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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
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| 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.
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| 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
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| 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
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