

Primrose Hill Primary School



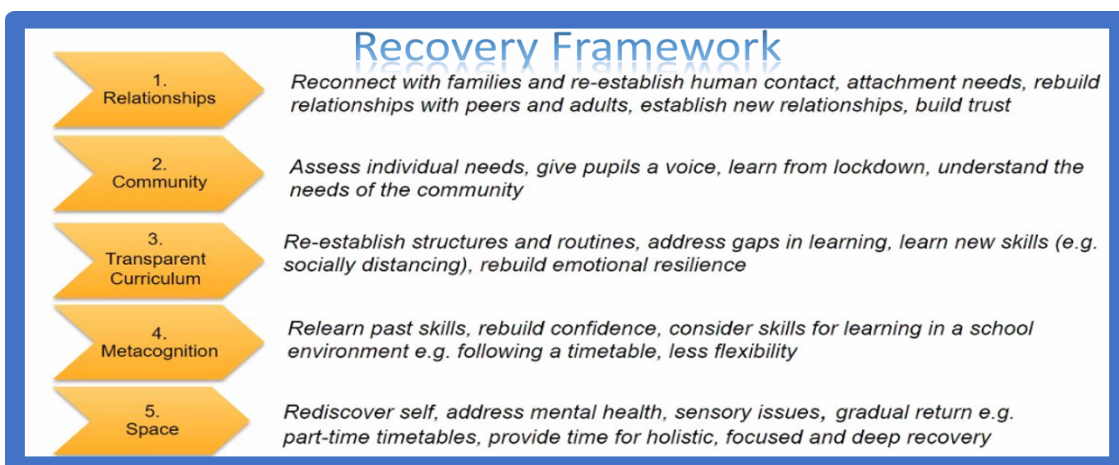
COVID19 Addendum for Teaching & Learning Policy

Principles of Recovery Curriculum 2020-21

Primrose Hill is planning for our full reopening and recovery of the school and its curriculum using the following Recovery Framework with the expectation that our school will be back to following the full curriculum by Summer 2021:

The underlying principles of the framework are as follows:

- *Health and wellbeing (this includes a robust programme of PSHE, as well as induction support for hygiene protocols)*
- *Rebuilding children's confidence & friendships*
- *Allaying children's anxieties about returning to school/ the virus*
- *Speaking and listening & drama/creativity*
- *Motivation & success, self-esteem & confidence for learning*
- *Plugging gaps & building fluency and stamina in the 3 Rs*
- *Providing a broad and balanced curriculum*



Recovering, Rebuilding and Repairing

1. Staff will support children with re-establishing routines, structure and precision teaching, scaffolded with pastoral support. In addition, all staff will undergo Trauma Training using the Attachment, Regulation and Competency (ARC) Framework through the Autumn term. This research based framework will support staff to understand the impact of trauma on children and adolescents and to provide appropriate support. All staff will have an enhanced understanding of normative childhood development, traumatic stress, attachment, and risk and resilience, and of common strategies and systems to support vulnerable children.
2. No assumptions will be made about all children losing learning- precise assessment will be planned early in the Autumn term to provide a baseline and to properly understand gaps in learning and how to address these. It is likely that some learning gaps will emerge strongly and some individual children will have additional identified needs. These will be planned for. In addition, children who are working above the expectations should be challenged and given the opportunity to master their skills.
3. Autumn Term will allow staff to help children to catch up on key skills they have missed or have forgotten. This period will also support children to re-establish strong behaviours for learning and their relationships with others.
4. Our key focus is to examine aspects of the curriculum that are sequential to ensure that future learning is not jeopardised.
5. We will not write or implement a recovery curriculum but will use tried and tested approaches to support raising attainment alongside behavioural and social and emotional support to re-establish strong behaviours for learning. We will continually review our curriculum to also ensure that we have addressed unconscious bias as well as provide opportunities to develop social conscience and social action.
6. The SLT will direct staff meeting time to support assessment, planning and monitor and moderate outcomes using termly summative and ongoing formative assessment information.

CURRICULUM CONTENT

We will continually review our curriculum and adapt it according to the needs of the children and refer to any government guidance. Autumn Term will focus on rebuilding our community, relationships and ensuring children, parents and staff are safe. In addition, the children's attainment and addressing any gaps from their previous year's learning will be our priority.

Autumn Term will focus heavily on re-establishing daily routines, expectations and ensuring the wellbeing of the children are at the forefront of the curriculum. Reading, Writing and Maths will take priority over other curriculum areas, ensuring we have time to gather information from each child to assess and identify where their gaps are.

Our curriculum will continue to offer a broad and balanced range of activities and opportunities for children and build upon skills they already possess. Our yearly plan is for each half term to focus on one or two curriculum areas, which will reduce expectations of curriculum coverage in order to focus on English & Maths objectives and ensuring teachers have time to build upon skills and plug any gaps identified. However, all topics planned will be cross curricular and linked to other curriculum objectives, building upon our existing broad and balanced curriculum.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Curriculum Focus	PSHE - Transition / Rights Respecting / Setting Goals / Establishing new routines & expectations / Wellbeing Art/ Creative Expression RE Day	PSHE History Geography RE Day	Review and assess curriculum needs and plan accordingly		Summer Term we are planning to be back to normal curriculum	
			PSHE Science RE Day	PSHE STEAM Project Science & DT RE Day		

- Italian will continue for Y4 & 5 on a Friday. Year 3 & 6 will continue with French and this will be taught weekly or blocked each term.
- Computing will be planned and used in a cross curricular way, through visits from Purple Mash and trips to the CLC and can also be covered in Home Learning.
- Extra PE each week will be crucial for children, as many of them will have missed out on physical activity. When planning extra PE sessions, teachers will refer to the PE risk assessment and get advice from our PE Leader, Jordan Lawal.
- Music will continue to be delivered to all classes by our specialist music teacher, Tom West. Year 3 pupils will be taught how to play the ukulele through Camden's Wider Opportunities scheme.

Curriculum Recovery: Cycle of Actions (as linked to our SIP)

Autumn 1	<p>Robust planning and implementation of policies to re-introduce structure, behaviour and learning expectations and to build relationships within the school community</p> <p>SLT to have 1:1 meetings with staff to identify any support needed</p> <p>Check in and support families not seen over lockdown/pupils unable to attend - monitoring of attendance to contact those who have not returned to school and follow addendum attendance policy</p> <p>Provision of pastoral/nurture support</p> <p>Identify those children requiring tutoring/allocation of additional funding; implement</p>
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	<p>tailored, context driven interventions</p> <p>Baseline assessment at the end of Autumn 1</p> <p>CPD and leadership time focussed on planning to address gaps in learning</p> <p>Precise and continuous assessments</p> <p>Quality first precision teaching, including focus on missed learning and vocabulary acquisition with a focus on using oracy and drama</p> <p>Home learning provision to continue for children yet to return</p> <p>Launch SIP and update SEF</p>
<p>Autumn 2/ Spring 1</p>	<p>Targeted tutoring/intervention in place using additional funding to support provision</p> <p>Quality first precision teaching based on evaluation of test/TA outcomes monitored by SLT/Phase Leaders</p> <p>CPD and leadership time focussed on curriculum offer and AfL</p> <p>Broaden curriculum offer (from Aut 2) to include focus on anti-racist curriculum</p> <p>Continue with precise and continuous assessment</p> <p>Evaluate assessment outcomes and review progress towards 'catching-up' - second data collection</p> <p>Evaluate and amend school offer as required (Spring 1)</p> <p>Review SEF / SIP (Spring 1)</p> <p>Check in with staff to review need</p>
<p>Spring 2 / Summer 1</p>	<p>As for Autumn 2/Spring 1</p> <p>CPD and monitoring cycles may return to normal</p>
<p>Summer 2</p>	<p>Restart curriculum</p> <p>End of year assessments</p>