



**Deepdale Community Primary School**  
**UKS2: Spring/Summer Term 2020/21**  
**Recovery 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 following the Spring Term National Lockdown 2021:**

- HIGH EXPECTATIONS expected of all teachers and additional adults working with children
- We will continue to maintain a broad and balanced curriculum, but deliver the core skills of English and Maths through the different subjects
- Ensuring we have a well-planned curriculum that focuses on the 'essential knowledge' that is required
- Planning for opportunities to enable children to revisit 'lockdown learning.' This will allow opportunities to assess whether learning has actually taken place
- A shared understanding that feedback, retrieval practice and assessment are more important than ever
- Early identification on return of those children that require additional support
- A combination of great first quality teaching and some bespoke small group and 1:1 intervention that is 'little and often'

**When we return on March 8<sup>th</sup>:**

Across the curriculum:

- During the remaining 3 weeks of the spring term teachers will ensure that children are identified who have gaps in learning from both the autumn and spring term.
- Teachers will plan 'revisit' lessons and small group/1:1 intervention based on gap analysis.
- Catch up funding: TAs have been given additional hours to deliver afternoon interventions to secure non-negotiables in Reading, Writing and Maths
- Catch up funding: if required an additional full time HLTA to be hired to deliver intervention in the Summer term
- With this in mind, all lessons will not only be 'new content' but in addition, 'lockdown learning' will be revisited through the use of low stake quizzes; show what you know tasks; missed practical sessions in Science etc.

**Adaptations to the Wider Curriculum:**

- RWM at the heart: During the autumn term, engagement with Reading and Writing in particular was improved as a result of children being 'invested in the topic content.' This will continue in the spring and summer term and medium term planning will reflect this.
- Spring 1 Geography revisit lessons will be planned for to ensure 'sticky learning'
- Frequent spaced retrieval: lessons will continue to take into account prior learning expectations and as a team we understand the need to begin with prior learning before moving on. Retrieval is encouraged

through; 'sticky lesson starters'; regular low stake quizzes; a more effective use of knowledge organisers etc.

- We will follow the Covid Catch Up plan created by the Science team. As the Science curriculum is a spiral based curriculum, this will ensure that as we meet new topics in Science in the summer term we will first either integrate any missed learning from previous year groups or recap on the learning that took place.

### **Reading at Every Opportunity:**

- See KS2 Reading Covid Catch Up Plan
- All subjects to continue to have reading at the heart (as above). For example, the RE curriculum will continue to be very 'text led' with lots of opportunities for independent reading.
- Reading intervention - Cracking Reading Comprehension programme. Will continue for identified children. This will now include Year 5.

### **Writing:**

- See KS2 Writing Covid Catch Up Plan
- This is the subject that still appears to have been hit the most during lockdown and during any Covid absence periods since, even with the initiatives that took place in autumn. There remains a drop in writing standards in general, including pace and stamina.
- Children in each class will be identified who require additional support during the remainder of the spring term and small group intervention will take place.
- Teacher's expectations in writing must remain high across all subjects – children need reminders about the year group standards for this time of year. Non-negotiables to be constantly referred to.
- We have planned lots of opportunities for short burst writes (and some extended) across subjects.
- Finding ways to free up time for teachers to hold 1:1 writing conferences with children. Intention: teacher's intense verbal feedback impacting on the standards of writing. It is not always about quantity but quality. (For example, when half the class are having a virtual music lesson in the hall)

### **Maths:**

- See Maths Covid Catch Up Plan