**Brockhampton Primary School Recovery Curriculum Autumn 2020**

**Introduction**

The DfE’s ‘[Guidance for full opening: schools](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools)’ sets out the department’s key principles that underpin its advice on curriculum planning when all pupils return to school in September 2020. These key principles are being used when developing the Recovery Curriculum at Brockhampton Primary School:

* **Education is not optional** – all pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life.
* **The curriculum remains broad and ambitious** – all pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment.
* **Remote education, where needed, is high quality and aligns as closely as possible with in-school provision** – schools continue to build their capacity to educate pupils remotely, where this is needed.

The DfE is asking schools to meet the following key expectations if they are considering revisions to their curriculum for the 2020/2021 academic year:

**1. Teach an ambitious and broad curriculum in all subjects from the start of the Autumn term but make use of existing flexibilities to create time to cover the most important missed content.**

Schools should focus on prioritisation within subjects of the most important components for progression, as this is likely to be more effective than removing particular subjects, which pupils may struggle to pick up again later. Schools should consider how all subjects can contribute to filling gaps in core knowledge, e.g. through an emphasis on reading.

**2. Aim to return to the normal curriculum in all subjects by Summer term 2021**

Significant modification to the curriculum may be needed at the start of the academic year and teaching time should be prioritised to address significant gaps in pupils’ knowledge. The aim is for schools to return to their normal curriculum content no later than Summer term 2021.

**Expectations for the EYFS**

For children in nursery settings, teachers should focus on the prime areas of learning, including:

• Communication and language

• Personal, social and emotional development (PSED)

• Physical development

For Reception pupils, teachers should also assess gaps in language, early reading and maths. Teachers need to particularly ensure pupils acquire phonic knowledge and extend their vocabulary. Settings should consider how all groups of children can be given equal opportunities for outdoor learning.

**Expectations for KS1 and KS2**

For pupils in KS1 and KS2, schools should prioritise:

• Identifying gaps in knowledge and skills.

• Re-establishing good progress in essential areas, i.e. phonics and reading, increasing vocabulary, writing, and maths.

• Identifying opportunities across the curriculum for pupils to read widely.

• Developing pupils’ knowledge and vocabulary.

The curriculum should remain broad, so the majority of pupils are taught a full range of subjects over the year, including sciences, humanities, the arts, PE, RE, and relationships and health education.

**3. Plan on the basis of the educational needs of pupils**

Curriculum planning should be informed by an assessment of pupils’ starting points which can then be used to ensure gaps in knowledge and skills are addressed. Schools should implement regular formative assessments to assess where teaching needs to be focussed (e.g. quizzes, class observations, discussions with pupils and work scrutiny) while avoiding the introduction of unnecessary tracking systems.

**4. Develop remote education so that it is integrated into school curriculum planning**

In some cases, certain pupils will need to remain at home and access the curriculum remotely, e.g. in the case of a local lockdown or in cases where a pupil is following public or clinical health advice to stay at home. All schools are expected to plan to ensure any pupils that need to stay at home for some of the time are given the support they need to engage in the curriculum and make good progress.

Our Curriculum Intent will continue to be the focus and actions have been put in place to reflect this. Brockhampton Primary School has a strong safeguarding culture and care for the pupils at the heart of teaching and learning. There will be a graduated approach to the implementation of actions, with the pupils being safe and pastoral needs the initial priorities. When pupils are in a place to demonstrate positive learning behaviours the academic needs will be met by quality first teaching and effective implementation of the Catch Up Premium funding, to close any gaps in learning.

**PASTORAL INTENT:**

* Meet the pastoral needs for future learning
* Promote independence
* Pupils to be physically and mentally healthy
* Have a sense of community

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| **Actions** | **Impact** |
| School Covid Risk Assessment and implementation plans are established and shared with all staff. | High quality CPD enables staff to implement the risk assessment and plans so the school is Covid secure. |
| Implementation plan FAQs issued to parents to share with their children. | Parents have a clear understanding of the implementation plans and respond appropriately and in line with procedures should a local outbreak occur. |
| In school procedures shared and revisited with children frequently – emphasis on hand and respiratory hygiene. | School is Covid secure as best as it can be and pupils recognise, understand and apply routines.  Staff are confident that arrangements and resources enable them to apply the procedures. |
| School follows PHE/DfE/Local Outbreak Response Team (LORT) advice in the event of a suspected or confirmed case of Covid-19 amongst staff or children. | SLT respond to local outbreaks in line with local advice to ensure situation is managed effectively for all stakeholders. |
| All staff supported via CPD and ‘clinical friend’ network to ensure well-being. | All staff apply the support in everyday practice. Pupil voice indicates they feel safe in school and contributes to developing any areas they have concerns with. |
| Vulnerable pupils list established, shared and monitored – SEND; (P)CLA; Safeguarding concerns; previous poor attenders; other vulnerabilities. | Pupil behaviours indicate mental health and well-being are good across all groups and any concerns are identified and pupils feel supported.  All staff are aware of vulnerable pupils and support appropriately to ensure a positive return to school and individual needs are being met.  Issues are acted upon to ensure pupils are safe, with external agency involvement sought when appropriate. |
| Communicating of Behaviour and Attendance policies with all staff so there are clear expectations of attendance and behaviour. Initial focus on expectations, structure, and routines. | All stakeholders are aware of the importance of attendance and figures for all groups remain at least in line with national figures.  Persistent absence is below national figures and individual cases are acted upon in line with the policy.  All stakeholders are aware of the behaviour policy and staff apply it within school leading to pupils demonstrating positive learning behaviours.  Behaviour and attitudes are at least good. Behaviour records indicate few incidents of low-level disruptive behaviour and exclusions are below national figures and extremely rare.  Pupils are re-integrated back into school successfully and demonstrate positive compliance with routines and positive learning behaviours in their classrooms. |
| Teachers to include mini sessions that explain what Covid is, how it is a pandemic, the situation at local, national and global level and most importantly what they can do in school and at home to stop the spread. | Pupils have a good understanding of the Covid situation recognising and applying the measures (risk assessment) required to stop the spread. This includes hand washing, sanitising, social distancing and groups within school. |
| PSHE lessons will use criteria from the PSHE Association Milestones Map to focus initially on:   * Empathy and recognising others points of view * Friendships and relationships * Teamwork * Social skills * Learning behaviours in the classroom, around school and at home * SEMH * Families and people who care about me * Caring Friendships * Respectful Relationships * Mental Wellbeing | Pupils demonstrate the focussed behaviours in school and at home.  PSHE units of work are taught and pupil voice, books and any appropriate assessment data indicates pupils are achieving well in these areas.  Pupils demonstrate the focussed behaviours in school and at home.  PSHE units of work are taught and pupil voice, books and any appropriate assessment data indicates pupils are achieving well in these areas. |
| In light of any lockdown and/or prolonged absence pupils to complete tasks and activities related to remote learning, using the PSHE Milestones Map criteria. | Remote Learning logistics are in place and policies reflect best practice around safeguarding and effective delivery.  Pupils are engaging in remote learning and demonstrate a good knowledge and understanding of units of work. |

When school self-evaluation indicates the pastoral needs of all pupils are being met the school will move towards the re-introduction of the full curriculum. This will be implemented by Summer 2021 or earlier if indications are that pupils are ready to learn effectively.

**ACADEMIC INTENT:**

* Meet the academic needs for future learning.
* High standards of achievement in Reading, Writing and Maths. Curriculum is accessible for all, personalised and ambitious.
* Long term memory is developed – recall, retain, transfer and use learning in a range of contexts.

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| **Actions** | **Impact** |
| Teach an ambitious and broad curriculum in all subjects from the start of the Autumn term, but make use of existing flexibilities to create time to cover the most important missed content.  For children in Early Years, teachers will focus on the prime areas of learning, including:  • Communication and language – gaps in language, early reading, phonic knowledge and extending vocabulary  • Maths – gaps in understanding of Number  • Personal, social and emotional development (PSED)  • Physical development – considering how all groups of children are given equal opportunities for outdoor learning.  For pupils in KS1 and KS2, schools will prioritise:  • Identifying gaps in knowledge and skills.  • Re-establishing good progress in essential areas, i.e. phonics and reading, increasing vocabulary, writing, and maths.  • Identifying opportunities across the curriculum for pupils to read widely.  • Developing pupils’ knowledge and vocabulary.  • Implementing a broad curriculum so the majority of pupils are taught a full range of subjects over the year, including sciences, humanities, the arts, PE, RE, and relationships and health education. | Gaps in pupils learning in key concepts are being addressed and they demonstrate at least good progress in each class.  Brockhampton Primary School’s ambitious, broad and engaging curriculum contributes to excellent pupil engagement and achievement across all subjects.  Within their respective year groups teachers focus effectively on the identified areas of learning, leading to accelerated pupil progress from baseline assessment. |
| Aim to return to the normal curriculum in all subjects by Summer term 2021. Focus initially on key skills and learning behaviours that will enable pupils over time to close any gaps in learning:  • Positive engagement in lessons  • Committed, tenacious and resilient  • Adaptable, independent and good team players  • Effective communicators  • Polite, respectful and courteous  • Acquisition of key objectives in English and Maths  • Application of core skills within reading and writing across the wider curriculum. | Pupils demonstrate positive learning behaviours in line with the curriculum Intent.  Excellent learning behaviours and a focus on key objectives and skills lead to high achievement for all groups of pupils in the identified areas, thus closing gaps in learning. |
| Plan for the educational needs of pupils. Implement effective assessment of and for learning to identify gaps in learning. Adapt the curriculum to provide quality first teaching for all pupils and use the Catch Up Premium effectively to accelerate pupil progress/meet emotional needs through targeted intervention programmes. | Quality First Teaching and effective use of Catch Up Premium meets the academic and pastoral needs of all groups of pupils.  Internal assessment data, external moderation and if relevant national test data indicates that Brockhampton pupils are performing at least in line with their peers in core subjects.  Internal monitoring indicates pupils are producing high quality work and making at least good progress. |
| Develop remote education so that it is integrated into school curriculum planning and is preparing pupils for the changing technological world. Through effective communication and support for parents/carers enable them to access the technology and help the child at home. | Remote learning systems are implemented so all pupils have full access to the planned curriculum, in the event of absence or a further lockdown scenario. Parents feel supported in assisting their child with work at home. |