | 11:15 – 11:25 | 11.25 – 11:45 | 11.45 – 12.10 | 12.15 – 1.15 | 1.15 – 1.20 | 1.15- 1.30 | 1.30 – 1.50 | 1.50 – 2.20pm | 2.20 – 2.30 | 2.30 – 2.45 | 2.45 - 3pm |
|-----------|---|----------------------------------|----------------------------------|---|--------------|---|----------------|---------------|--------------|-------------|--|--|--|-------------|------------------------------------|--|
| Monday | Welcome children into setting/ Register/ Calendar | English Class 5 PE/English | Guided Reading/ Writing | Continuous Provision TA Objective led – Prime Skills T focus group work | Story time | | Phonics | Story Time | Monday | Register | | Maths | Continuous Provision Small Focussed Handwriting group | | Vote for school Reflection Time | Story time Getting ready for home time Home time |
| Tuesday | | English Class 5 PE/English | Guided Reading/ Writing | Continuous Provision TA Objective led – Prime Skills T focus group work | | Phonics | Story Time | Maths | | | Continuous Provision Small Focussed Handwriting group | Vote for school Reflection Time | Story time Getting ready for home time Home time | | | |
| Wednesday | | English Class 6 PE/English | Guided Reading/ Writing | Continuous Provision TA Objective led – Prime Skills T focus group work | | Phonics | Story Time | Maths | | | Continuous Provision Small Focussed Handwriting group | Vote for school Reflection Time | Story time Getting ready for home time Home time | | | |
| Thursday | | English Class 7 PE/English | Guided Reading/ Writing | Continuous Provision TA Objective led – Prime Skills T focus group work | | Phonics | Story Time | Maths | | | Continuous Provision Small Focussed Handwriting group | Vote for school Reflection Time | Getting ready for home time Home time | | | |
| Friday | | Assembly | English Class 8 PE/English | Guided reading/writing | | Continuous Provision TA Objective led – Prime Skills T focus group work | Phonics review | Maths | | | | Vote for school Homework celebration Singing | Weekly awards Dojo review Review seesaw Bookmarks | | Friday Flair 2.15 – 2.45 | Story time Getting ready for home time Home time |

Year 2 Recovery Daily Timetable 2020-21

| | 8:20 – 8:50 | 8.50 – 9.10 | 9.10 – 9:30 | 9.30 – 9.55 | 9.55 – 10.15 | 11:05 – 11:15 | 10.30 – 10.50 | 10.50-11.25 | 11.30 – 11.50 | 11.50 – 12.10 | 12.15 – 1.15 | 1.15 – 1.30 | 1.30-2.10 | 2.10-2.50 | 2.50-3 |
|-----------|--|-------------|-------------|--|--|--|---------------|---|----------------|---------------|---------------------------------------|-------------|--|-----------|---|
| Monday | Welcome children into setting/Register/ Calendar | R time | English | Guided Writing Continuou s provision | Shared Reading | Active Mile Break to be taken at allocated time slot | Maths | Continuous provision Guided Maths Groups | Phonics | Rfp | Lunchtime in the hall Outside Play | Handwriting | Continuous Provision Teacher led group work | | Votes for schools/Story time |
| Tuesday | | R time | English | Guided Writing Continuou s provision | Guided Reading Continuou s provision | | Maths | Continuous provision Guided Maths Groups | Phonics | Rfp | | | RE | PSE | Votes for schools/Story time |
| Wednesday | | R time | English | Guided Writing Continuou s provision | Guided Reading Continuou s provision | | Maths | Continuous provision Guided Maths Groups | Phonics | Rfp | | | Wellbeing Afternoon | | Votes for schools/Story time |
| Thursday | | R time | English | Guided Writing Continuou s provision | Guided Reading Continuou s provision | | Maths | Continuous provision Guided Maths Groups | Phonics | Rfp | | | Science | | Votes for schools/Story time |
| Friday | | Assembly | English | Continuou s provision | Guided Reading Continuou s provision | | Maths | Continuous provision Guided Maths Groups | Phonics review | Rfp | | | Reconnecting Afternoon Votes for schools, Newsletter, Singing | | Friday Flair (In Classes) 2:15-2:45 |

KS2 Timetable

| Open (8:20) | Morning session (8:50 – 12:15) | | | | | Afternoon session (1:15 – 3:20) | | | | | | | |
|-------------|---|-------------------------------------|-------------------------------------|--------------------|-----------------------------|--|------------------------|-------------|-------------------|------------------------|--|-------------------|-------------------|
| | | | | | | 1:15 – 1:30 | 1:30 – 1:45 | 1:45 – 3:05 | 3:05 – 3:20 | | | | |
| M | Morning motivation Register closes at 8:50 | Shared read 30 mins | Guided reading x 1 group 25 mins | English 60 mins | Spell Zoo 20 mins | Active Mile break to be taken at classes allocated time. | Maths 11:15 – 12:15 | L | Handwriting | Rfp/ Storytime | Year 3 – Wellbeing PM- Joe outdoors on bi-weekly rotation | Votes for schools | |
| T | | Guided reading x 1 group 25 mins | English 60 mins | R time 20 mins | Maths 11:15 – 12:15 | | U | Handwriting | Rfp/ Storytime | Year 3 – Science PM | Votes for schools | | |
| W | | Guided reading x 1 group 25 mins | English 60 mins | R time 20 mins | Maths 11:15 – 12:15 | | N | Handwriting | Rfp/ Storytime | Year 3 – Topic/ S&L PM | | | Votes for schools |
| Th | | Guided reading x 1 group 25 mins | English 60 mins | R time 20 mins | Maths 11:15 – 12:15 | | C | Handwriting | Rfp/ Storytime | Year 3 – RE/PSE PM | | | |
| F | | Assembly 8:55 – 9:15 | Guided reading X 1 group 25 mins | English 50 mins | Modelled writing 30 mins | | Maths 11:15 – 12:15 | H | Spelling test | R time 20 mins | Reconnecting PM Singing Newsletter Votes for schools Active Mile Friday Flair in classes | | |



YEAR 3 WEDS AM MUSIC
TEACHING TO CONTINUE AS PER
RISK ASSESSMENT

| Transition points – key stages | | LEVER 5  |
|---|--|--|
| What | | |
| When | | |
| By whom | | |
| EYFS to Year 1 | Year 2 to 3 | |
| <p>What have we done?</p> <ul style="list-style-type: none"> • This is me videos by teachers that show the classrooms and doors • Familiar adults moving with the Year group • SEND transition meetings between old and new teachers • Transition meetings to hand over pastoral knowledge between old and new teacher • Teachers have completed the vulnerability index scale | <p>What have we done?</p> <ul style="list-style-type: none"> • A virtual tour of the junior building for families to become familiar with • This is me videos by teachers that show the classrooms and doors • Familiar adults moving with the Year group • SEND transition meetings between old and new teachers • Transition meetings to hand over pastoral knowledge between old and new teacher • Teachers have completed the vulnerability index scale | |
| <p>What have we put in place for September?</p> <ul style="list-style-type: none"> • Extra adults to support transition • Teachers will update the vulnerability index scale • Baseline assessments to assess where children are • Areas of EYFS curriculum that have been missed identified and will be used to tailor teaching • Children will work on the EYFS curriculum and be assessed on the ELGs at October half term • Teachers to complete catch up activities during continuous provision • TA's to focus on prime skills during morning continuous provision • TA's to complete interventions in the afternoon • Phase 3 phonics will be retaught • Teachers will use Reception big books that have phase 3 sounds/ sight words for shared reading | <p>What have we put in place for September?</p> <ul style="list-style-type: none"> • Extra adults to support transition • Teachers will update the vulnerability index scale • Baseline assessments to assess where children are • Areas of Year 2 curriculum that have been missed identified and will be used to tailor teaching • Intervention afternoons by TA with a focus on phonics and reading | |

4. Transition points – classes

| | | |
|----------------|--|---|
| What | Year groups have completed an evaluation of the curriculum coverage completed. They will pass this document to the new year groups to inform their planning. They will begin all planning using the objectives ragged as AMBER and RED indicating that this is missed learning from the previous year. | LEVER 2,3,4  |
| When | Completed before class handover in summer term This will be reviewed and monitored by EN and DH at each data point. | |
| By whom | All teachers | |

Kestrel Mead Writing Assessment (Year 5)

Evidence can include: Writing from across the curriculum, English books, ~~Spelloo~~, Speaking & Listening activities
On track for ARE = children have gained evidence against all taught strategies/NC curriculum standards at collect

| Code/s | Objectives |
|--------|---|
| A | 5a1 I am beginning to spell some words with 'silent' letters |
| | 5a2 I am beginning to distinguish between homophones and other words which are often confused |
| | 5a3 I can spell words using patterns as listed in Appendix 1 (Year 5/6 spellings) |
| B | 5b1 I continue to use further prefixes and suffixes and understand the guidance for adding them |
| | 5b2 I can sometimes use dictionaries to check spellings and I am beginning to use dictionaries to find the meaning of words |
| C | 5c I can write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far |
| D | 5d I am beginning to choose which shape of a letter to use when given choices and deciding whether or not to join specific letters |
| E | 5e1 I can identify the audience for and purpose of my writing, selecting the appropriate form and using other similar writing as a model for my own writing |
| | 5e2 I am beginning to write narratives, considering how authors have developed characters/settings (based on texts read/listened to seen performed) |
| F | 5f I am beginning to note and develop initial ideas, drawing on reading and research where necessary |
| G | 5g1 I can select appropriate / technical grammar and vocabulary to interest the reader and understand how choices can change or enhance meaning |
| | 5g2 I can start sentences in a variety of ways (fronted adverbials) e.g. EMOTION - or 3rd - or 3BAD - or VERB, PERSON sentences |
| | 5g3 I can use paragraphs to signal a change of time, scene, action, mood or person |
| | 5g4 I can use a range of conjunctions or connecting phrases appropriate to text type, e.g. BOYS sentences |
| | 5g5 I can use a range of figurative language devices (e.g. similes, metaphors, and personification, onomatopoeia, irony) |
| | 5g6 I can describe settings and create atmosphere in narratives e.g. dialogue, powerful verbs, short sentences, punctuation (... !), short sentences |
| | 5g7 I can show characters' thoughts and feelings in narratives e.g. 'show not tell' and dialogue, O.I sentences, 3_EC sentences, EMOTION, sentences |
| | 5g8 I can use dialogue to convey character in narratives |
| | 5g9 I am beginning to summarise longer passages |
| | 5g10 I can use devices to build cohesion within and across paragraphs (adverbials of time, place, number / tense / pronoun use / conjunctions) |
| | 5g11 I am beginning to use further organisational and presentational devices to structure text (e.g. headings, bullet points, colon for a list, underlining) |
| H | 5h1 I continue to assess the effectiveness of my own and others' writing |
| | 5h2 I can consider audience and purpose and propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning |
| | 5h3 I sometimes ensure I have a consistent and correct use of tense throughout a piece of writing |
| | 5h4 I sometimes ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register |



COMPLETED ON MATHS,
READING AND WRITING GRIDS.
ALL PLANNING IN THE FIRST
DATA POINT WILL BE BASED ON
AMBER AND RED COVERAGE OF
OBJECTIVES.

5. Staffing bubbles and allocation of human resources

LEVER 1,5:



| | Nursery | Reception – 95 children | | | | Year 1- 98 children | | | | Year 2 – 104 children | | | |
|--|-----------------------------------|---|---|-----------------------------|-----------------------------|------------------------------|--|--------------------------------|---|------------------------------|-----------------------------|--------------------------|---|
| Class Base | | | | | | | | | | | | | |
| Teacher | Lisa | Emma H | Aakifah | Harsha | Alisha | Tausif | Abi | Jalpa | Saffron | Amy | Bhavna | Sophie | Roshni |
| Support | Dawn/Lorraine | Rekha | Paula Omayya | Joy | Kylie | Stefanie | Suraha | Trupti | Sabiya Respal | Sima | Sarla (when not covering) | Lois | Joe T (AM) |
| PPA/ NQT/L Release | WEDS PM | Tues L/PPA | Monday AM | Tues AM | Weds NQT/PPA | Weds AM | Tues AM | Thurs AM | Fri AM | Tues AM | Mon AM | Thurs AM | Weds AM |
| PPA/leadership | WEDS PM | Dan | Liesl +pay (alternate Am and PM for fairness) | | | Daxa | | | | Sima (Fri Dan cover lunch) | Sarla +pay | | |
| AM - Classroom release from 9-12 | | | | | | | | | | | | | |
| Full day release- Release begins at 9am. Teacher to return to do outside play session for TA to have lunch. Teacher to return for end of day | | | | | | | | | | | | | |
| Breakfast Club | N/A | 7:20 until start of day Key Worker children only (priority given to those already attending as KW chn) 8 children max | | | | | | | | | | | |
| Drop off | 8:20-8:30 Nursery entrance | 8:20-9- see site visual document Class 1 – door, Class 2 – Nursery, Class 3 – door, Class 4 – Y1 door | | | | 8:20-8:30 Classroom doors | | | | 8:30-8:40 Classroom doors | | | |
| Outdoor daily mile/ physical activity- led by teacher | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | 10:00 – 10:15 Netball | 10:00 – 10:15 Playground | 10:20 – 10:35 Netball | 10:20 – 10:35 Playground |
| Outdoors physical play – TA lunch break- led by teacher | 11:30-12:00 Nursery playground | 12:30-1:00 EYFS Outdoor + MDS- Ubha | 12:30-1:00 EYFS outdoor | 12:00-12:30 EYFS outdoor | 12:00-12:30 EYFS outdoor | 12:30-1:00 Y1 playground | 12:30-1:00 Playground by trim trail | 12:00 – 12:30 Y1 playground | 12:00 – 12:30 Playground by trim trail | 12:30 – 1:00 Netball | 12:00 – 12:30 Netball | 1:00 – 1:30 Netball | 1:00 – 1:30 Playground by trim trail |
| Indoors lunch/eating – teacher lunch break – led by TA | 12:00-12:30 | 12:00 – 12:30 + MDS- Ubha | 12:00 – 12:30 | 12:30 – 1:00 | 12:30 – 1:00 | 12:00-12:30 | 12:00-12:30 | 12:30-1:00 | 12:30-1:00 | 12:00 – 12:30 | 12:30 – 1:00 | 12:30 – 1:00 | 12:30 – 1:00 |
| Pick up | 2:50-3:00 | 3:00-3:10 | | | | 2:50-3:00 | | | | 3:00-3:10 | | | |
| After school clubs – 3:00-4:00 | | | | | | | | | | | | | |
| <ul style="list-style-type: none"> • Gymnastics • Football • Dance | | | | | | | | | | | | | |

YEAR 2 PM INTERVENTIONS – STAFFING DESIGNED TO MAXIMISE IMPACT

STAGGERED DAYS PROVIDE BOTH SAFETY AND MAXIMISES LEARNING TIME

A SELECTION OF SAFE, RISK ASSESSED CLUBS WILL CONTINUE – THIS OFFER WILL BROADEN AS RESTRICTIONS EASE.

| | Year 3 | | | | Year 4 | | | | Year 5 | | | | Year 6 | | |
|--|--|----------------------------------|----------------------------------|---|--|------------------------------|--|----------------------------------|--|--|--|--|--|--------------------------|---------------------------|
| Class Base | | | | | | | | | | | | | | | |
| Teacher | Toni | Rachel | Jem | Louise | Lauren | Adam | Jade | Sumaiyyah | Tom | Amanda | Poppy | Glesni | Priya | Jo | Natalie |
| Support and interventions | PM – interventions Emma | | | Ani- SEN | Mon, Thurs, Fri – interventions Trish | | Mon, Tues, Weds, Fri PM – interventions Haylie | | Nathan-SEN | PM – interventions Leah | | | Vanessa | Rema | Claire/Elle-PM |
| PPA/ NQT/L Release | Tues AM | Weds AM | Fri AM | Thursday AM | Tues | Weds | Thurs | Fri AM | Mon AM | Tues AM | Weds AM | Weds | Tues | Tues L/PPA | NR – AM only |
| PPA/leadership | Emma +pay | | | | Trish +pay | | Haylie +pay | | Leah +pay | | | Vanessa +pay | | Rema | Claire/Elle-PM |
| AM - Classroom release from 9-12 Full day release- Release begins at 9am. Teacher to return to do outside play session for TA to have lunch. Teacher to return for end of day | | | | | | | | | | | | | | | |
| Breakfast Club | 7:30 until start of day Key Worker children only (priority given to those already attending as KW chn) 8 children max | | | | 7:30 until start of day Key Worker children only (priority given to those already attending as KW chn) 8 children max | | | | 7:30 until start of day Key Worker children only (priority given to those already attending as KW chn) 8 children max | | | | 7:30 until start of day Key Worker children only (priority given to those already attending as KW chn) 8 children max | | |
| Drop off | 8:40-8:50 Drop off to classroom doors | | | | 8:50-9:00 Drop off to classroom doors | | | | 8:40-8:50 Drop off at bottom of stairs | | | | 8:50-9:00 Drop off at bottom of stairs | | |
| Outdoor daily mile/ physical activity- led by teacher | 10:30-10:45 Outside classroom | 10:30-10:45 Outside classroom | 10:50-11:05 Outside classroom | 10:50-11:05 Outside classroom | 10:30-10:45 Basketball all side | 10:50-11:05 Football side | 11:10-11:25 Outside classroom | 11:10-11:25 Outside classroom | 10:30-10:45 MUGA 1 st half | 10:30-10:45 MUGA 2 nd half | 10:50-11:05 MUGA 1 st half | 10:50-11:05 MUGA 2 nd half | 11:10-11:25 MUGA half | 11:10-11:25 MUGA Half | 11:10-11:25 Playground |
| Outdoors physical play – TA lunch break- led by teacher | 12:30 Outside classroom | 12:30 Outside classroom | 12:00 Outside classroom | 12:00 Outside classroom MDS- Priyanka | 12:00 Basketball all side | 12:30 Football side | 1:00 Outside classroom | 12:30 Outside classroom | 12:00 MUGA 1 st half | 12:30 MUGA 1 st half | 12:00 MUGA 2 nd half | 12:30 MUGA 2 nd half | 1:00 MUGA half | 1:00 MUGA half | 1:00 Playground |
| Indoors lunch/eating – teacher lunch break – led by TA | Emma 12:00 | MDS- Joti 12:00-1:00 | MDS- Priyanka 12:30-1 | Ani 12:30 | Trish 12:30 1:00 | | Haylie 12:30 1:00 | | Nathan 12:30 1:00 | | Vanessa 12:30 12:00 | | MDS - Nasreen 12-1 | Rema 12:30 | MDS - Monika 12-1 |
| Pick up | 3:10-3:20 | | | | 3:20-3:30 | | | | 3:10-3:20 | | | | 3:20-3:30 | | |
| After school clubs – 3:20-4:20 <ul style="list-style-type: none"> Gymnastics Football Dance Kickboxing | | | | | | | | | | | | | | | |

MOST JUNIOR PPA MOVED TO THE MORNINGS TO PROVIDE TEACHERS WITH MORE TIME TO COMPLETE 101 WORK WHERE NEEDED AND ALLOW HLTAS TO COMPLETE INTERVENTIONS IN THE AFTERNOONS

YEAR 6 IN 3 FULL TIME CLASSES TO PROVIDE SUPPORT REQUIRED

NQT AND LEADERSHIP TIME PROTECTED AND SAFE STAFFING ALLOCATED TO ENSURE DEVELOPMENT OF ALL STAFF TO PROVIDE THE HIGHEST QUALITY CURRICULUM

6. Strategic action plan for subject leaders of 'lost learning' in foundation subjects

| | | |
|----------------|--|---|
| What | Analysis of lost learning by subject champions. All subject champions completed a strategic plan during lock down including progression statements. They will rag all lost learning and plot them into future topics where possible to ensure that all lost leaning in foundation subjects is made up. | LEVER 3  |
| When | Sep-November. | |
| By whom | Subject champions | |



GEOGRAPHY

Champions: Taufiq Lorgat & Priya Thakkar

Leader: Jo Hill

TMET curriculum intent

"We will provide all of our children with a **broad, relevant and enriched** curriculum so that they have the **character** to make a **positive** contribution to our society and are **knowledgeable, skilled and ready** for the next phase of their education."

| |
|---|
|  BROAD, RELEVANT & ENRICHED <small>The Geography curriculum is broad, a reflection and enriched by linking topics to the big question in our study curriculum. Using Geography to children's experiences within lessons. Examples of this can be seen in learning journals, in the school Twitter feed and on Seesaw (Year 3).</small> |
|  DEVELOPS CHARACTER <small>The Geography curriculum encourages children to be curious, open minded, and respectful. Examples of this can be seen in learning journals, on the school Twitter feed and on Seesaw (Year 3).</small> |
|  POSITIVE CONTRIBUTION <small>The Geography curriculum allows positive contribution by allowing children to engage in the local area. Examples of this can be seen in local area projects, where children make a positive role in the school. Eco Warriors do a major role in the school during 'Waste Wednesday' and involving activities in the school.</small> |
|  KNOWLEDGEABLE, SKILLED & READY <small>The Geography curriculum allows children to be knowledgeable, skilled and ready by actively engaging in activities. Examples of this can be seen in learning journals, in the school Twitter feed and on Seesaw (Year 3).</small> |

| As a geographer | | |
|-----------------|--|--|
| Prior knowledge | Knowledge in Year 1 | Key Vocabulary |
| | Geographical Knowledge Name and locate the world's seven continents and five oceans. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding sea. Geographical Understanding Identify seasonal and daily weather patterns in the U.K and the location of hot and cold areas of the world in relation to the equator and the North and South Pole. Understanding Places & Connections Understand the human and physical geography of a small area of the U.K. (Hamilton - journey from Infants to Juniors and slightly beyond). | The world, Earth, Continents, North America, South America, Australasia, Antarctica, Europe, Asia, Africa, Oceans, Pacific Ocean, Atlantic Ocean, Arctic Ocean, Southern Ocean, Indian Ocean, Countries, Capital city, United Kingdom, England, London, Scotland, Edinburgh, Wales, Cardiff, Northern Ireland, Belfast, Seasons, Summer, winter, spring, autumn Climate, hot, cold, Equator, North pole, South pole, Atlas, globes, maps, aerial photographs, landmarks, symbols, key |
| | Geographical skills and enquiry in Year 1 Use world maps, atlases and globes to identify the U.K and its countries, as well as countries, continents and oceans studied at this key stage. Use aerial photograph and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols to a key. | |

| As a geographer | | |
|-----------------|--|--|
| Prior knowledge | Knowledge in Year 3 | Key Vocabulary |
| | Geographical Knowledge Name and locate counties, cities and geographical regions of the U.K and recognise their identifying human and physical characteristics. Geographical Understanding Physical Themes: describe and understand key aspects of physical geography including earthquakes and volcanoes. Identify the position and significance of latitude, Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circles. Understanding Places & Connections Understand geographical similarities and differences through the study of human and physical geography of a region of the U.K. Leicestershire compared to a different county. | Counties, East and West Midlands, Leicestershire, Nottinghamshire, Northamptonshire, Warwickshire, Derbyshire, Birmingham, West Mercia, Staffordshire, Shropshire, Herefordshire, Worcestershire, Earthquakes, volcanoes, ring of fire, flint, tinder, kindling, fuel wood, oxygen, caves, stalactites, stalagmites, (see science vocab for rocks), helictites, atlas, globes, maps, aerial photographs, landmarks, symbols, key, digital mapping, computer mapping Equator, Northern and Southern Hemisphere, Tropics, Arctic, Antarctic Rivers, |
| | Geographical skills and enquiry in Year 3 Use world maps, atlases and globes and digital/computer mapping to locate countries and describe features studied. Use a range of methods including sketch map, plans and graphs, and digital technologies. | |

| As a geographer | | |
|-----------------|--|---|
| Prior knowledge | Knowledge in Year 2 | Key Vocabulary |
| | Geographical Knowledge Name and locate the world's seven continents and five oceans. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding sea. Geographical Understanding Identify seasonal and daily weather patterns in the U.K and the location of hot and cold areas of the world in relation to the equator and the North and South Pole. Understanding Places & Connections Understand the human and physical geography of a small area of the U.K. (Hamilton - journey from Infants to Juniors and slightly beyond). | Leicester, Hamilton, city centre, shops, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather, city, town, village, farm, school, house, port and harbour, Compass, directions, North, South, East, West. |
| | Geographical skills and enquiry in Year 2 Use simple compass directions (North, South, East and West) and locational and directional language. Use simple fieldwork and observational skills to study the geographical of their school and its grounds and the key human and physical features of its surrounding environment. | |

| As a geographer | | |
|-----------------|--|--|
| Prior knowledge | Knowledge in Year 4 | Key Vocabulary |
| | Geographical Knowledge Name and locate counties, cities and geographical regions of the U.K and recognise their identifying human and physical characteristics. Geographical Understanding Physical Themes: describe and understand key aspects of physical geography including earthquakes and volcanoes. Identify the position and significance of latitude, Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circles. Understanding Places & Connections Understand geographical similarities and differences through the study of human and physical geography of a region of the U.K. Leicestershire compared to a different county. | European countries and their capital cities. Countries in North and South America Climate zones, polar, temperate, tropical, Condensation, Evaporation, Collection, Precipitation, Desert, Ecosystem, Grasslands, Flood Plains, Freshwater, Marsh, Forests, Caves, Jungle, Meadow, Bank, Basin, Bed, Dam, Delta, Deposition, Dock, Downstream, Estuary, Meander, Mouth, Reservoir, Channels, Upstream, Transportation, Tributary, Valley, Waterfall, Canal. |
| | Geographical skills and enquiry in Year 4 Use symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. Use fieldwork to observe, measure, record and present the human and physical features in the local area. | |

7. Possible scenarios relating to risk of COVID-19

| Scenario | Content | Pedagogy | Assessment |
|--|---|--|---|
| <p>COVID19 disappears completely over the summer and the risk of contracting COVID has been eliminated</p> <p>This is likely to mean that we have a full return to school in September</p> <p>No requirement for social distancing or other preventative measures</p> | <p>Face to face teaching for all children</p> <p>Interventions and additional support by TAs linked to specific classes – to keep in bubbles – teachers to direct TAs with interventions small groups support in class (am)</p> <p>Interventions and additional support by all staff within school (pm)– intervention overview to be organised by SENCO – whole school overview</p> | <p>Back to school back together wider curriculum – September</p> <p>English – reading and writing SoL as normal</p> <p>Maths lessons SoL as normal</p> <p>October – wider themed curriculum starts</p> | <p>Ongoing assessments through skills gap analysis and effective marking identifies potential gaps in learning – this is addressed through quality first teaching</p> <p>Normal marking / feedback expectations in line with school policy</p> <p>Teachers to refer to the previous years core learning if needed for a small number of children</p> |
| <p>The risk of contracting COVID is lower now but not eliminated</p> <p>This is likely to mean classes of 30 in bubbles</p> <p>Social distancing not in place for children but 1 / 2 metres kept to for staff</p> <p>Other preventative measure such as handwashing and enhanced cleaning to stay in place</p> | <p>Face to face teaching for all children</p> <p>Interventions and additional support by TAs linked to specific classes – to keep in bubbles – teachers to direct TAs with interventions small groups support in class for mornings and afternoon provision</p> | <p>Teaching focus on core skills and timetables adapted</p> <p>October – wider themed curriculum starts</p> <p>Continue communication on Class Dojo</p> | <p>Vulnerability index scale used to identify need</p> <p>Ongoing assessments through skills gap analysis and effective marking identifies potential gaps in learning – this is addressed through quality first teaching</p> <p>Adapted marking / feedback expectations to all live marking as no books to leave school site</p> <p>Teachers to use identified gaps in the curriculum to teach and assess on these points before moving to current year curriculum coverage</p> |

ANTICIPATED SEPTEMBER RETURN

| Scenario | Content | Pedagogy | Assessment |
|---|---|--|--|
| <p>The risk of contracting COVID is lower now but not eliminated</p> <p>This may mean smaller classes to support 1m distancing – 15 children in per day</p> <p>Other preventative measure such as handwashing and enhanced cleaning to stay in place</p> | <p>Face to face teaching for all children on a 2-week rotation (2 days week 1. 3 days week 2)</p> <p>Interventions and additional support by TAs linked to specific classes – to keep in bubbles – teachers to direct TAs with interventions small groups support in class for mornings and afternoon provision</p> | <p>Teaching focus on core skills and timetables adapted</p> <p>October – wider themed curriculum starts</p> <p>‘Slimmed down’ home learning overview set whilst children are in school to be completed for when children are at home</p> | <p>Vulnerability index scale used to identify need</p> <p>Ongoing assessments through skills gap analysis and effective marking identifies potential gaps in learning – this is addressed through quality first teaching</p> <p>Normal marking / feedback expectations in line with school policy</p> <p>Teachers to use identified gaps in the curriculum to teach and assess on these points before moving to current year curriculum coverage</p> <p>Class Dojo feedback for home learning that families upload to share with school – twice a week checked by teachers.</p> |
| <p>Risk of contracting COVID is high due to local area numbers (possible local lockdown) or a second national spike</p> <p>All children working at home – remote learning</p> <p>School would be closed to all children apart from Vulnerable and key worker children</p> | <p>All learning delivered remotely including a daily face to face session on TEAMs as established in July 2020</p> <p>DSL/SEN weekly check ins re-established</p> <p>Learning uploaded to Class Dojo and monitored in virtual learning register as per Spring term 2020.</p> | <p>4 Class Dojo challenges per day set as per Spring 2020</p> | <p>Class Dojo facilitates feedback from teachers to families – teachers to check this daily</p> <p>Use of video clips to support children at home – uploaded through Class Dojo</p> |