

CORE LEARNING PRIORITIES 21-22

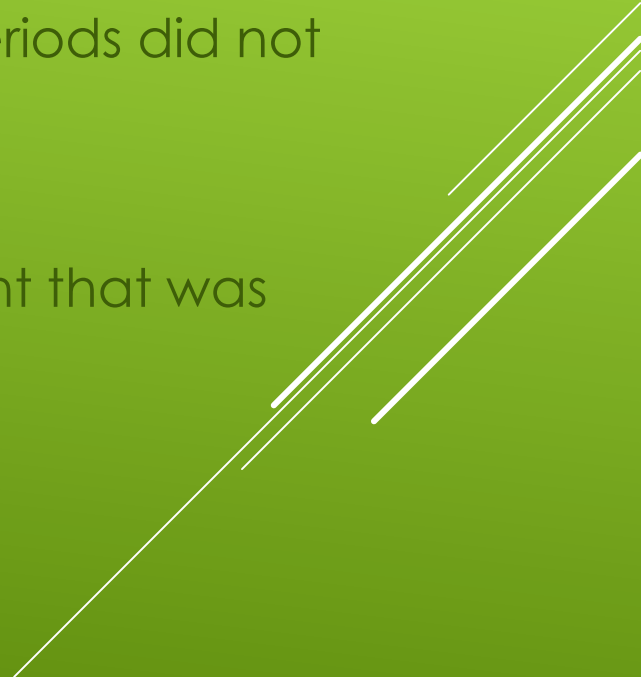
Recovery Plan

- ▶ DfE intentions for schools is that bubbles and most control measures will be removed
- ▶ Those that remain will be:
 1. Ensure good hygiene for everyone.
 2. Maintain appropriate cleaning regimes.
 3. Keep occupied spaces well ventilated.
 4. Follow public health advice on testing, self-isolation and managing confirmed cases of COVID-19.
- ▶ However, many aspects of the control measures that were put in place actually made the school safer and calmer
- ▶ Some of these will be maintained and give the children a chance to get used to more freedom gradually

CONTROL MEASURES FOR NEXT YEAR

CURRICULUM

WHAT WE MUST NOT DO

- ▶ Carry on with this year's curriculum plans as if the two lockdown periods did not happen
 - ▶ Continue as normal ignoring the obvious gaps in pupils learning
 - ▶ The DfE have made this clear in their recovery curriculum document that was published in July 2021
- 

- ▶ **Reading** As educators we are all clear that good reading skills are the key to unlock the curriculum for the vast majority of learners, and communication skills underpin everything. Given that many of our learners have missed key parts of this developmental pathway, focussing upon finding as many opportunities as possible to re-energise learners about the love of reading as well as developing the key skills needed to read well is an admirable ambition.
- ▶ **Curriculum** Having evaluated the position in which our learners have returned to face to face learning, it may be necessary to make some changes to the content within some aspects of the curriculum. Many of you have already done this but more changes may be necessary. But curriculum development is so much more than this. This is an optimal time to reflect on the way lessons are delivered and the extent to which they genuinely engage **all learners**.
- ▶ **Enriching experiences** As human beings of all ages we experience the value of recreational activities and play. Many of our learners have spent considerable periods of time 'locked down' and many have either forgotten or have not yet had the opportunity to develop those skills that will enable them to socialise well. As educators we have an obligation to work with the 'whole' child/young person. Providing appropriate opportunities, as well as teaching the relevant skills must surely be a focus if we are serious about enhancing the well-being, resilience and life-chances of our children.

STOCKPORT LA PRIORITIES RECOVERY CURRICULUM

- ▶ At Broadstone Hall Primary School, we believe that all children have a right to be educated in a school where they feel safe, happy and secure and where everyone shares high expectations for their attendance, behaviour, attainment and achievement.
- ▶ Learning should be enjoyable, have purpose and be relevant in the 21st century. Pupils should have opportunities to develop important social skills and educational knowledge in a positive and stimulating learning environment, in order to reach their individual potential.
- ▶ This is achieved through our school curriculum, which is based on the 2014 National Curriculum Statutory Requirements from the Department of Education, but is tailored to meet the needs of our pupils and the opportunities that our setting presents. Where children are working significantly below age related expectations, a bespoke curriculum is created for them to help them reach their own potential.
- ▶ When they enter the school, we aim to ensure that children are educated according to their interest, needs and current stage of development. They will learn the essential social, emotional, physical and language skills necessary, to function successfully in school.
- ▶ As the children move up the school, learning will develop by focusing on core skills from the National Curriculum (speaking and listening, reading, writing, maths, science) and wider thematic topics that are tailored specifically to meet the needs of our children and encourage a curiosity for learning.
- ▶ Topics (and specific subject content) are taught through organised sequences of lessons, which develop the children's language, vocabulary, knowledge, skills and understanding and in every year group, children are offered age appropriate curriculum challenges.
- ▶ Learning is therefore purposeful, engaging and challenging and provides opportunities for the children to develop our core learning values in all Key Stages.
- ▶ Children will also learn an awareness and respect for the rights, beliefs and values of others in their school, their local area and in the global community.
- ▶ When our children leave school at the end of Y6, they will take with them the skills set that our core learning values help to develop and the social values that our school motto promotes, in order for them be successful in secondary education and beyond.

OUR CURRICULUM STATEMENT (BHPS WEBSITE)

- ▶ Taking the planned, sequenced curriculum as a starting point, you should prioritise teaching missed content that will allow pupils to make sense of later work in the curriculum.
- ▶ This includes key knowledge, skills, vocabulary, concepts, and the links between concepts.
- ▶ These are outlined in the national curriculum.
- ▶ You may need to modify your curriculum substantially
- ▶ curriculum adjustments should be informed by:
 - ▶ an understanding of the critical content for progression in each subject
 - ▶ what pupils do and do not know.
- ▶ Questioning and discussion will reveal pupils' gaps, misconceptions and insecure knowledge, so that effective support can be put in place.

DFE CURRICULUM FOR EDUCATIONAL RECOVERY

- ▶ We need to ensure that the recovery curriculum subject content matches the NC document so that statutory requirements are taught effectively and concisely in order to enable pupils to retain and understand key knowledge and skills
- ▶ Sticky knowledge: yesterday, last week, last month
- ▶ Short sequence of lessons with critical statutory content from the NC covered
- ▶ What do the children need to know as a minimum requirement
- ▶ Avoid content overload for pupils
- ▶ Avoid unnecessary embellishments
- ▶ Use curricular links to support critical content

WHAT WILL THAT LOOK LIKE IN FOUNDATION SUBJECTS?

- ▶ The purposes of assessment should be clear:
- ▶ formative: identifying what pupils do and do not know, or can and cannot do, to inform feedback to them and any adjustments to teaching
- ▶ summative: measuring pupils' (and/or school) performance at the end of a course or programme of study
- ▶ A low-stakes test or quiz, focused on the salient aspects of a specific topic, will very quickly tell you who has learnt it, and how well.
- ▶ In other subjects, knowledge gaps in one topic may not be as critical for progression in another topic. In these subjects, remedying what has been missed is likely to be most effective by adjusting the curriculum later.

ASSESSMENT

- ▶ Making sure pupils catch up with their reading is the priority, since it is vital for their access to the rest of the curriculum.
- ▶ Teachers should:
 - ▶ identify gaps in children's phonic knowledge and revise lessons that address these gaps
 - ▶ identify children who might need immediate extra support and provide additional daily phonics practice for them with a well-trained adult.
- ▶ Ensure that:
 - ▶ the direct teaching of phonics continues to take place every day for all children from the start of the reception year, including teaching correct letter formation
 - ▶ teaching time is used to maximise the number of words children read and spell, and that children practise knowledge from previous lessons until they can use it automatically
 - ▶ children practise reading books that are decodable for them at that stage of their learning, every day, both at home and in school.
 - ▶ By listening to and talking about stories, children also meet vocabulary that they might not be able to read for themselves. Daily story times should therefore be a priority.

RECEPTION AND KEY STAGE 1

- ▶ At key stage 2, leaders should prioritise:
- ▶ assessment of pupils' decoding skill to identify those who are at risk of failing to learn to read
- ▶ systematic synthetic phonics teaching for all pupils who still need it, with plenty of practice
- ▶ sufficient time for reading and writing, including phonics for spelling.
- ▶ Frequent reading should be a priority. It should happen not simply in English lessons but also in other subjects, such as history, so that pupils learn from what they read. They should also have time to read for pleasure.
- ▶ Shorter writing tasks rather than extended pieces allow pupils to focus on sentence structure and spelling.

- ▶ Teachers need to make sure that children are fluent and confident in the facts and methods that they most frequently need in order to be successful with further study.
- ▶ In the context of missed education, it remains crucial to take the time to practise, rather than moving through curriculum content too quickly.
- ▶ The sequence of teaching mathematical content is also very important: gaps need to be filled before new content is taught.
- ▶ At key stages 1 and 2:
- ▶ The Department for Education (DfE) has published 'Ready-to-progress criteria: year 1 to year 6' that shows how the curriculum can be sequenced and prioritised effectively.
- ▶ The guidance identifies the core concepts and procedures that pupils need in order to progress in their study of mathematics and shows how they can build their proficiency from year 1 to year 6

MATHEMATICS

- ▶ The first step in adjusting the science curriculum is to identify the content in biology, chemistry and physics that is most important for enabling pupils to build up their knowledge of key scientific concepts.
- ▶ At key stage 1:
 - ▶ an example of content which will support future study is knowledge about herbivores because it allows pupils to learn about food chains in key stage 2.
- ▶ At key stage 2:
 - ▶ concepts that are beneficial to future study include, forces, electricity, magnetism, materials and substance, reactions, nutrition, evolution and inheritance, ecosystems, properties and changes of materials.

SCIENCE

- ▶ Re-establish Core Values and School Ethos
- ▶ Introduce key well being themes through circle time/new PHSE curriculum so that children are ready to learn
- ▶ Formative assessments: identifying what pupils do and do not know, or can and cannot do, to inform feedback to them and any adjustments to teaching
- ▶ Apply the concepts of an adjusted recovery curriculum to daily planning for lessons equitably, across each cohort

IN SEPTEMBER