

Calverton Primary School – Recovering Education – Learning from Lockdown *Curriculum ‘equalisation’ strategy*



Spring Term 20 Lockdown 1 March 2020 Curriculum decisions	<p>Children immediately accessing google classroom and utilised as a way to maintain communication. Children already had pre knowledge of google classroom but it was limited – A focus of this time was on basic operational points for google classroom and functionality. Children were sent links to take part in activities using pre made resources online.</p> <p>A focus on PSHE and teacher contact was in place at the initial stages of lockdown - This then moved to a focus on reading and maths. Contact was mainly through telephone conversations at this point. Maths was an easier access point for families to work remotely with – the school put a focus on TT rockstars and basic maths calculations maintaining some levels of engagement in learning.</p> <p>Reading – use of BUG CLUB to support accessibility to a range of reading texts.</p> <p>A focus on phonics in the earlier years, utilising the links provided by RWI to support families.</p> <p>A minimum expectation set to all staff at the start of lockdown 1 - English, maths, wellbeing and a topic learning activity.</p> <p>Learning grids were made up and posted to all children as we were aware a high number of children did not have access to electronic devices which could be used for the google classroom.</p>		
Learning from lockdown	Parent feedback	Pupil feedback	Staff feedback/ Leadership observation
	<p>Video lessons and being able to see and talk to teachers would help</p> <p>Parents needed support to use google classroom</p> <p>Parents requested laptops to use google classroom</p> <p>Paper pack requested to support families at home</p> <p>Timetables for learning to be provided</p>	<p>Support requested from teachers with their learning</p> <p>More lessons provided online</p>	<p>A need to ensure that all learners are learning – tracking to be employed</p> <p>More devices to go out to families to support online learning</p> <p>More personalised learning to be in place to support pitch and support for learners at each level of learning</p> <p>A more flexible programme for CPD to support working conditions at home</p>
Provision for groups of learners	Learners - DA	Meeting needs of all learners	Learners with CLDD
	<p>Contact was maintained and support in place for pastoral needs</p> <p>A focus on the wellbeing of children was in place providing paper packs for learning for those who were unable to access devices</p>	<p>Children were provided with learning that was hoped to engage the learners</p> <p>A focus on the wellbeing of learners was in place – PSHE focused lessons provided</p>	<p>Support was in place and constant contact was maintained to support learners</p>
Actions for next lockdown	<p>Staff training was dedicated to teaching remotely using the google classroom. A high priority was also given to focusing on wellbeing.</p> <p>Time to be given for planning and support</p> <p>To secure more devices so as many children as possible could access the google classroom</p> <p>Video teaching to be in place to improve learning experiences</p>		
Summer Term 20 Staggered return to curriculum Curriculum decisions	<p>Half term - detailed recovery curriculum planned for every year group using the 5 levers as a planning tool to support learning using the work of Barry Carpenter</p> <p>Focus on core skills and priority areas were identified by leaders to build foundations for future learning</p> <p>A safe learning environment was created in school and transition activities were provided for children to have a sense of readiness as they moved to their new teachers</p> <p>All subject leaders were asked to support class teachers with the priority areas of their curriculum to support children to engage in all subjects</p>		
Autumn Term 2020 – bubble closures Curriculum decisions	<p>Main curriculum was returned to in school</p> <p>Bubble closures – teachers were asked not to continue with learning in classroom as engagement levels were too low. Enrichment was instead taught repeating areas of need and deepening understanding in core areas.</p> <p>All subject leaders created action plans that took into account key areas that would need extra focus following the lockdown</p>		

Learning from bubble lockdowns	Parent feedback	Pupil feedback	Staff feedback/ Leadership observation
	More support needed to help children learning whilst at home Laptops and devices are needed as many are shared or using mobile phones which is not supporting learning opportunities Families need wifi to support the learning and many video links being used	Children want to be able to take part in more wellbeing learning Children want to have their work celebrated More opportunities to chat to their friends online	Marking work and providing follow up sessions supports children to develop Children need devices to enable support to be in place A greater focus needed on wellbeing Tracking to be in place for learners who are given a device from school
Provision for groups of learners	DA	Meeting needs of all learners	Learners with CLDD
	Limited resources would result in our vulnerable families missing key areas of learning	Leaders from all areas of learning were more involved	Children were provided with more relevant learning activities – a box was made to support this group of learners with stimulating learning activities
Actions for next lockdown	<p>Have more regular wellbeing learning Support families and provide devices to enable children to be part of online learning Provide learners with Wi-Fi, using the government grants to support learning Ensure that there is regular weekly planning time during a lockdown to support teachers to train (utilising interactive guides), to be ready with engagement trackers, key information and create lesson resources and evolve to suit the home learning environment more SEND provision – learners with complex learning needs - opportunity to collect new activities improving engagement (first stage of learning) Utilise and work with support staff in all areas focused on learning and impact Aligned timetables on the platform and clear messaging – messages created by leaders providing systems that supported families Aligned ways of uploading and submitting work therefore supporting families to be able to use google classroom more efficiently</p>		
Spring 21 Lockdown 2 January 21 Curriculum decisions	<p>Start of lockdown 2 - As our % of participation increased and teachers were proficiently delivering remote learning video lessons, we moved back to the current school curriculum. Suggested timetables for learning were shared with parents English teaching used a range of teacher-made video lessons and Oak Academy units of work to support addressing gaps in learning Maths utilised a range of teacher-made videos and Maths No Problem units of work so that the videos could be used for direct teaching Tracking for engagement in place to ensure that learners were online and completing work. Non-core subjects and science utilised the resources from Oak Academy to ensure there were live lessons and activities created by the class teachers following remote learning expectations A clear marking policy was introduced so that teachers were more aware of learning achievements and could invite learners back if they felt they needed more support Monitoring of the remote learning curriculum was introduced to ensure that support was in place for teaching where needed Zoom meeting etiquette was created to ensure consistency across the school Digital detox sessions known as 'Wellbeing Wednesday' were planned in weekly</p>		
Learning from lockdown	Parent feedback	Pupil feedback	Staff feedback/ Leadership observation
	Recorded sessions – video teaching sessions provides the most support for parents Ensure that the instructions continue to be clear Reduce screen time Support their own understanding of how to teach the methods of learning Curriculum overviews to be visible on the website Children to work in workbooks	Wellbeing Wednesday was greatly enjoyed – a favourite day of the week Events such as 'World Book Week' were well received by children	-Children returned with low writing skills. Writing equipment to be provided -Celebration of work on return motivated learners to do more -Engage with the community more and seek new ways to engage learners -More video teaching to be available
Provision for groups of learners	DA	Meeting needs of all learners	Learners with CLDD
	Learners were encouraged to return to school to take part in	Pupils needing to have work provided for them	Learners with CLDD were invited in to school

	structured teaching and learning sessions Tracking in place to ensure that DA learners are supported to have devices and utilising them well	Improved support for learners with early English – differentiated learning	
Actions for next lockdown	<p>All children to have access to opportunities to complete handwritten tasks – writing for stamina has been shown to have reduced across year groups with a greater impact on Key Stage 1</p> <p>Increase the tracking when children return from lockdown to provide support to teaching or improve the systems in place for remote learning – more accountability for the standards of engagement and learning progress made for all members of staff</p> <p>Story time to be read by a class teacher every day to ensure that reading for pleasure is a priority with enjoyment as a core principle</p> <p>Children identified as vulnerable learners due to their limited participation during lockdown will be tracked carefully and in event of another lockdown will be targeted for support with their learning</p> <p>Utilise Lexia to support learners and provide continuity from one learning environment to the next for vulnerable learners</p> <p>Tracking in place (collecting information directly from learners) about their conditions for learning at home so that support can be in place from school in event of a lockdown</p> <p>Tracking use of google classroom in classrooms to then provide support and guidance to those teachers not utilising</p> <p>Continue to use verbal feedback on google classroom as a quick and easy way to mark whilst also providing a personal attention to detail on work</p>		
Spring 21 Return to school Curriculum decisions	<p>Teachers adapted a recovery curriculum again</p> <p>All teachers spent time celebrating work from lockdown and assessing children's needs to be able to align planning and strategies to ensure progress</p> <p>Curriculum map continued</p> <p>Focus on concepts and learning strategies were embedded across a full broad and balanced curriculum</p> <p>A new guided reading system was introduced to support reading improvements</p> <p>A clear vocabulary strategy was developed recognising the significant impact that lockdown would have in the acquisition of new word development but especially for children from disadvantaged backgrounds</p> <p>Core leaders to create structured overview to have clarity on areas that have been missed and strategies to help minimise the impact on these missed areas.</p>		

Strategy and Plan if we move into another lockdown – key adaptations to policy:

Video lesson teaching	Video lessons for at least 3 lessons a day – to include English and Maths
Support for new to English learners	Teaching for key groups of children to be organised so that the teaching is appropriate to their needs of language development, not only their social development with peers in each class
Ma+T	More challenge in lessons and opportunities for enrichment to be provided working in creative ways to release staff to support groups across the school
Ready access for children to meet with teachers	More availability throughout the day in every year group for children to access live to teachers
Reading	Reading to be available for all learners and monitored
Writing stamina	Children to be given books and equipment to complete extended writing pieces
FOL	Regular voice note recording providing verbal feedback and support
Completion of work	Liaise with attendance officer to support learning and submission of work
Monitoring and support	Leaders to be monitoring the implementation of the policy within the first few days to ensure that support is in place and high standards of delivery

How are skills from lockdown being utilised to support and improve learning in school?

Interventions	Children are actively participating in online learning software and making progress in these areas, for example, Lexia. Children are able to participate in these forms of learning support more effectively following their time working remotely
Supporting Formative assessment – High Impact Strategies (HIS)	Use of Google forms – multiple choice to collect information in many forms providing feedback to students Visual opportunities for reviewing work support as a high impact strategy are plentiful through google classroom Google classroom provides a platform for marking and assessment Collaborative peer review opportunities working on the same document to provide feedback
Parent surveys	Use of Google forms is providing quick and easy access to information from our parents
Information contact point	Google classroom provides another forum for communication and to provide information
Google quizzes to support assessment and memory building	Regular use of Google quizzes in the classroom provide child and teacher with information about learning Low stakes quizzes to inform teachers who has learnt intended content and who needs to revisit
Homework	Interaction on Google classroom using homework provides a tool for collaboration and instant feedback
Oak Academy and online tutorial facilities	Utilise for interventions CPD for teachers – provide platform for discussion, reflection and support to improve T and L Summer learning loss Homework opportunities

Strategies for equalisation:

Vocabulary development – A detailed strategic plan in place

Talk across the curriculum – A long term project looking at different elements of dialogic teaching moving from teacher talk to pupils

Focus on reading across all areas of learning

Quality Feedback – Improvements being made to the FOL policy to support impact from feedback more

HIS to be utilised as **high impact** strategies – focus on direct instruction

Activity passport to be used across the school to support enrichment, opportunity, enrichment and nourishment

Knowledge to support through the improved use of knowledge mats, learning walls and use of knowledge booklets

Support for the lowest 20% of learners - More specific areas of need identified through inquiry needs analysis from assessments

SEND provision is being completely transformed so that each learner has an individualised learning pathway that is challenging to each unique profile of learner

Ma+T – Key strategies to enrich learning journeys when appropriate and return to enrichment opportunities through the school day and extended services

Curriculum vision catch up:

Our curriculum is built to meet the needs of the learners we teach.

Many of the areas identified below make a significant difference to the success of learning and therefore we need to find suitable strategies to rebuild these areas that have been missed whilst children have been in lockdown.

	Barriers to this vision area	Strategies to overcome barriers
Inspirational opportunities	COVID 19 implications on practice have limited the opportunity to embed these strategies. In some places these strategies help to build memory and therefore the recall will be important to navigate and learn if the learning has stuck.	Utilise opportunities in the local area that are new and creative Sport competitions to re-establish intra and inter competition
Memorable experiences		Return to the educational visits experiences map and ensure that learning is enriched by experiences Ensure that links to other settings are available and frequently utilised
Life skills opportunities		Utilise opportunities that develop BV, SMSC, life skills throughout the curriculum A focus on fairness and simple rules and laws that help us live together in a community A focus on the Education for Change project throughout the curriculum will support a sense of community and civil liberties
Celebration of learning		Utilise a range of ways to celebrate learning Use competition and a range of platforms Complete work for real audiences and ensure that there is dedicated time for final projects
Local area learning		Activity passport strategy to be used across the school as a non negotiable to learning support – create new ones so that they meet the needs of our children and their missed learning opportunities
Real life learning		Ensure that the curriculum is enriched with real life experiences reducing the amount of screen time and empowering hands on learning
Successful in future		PSHE teaching will feature as a weekly session and, along with Skills Builder, ensure that there is a focus on building individuals
HIS Quality Relevant Resourcing		Resourcing sets a tone of ambition. It sets expectations for a lesson and quality. Children will learn more from high quality resourcing and this is an expectation next year
Access to high quality reading text		High quality reading texts provides opportunities and enrichment. High quality texts are supportive to all levels of learners and provide significant impact for learners from disadvantaged backgrounds

English -

Writing	Special writing books are used with a cold write and progressive written outcome Mastery of writing at sentence level, including modelling, practice, feedback and redrafting
Spelling	Time being prioritised for reading and writing including phonics for spelling
Handwriting	Overview of handwriting programme has been completed and will be driven throughout the teaching next term
Reading	Daily reading time to be a priority – children should learn to enjoy stories and for younger children include as focus songs, poems and rhymes New comprehension system in place New home school reading system in place alongside Bug Club Reading across the curriculum – practising reading to support fluency

Maths –

Curriculum plans	Curriculum planning has been personalised from the White Rose SOW to meet the needs of our learners and the assessment profiles for year groups. The subject leader has identified the core concepts in the long term plans Consistent assessment will lead the planning journey throughout the school
Core skills	Adaptations have been made to support arithmetic throughout the school
Bar Modelling	The use of bar modelling continues to be driven providing a structure and support for future learning and application

Non Core –

We are relentless in our rigour and ambition to maintain a high quality curriculum for our learners.

- Concepts will be used to support memory and support great foundations for learning – Teachers have clear concept overviews in each subject to be able to identify missed learning and supplement and embed teaching when creating plans. This will happen in the first lesson of every unit – if there are clear gaps in learning this will provide insight for teachers to adjust accordingly and provide additional teaching before the current unit of learning
- In each lesson there will be reference to the learning concepts of the subject – this is to ensure that important knowledge is not missed - teachers can use their concept overviews to support this process
- There will be a learning review at the end of the summer term which will be where children are able to recall their learning and knowledge so that we are able to identify additional missed knowledge
- Furthermore, a learning review point will be embedded as part of our essential knowledge assessment using a low stakes quiz (Google form multiple choice) – at the end of each unit question level analysis will be completed to establish knowledge and understanding. Using this analysis we will determine if there is a need to include some re-teaching
- Analysis of the missed learning learning completed – subject leaders will complete a random knowledge audit with their children to establish how much learning had been missed and make decisions about our curriculum journey moving forward
- Active subject leaders who are using the Ofsted publications to support subject knowledge
- Ambitious texts to support recovery will be used across the curriculum to support learning in all areas
- Ambitious resources will be used in all subject areas to provide improved vehicles for learning, supporting children to have exposure to opportunity, new equipment and practice skills
- Non core teaching, as part of our equalisation programme, will enrich learning for all our children and provide contexts for our children to build new learning and develop technical vocabulary in a contextualised manner thereby directly supporting reading.

History	<p>Priority has been given to the depth of key knowledge within each unit</p> <p>The concepts of the school help to direct planning in key areas that are a priority for our learners. The concept map also ensures that foundational knowledge is revisited to support future study</p> <p>All lessons will revisit the chronology of history to help embed clear foundations for the knowledge of periods of history using a timeline</p>
Geography	<p>An increased focus on the use of atlases and maps to reinforce locational knowledge and a sense of place – children need to have a clear overview of their position to build a sense of belonging</p> <p>A focus on the interconnectedness of geography through locational knowledge needs to be built.</p>
Art	<p>Core principles – making art and historical and cultural development need to be a focus for next year.</p> <p>Our spiral curriculum enables us to return to all skills in the art curriculum however it is important that the leaders have a clear overview of the missed learning for each year group as they move through the school so that they recognise which areas might need greater focus when they are being taught</p> <p>Increased focus should be placed upon: manipulating tools and equipment, deliberate practice time to develop key skills.</p>
DT	<p>An assessment will be made but within the learning journeys that are made a focus will be on exposure to materials and experiences as part of our curriculum vision. This will support knowledge before consideration to evaluation – this is particularly relevant in our context with lower experiences and this increasing during lockdown</p> <p>A focus in this subject will be on practical element, using a range of materials and equipment and developing skills (practising) which may at times mean that the final product completion time is reduced</p> <p>We will plan ahead so that the contexts of the DT curriculum are not limited by COVID implications.</p>
Science	<p>Subject leaders will decide the core of the core learning</p> <p>What skills were missed from working scientifically curriculum over recovery? Which ones need to be a focus now?</p> <p>Each lesson to have recall and multiple choice quizzes to put a focus on the knowledge content of missed learning</p> <p>Re-teach content and spend longer on content</p> <p>English non-fiction texts (strategically plotted) non-chronological texts to support missed science</p> <p>Use of concept cartoons to support starting points and improve the assessment processes</p>
Computing	<p>Computing leads will have clear overviews of missed learning for each year group so that they are able to intervene and support learners who need to have a unit taught before they can move forward - ensuring the right foundations are in place.</p> <p>Computing lead will become part of the RSHE action team to ensure that there is a greater focus on how to use devices safely and responsibly. This is now embedded into every unit of learning and with a great focus in the first term</p>
R.E.	<p>Work with LA to ensure that the curriculum coverage will provide depth and contrasting studies for each year group</p> <p>Maintain breadth of study on each unit</p>

P.E.	Curriculum prioritisation should focus on physical activity and confidence in fundamental movement Swimming should remain a priority (year 5 catch up is planned) Outdoor education and team building will be utilised across subjects to focus on activity and movement focus
MFL	Phonics, vocabulary and grammar Planned and sequenced curriculum Input and targeted practise Identify and teach essential vocabulary Mastery of sounds and spelling Prioritise grammar
PSHE	Subject leaders when adjusting each unit of learning (to personalise for school away from SOW) will adjust to support missed units of learning the previous year Recall will be a key part of learning

Main areas that have been missed from each subject vision or long term overview:

Subject area	Barrier to the subject teaching during COVID and to become a focus throughout next year
Geography	Fieldwork
History	Handling artefacts
R.E.	Religious resources to support depth and meaningful learning Visiting different place of worship
Art /D.T.	Use of materials and working collaboratively
P.E.	Outdoor education Swimming
Science	Experiments
Computing	Access to laptops / devices
PSHE	Quality discussions and sharing of ideas

Main topic areas that have been missed from each subject long term overview:

Subject area	Gaps in knowledge during COVID and to become a focus throughout next year
Geography	Year 6 – UK & wider world; Fair Trade Year 5 – Fair Trade Year 4 – Comparing England & Africa Year 3 – Year 2 -

History	Year 6 - Anglo-Saxons (part taught); Tudors; Ancient Greeks Year 5 - Tudors; Ancient Greeks; Battle of Britain WWII Year 4 - Significant person - Mary Seacole, Florence Nightingale Year 3 - Significant person - Mary Seacole, Florence Nightingale, Exploration - Columbus Year 2 - Toys, then and now
R.E.	Year 6 – How do Christians try to follow Jesus’ example?; Religions in our neighbourhood?; When someone gets married?; How do Hindus worship? Year 5 – Why is the Bible important to Christians?; Religions in our neighbourhood?; When someone gets married?; Sikh beliefs?; How Jews celebrate? Year 4 – Sikh beliefs?; Special food & fasting?; Different books special? Year 3 – Why did Jesus tell stories? Year 2 -
Art /D.T.	Year 6 – Study Brunel, building bridges; Water filters; Painting (Tudors); Textiles (embroidery) Year 5 – Textiles (embroidery); 3D sculptures (Egyptian masks) Year 4 – Structures (design – making a wheel); Life drawing (shadows, highlights) Year 3 – Logs – levers, pulleys (moving vehicle); Year 2 – Building shelters / dens
P.E.	Year 6 – Badminton; tennis (style of shot); hockey; swimming Year 5 – Cricket; Tennis (movement); Gymnastics Year 4 – Dance; Gymnastics; Tennis (movement) Year 3 – Football Year 2 -
Science	Year 6 – Forces; Properties & changes in materials; Animals including humans; Sound Year 5 – Animals incl. humans; Sound; Rocks & Plants Year 4 – Light; Food chains; Plants Year 3 – Habitats (micro-habitats) Year 2 – Everyday materials
Computing	Year 6 – Bloggers; creating a virtual space; digital music; HTML Year 5 – Correcting bugs; Screencast Year 4 – Screencast; Photographs Year 3 – Photographs; Email clues Year 2 – E-books (illustrating)
PSHE	Year 6 – Healthy choices; Relationships (getting on / falling out) Year 5 – Being part of a class team Year 4 – Dreams & goals (success); Healthy me (healthier choices) Year 3 – Dreams & goals (realistic strength) Year 2 -

Strategies to support learning loss over the summer break:

Knowledge booklets and knowledge mats from previous units of work to be used to close gaps in other areas of learning
Links to Oak Academy for further learning in core subjects
Subject leaders identifying key areas for learners to work on during the summer
Summer reading challenge
Family learning opportunities

