

Park Road Community Primary School



Blended Learning Curriculum 2020-2021 Continuation of Learning Model

- Purpose and Principles
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1. Purpose and Principles

At Park Road we currently have a curriculum that we believe has real meaning to its learners. It is innovative, creative, rich and experiential. Our curriculum focuses on purpose and instilling in our children the desire to learn and question. Although this year may present challenges outside of our control, we will endeavour to ensure that all learners, whether in school or at home, will have equitable experiences that allow our principles and values to still be met. We will do this through ensuring that our curriculum has:

Coherence and Flexibility:

The curriculum has been carefully mapped to ensure that as much as possible clear links are made both between subjects being taught during the same period of time, and also for those subjects that are being taught at a deeper level in later years. When putting our curriculum together, we developed it to allow for flexibility and for cluster subjects, or discrete subjects to be moved if necessary for learning and outcomes. This year we have made changes where we feel particular subjects either need to be taught earlier in the year, due to previous school closure, or where we believe key subjects will support return to school well. This has been overseen, or completed by the Teaching and Learning Lead. As we teach a skills based curriculum, to allow maximum knowledge acquisition, home learning, on occasion delivered through external DfE recommended sites, has been mapped into the curriculum, ready for those pupils who may need to begin/continue home learning during the academic year. Although some subjects are not exactly the same as the school taught subject, through the use of skills based learning, this allows us to be flexible to ensure that learning continues to the highest possible standard. For example, there may be times a period of history is studied in school, but a different period may be covered via Oak Academy. Where deemed appropriate, we may utilise this.

Subject Catch Up, with priority to core-subjects:

Although we continued to provide learning during school closure, we are aware that some pupils may not have had equal experiences for a number of reasons. We have mapped in the key skills not taught in school by a teacher to this year's long term plans, regardless of if these were delivered remotely. In addition, we have made the decision to prioritise the catch up of English, maths and science skills. We believe we have done this in a way that will still mean the curriculum is broad and balanced, but has allowed for further cross-curricular work to embed and consolidate key skills in other subject areas.

Knowledge Organisation, to promote cross-curricular learning:

All subjects have been aligned with key skills to support knowledge acquisition. By doing this we have promoted the use of cross-curricular learning. This is not a change, but an enhancement to our current curriculum. Where possible, English and foundation subjects will link, or maths will be linked into subjects that require mathematical knowledge, such as science or DT.

Engagement and Motivation:

Before school closure, our children were highly motivated and engaged with our curriculum and learning. We also saw high engagement from families during school closure, via remote learning. Although the year ahead may require some home learning opportunities, we believe that through our offer this engagement and motivation will continue. For those children at home, teachers and school based staff will ensure links are continued through motivational messages, videos or private check-ins with the family. Details of how we will carry out both offers are detailed further within this document. As part of our continued offer, both at home and in school, we will continue to use Seesaw, therefore ensuring both children and families, are confident and secure with the platform that learning is shared via.

Quality, to promote purpose of learning:

We plan to continue to monitor and evaluate our curriculum throughout the year. We will ensure our curriculum is rigorous, well-sequenced, promotes spaced learning and retrieval and continues to be

highly ambitious with a wide scope of knowledge development. Through this we will ensure quality of learning and that children know the purpose of their learning.

2. School Based Structure

Updated Long Term Plans:

Long term plans have been updated to reflect that this year, there is a need for catch up. Therefore, essential skills, whilst still ensuring the National Curriculum is met, has been prioritised. In addition some units have been moved in place during the year to support this approach.

Use of quality recommended materials to support planning:

School will use the following resources to support planning and delivery:

Maths – Power Maths, White Rose Maths and Classroom Secrets.

English – The Literacy Company, Classroom Secrets, Phonics Play, Twinkl Spellings and The Literacy Shed

Science – Lancashire Planning

Priority to core subjects to ensure all children are supported to close gaps

Subjects, where possible, have been aligned to ensure cross-curricular approaches are possible. We believe this will create deep-learning experiences and also allow for core-skills to be embedded and consolidated throughout the day or learning period. In addition, we have removed any skills that were not essential skills, for this year, therefore allowing more time to be prioritised for core subjects.

Intervention

Intervention will be supported in a number of ways.

EYFS/KS1: All 3 classes will have a full time TA for the autumn term, at least. This will mean that same day intervention and catch up programmes will be delivered. Catch up programmes and needs will be managed and overseen by the Key Stage Leader.

KS2: All classes will have a TA for the morning session. In addition a HLTA will be deployed to support in class intervention and allow the teacher to complete dedicated intensive support for those children highlighted. Based on assessments, children will be highlighted for teacher support. This will be monitored by the SLT. Some children will receive intervention outside of the classroom. This will be through tailored interventions such as First Class number, Success at Arithmetic, 1:1 reads or phonics for those children in Y3 who did not pass the phonics screen in Y1, and were potentially below the standard in Y2.

3. Home Based Structure

(See Appendix below regarding the Graduated Response to be shared with parents.)

[Seesaw & Video learning inputs.](#)

If children are learning at home, Seesaw will be our main learning platform. Teachers will provide assigned activities or links to support learning. When working at Phase 3 of the Graduated Response, a timetable will be shared with parents, which supports and complements in-school learning, therefore ensuring equitable experiences for all. Children in Y5/6 may be set work via Google Classroom. When working within Phase 1 or 2, Teachers may, where appropriate, video their teaching inputs and upload to Seesaw, therefore supporting learning at home. Within all Phases and for those children learning at home, they will receive the same standard of feedback for their work. This may be through written response, annotated work, or oral feedback. Teachers will ensure that this is completed daily. On occasion, the TA may mark or feedback regarding the work submitted, if the teacher deems appropriate, however the expectation is that teachers will still review this work and feedback.

[Use of recommended materials:](#)

To support learning at home, we may at times need to provide materials that are not produced by our teaching staff, but we feel meet the learning needs appropriately. This may be because we feel the subject is 'new learning' and without on-going teacher support in the lesson, it may be difficult for the child to succeed. If this is needed, teachers will make note of this, and ensure on the child's return to school catch up support is provided.

[Oak Academy, Classroom Secrets, White Rose Maths](#)

Where appropriate we may use materials from recommended sites. Some of these materials may also be used in school with the children in class. The teacher will ensure that the materials are appropriate and set links to these for activities via Seesaw. Work completed from these sites will still be submitted for marking and feedback will be provided. These materials have been mapped into the long term plans by the Teaching and Learning Lead.

Graduated response for children who are not in school due to Coronavirus (COVID-19) Pandemic

Phase 1

If your child is off school for a few days and is well enough to complete work you can:

- Complete some research activities or creative activities relating to the current topic your child is studying. The topic overview will have been shared on Seesaw during the first week of every half term. The class teacher may suggest some activities that would work well at the current point of learning.
- Access Seesaw with your child's username and password and enter the Activities Section. These will be consolidation activities linked to your child's current learning, or basic/core skills for the year group.
- Dependent on year group, access TT Rockstars (Y2-6), Bug Club (Y3-6), or Purple Mash (all year groups).
- Read the home reading book provided or a book of their choice and record in the school reading record or planner.
- Complete spelling activities, linked to either the week's spellings or common exception words.
- Access activities on Oak Academy (DfE Recommended learning site) <https://classroom.thenational.academy/subjects-by-key-stage> or White Rose Maths <https://whiterosemaths.com/homelearning/>
(The class teacher will advise which sessions will be of most benefit).

Phase 2

If your child needs to stay at home for a longer duration as per government guidelines and is well enough to complete work you can:

- Access all of the activities above.
- The class teacher will direct you to specific activities relating to your child's current classroom learning activities utilising our online learning resources. These will be available either via a journal message or activities, within Seesaw.

Phase 3

If a 'whole class bubble' needs to stay at home for a longer duration as per government guidelines and your child is well enough to complete work you can:

- Access all of the activities above.
- Follow the weekly timetable that will be provided by class teachers and outline specific tasks/lessons to complete. Tasks and activities will be set via Seesaw, or links to outside resources will be provided on the journal.

Phase 4

If the whole school needs to stay at home for a longer duration as per government guidelines and your child is well enough to complete work you can follow Phase 3.