

# Curriculum Policy Spring/Summer 2021

## 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 closures for COVID19 we have updated our curriculum policy following the Guidance on School Opening (5<sup>th</sup> March 2021) where the key principles that underpin curriculum planning are

- **Education is not optional.** All pupils receive a high-quality education that promotes their development and equips them with the knowledge and cultural capital they need to succeed in life.
- **The curriculum remains broad and ambitious.** All pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment.

The curriculum expectations are to:

- **Teach an ambitious and broad curriculum in all subjects.** Where appropriate, teaching time should be prioritised to address the most significant gaps in pupils' knowledge. You should ensure that curriculum planning is informed both by an assessment of pupils' starting points and gaps in their knowledge, and an understanding of what is the most critical content for progression. To achieve this, you may need to make substantial modifications to your curriculum and should make effective use of regular formative assessment while avoiding the introduction of unnecessary tracking systems. You can use existing flexibilities to create time to cover the most important content in which pupils are not yet secure.
- **You may consider it appropriate to suspend some subjects for some pupils in exceptional circumstances.** Up to and including Key Stage 3, prioritisation within subjects of the most important components for progression is likely to be more effective than removing subjects, which may deprive pupils of the knowledge and cultural capital they need to succeed in life. If you choose to suspend some subjects for some pupils (where the subject is not one that is statutorily mandated) you should be able to show that this is in the best interests of these pupils and this should be subject to discussion with parents.

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### Implementation

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 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, religious education and relationships and health education.

We will ensure that all pupils – particularly disadvantaged, SEND and vulnerable pupils – are given the support needed to make good progress.

### 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 2 - 6 will have daily English lesson and will teach using The Write Stuff technique. Classes will have an additional English lesson in the afternoon.
- Year 1 will have a particular focus on phonics with lessons taught by the class teacher, who will teach all groups for both phonics and the Get Writing part of the lesson.
- Year 1 children will have the full RWI Reading and Writing lessons.
- Children in the Foundation Stage and Key Stage 1 will have daily handwriting lessons and x3 a week in KS2. On the return to school, on 8<sup>th</sup> March, all children will complete a 'cold' handwriting task, which will be repeated again before Easter.
- Reading continues to be a particular focus to fill the gap in core knowledge.



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Guided Reading will be timetabled in all classes and Whole Class Reading x2 a week in KS2. This will also be introduced in Year 2.

- 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.
- Year 2 – 6 will have 2 Read Write Inc Spelling lessons daily. TAs will need to lead small groups who are not at the whole class level at the appropriate levels
- Maths will continue to be a particular focus. Year 2 – 6 children will have 5 Maths lessons a week and an additional lesson in the afternoon to work on arithmetic skills or complete workbooks 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 2 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 (Team Teach). Reception and Year 6 will have one PE lesson. PE in Year 3 will be taught by Mrs Burton.
- 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 of the children will be particularly important as they return to school 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 in Summer 2 under the theme 'Changing Me'

We have made the decision to suspend some subjects so that teaching time can be prioritised to address significant gaps in pupils' knowledge.

The following subjects won't be prioritised for summer term.

- Music
- RE
- French
- DT
- Computing

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

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In the event of a local lockdown being required, either to the whole school or a class bubble, remote education will be 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 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 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 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.

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 of a bubble being required, the impact of our virtual learning plan is that learning will stay on track and we will avoid any unnecessary missed teaching opportunities.