



Curriculum Adaptations March 2021

Since January 2021, school has been closed to all children except children of Key workers and vulnerable children. All other children received remote learning as set out in our 'Remote Learning Policy', as well as the dfe guidance:

<https://www.gov.uk/guidance/remote-education-during-coronavirus-covid-19>

In total the school distributed over 40 devices to children who were struggling to get access online, and details of the individual provision can be found in our Remote Learning policy and review. A very high percentage of our children (over 95%) accessed and engaged with online learning through this period. Regular contact has also been made with children and many have had 1:1 sessions delivered remotely. But despite this, we feel that children will need some adaptations to the curriculum upon their return. We have identified the following as barriers to future attainment:

- Poor reading fluency skills
- Poor language and communication skills
- Poor mathematical fluency and understanding of key concepts
- Negative impact on mental health, including resilience, confidence, social awareness, speaking and listening skills and capacity for concentration.

In English and Maths, the co-ordinators have devised a list of key concepts and knowledge that each year group **must** cover before Summer 2021.

When the children return to school, our adapted curriculum will focus on three main aspects:

- The social and emotional well-being of the children, in particular those in vulnerable households.
- Ensuring key skills in the core areas of the curriculum are embedded in learning, especially reading and maths fluency.
- That a broad and balanced curriculum is in place for all children.

Schools have received additional funding for 'Catch-up' and this funding will be used in accordance with the Catch-up plan that was written in September 2020. To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a [coronavirus \(COVID-19\) support guide for schools](#) with evidence-based approaches to catch up for all students. We have used this document to help us direct our additional funding in the most effective way.

At Woodfield, it is our firm belief that the vital ingredient to ensure all children make rapid progress on return to school is quality teaching. This will therefore be the focus of all CPD in Spring and Summer terms.

Maths:

Upon the children's return after the National Lockdown, it is very important that we consider the areas of the subject that are important for the children to have a secure knowledge and understanding within as they move into the next year group in September 2021. These identified areas are those that are deemed as foundations to continue building upon in the next year group. When these strands are revisited in the academic year 2021-22, all teachers will approach the areas and objectives as they normally would using AfL within sessions to identify whether any previous teaching needs revisiting.

The key areas for maths are as follows:

- Number, place value, approximation and rounding
- Four operations
- Fractions, decimals and percentages.

When those children working at ARE or above are secure in the above strands, lessons will be planned and delivered covering the remainder of the maths curriculum for the year group that each class is currently in.

English:

Lessons from last school closure – The learning gap was far less for those children who were already secure in the basics in English and they were able to 'catch up' towards age-related expectations quicker.¹

Focus on 'what has to be learned' instead of getting through the curriculum (Hattie) so a **renewed focus on securing the following basic skills** first:

1. Reading fluency and oral comprehension
2. Vocabulary – word meaning
3. Coherence – oral rehearsal to develop sentence structure, correct use of tense and vocabulary in context

How you do this will be driven by your knowledge of the children in your class. What follows are merely suggestions/examples:

Daily phonics for children who are not yet fluent readers may need to be supplemented by additional 1:1 or group reading (focusing on reading fluency and word meaning)

More time may be given for children to rehearse their ideas for writing orally as well as you demonstrating how to do this as part of the writing process.

Feedback for writing for many children may focus predominantly on coherence before effectiveness.

Continue to share a wide range of books by **reading out loud to children** to engage them in reading and develop their vocabulary.

"When you cannot read very well and you have gaps in your vocabulary, reading for pleasure is, well, not very pleasurable." (*Closing the Vocabulary Gap* by Alex Quigley)

¹ The youngest children and those with lower prior attainment, including a disproportionate number of disadvantaged pupils, were worse off.

Area of focus	Strategy	Impact
<p>Emotional well-being</p>	<p>A Mental Health lead has been appointed by the school to oversee and co-ordinate all the work that needs to be done across the school. Karen Titley will work closely with Jennie Graham in ensuring individual children are identified and the correct provision delivered and evaluated.</p> <p>All staff have undertaken bereavement training.</p> <p>Routines and relationships are a clear priority in the first days of wider opening of the school. Teachers to recognise the importance of clear boundaries, consistent behaviour policy, high expectations and a positive and caring environment.</p> <p>Speaking and listening.</p> <p>Mental well-being resources – link on staff shared area –</p> <p>COVID-19 stories – link on Staff Shared area</p> <p>Back to school pack KS1 – 2</p> <p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/back-school-support-packs-ks1-5</p> <p><u>Specific year groups:</u></p> <p>Shared with year 6 – PSHE new resource for home/ school learning (the resource is aimed at home learning)</p> <p>Shared with year 4 – KAPOW lesson on mental health</p> <p>https://www.kapowprimary.com/subjects/rse-pshe/lower-key-stage-2/year-4/health-and-wellbeing/lesson-7-mental-health/?utm_source=activecampaign&utm_medium=email&utm_campaign=awarenessdayemails</p>	<p>Children re-enter school ready to learn.</p> <p>Any identified children are provided with appropriate support within the classroom, school, or through external agencies.</p> <p>Children have the opportunity to discuss Covid experiences, and share lockdown concerns.</p>
<p>Reading</p>	<p>To identify the children who have fallen furthest behind in reading fluency and provide targeted 1:1 and small group interventions to help them to catch up quickly</p> <p>Small group teaching in English for identified children in Year 6 that will help to ensure that specific, individualised targets and gaps can be effectively addressed.</p> <p>1:1 teaching will help to ensure that specific, individualised targets and gaps can be effectively addressed.</p> <p>Provide 1.1 English support by qualified teacher over the course of 1 afternoon for identified children in Years 1 and 2 who have fallen significantly behind during the partial closure of schools.</p>	<p>Accelerated progress is made from September baseline assessments in reading.</p> <p>That children’s outcomes in summative assessments demonstrate at least age appropriate comprehension skills.</p> <p>That all children, identified through formative and summative assessment processes, make at least good progress from their Autumn entry assessment.</p> <p>That identified children have a reading age which is at least the same as their chronological age.</p>

	<p>Provide 1:1 English support by qualified teacher over the course of 1 afternoon for identified children in Years 1 and 2 who have fallen significantly behind during the partial closure of schools.</p> <p>Identified children in Year 2 who were not on track to pass their phonics test are given 3 X 15 minute additional phonics weekly.</p> <p>Story time every day for each class, and dedicated time for reading as a group and individually with their class teacher.</p> <p>Devoted timetable for reading as a group and individually in class.</p> <p>Staff training on the teaching of vocabulary and oracy development.</p> <p>Identified resources purchased and implemented to help close gaps: LBO, Wellcom, language nut etc.</p>	<p>That gaps identified in English will be rapidly closed.</p> <p>That the identified children are working at least at ARE in English by June 2021</p> <p>Children's reading speed and fluency will improve so that all children are able to decode age appropriate texts at an appropriate speed for their age.</p> <p>That children's outcomes in phonics assessments demonstrate at least age appropriate decoding skills.</p> <p>Identified children demonstrate progress in language and communication skills by end of Reception</p>
Maths	<p>To identify the children who have fallen furthest behind in mathematical knowledge, fluency and reasoning and provide targeted 1:1 and small group interventions to help them to catch up quickly.</p> <p>Small group teaching in Maths for identified children in Year 6 that will help to ensure that specific, individualised targets and gaps can be effectively addressed.</p> <p>1:1 teaching will help to ensure that specific, individualised targets and gaps can be effectively addressed.</p> <p>Provide 1:1 Maths support by qualified teacher over the course of 1 afternoon for identified children in Years 1 and 2 who have fallen significantly behind during the partial closure of schools.</p> <p>All children in all classes to have two dedicated 20 minute maths knowledge, skills and fluency session for 20 minutes per week, in addition to their timetabled maths lesson.</p> <p>To identify the children who have fallen furthest behind in mathematical knowledge, fluency and reasoning and provide targeted 1:1 and small group interventions to help them to catch up quickly.</p> <p>Devoted time for maths fluency and rapid recall skills.</p>	<p>Identified children make rapid progress in mathematics, closing the gaps that have occurred during the partial closure of schools.</p> <p>That identified children are working at ARE in maths (or have made at least good progress from their September 2020 entry point assessment)</p> <p>That gaps in mathematical ability between identified children and their peers are rapidly closed.</p> <p>Accelerated progress is made from September baseline assessments in mathematics.</p> <p>That formative assessment demonstrates that children have acquired the appropriate skills and knowledge needed to access age appropriate learning in mathematics.</p>
Foundation curriculum	<p>All year groups to consider the following questions:</p> <ul style="list-style-type: none"> • What content and key knowledge has been missed? • What has not been covered in sufficient depth? • How will this be addressed in the summer term? 	<p>The teaching for summer term will be adapted to ensure key knowledge and concepts have been taught before end of Summer 2021.</p> <p>Every child enters Autumn 2021 with the skills and knowledge appropriate to ensure further progression in learning.</p>

	<ul style="list-style-type: none">• What changes to teaching will have to be made in order to ensure key content is revisited?• What knowledge is essential for future learning?	
--	---	--