



Curriculum Recovery Strategy

Agenda

- ▶ Curriculum Recovery Strategy
- ▶ Assessment/ Depth of Learning
- ▶ Teaching and Learning
- ▶ SEND/ Wellbeing
- ▶ 'Catch Up' Funding

Curriculum Recovery

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graph TD; A[Curriculum Recovery] --- B[Catch Up Funding]; A --- C[Re-establishing School Curriculum]; A --- D[Academic 'Catch Up']; A --- E[Mental and Physical Wellbeing]
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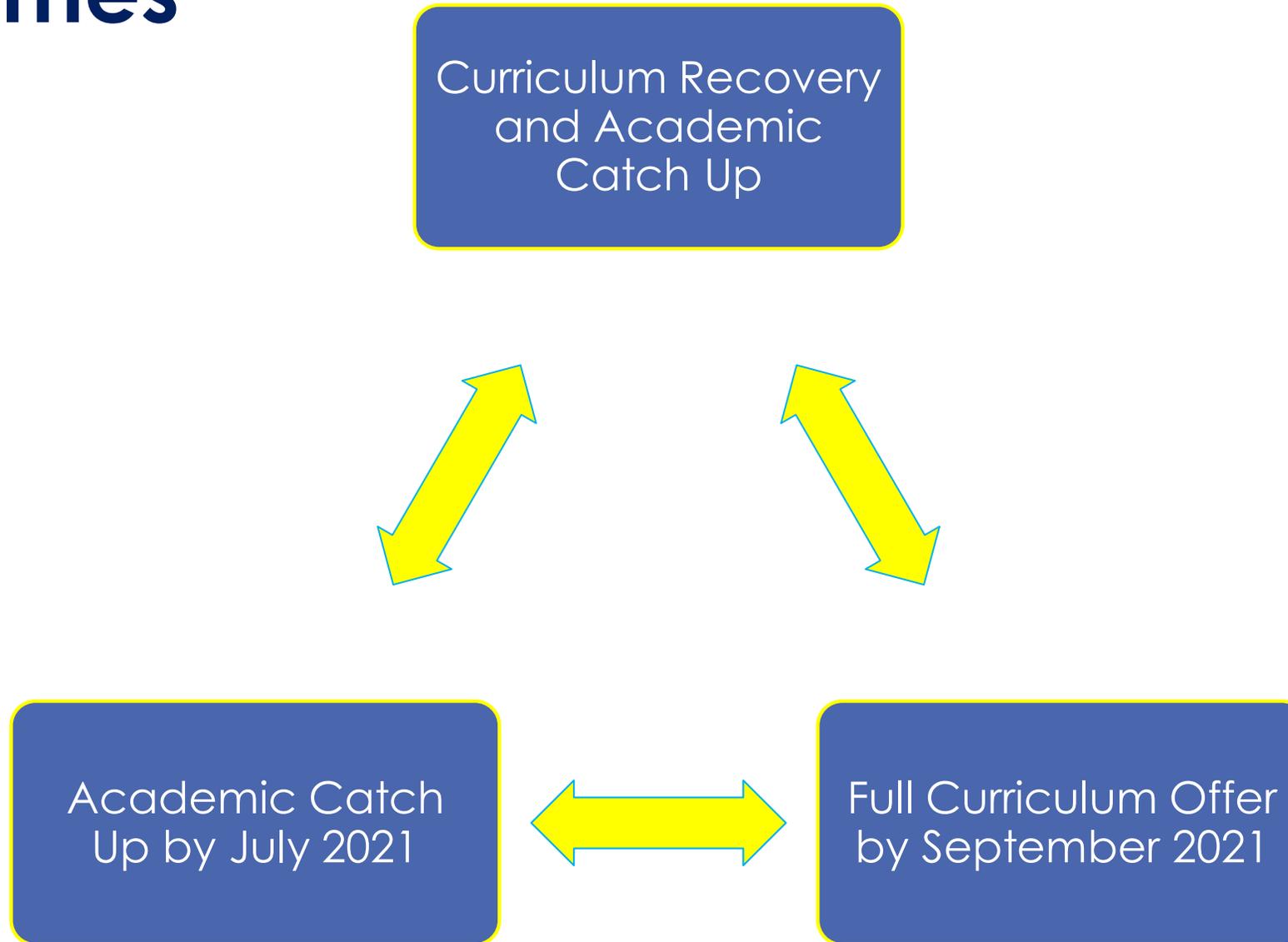
Re-establishing School Curriculum

Academic 'Catch Up'

Mental and Physical Wellbeing

Catch Up Funding

Outcomes



Re-establishing School Curriculum

Prioritise Core Subjects (Reading, Writing, Maths and Science) – alongside Mental Health and Physical Wellbeing

Full School Curriculum Offer by September 2021

- Updates to Curriculum Policies (Feedback, English and Science)
- Curriculum Planning – Autumn 1 PSHE Unit
- Timetabling to reflect key priorities
- Brilliant Books to provide a Literacy/ Cross Curricular focus per half term
- NCETM Maths Mastery
- Greater emphasis on outdoor Learning – support wider curriculum areas
- Incremental increase in curriculum offer towards September 2021

Academic 'Catch Up'

All pupils will have 'caught up' to achievement levels projected pre-lockdown by July 2021

- ▶ Increased staffing capacity and capability
- ▶ Baseline assessments – Autumn 1 (identify gaps in learning and variations/ trends)
- ▶ Updates to Assessment (Depth of Learning System)
- ▶ Ongoing, accurate and high quality feedback
- ▶ Ongoing formative assessment to inform teaching and learning
- ▶ Online/ Remote/ Home Learning (supporting parents and carers)
- ▶ Investment in Outdoor Learning and IT equipment

Mental and Physical Wellbeing

Priority to identify, plan for and support pupils' mental and physical wellbeing

Promoting Positive Mental Health

- ▶ School Organisation 2020/21
- ▶ Transition arrangements (return to school and future changes)
- ▶ SEND updates (Action Planning/ Support Plans/ Staff CPD)
- ▶ Time for academic 'catch up' (adjustment of DoL)
- ▶ Measured and proportionate response to government guidance re-COVID
- ▶ Emotional Literacy alongside PSHE/ SEAL/ PSED learning activities and support (targeted support and intervention programmes)
- ▶ Supporting parents/ carers at home
- ▶ Outdoor Learning

Updates to Depth of Learning (DoL) assessment system

- ▶ Changes to current DoL system to provide opportunity for curriculum recovery due to missed schooling during lockdown.
- ▶ Curriculum recovery needs to be effective and focused to each child's particular area of need.
- ▶ Academic catch up needs to be swift – children should be 'caught up' and any gaps in learning addressed by the end of this academic year.
- ▶ Progress needs to be recognised and measured fairly during this time of recovering our curriculum and getting our children to reach their full potential.
- ▶ We, as teachers, need to make sure that we are not only measuring progress but are using DoL as a tool to IMPROVE progress.

			Milestone 1						Milestone 2						Milestone 3						
EYFS Exit	DoL Group		Year 1			Year 2			Year 3			Year 4			Year 5			Year 6			National Assessment
			T1	T2	T3	T4	T5	T6	T1	T2	T3	T4	T5	T6	T1	T2	T3	T4	T5	T6	
Emerging	WTS	Current Attainment	Below Basic	Below Basic	Below Basic	Basic	Basic	Basic	Basic	Basic	Basic	Basic	Adv	Adv	Basic	Basic	Basic	Adv	Adv	Adv	WTS
		Current DoL Index	0.25	0.5	0.75	1	1.5	2	1	2	2	2	3	3	1	2	2	3	3	3	
		Lower Range	0	0.25	0.5	0.5	1.5	1.5	2.5	3.5	3.5	3.5	4.5	4.5	5.5	6.5	6.5	7.5	7.5	7.5	
		Cumulative DoL Index	0.25	0.5	0.75	1	1.5	2	3	4	4	4	5	5	6	7	7	8	8	8	
Expected	EXS	Current Attainment	Basic	Basic	Basic	Adv	Adv	Adv	Basic	Basic	Basic	Adv	Adv	Adv	Basic	Basic	Basic	Adv	Adv	Adv	EXS
		Current DoL Index	1	2	2	3	4	4	1	2	2	3	4	4	1	2	2	3	3	4	
		Lower Range	0.5	1.5	1.5	2.5	3.5	3.5	4.5	5.3	5.5	6.5	7.5	7.5	8.5	9.5	9.5	10.5	11.5	11.5	
		Cumulative DoL Index	1	2	2	3	4	4	5	6	6	7	8	8	9	10	10	11	11	12	
Exceeding	GDS	Current Attainment	Basic	Basic	Adv	Adv	Deep	Deep	Basic	Basic	Adv	Adv	Deep	Deep	Basic	Basic	Adv	Adv	Deep	Deep	GDS
		Current DoL Index	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	
		Lower Range	0.5	1.5	2.5	3.5	4	4	4.5	5.5	5.5	6.5	7.5	7.5	8.5	9.5	9.5	10.5	11.5	11.5	
		Cumulative DoL Index	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	

Original system – most progress was anticipated in the first term of each year. Within each milestone, with the exception of year 1, children were expected to make 1 point progress in the Autumn term then progress slowed through the Spring and Summer Term.

Changed system – expected progress in the Autumn term has been reduced to an average of 0.6 then rises slightly over the Spring and Summer terms. (Obviously, there are variations to this for children working towards and at greater depth.) This allows for the required catch up to take place and for progress to be spread out more equally across each term. Please note that end of year attainment remains unchanged – we have only changed the progress measures within each year.

			Milestone 1						Milestone 2						Milestone 3						
EYFS Exit	DoL Group		Year 1			Year 2			Year 3			Year 4			Year 5			Year 6			National Assessment
			T1	T2	T3	T4	T5	T6	T1	T2	T3	T4	T5	T6	T1	T2	T3	T4	T5	T6	
Emerging	WTS	Current Attainment	Below Basic	Below Basic	Below Basic	Basic	Basic	Basic	Basic	Basic	Basic	Basic	Adv	Adv	Basic	Basic	Basic	Adv	Adv	Adv	WTS
		Current DoL Index	0.25	0.5	0.75	1	1.5	2	0.25	0.5	0.75	1	1.5	2	0.25	0.5	0.75	1	1.5	2	
		Lower Range	0	0.25	0.35	0.6	1	1.5	1.75	2	2.25	2.5	2.75	3	3.25	3.5	3.75	4	4.25	4.5	
		Cumulative DoL Index	0.25	0.5	0.75	1	1.5	2	2.25	2.5	2.75	3	3.5	4	4.25	4.5	4.75	5	5.5	6	
Expected	EXS	Current Attainment	Basic	Basic	Basic	Adv	Adv	Adv	Basic	Basic	Basic	Adv	Adv	Adv	Basic	Basic	Basic	Adv	Adv	Adv	EXS
		Current DoL Index	0.5	1	2	2.5	3	4	0.5	1	2	2.5	3	4	0.5	1	2	2.5	3	4	
		Lower Range	0.3	0.8	1.5	2.1	2.7	3.5	4.1	4.8	5.5	6.1	6.8	7.5	8.1	8.8	9.5	10.1	10.8	11.5	
		Cumulative DoL Index	0.5	1	2	2.5	3	4	4.5	5	6	6.5	7	8	8.5	9	10	10.5	11	12	
Exceeding	GDS	Current Attainment	Basic	Basic	Adv	Adv	Deep	Deep	Basic	Basic	Adv	Adv	Deep	Deep	Basic	Basic	Adv	Adv	Deep	Deep	GDS
		Current DoL Index	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	
		Lower Range	0.7	1.5	2.5	3	4	5	5.7	6.5	7.5	8.2	9	10	10.7	11.5	12.5	13.2	14	15	
		Cumulative DoL Index	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	

Baseline Data

- ▶ Baseline assessments carried out across school during the first two weeks back show that the period of lockdown and school closure has impacted on progress and attainment.
- ▶ Children now have gaps in attainment and the analysis of data has highlighted that Mathematics has been impacted the most.
- ▶ Despite the quality and quantity of home learning that was provided during lockdown, many factors have played a part in the lack of engagement in some cases.
- ▶ Many parents/carers expressed a lack of confidence in teaching mathematics to their children as it is taught completely differently to how they were taught at school.
- ▶ Attainment and progress in reading has proved to be less impacted however, there are still gaps in attainment to address.
- ▶ Percentage overall engagement 28% every day 90% weekly 10% less than weekly (Not including children that were in school bubbles)
- ▶ Engagement in home learning was greater in Reading activities than Maths and Writing
- ▶ Factors that reduced levels of engagement – stress, working from home etc. family bereavement

Teaching and Learning

- ▶ Ensuring use of Depth of Learning to plan, teach, assess – does missed learning need to be recapped or embedded or can new learning be included?
- ▶ Use of regular assessment. This doesn't need to be lots of written tests! Formative assessment rather than summative and using professional judgement to assess ongoing learning.
- ▶ Effective immediate feedback at the point of learning
- ▶ Updates to Feedback Policy – reflect a greater emphasis on providing accurate assessment and high-quality feedback:
 - ▶ 'In the moment' feedback
 - ▶ Self/ Peer assessment
 - ▶ Whole Class feedback
 - ▶ Verbal feedback
- ▶ Updates to English and Mathematics Policies to reflect key changes

Catch Up Funding

Support Strategies

▶ **Teaching and whole school strategies:**

Supporting great teaching

Pupil assessment and feedback

Transition support

▶ **Targeted approaches:**

One to one and small group tuition

Intervention programmes

▶ **Wider strategies:**

Supporting parent and carers

Access to technology

Any other business

- ▶ Parent and Staff survey – September 2020
- ▶ Next Meeting (suggest January 2021 – after Autumn term assessment data has been completed and Miss Williams has met with Mr Craft – Assessment Governor)