



Deepdale Community Primary School

UKS2: Autumn Term 2020/21

Covid Curriculum/Catch up Plan

Below is a list of school initiatives we will deliver through first quality teaching and intervention, in order to ensure we tailor the curriculum, so there is an absolute focus on non-negotiables and high value skills in Reading, Writing and Maths, so that children get more than usual opportunities to recap on basic skills and therefore plug any gaps:

Key considerations:

- What we should spend less time on and what we should skip?
- We are not narrowing the curriculum but minimising gaps
- We will maintain a broad and balanced curriculum, but deliver the core skills of English and Maths through the different subjects.
- Baseline assessments in September: who are the children who are underachieving due to the 'engagement gap'
- Withdrawing children is not always the key: a combination of great first quality teaching and some bespoke small group and 1:1 intervention that is 'little and often'

1. Adaptations to the Wider Curriculum:

- RWM at the heart: Team planning sessions have taken place and there are now clear links on planning documents to RWM. This is already being reflected in children's books.
- Frequent spaced retrieval: lessons take into account prior learning expectations and as a team understand the need to begin with prior learning before moving on. Retrieval is encouraged through; 'sticky lesson starters'; regular quizzes; a more effective use of knowledge organisers etc.

2. Reading at Every Opportunity:

- All subjects to have reading at the heart (as above). For example, the RE curriculum is now very 'text led with lots of opportunities for independent reading.
- Reading intervention - Cracking Reading Comprehension programme. Children in all classes now identified who require this 1:1 intense intervention programme. Began 14th September and is being delivered by 3 TAs from UKS2 in the afternoons. Review impact in 4 weeks.
- Reading intervention – DHT afternoon small group intervention ready to begin. Children identified at recent PPM
- See 'Reading Recovery' for additional measures (subject lead)

3. Writing:

- This is the subject that appears to have been hit the most during lockdown. Even when our children were 'writing,' it was mostly online. There has been a drop in writing standards in general. We need to ensure children have regular, daily opportunities to write.
- Our expectations must remain high a cross all subjects – children need reminders about the year group standards for this time of year.
- We have planned lots of opportunities for short burst writes (and some extended) across subjects.

- Bespoke writing sessions with half the class once a week. We are making the most of the opportunity when half the class have music in the hall with ST. This time to be spent providing 1:1 writing conferences with children. Intention: teacher's intense verbal feedback impacting on the standards of writing.
- See 'Writing Recovery' for additional measures (subject lead)

4. Maths:

- A small number of children in each class have been identified as 'falling behind' due to lockdown (who were meeting the expected standard in February). However, the great majority have retained learning and are performing well in lessons at the expected standard.
- Maths Intervention - Year 6 Maths Intervention with DHT ready to begin; in Year 5, focused guided group work planned by class teachers.
- Timestables: Speed and efficiency in timestables is not where we want it to be so additional daily practise and competition between classes is planned and being implemented. Each class now has a baseline of who has what gaps and this is being addressed. All children have taken the TTrockstars version of the multiplication check and a baseline has been gathered. They will be retested at the end of this term.
- See 'Maths Recovery' for additional measures (subject lead)