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| COVID Curriculum Statement | INTENT | IMPLEMENTATION | IMPACT |
| Overall | * offer a range of opportunities for pupils to engage with staff and school both through Google meets, google classroom lessons and face-to-face in school sessions. * broaden each pupil’s life experiences through personal development and enrichment opportunities (virtual and face-to-face) * build up resilience to complete tasks and cope with change. | * Activity maps in place to allow for personal development * mixed age/ability classes in school supported within lessons by staff to complete google classroom work * broad and balanced curriculum in place within shortened school day * Welfare/door step visits to support pupils and parents * Transport arranged as required with relevant agencies * Annual reviews run virtually * Staff in teams (to support possibility of re-infection). * Clear timetabling to engage with as many pupils as is safe and effective. A rolling programme of days for different individuals. * Curriculum web created tying in knowledge and skills | * ‘more than just an education’ * follow a COVID curriculum that reflects the individual needs of our pupils * all pupils can achieve * pupils can re-engage with each other in a controlled and supportive environment. * Vulnerable and key worker pupils in school |
| Google classroom Activity passport/maps / Therapeutic intervention | * Allow pupils in school and at home to access ongoing learning suitable to their needs * Pupils can take ownership of their learning (with ongoing support) * Train teachers to use new platform * Inform parents/pupils on access and use – allowing them to build up skills and confidence * Maintain links with therapists and pupils | * Set timetable to be followed, with flexibility in school to ‘adapt’ as required to meet pupil need and circumstances * 12 laptops and 1 tablet donated to pupils through a charity to allow them to access online learning. * each individual lesson has a specific classroom with assignments uploaded and marked * Weekly Art/play therapy (2 days each) SALT session (1 day) * Weekly activity maps to promote personal development * Mathletics / Literacy Planet leader boards created and maintained. * Positive feedback to parents via calls/postcards/certificates * Weekly ‘google meet’ with tutor classes * Tutor/teacher calls and staff training | * Pupils develop a ‘structure’ again * Pupils ‘in touch’ with peers and staff * Be able to monitor and measure pupil progress * Build up their ‘cultural capital’ * Greater awareness of topical issues * Keep pupils learning and engaging * Variety of tasks in place developed to meet the specific needs of our pupils * Positive sharing of resources. |
| Welfare calls/Doorstep visits / safeguarding | * See every pupil every week * Remain informed and keep children safe * FSM vouchers to eligible families (supported by grant application for household supply home packs) | * Routes mapped out for visits * Packs put together for pupils unable to access work digitally * Daily de-brief on pupils at home and in school – ongoing reflective practice * Household packs put together and delivered to relevant households. | * Maintain positive relationships with parents * All stakeholders kept up to date |
| Yr 11 / post 16 | * support pupils (and parents) with their post 16 placements * Work 1-1 with pupils to try and gain the best possible outcomes | * Ongoing careers support and guidance around transition and their destinations * CAGs calculated and uploaded * Any additional support on a day to day basis | * Support contact between college and pupils/parent to secure and maintain placements |