



Moorside Primary School and Nursery Curriculum Addendum and Catch up 2020-2021



‘Recover, reconnect, revisit, revise, reflect and review’

This Curriculum Addendum and catch up **intent**, is initially to be actioned in line with the full opening of school. It will be reviewed in line with assessments half termly to ensure a secure catch-up programme is implemented in year groups depending on the needs of individual children.

Intent: For all stakeholders to be involved in robust planning for catch up and support educationally and emotionally for all pupils, following school closure.

All staff will feel supported in their vital roles, to carry out the teaching and learning cycle (Assess, Plan, Do, Review) and communicate effectively with colleagues, parents and Governors, so that no child is left behind.

This working document will be reviewed in line with the **School Development Plan**, which will be updated half termly as IMPACT is measured through formative and summative assessments, with the intention that all children will ‘catch up’ and be ‘on track’ (based on previously reported data), by the end of the academic year 2020/21 at the latest.

The table below will indicate cohorts in need of additional support, individual children and the impact of intervention with the aim that 100% pupils are in Category 1, or have made significant steps, which will be measured through tests, Target tracker and Boxall Assessments throughout the school year.

Assessments be reported by the end of week 3/beginning of week 4 Autumn 1 and reviewed half termly with Key Stage Leaders (Week 3 – BOXALL assessments to inform tracking and address SEMH needs):

Year group:	Boys/girls	% SEND	% PP
Children in school Summer term 2020			
Category 4	Category 3	Category 3	Category 1
Children whose Mental Health and learning are not on track and need intensive support/mentoring	Children whose learning is on track but Mental Health is not on track – to be addressed through home and school support	Children whose Mental Health is on track but gaps in learning need addressing	Children whose Mental Health is on track and learning is on track
<p><i>Consider whether support is required from external agencies, eg HCT/GP.</i></p> <p><i>Meet with all parties around the child – teacher, TA, and parents to decide on Targeted next steps for home and school.</i></p> <p><i>Ensure that support is timetabled and that pupil has supportive peers both in the classroom and on the playground.</i></p> <p><i>Consider Nurture.</i></p> <p><i>Focused targeted learning support each morning.</i></p> <p><i>Responsibility given so that pupil engages positively in school and feels ‘belonging’.</i></p> <p><i>Suggest an extra curricular club</i></p>	<p><i>Smaller group emotion support – linked to Boxall Assessments for Nurture.</i></p> <p><i>Teachers supported by PSA to engage parents with online resources and routines – sleep, resilience, transition etc.</i></p> <p><i>Involve in whole- class nurture and metacognition sessions. Ensure that children have opportunities to consolidate and extend their learning following the ‘Blooms Taxonomy model – creating and evaluating, problem solving and reasoning</i></p> <p><i>Responsibility given so that pupil engages positively in school and feels ‘belonging’.</i></p> <p><i>Suggest an extra curricular club</i></p>	<p><i>Engage in whole class metacognition and nurture sessions.</i></p> <p><i>Use anchor tasks to assess prior knowledge and involve pupil in focused group teaching sessions within lessons to model steps to success and concepts. Share specific targets for the term with parents for catch up and record on vulnerable register.</i></p>	<p><i>Closely monitor and ensure that new content is engaging and challenging at their level.</i></p> <p><i>Involve in whole- class nurture and metacognition sessions.</i></p> <p><i>Ensure that children have opportunities to consolidate and extend their learning following the ‘Blooms Taxonomy model – creating and evaluating, problem solving and reasoning.</i></p>
%	%	%	%

YEAR GROUP CONSIDERATIONS (To update):

EYFS - Transition in the first 2 weeks of term to be adjusted according to the needs of pupils with additional stay and play sessions/part time attendance until half term.

EYFS and KS1 - Prioritise Forest school – Communication and Language and Indoor/Outdoor provision

Year 1 - Early years provision to be implemented both inside and outside during the Autumn Term.

Speech and Language Assessments

Y2 - Phonics Screening Check. 13/25 pupils have been in school since 1/6/20

Y3 - Phonics catch up and Y2 SATS

Y4 - SEMH Priority.

Y5 -Times Table Check – to revisit

Y6 -NQT support 42% PP- Prioritise Nurture

Nurture and PSHCE

Our return to school Nurture resources on the 6 principals of nurture will be repeated for children who HAVE been in school as well as those who have been at home throughout lockdown and the partial opening of schools (saved in one drive). GP (Nurture Lead) will support staff with the new online Boxall proforma and the 'Nurturing Classrooms' actions from gaps identified in the following areas as a whole-class:

- Children's learning is understood developmentally.
- The importance of nurture for the development of wellbeing.
- All behaviour is communication.
- The classroom offers a safe base.
- Language is a vital means of communication.
- The importance of transition in children's lives.

RSE – Curriculum from Summer term for Years 1-5 (new 2-6) to be covered during the Autumn term. MR to share new RSE curriculum coverage with parents spring 2021 to teach Summer 2021

PSHE objectives covered through Forest School: Risk, Danger Hazard and describing what risks are

Responsibility for own behaviour and safety and that actions have consequences

I can recognise, predict and assess risk and know how to get help

Responding to challenge - Assessing risks in different situations and responding positively and managing them responsibly.

Solution Circles must continue to be used regularly to address common issues arising as a class.

Teachers should ensure that emotion check-ins are monitored after morning entry and lunchtime as well as worry boxes daily.

Maths

Focus – daily mental recall and flash backs (using previous year groups materials if needed) as morning starters for 15 mins. Catch up groups with TAs/Teachers using <http://keenkite.collins.co.uk/series/MMC-KD/Making%20Mathematics%20Count.pdf>

Focus on times tables KS2 first 10/15 minutes after lunch daily.

Teachers will follow the planning format from White Rose Maths which supports catch up from the previous year and includes mastery support materials:

<https://whiterosemaths.com/resources/schemes-of-learning/primary-sols/>

It is likely that there will be gaps in knowledge for children who have covered areas of the maths curriculum at home. Opportunities to link maths to other areas of the curriculum to practice fluency and use mathematical vocabulary will be highlighted on MT planning.

Examples may be:

Reading scales (weight and capacity) –

Covered through DT – cookery/baking or reading a thermometer in science

Time –

-On a daily basis when telling the time – knowing how long the children have for a task, time until break/lunchtime (Comparing analogue and writing it as digital on the board or reading it on a laptop), countdown timers and stop watches.

-Reading timetables for buses/trains - planning a journey to a destination in Geography

-Distance and time in PE – comparing running speeds etc

-Calendars – any opportunity to work out durations to plan events in school/learning about seasonal changes

-Measure-

-Using a ruler to measure lines in books in mm and cm, drawing a line under a title etc, cm/m conversions – writing instructions for how to make or draw in Literacy/DT

The above are examples but individual teachers can consider in their own planning.

This information/overview has been taken from White Rose Maths update for Autumn 2020:

Year 4 | Autumn Term | Week 1 to 4 – Number: Place Value



1. Updated Schemes of Learning for 2020-21

Overview

Small Steps

Represent numbers to 1000	1
100s, 10s and 1s	2
Number line to 1000	3
Round to the nearest 10	4
Round to the nearest 100	5
Count in 1000s	6
1000s, 100s, 10s and 1s	7
Partitioning	8
Number line to 10,000	9
Find 1, 10, 100 more or less	10
1,000 more or less	11
Compare numbers	12

Notes for 2020/21

We begin by encouraging spending time on numbers within a 1,000 to ensure they are secure on this knowledge before moving into 10,000.

Using equipment or digital manipulatives may help children increase their understanding.

Newly updated schemes offer suggestions on previous year's steps which we may want to revisit. White Rose also highlighted particular concepts which typically demand a little more time in order to secure every child's understanding. The updated schemes for the autumn term can be found on the White Rose Maths Primary Resources web page. All teachers will use the new adapted schemes of learning.

Handwriting

Fine motor skills focus EYFS and KS1

EYFS/KS1 to use Write dance/Dough Disco

Daily handwriting practice for pupils who are not meeting the expected standard. Pen licenses to indicate progress.

Twinkl resources for joins and patterns where appropriate (folder to be made by HR)

Identify children in LKS2 who **may** need 'Speed Up' with Y4 TA.

Reading

Burley Woodhead action plan to resume

-**Phonics books** – audited and 'BIG CAT' books to be ordered. CPD from MR on Guided Reading (see attached email)

-**Whole class guided reading** – suitable books to be adapted to meet the reading level need of the class – to be discussed and agreed with CR and HR. Teachers to share books which were not covered during 2019-202

-**Topic themed class reading books** to be the age-expected level for children, to be exposed to new vocabulary.

-**Recommended Reads** system in place for LKS2 and UKS2 for home-school reading books. Assess Y2 and 3 for phonics books/recommended reading books.

-**Reading Eggs** to continue to be used by KS1 and also for children below the standard required for...

-**Reading Plus** – to be used by Key Stage two to accelerate reading speed, comprehension and lexile.

SPAG

Assess children's understanding of terminology for Grammar and punctuation through Spagercise and cover previous year group vocabulary – eg nouns, verbs etc before moving children on. Assess using previous terms SPAG half termly tests to address gaps Autumn 2020 and track on Writing long term planning.

Spagercise is progressive and recaps all prior learning before moving on.

HR to monitor through pupil conferencing.

Phonics and Spelling

KS1 – Phonics spellings linked to phases and HFW before moving onto No nonsense spelling.

Emphasis on Years 1-4 including assessment and tracking using the phonics tracker. Interventions agreed with MR and HR. Year 2 children working below Phase 4 to join Y1 as well as their own phonics session.

Years 2-6 – No nonsense spelling but carry out phonics assessments for children who may need catch up.

Reading Eggs to be purchased for EYFS as well as KS1.

Writing

Skills – introduce/revise grammar and punctuation on long term plans from the previous year group curriculum content for the Summer term 2020 by Autumn half term.

Teach grammar when reading texts through whole-class guided reading, class reads and reading texts in lessons and apply through written tasks across the curriculum.

Modelling – this is a key area that children have missed, especially in writing. Focus groups are essential in modelling writing including sentence structure and paragraphing.

Reengage children through the use of Literacy shed films and current affairs in the media, referring to age and stage appropriate, high quality 'WAGOLL' text types for structure and organisation.

Start the year with poetry to play with language and vocabulary as well as 'performance' to edit and improve work independently.

Consider children who may require intervention support for catch up.

Assessments:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
Whole School Standardised tests	Week 3 Boxall assessments Phonics/spelling	November – Boxall review for children who may have progressed/regressed Phonics/spelling	Phonics/spellings Whole school Boxall Feb ½ term	Phonics/spellings	Phonics/spellings Whole school Boxall May ½ term	Phonics/spellings
Teacher Assessments	Target tracher (TT) Reading, Writing & Maths & SEND TT	TT All Foundation Subjects, writing, maths, Science PSHCE summary assessment	PSHCE summary assessment Reading, Writing & Maths & SEND TT	TT All Foundation Subjects, writing, maths, Science PSHCE summary assessment	PSHCE summary assessment Foundation Subjects, writing, maths, Science	PSHCE summary assessment Reading, Writing & Maths & SEND TT
Nursery	Starting points ECaT	TT summary		TT summary		TT summary

Rec	Starting points	ECaT TT summary		2012 Year 1 Phonics Test part 1 TT summary	2013 Year 1 Phonics Test part 1	2014 Year 1 Phonics Test part 1 TT summary
Year 1	ELG assessments ½ term	Y1 Autumn PIRA Autumn Year 1 PUMA Phonics	Phonics screening mock	Y1 Spring PIRA Spring Year 1 PUMA Phonics	Phonics Screening mock	Year 2 Summer PIRA Phonics screening check Summer Year 2 PUMA
Year 2	Y 1 PIRA Y 1 Summer PUMA Phonics screening Oct ½ term Y1 Summer Rising stars	Year 2 Autumn PIRA Autumn Year 2 PUMA Rising Stars	Ks1 Sats practice	Year 2 Spring PIRA Spring Year 2 PUMA	Ks1 SATS	Year 2 Summer PIRA Summer Year 2 PUMA
Year 3	Y 2 PIRA Y 2 Summer PUMA/Y2 Sats? Phonics assessment Oct ½ term Y2 Summer Rising stars	Year 3 Autumn PIRA Autumn Year 3 PUMA Rising Stars SPAG Y3	Phonics as necessary Rising Stars SPAG Y3	Year 3 Spring PIRA Spring Year 3 PUMA Rising Stars SPAG Y3	Phonics as necessary Rising Stars SPAG Y3	Year 3 Summer PIRA Summer Year 3 PUMA Rising Stars SPAG Y3
Year 4	Y 3 PIRA Y 3 Summer PUMA Phonics assessment Oct ½ term Y3 Summer Rising stars	Year 4 Autumn PIRA Autumn Year 4 PUMA Rising Stars	Rising Stars SPAG Y4 Phonics as necessary Times Table Practice test	Year 4 Spring PIRA Spring Year 4 PUMA	Rising Stars SPAG Y4 Times Table Practice test	Year 4 Summer PIRA Times Table test Summer Year 4 PUMA
Year 5	Y 4 PIRA Y 4 Summer PUMA Phonics assessment Oct ½ term Y4 Summer Rising stars	Year 5 Autumn PIRA Autumn Year 5 PUMA Rising Stars	Rising Stars SPAG Y5 Phonics as necessary	Year 5 Spring PIRA Spring Year 5 PUMA	Rising Stars SPAG Y5 Times Table Practice test	Year 5 Summer PIRA Times Table test Summer Year 5 PUMA

Year 6	Y5 PIRA Y5 Summer PUMA Phonics assessment Oct ½ term Y5 Summer Rising stars	Year 6 Autumn PIRA Autumn Year PUMA Rising Stars	Rising Stars SPAG Y6 Practice KS2 sats Rising Stars	Year 6 Spring PIRA Spring Year 6 PUMA Practice KS2 sats Rising Stars	Rising Stars SPAG Y6 KS2 Sats Rising Stars	Year 6 Summer PIRA Rising Stars Summer Year 6 PUMA
--------	--	--	---	---	--	--

Theme days and weeks will be covered as 'Special Assemblies', which classes will be asked to take the lead on and this may be with support from other Year groups carrying out purposeful learning activities in preparation eg Prayers or poems for Remembrance written in Literacy to cover specific skills. They will continue to provide opportunities for children to learn about British Values and diversity. Learners will be prepared for life in modern Britain through a cross curricular approach, which will be addressed on the School Development Plan.

Experience (launch mornings) will be used to engage and enthuse the children's interests in specific curriculum areas as well as used as an assessment opportunity to find out prior/current knowledge to ensure that gaps are addressed. This will be reported to subject leaders via MT Planning.

Reflect Ed and Metacognition

Metacognition activities will allow pupils to reflect on themselves as learners, and support them in developing resilience and independence. They will be encouraged to openly discuss the challenges that they feel in their learning which were not a concern to them prior to a 'break' in education and strategies to support themselves and each other on their journey. ReflectEd activities and 'reflection tasks', will support children in recording their progress made term by term.

The Wider Curriculum

Subject leaders – Middle Leaders and SLT to consider subject knowledge covered through learning packs and areas to link together and consolidate from previous year when covering new subject matter. (See attached coverage of topics covered through Learning Packs. Eg Plants to be revisited with Living things, Historical chronological knowledge/Geographical place knowledge to be revisited with History/Geography areas.

The wider curriculum will be used as a bedrock to reconnect and engage pupils with a purpose for learning. Rich texts and writing opportunities across the curriculum will be planned separately. All subject leaders are accountable for 'catch up' monitoring and support in revisiting and revising key knowledge and facts. See 'Whole School Catch up Curriculum overview

Monitoring

As well as monitoring consistency in curriculum delivery, the following areas will be monitored closely for all pupil groups in Autumn 2020:

- ***Pitch of lessons and appropriateness of texts and resources***
- ***Steps to success on planning and resources in the classroom to scaffold, including how they are used for modelling***
- ***Focus group opportunities and quality of modelling through regular assessment to address gaps.***
- ***Challenge and interactions in the EYFS environment***

Parental Engagement

Instead of 'stand-alone' showcase events, eventually we hope that parents will be invited into school (social bubble and R-rate dependent) to take part in lessons with their children, which will help them to recall knowledge and practice learning activities at home. They will be able to celebrate individual achievements and performance through 'theme day assemblies', involving the whole school, key stages or individual classes. Staff will share timetables, knowledge organisers (including recommended reads) and the Curriculum overview with a letter to begin each term to inform parents of priorities, such as 'how to support children in reading at home'. Phonics information sessions will be facilitated via Zoom meetings. Parent and child support needs will be consulted and addressed through surveys and communication between members of staff and parents on an individual basis.

C Rowett Version 1.9.20