St Mary's Catholic Primary Voluntary Academy
St Thérèse of Lisieux Catholic Multi Academy Trust
Curriculum Aims and Values – Intent
Addendum

Introduction:

Some young people will find the concept of returning to school after such a long break, due to unprecedented reasons, quite a challenge. It is also clear that some parents/carers will also be anxious regarding the return of their children to school. This Addendum has been designed to empower schools to reinforce their strategies for enabling parents/carers and young people to overcome any anxieties associated with the return to school. The purpose of this document is to set out adjustments to the curriculum required in response to COVID-19. Although it is recognised that only a small percentage of children's overall time in school has been affected, amendments to the curriculum are still required in order to personalise learning.
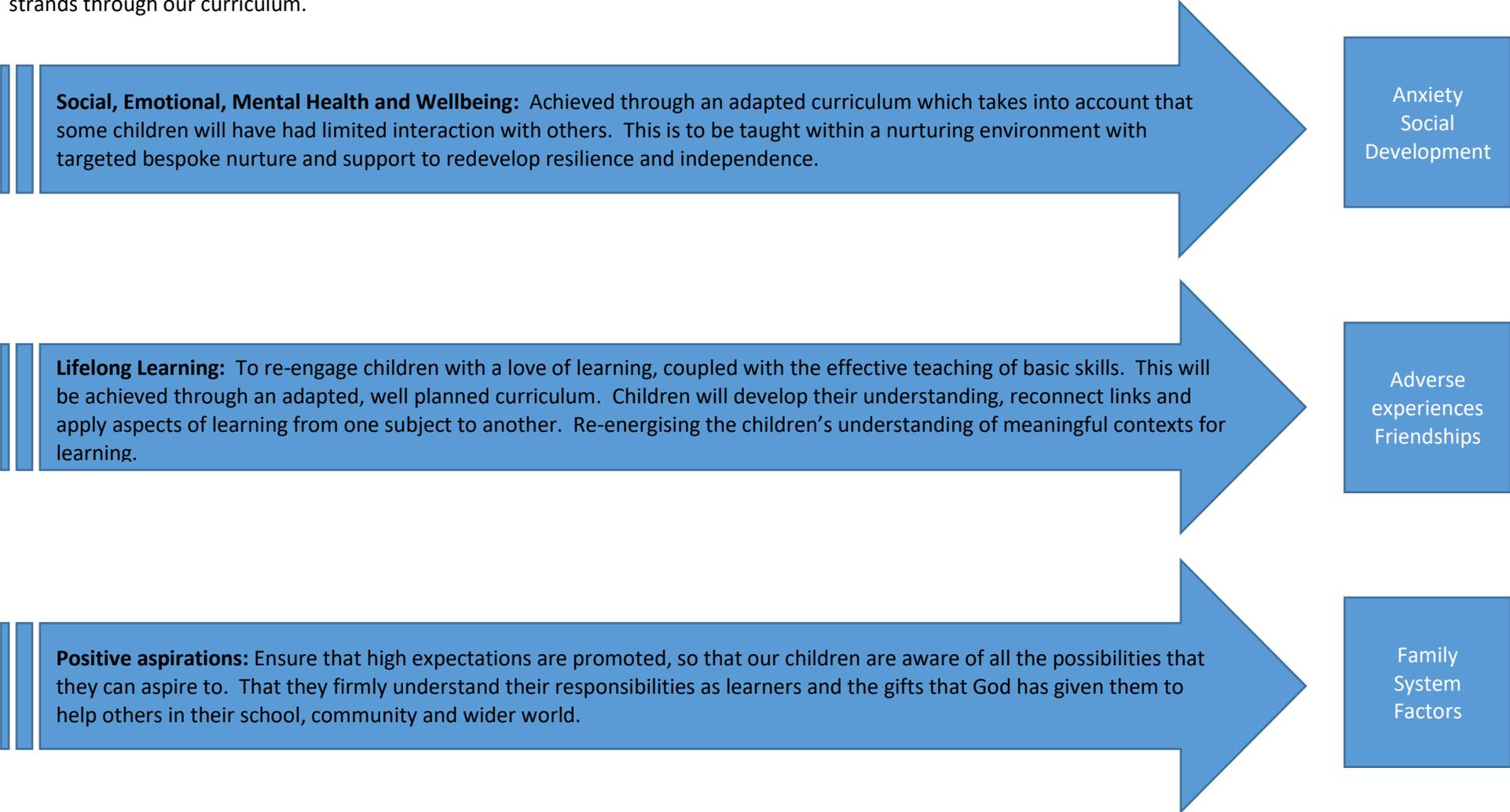
It is important to ensure that we place wellbeing at the forefront of our thinking and planning as schools return from September. This includes provision to address issues of safety alongside ensuring the Social, Emotional, Mental Health and Wellbeing of students and staff as a priority. Knowing these measures are securely in place will, in turn, develop in our parents, staff and young people the confidence to move forwards.

A recovery plan outlining action that will be taken in order to make up any "lost ground" or gaps in the child's knowledge and or education is outlined in this document. This plan will enable schools to personalise learning to meet a wide range of personal needs whether by quality first teaching or supported by potential additional support.

As with all we do, our curriculum is deeply aligned with our Trust Mission, "We will work together in faith to achieve great action through little gestures in service of every young person to ensure they fulfil their unique, God-given potential."

Extending Personal Development:
Through high quality first teaching we aim to ensure we deliver the below strands through our curriculum.

Social, Emotional, Mental Health and Wellbeing: Achieved through an adapted curriculum which takes into account that some children will have had limited interaction with others. This is to be taught within a nurturing environment with targeted bespoke nurture and support to redevelop resilience and independence.

Anxiety
Social
Development

Lifelong Learning: To re-engage children with a love of learning, coupled with the effective teaching of basic skills. This will be achieved through an adapted, well planned curriculum. Children will develop their understanding, reconnect links and apply aspects of learning from one subject to another. Re-energising the children's understanding of meaningful contexts for learning.

Adverse
experiences
Friendships

Positive aspirations: Ensure that high expectations are promoted, so that our children are aware of all the possibilities that they can aspire to. That they firmly understand their responsibilities as learners and the gifts that God has given them to help others in their school, community and wider world.

Family
System
Factors

We ensure that every child feels:	A Sense of Belonging		Valued for who they are		Respected	
Some Key Challenges with returning to school	Anxiety	Adverse Experiences	Friendships	Social Development	Family	System Factors

Seven ways to bridge the lockdown gap	**Pastoral Support for pupils:** Emotional wellbeing: mental health, heightened anxiety, bereavement, re-adjustment to school life	**Quality blended teaching and learning:** Clear learning outcomes, differentiation, interaction, feedback, digital access.	**Curricular innovation:** Outdoor learning, character education, talking about COVID-19, heightened self-hygiene.	**Professional learning opportunities for teachers CPD:** Availability, affordability, hardware and software developments needed.	**Focused learning support:** Testing pupils, analyse gaps, availability of support, pupil absence.	**Catch-up tutoring:** Availability of teacher/tutors, affordability, safeguarding, digital access.	**Enhanced parental engagement:** Clear guidance for parents, minimise parental concerns, how to develop digital access.

Our Teaching Intentions are	Ensure that all children feel physically, socially, emotionally and academically safe.	Ensure that there is effective provision of remote learning.	Make opportunities to discuss and process children's experiences over the past 6 months Develop creativity through projects.	Share practice across our Trust. Ensure that teachers have the skills needed to develop a blended and technological enhanced learning.	Ensure that teachers quickly assess what exactly are the learning needs of the different children in each class, especially for the most vulnerable (SEND, EHCP, FSM)	Ensure that the widest learning gaps are bridged, understanding that some children may not have engaged in home learning as effectively as others.	Ensure that we build on communication developments and continue to welcome parents and expand on the positives from the Lockdown.

Our Gospel Values permeate through everything we do	FAITH	JUSTICE	TRUST	FORGIVENESS	LOVE	HOPE	COMPASSION	SERVICE

Our provision is informed by current research into effective teaching practices, cognition, learning and how knowledge and understanding develops. These act as a guide for the consistency and distinctiveness of our curriculum	The classroom climate created by teachers inspires and motivates all pupils. 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.	Developing strong partnership with parents and carers that influence learning at school and home. 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.	Teachers have deep knowledge of the subjects they teach. 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.	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.	Pupil groupings are flexible and not solely driven by perceived "ability" or prior attainment. 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.	Teachers monitor learning and provide feedback. Teachers understand the gaps in learning and plan to enable the children to revisit past learning in order to develop their "sticky knowledge."	Teachers empower children to take control of their own learning. Teachers foster the drive for children to develop their thirst for knowledge. All teachers re-empower the children's love for learning.

Recovery Curriculum, Intent:

The Academy is working to ensure that all gaps in student knowledge and understanding from the partial closure of schools are addressed. This Addendum should be considered alongside the Academy's Remote Learning Policy, which ensures the continuity of education for any student who cannot return to school for medical reasons, or where there is a local lockdown.

The Academy's plan to identify and address these gaps are as follows:

Identifying the gaps:
Our school improvement plan (2020-2021) clearly identifies areas that we are focusing on across this academic year, with a full evaluation of the impact of school closure on pupil knowledge a key target (SIP 4.1). Alongside this we are engaging in an audit of our PSHE curriculum so that it can be adapted to fully meet pupil needs at this time (SIP 6.1). Key school policies are being updated with addendums to include Covid specific guidance for staff, parents and pupils. These include:
  ➢ Safeguarding Policy
  ➢ Attendance Policy
  ➢ Behaviour Policy
  ➢ Remote Learning policy

Regular, precise assessments undertaken whilst the children are in school ensure that identified gaps in learning can be addressed using catch up learning in class and carefully planned intervention strategies. Maintaining the full breadth of the curriculum, with our own specific aims linked to the creative arts and physical health, is ensured by planning a balance of core learning alongside foundation subjects. Teaching staff have the flexibility to direct time towards ensuring learning gaps are addressed whilst introducing children to new learning across the full range of subjects. These strategies will continue, via remote learning, in the event of future school closure. A comprehensive Quality Assurance Timetable is in place to ensure regular, robust monitoring and dynamic intervention.

Addressing the gaps:
Our Catholic values remain central to our intent to provide children with an education that inspires excellence and equips them with the social, spiritual, physical and intellectual capacities to thrive both during and beyond their time at our school. In the current COVID-19 context our curriculum provision has been adapted to ensure that children can access quality first teaching in school and from home using remote learning alongside home learning packs.

As a Catholic school, the teaching of RE and regular acts of Collective Worship remain central to our curriculum provision (SIP 2.1/3.1). We hold Collective Worship in classes and RE is taught weekly as a core subject. This focus on the catholicity of our school, deeply rooted in the life and teachings of Jesus Christ, will continue using interactive presentations online. Of equal importance is our Mission Statement: A love of learning. A desire for God. This

encompasses our values approach with a particular focus currently on resilience (SIP 5.2) and hope. Teaching children how to develop the attitudes and skills necessary to cope with these unprecedented times whilst maintaining faith in a brighter future is a key part of our strategy for supporting mental health and wellbeing across school.

Highlighted issues	Strategies and actions (linked to SIP)	Intended outcomes (Impact)
Quality of Education **4.1 Evaluate impact of school closure on pupil knowledge and adapt curriculum to meet needs.** **4.2 Continue to implement newly designed curriculum.** **Structured support and intervention in phonics, reading and maths across 3 terms: £4440** **Reading Support Year 1 and Year 2 : £3100** **Additional TA support for re-integration back into school from Jan lockdown - £360**	4.1.1 Testing of children in first two weeks of term to Identify concerns. 4.1.2 Create intervention groups and support for identified groups and individuals. 4.1.3 Recovery curriculum used for whole school to address missed learning from previous academic year. 4.1.5 Monitoring plan created incorporating all key curriculum areas, with priority subjects first. 4.1.6 Children are doing more/ know more and remember across the curriculum (sticky knowledge).	4.1.1 Assessments highlight children who require additional support. Intervention is planned and shows impact after half term. 4.1.2 Class teachers plan clear targets for intervention groups and monitor progress. Children make predicted progress and catch up. 4.1.3 Curriculum gaps are revisited to ensure full coverage across 2 years of learning. 4.1.5 Monitoring shows children are making good progress and staff expectations are high. All school policies are followed. 4.1.6 Work in books and conversations with pupils show they have retained learning.
Behaviour and Attitudes **5.1 Evaluate impact of values adopted by the school last year.** **5.2 Continue to build resilience in pupils** **5.3 Improve systems for tracking behaviour across the school**	5.1.2 AOCW + Assemblies to promote the values. 5.1.3 Classroom activities to develop understanding of the values. 5.2.1 Train a member of staff through LA in emotional wellbeing support. Create support groups for identified students. 5.2.3 Resilience is the February value of the month.	5.1.2/3 Children can describe the school values and what they mean in practice. 5.2.1 Children who show signs of anxiety or are vulnerable have a safe adult to talk to. Specific group interventions for children who need this. Children feel more settled and confident at school. 5.2.3 Resilience is fore fronted linked to what children have experienced. Children can explain ways they show resilient behaviours.

5.4 Continue to improve systems for reporting absences to parents.	5.3.1 Implement new tracking system for behaviour. 5.4.2 Weekly attendance letters/ phone calls for causes for concern. 5.4.3 Half termly attendance pings/ letters for each child. 5.4.4 Develop a range of rewards and incentives for good and improving attendance.	5.3.1 CPOMS shows behaviour concerns reducing over time. 5.4.2/3/4 Attendance improves.
Personal Development **3.1 Continue to improve the quality of Collective Worship across the school** **6.1 Following PSHE curriculum audit adapt curriculum as necessary to meet pupil needs.** **6.2 Introduce new RSE scheme** **6.3 Following 'British Values' audit adapt curriculum as necessary to ensure good coverage.**	3.1.1 Develop more virtual approaches to AOCW in regard to the covid-19 pandemic. 3.1.2 Introduce more bespoke and creative ways of worship, which can be incorporated into weekly routines, including scripture doodle, prayer journaling and little lectio. 3.1.3 Use of diocesan training modules for identified staff. 3.1.4 Evaluation forms used consistently for 1/3 AOCW. 6.1.1 HLTAs to deliver weekly PSHE sessions to all year groups. 6.1.2 Jigsaw scheme of work and resources to be used in school.	3.1.1 Children become more engaged with AOCW and contribute to these in school and online. 3.1.2 AOCW are valued and children enjoy taking part in a range of worship activities. 3.1.3 Staff confidence in leading AOCW is high and worship reflects accurately the diocesan expectations. 3.1.4 Areas to develop are identified and acted on. Strengths are shared within the team. 6.1.1 HLTAs supported to provide online learning using Jigsaw resources for children learning from home. 6.1.2 Jigsaw curriculum to be evaluated for effectiveness. Children make good progress and show understanding of PSHE areas taught.
Leadership and Management **7.1 Continue to develop capacity in middle leaders.** **7.3 Improve use of Parent View**	7.1.1 All middle leaders allocated non-contact time each term for subject monitoring. 7.1.3 CPD time on curriculum design, remote education and for subject leaders to develop their subject areas. 7.2.3 New roles for remote learning and emotional wellbeing to be considered. 7.3.2 Develop new ways to capture parent view - using google/ microsoft forms.	7.1.1 A breadth of curriculum learning is ensured for all year groups and gaps are quickly identified. 7.1.3 Teachers and support staff are confident when supporting learning remotely and research appropriate resources to enable this. 7.2.3 Staff who lead on remote learning and wellbeing offer timely guidance to colleagues and families to ensure children can continue to learn.

		7.3.2 Ensure parents' feedback on remote learning is collated and acted upon.
EYFS **8.1 Further develop continuous provision to provide effective 'free flow' environment for learning.** **8.2 In response to nursery closures due to Covid-19, provide opportunities for speaking and listening to develop confident learners and form positive relationships between children and adults.** **Phonics play - £60** **EYFS White Rose Maths CPD - £30**	8.1.1 Continuous provision incorporated in majority of daily planning for EYFS. Plan for changes to the physical layout of the indoor/ outdoor area to suit free flow. 8.1.2 planning for continuous provision to be tailored to the learning and developmental needs of the children. 8.2.1 Planning to incorporate various opportunities for children to develop their speaking and listening, whilst developing confidence too. 8.2.2 1 to 1 and small group interventions to be used, based on early assessments and need.	8.1.1 Children develop independent learning in school and can access resources freely, leading to strong evidence of progress within the Characteristics of Effective Learning. 8.1.2 Continuous provision ideas for home learning to be developed and shared with parents in the event of isolation or lock down. Children will continue to access a breadth of provision when at home or at school. 8.2.1 Children know how to listen to others and how to share their thoughts and ideas with confidence and clarity in a range of situations. 8.2.2 Speech and language interventions show progress made by individual pupils when measured against their starting points. Children reach GLD in CLL.
Recovery curriculum – Maths **Teach specific maths topics highlighted as missing knowledge for children returning to school** **My Maths £339** **Staff training White Rose Maths – RTA - £30**	Assessments highlight gaps in maths knowledge and understanding so that teaching can be tailored to address these alongside new learning. White Rose Maths planning used to incorporate gaps. Online maths provision researched by teaching staff to be purchased as part of catch up funding.	Regular assessments show progress over time and gaps narrowing. Online maths programmes enable children to continue to access learning activities alongside remote sessions led by teachers, so progress remains fluid.
Recovery curriculum - RE	1.1.1 Knowledge organisers for each topic 1.1.2 CPD for staff based on audit of need 1.1.3 Develop creative and varied approaches to teaching RE.	1.1.1 Shared with children at the start and end of each topic to highlight knowledge gaps and benchmark progress across all 3 ATs.

	Remote learning will include children's full RE entitlement delivered by teachers using either pre-recorded lessons (PPT) or live Google Classroom sessions.	1.1.2 Staff have the knowledge, skills and confidence to teach RE in class and remotely. 1.1.3 Children are engaged via exciting resources, interactive online learning and thought-provoking discussions/learning experiences. Ensuring continuity in RE teaching will keep progression in learning current.
Recovery curriculum – Literacy and Reading **4.3 Evaluate provision of reading across Key stage 2** **Narrow the gaps in phonics and early reading highlighted by recent assessments** Spelling Shed £154 Time to administer Y2 phonics checks (2 days) £370 Whole staff Talk for Writing Training Pentecost Term - £2000	4.3.2 Introduction of progressive and varied reading spine. 4.3.3 Monitor, review and update the teaching of reading across the school 4.3.4 Vipers taught in all classes twice a week. Phonics is taught systematically, and this continues online if necessary. Staff evaluate online phonics resources to enhance RWI provision.	4.3.2 Ensure books recommended on the spine are accessible to children if at home. Highlight books that are suited to read independently and which need to be shared with an adult. 4.3.3 Children's interest in and enthusiasm for reading is maintained in school and at home. Children read more regularly and from a wide range of texts. 4.3.4 VIPERS provides children with the skills to access, unpick and understand texts. Increased confidence in fluent readers and improved comprehension. All children in EYFS and KS1 make progress within their phonics phase, with additional support provided for any showing slow progress. All children read regularly at home and in school so that fluency is increased.