

Curriculum Policy for September Intent, Implementation, Impact



Intent

At Delph Side Community Primary School, we aim to provide our children with a broad and balanced curriculum, preparing them for their next stage of life. Our children are used to a curriculum that incorporates all subjects with high quality lessons to inspire and motivate the children:-

To ensure all children **enjoy** their learning and attending school.

To provide opportunities for children to **embrace** learning through real life, hands on experiences.

To prepare children to **evolve** into the next stage of their schooling.

In light of the school closure for COVID19 we have updated our curriculum policy following the Guidance on School Opening (2nd July 2020 - updated 1st October 2020) where the DFE asks school to meet the following expectations if considering revisions to their school curriculum for academic year 2020 to 2021:

- **Teach an ambitious and broad curriculum in all subjects from the start of the autumn term**, but make use of existing flexibilities to create time to cover the most important missed content: In particular, schools may consider how all subjects can contribute to the filling of gaps in core knowledge, for example through an emphasis on reading
- **Aim to return to the school's normal curriculum in all subjects by summer term 2021**: Substantial modification to the curriculum may be needed at the start of the year, so teaching time should be prioritised to address significant gaps in pupils' knowledge with the aim of returning to the school's normal curriculum content by no later than summer term 2021.
- **Plan on the basis of the educational needs of pupils**: Curriculum planning should be informed by an assessment of pupils' starting points and addressing the gaps in their knowledge and skills, in particular making effective use of regular formative assessment (for example, quizzes, observing pupils in class, talking to pupils to assess understanding, scrutiny of pupils' work) while avoiding the introduction of unnecessary tracking systems.
- **Develop remote education so that it is integrated into school curriculum planning**: Remote education may need to be an essential component in the delivery of the school curriculum for some pupils, alongside classroom teaching, or in the case of a local lockdown. All schools are therefore expected to plan to ensure any pupils educated at home for some of the time are given the support they need to master the curriculum and so make good progress.

Implementation

We are aware that children may be experiencing a variety of emotions in response to the coronavirus (COVID-19) outbreak, such as anxiety, stress or low mood. As a result our first 2 weeks of learning were based on the idea of a Recovery Curriculum to **'help children**

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to recover from their loss of routine, structure, friendship, sleep, opportunity and freedom'

In order to support children to re-adjust to school, teachers planned activities for the first 2 weeks of school to provide space for recovery with a focus more on fundamental wellbeing and securing positive development of the children. Our aim was to help children settle back into school and become re-accustomed to school life routines and structure with a focus on relationship and social interaction with peers and staff and rediscovering working together which will benefit wellbeing.

Our second week back in school was planned as a theme week as we know that these are extremely popular with the children and coincide with positive attendance. Our quest is a journey with our Delph Siders through a process of re-engagement, which leads them back to their rightful status as fully engaged, authentic learners. The analogy of us all being like swans whilst we are frantically paddling under water is a useful guide to help children re adjust to school life.


SWAN

S – Safe –What are the rules to keep us safe?
What do we do about socially distancing? We need **PREDICTABILITY** and **CONSISTENCY** creating a new normal

W – Welcoming – How do we create an environment that is warm and welcoming? Need a sense of **BELONGING** and **TOGETHERNESS**. We need to build an environment as to how we can all socially connect and build on the skills that we may have lost in lockdown.

A – All together – Break down personal and professional boundaries. Come in as a genuine team around the child. **Do things WITH and FOR the child.**

N – Nurture – **WE DON'T need to make up for lost time.**
Need to build up broken children, families and staff. We are all of **HIGH ALERT**. This takes time. Create an environment where we can **THRIVE** – Importance of **PLAY**.



We recognise that the impact of school closure will have affected children in different ways. Some children may need a may need a focussed recovery programme, personalised to their needs;

We will continue to teach an ambitious and broad curriculum with a particular focus on core knowledge in Reading, Writing and Maths. The guidance for school opening states that we should **prioritise identifying gaps and re-establish good progress in the essentials** (phonics and reading, increasing vocabulary, writing and mathematics), identifying opportunities across the curriculum so they read widely, and developing

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their knowledge and vocabulary. The curriculum should remain broad, so that the majority of pupils are taught a full range of subjects over the year, including sciences, humanities, the arts, physical education/sport and relationships/health education.

EYFS

- EYFS will continue to teach as they usually would, following guidance from Lancashire on how best to set out continuous provision and what areas and resources to provide for the children.
- For children in Nursery and Preschool, teachers should focus on the prime areas of learning, including: communication and language, personal, social and emotional development (PSED) and physical development.
- For pupils in Reception, teachers should also assess and address gaps in language, early reading and mathematics, particularly ensuring children's acquisition of phonic knowledge and extending their vocabulary. Settings should follow updates to the [EYFS disapplication guidance](#).
- For nursery settings and Reception, consider how all groups of children can be given equal opportunities for outdoor learning.

Key Stage 1 and 2

- Year 3 - 6 will have a daily English lesson
- Year 1 and 2 will have a particular focus on phonics with 2 daily speed sounds lessons taught by the class teacher. Children in Year 1 will then be split into groups to work with a teaching assistant for the Get Writing part of the lesson.
- Year 1 children will have the full RWI Reading and Writing lessons.
- All year groups will have a daily handwriting lesson
- Reading will need to be a particular focus to fill the gap in core knowledge. Year 3 – 6 Whole class reading sessions will take place daily and a minimum of 3 Guided Reading session sa week
- Children will be benchmarked for their reading and allocated with the correctly banded books on Bug Club. All home reading will take place online on Bug Club.
- Those children who would benefit from daily reading will be identified and read daily with an adult. Silent reading time to be built into the timetable to allow this to happen.
- Year 3 – 6 will have a Read Write Inc Spelling lessons daily, where time permits, there will be two sessions taught. Assessments to take place at the start of the year to identify particular gaps. TAs will need to lead small groups who are not at the whole class level at the appropriate levels
 - Year 6 to start on Year 5 book – may need to plug some Y4 gaps
 - Year 5 to start on Year 4 –may need to plug some Y3 gaps
 - Year 4 to continue with Year 3
 - Year 3 to start on Year 2 Workbook B – will need to plug some gaps from Workbook A
- Maths will be a particular focus to create time to cover the most important missed content. Year 2 – 6 children will have five Maths lessons a week, with



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a focus on their new Year group workbooks, and an additional two lessons a week in afternoon on their Workbook B from the previous year.

We want to continue to make our curriculum broad and ambitious with pupils being taught a wide range of subjects.

- All classes will continue to follow their year group curriculum maps and teach Science, History, Geography and Art.
- Year 1 - 5 will have two PE lessons a week with one lesson taught by West Lancs and the other taught by the class teacher with the support of the West Lancs PE specialist . PE in Year 3 will be taught by Mrs Burton. Swimming will resume for Year 5 in October with West Lancs.
- Pupils will be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups, and contact sports avoided. Outdoor sports will be prioritised.
- Wellbeing remains iparamount after a long absence with weekly Jigsaw and Heart Smart lessons.
- Relationships and Health Education (RHE) is compulsory from September 2020 and is taught through our Jigsaw scheme of work.
- Computing will be timetabled in afternoon slots for classes each half term so that all classes will have had some Computing lessons in the Autumn term. This will allow iPads to be sanitised and cleaned after use.

We have made the decision to suspend some subjects for the Autumn term so that teaching time can be prioritised to address significant gaps in pupils' knowledge. This will be shared with parents at the start of the year that it is in the best interests of the pupils.

The following subjects will not be taught:-

- Music
- RE
- French
- DT
- Computing – classes will have Computing for one half term each term

In the event of a local lockdown being required, either to the whole school or a class bubble, remote education will delivered through virtual 'home' learning for pupils, as closely matched to learning that would take place in school,

- As a school we will provide a daily zoom Maths lesson, English lesson (including phonics) and theme lesson. These Zoom sessions will be recorded and shared to Seesaw so that, if the children are not able to access the lessons at the time, due to illness or technical difficulties, they can access them later.
- By offering 'live lessons' the teacher will be there to provide instant feedback and support the children. One afternoon per week will be the teacher's PPA time and no thematic lesson will be taught that day.
- Teachers will take a daily register of the children attending the Zoom sessions and will make direct contact with any that are not, to establish the reason



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for this. Should there be 'significant' technical problems, class teachers will be expected to arrange for paper copies of work to be sent to the child's home.

- If the class teacher is not well enough to deliver it, a member of the Senior Leadership Team will deliver a sequence of lessons that follow on from the learning in school.
- Children who do not have access to technology at home would have the opportunity to loan an iPad for the period of lockdown.
- A new remote learning policy is in place which will ensure that children have virtual lessons daily, and unless they are ill, all children will be expected to attend in line with our attendance policy.

Impact

We hope to quickly be able to help children settle back into school and become re-accustomed to school life routines, structure and to rediscover their love of learning.

By making use of existing flexibilities to create time to cover the most important missed content and filling gaps of core knowledge, we aim to support all children in making progress from their starting points and work towards reaching at least the expected levels in their current year group.

This modification of the curriculum at the start of the year, with a particular focus on Reading, Writing and Maths should allow us to return to the school's normal curriculum in all subjects by summer term 2021.

Teachers will plan for their classes on the basis of the educational needs of the pupils and will use regular formative assessment (for example, quizzes, observing pupils in class, talking to pupils to assess understanding, scrutiny of pupils' work) while avoiding the introduction of unnecessary tracking systems. Intervention can then be put into place.

In the event of a local lockdown, or a bubble needing to isolate, the intent of our virtual learning plan is that learning will stay on track and we will avoid any unnecessary missed teaching opportunities.