



COVID Recovery Curriculum (CORC) - Wandle Valley Academy – Autumn 1 2020

Term 1 - Autumn		Assessment and baselining	So what???
INTENT	<ul style="list-style-type: none"> All pupils to return to school A shorter, structured curriculum to re-establish routine. Support pupils' mental health through continued welfare calls by tutors Focus on Pupil wellbeing to support curriculum 'catch-up' Overcome anxieties and 'close gaps' Build up cross-curricular skills/knowledge development. Pupils to stay in class base and staff move to them. <p>Progression – pupils move to subject classrooms supported by attached LSA</p>	<ul style="list-style-type: none"> Use data from Mathletics, Literacy planet, google classroom engagement, pupil passport, in school engagement to RAG rate pupils. Ready to Learn teacher assessment data and Ready to Learn Pupil Survey results. Use this data to support baselining using Spring 1 set of G4S data Extend Boxall profiling across the Whole school. Staff training initially (summer term 2020). Pupils assessed (Autumn 1) 	<ul style="list-style-type: none"> Clear baselines to assess accurate progress against Address learning, social, emotional and wellbeing needs.
IMPLEMENTATION	<ul style="list-style-type: none"> Staggered school start/ break/ lunch/end of the day (see whole school day timings) Breakfast sessions. Use of different entrances to support safer distancing. Pupils to remain in their classes with LSAs – staff to move to them where possible. Progress to pupils moving safely to subject classes, supported by LSA. Differing time in class to support pupils 'getting through' the day. Use the 'now and next' approach to guide each class when they come back – chunking learning in class ELSA/SALT/Personalised timetables in place to support targeted pupils. Individual programmes to support non-attenders. Ongoing focus on the Pupil Passport activities within Tutor periods/unstructured time Eg. Bark rubbing at break! Weekly SMSC cross-curricular theme and specific SMSC shared resources Hot lunches available for all, over three sessions allowing for safe practice as required. All pupils remain on school site during the day. Gradual re-introduction of whole department assemblies. 	<ul style="list-style-type: none"> Staggering start times, break times and lunch times to help alleviate possible issue of 'hot spots, and unstructured time. All lessons to include pupil wellbeing elements to support initial engagement in class. Teach outside where appropriate and effective Provide opportunities for working with a range of staff Data drop for baseline in Week 5 Boxall assessment completed by tutor teams PD based WOW words and activities Estimated entries initialised for Years 9-11 for summer series 2021. Pupils RAG rated on Ready to Learn criteria in class. Sleuth used for +ve and –ve behaviours exhibited. 	<ul style="list-style-type: none"> support covid confinement monitor pupils are eating re-establish routine again. Need to recognise regression.
IMPACT	<ul style="list-style-type: none"> Pupils welcomed back into school Re-engagement with the full curriculum gradually Focus on individual year group / pupil needs/being ready to learn. 	<ul style="list-style-type: none"> Time to re-assess pupils SEMH and academic needs to best support them through the next phase of schooling. Recognise any pupils who have regressed, target setting and intervention put in place. 	<ul style="list-style-type: none"> Increased attendance Ensure outcomes Meet individual needs.