

Curriculum Summary in response to Covid'19 School Closure 2019-2020

During the school closure in Summer 2020 due to COVID '19, we developed systems in order to stay in contact with every family and ensure that all pupils could access remote learning. We recognised the importance of providing pupils with a learning experience that could be accessible to *all* regardless of home environment, access to IT, financial background or SEN. During full school closure we offered the following:

- Teacher class emails were created to allow open communication between teacher and home.
- Weekly learning tasks were set and marked via emails.
- Online videos/tutorials were utilised (e.g. Oak Academy, YouTube, own teacher-made).
- Weekly virtual class meet-ups were held to support wellbeing.
- A weekly register was used by class teachers, with the headteacher or deputy calling those who had not made contact.
- Vulnerable children and those of key workers were offered places at the lockdown provision.
- Vulnerable families of those not attending the lockdown school provision were contacted weekly.
- Printing of resources was offered to families who did not have the capacity to print from home.
- Weekly in-school sessions for SEN.
- Well-being support given, helping to achieve our 100% return in September.

Following the return to school, we have enhanced our remote learning offer.

- Google Classroom set up for all children.
- Work set and marked via Google Classroom.
- Face to face learning through Google Meet for whole class isolating (smaller groups offered for younger children).
- Full daily timetable of learning reflecting the school day.
- Printing kept to a minimum, but where necessary provided for those who require it.
- In addition to the two laptops the school will receive from the LA when a closure is required, Gresham has purchased a set of laptops which are ready to loan to families.
- All staff trained in Google Classroom, enabling teaching assistants to set and mark work, as well as lead smaller group learning.

Curriculum Funding Autumn 2020

The Government has allocated catch up funding to all schools following the missed time in school due to Covid'19. This funding is ring fenced as a contribution towards initiatives which will support pupils to catch up on missed learning. We have developed a funding plan for this academic year to ensure that this funding is utilised effectively to increase the progress and attainment of all pupils.

£80 PER PUPIL CATCH UP FUNDING FROM GOVERNMENT = £19,520

Additional 'Catch-up' funded by existing school budget

OVER 3 TRANCHES (1ST TRANCH RECEIVED SEPTEMBER 2020)

AIM	INITIATIVE (with related cost)	COST	Measured By
Pupils' increased wellbeing, happiness and willingness to learn	Children's Health Project	£299 (sports funding)	Pupil voice and survey Non-Covid related attendance Learning walks/observations
	Draw and Talk Therapy	£225	
Pupils to make accelerated progress in English and maths	Year 6 revision books	£185	Baseline assessment followed by termly assessment Phonics Screening Check Year 4 multiplication check (school will opt in) End of year statutory assessments
	Online resources (Literacy Shed, Classroom Secrets, Twinkl, TES Elements)	£1,162	
	TA intervention support into key classes	6 x days of TA intervention £17,550 (approx.)	
	Croydon Early Years Poetry Basket	£20	

'CATCH UP' CURRICULUM Autumn 2020

Our pupils' well-being is the priority for our curriculum as we begin the new academic year. We have developed our 'catch up' approach from Barry Carpenter's 'Recovery Curriculum' (professor of Mental Health in Education). This is congruent with Gresham's nurturing ethos and focus on childhood happiness.

'Now is the time to return to more humane approaches concerned with the fundamental wellbeing, and secure positive development of the child. Without this there will be no results that have true meaning and deep personal value to the child in terms of their preparation for adulthood.' Carpenter 2020.

The Recovery Curriculum is built on the 5 Levers, as a systematic, relationships-based approach to **reigniting the flame of learning in each child.**

- **Lever 1: Relationships** - we can't expect our students to return joyfully, and many of the relationships that were thriving, may need to be invested in and restored. We need to plan for this to happen, not assume that it will. Reach out to greet them, use the relationships we build to cushion the discomfort of returning.
- **Lever 2: Community** - we must recognise that curriculum will have been based in the community for a long period of time. We need to listen to what has happened in this time, understand the needs of our community and engage them in the transitioning of learning back into school.
- **Lever 3: Transparent Curriculum** - all of our students will feel like they have lost time in learning and we must show them how we are addressing these gaps, consulting and co-constructing with our students to heal this sense of loss.
- **Lever 4: Metacognition** - in different environments, students will have been learning in different ways. It is vital that we make the skills for learning in a school environment explicit to our students to reskill and rebuild their confidence as learners.
- **Lever 5: Space** - to be, to rediscover self, and to find their voice on learning in this issue. It is only natural that we all work at an incredible pace to make sure this group of learners are not disadvantaged against their peers, providing opportunity and exploration alongside the intensity of our expectations.' Carpenter 2020

Ensuring pupils are being supported emotionally will enable them to better access the learning we offer. Happy children are better equipped for learning. Pupils will continue to learn a broad and balanced curriculum. Children will learn the content of their year group, whilst regularly revisiting key skills and returning to missed content (gap filling) from the previous year group.

Lever 1: rebuild relationships

- Explore human relationships throughout curriculum (in reading, in writing stories, PSHE, Philosophy for Children), art, design etc.
- Offer regular opportunities for children to work together on purposeful, absorbing and rewarding tasks. Provide challenge and allow them to innovate and find solutions.
- Start with short achievable tasks.
- Include to discuss 'learning wellbeing' - confidence, willingness to 'have a go', enjoyment.
- Send out information to support parents over the summer (wellbeing, internet safety, learning advice).
- Online parent communication to continue.
- Regular phone calls to vulnerable families.
- Google classroom set up and ready for any children out of school or partial or full closure.
- Utilise parent surveys to maintain regular feedback.
- Draw and talk therapy
- Work with parents experiencing anxiety about school return.

Lever 2: understand the individual child and their community

- Teachers allow time for individual children and families to tell their lockdown stories.
- Model good speaking and listening skills and empower children with the emotional vocabulary they need to express their thoughts and feelings.
- Teach projects and regular PSHE sessions that cover themes such as identity, personal feelings, similarities and differences and community belonging - school closures as a significant moment in history.
- Engage children with high quality resources: P4C, stories, games, songs, discussion prompts and videos. They should reflect cultures within and beyond your community.

- Engage parents wherever possible. Leaders to welcome and send children home to be visible to parents.

Lever 3: know, acknowledge and address the gaps in learning through a transparent curriculum

- Leaders identify *significant* curriculum coverage that children have missed - (aspects and concepts that need embedding before children can move on, or that they are not likely to revisit in future projects).
- Missed learning that will not be revisited later on should be added to plans.
- Teachers to use formative assessment, observation, 'low stakes' quizzing and child-friendly testing to assess gaps and inform planning.
- Additional learning time initially for Y6 and Y5 (8:35 - 3:25)
- Additional learning time for Y4 (8:45 start)
- English boost for Year 6 - English leader to provide weekly English lessons.
- Work books to be purchased for Year 6
- Daily timetable tweaked for Rec and Y1 to ensure learning time not negatively impacted on by staggered timings.
- Teachers to maximise opportunities to revisit key learning in other subjects (reading, writing, vocabulary, mathematics) in other subjects
- Interventions to focus on key concepts:
- Maths: Ready to Progress Criteria (gov publication for maths)
- Reading: Allow more time than usual for reading (especially more challenging texts) - high quality texts that may touch upon other subjects; group reading, reading aloud, read to children, independent reading, class reading
- Writing: Break written work down more than usual - extra emphasis on proof reading and editing, more scaffolding and modelling, precise expression at sentence level
- Home learning: focus regular practice of basic skills, easily done at home (spelling, reading, vocabulary building, times tables, calculation).
- Staff redeployed in the most effective way: TA support in class rather than breakfast club, highly trained TAs providing intervention.
- TA support to "boost" children who have been disadvantaged by COVID, particularly missed learning, foundations of learning.
- Targeted groups to be given regular intervention led by the teacher.
- Google Classroom in place to enable more effective online learning

- Investment in up to date online resources and tools (Classroom secrets, TES Elements Literacy Shed, Phonics Play and Twinkl), plans and resources that are flexible and need only minimal adaptation.

Lever 4: metacognition - ensure the children continue to develop the skills for learning

- Spend time revisiting the learning super heroes.
- Identify where learning explores positive models of human personal development, resilience, character, adapting to challenges and achievement.
- Share the learning journey the children will go on. Let children know about and have a say in the route their learning is taking them on. This will help to keep them motivated, give them hope, and provide a sense of purpose. Child friendly route maps to be created as part of curriculum development.
- Empower children with subject knowledge and highlight the learning approaches that are useful for specific subjects.

Lever 5: a curriculum that engages and inspires, gives children the space to adjust and minimises any disadvantages

- Plan and teach lessons that value and promote curiosity, deep focus, innovation and self-expression.
- Prioritise a love of, and the skills involved in, reading. No assemblies - more time for reading and reading activities.
- Teachers to choose texts which challenge and introduce new vocabulary.
- Maintain a rich curriculum that children will enjoy and that build on their interests.
- Provide resources that are high quality, pitched right, and enjoyable to use.
- Prioritise staff wellbeing and rekindle the joy of teaching.
- Investment in workload-saving curriculum