

## Curriculum plan for September 2020

### Rationale and aims.

In March 2020, the UK went into lockdown and KnowleDGE, along with all other UK schools, closed to all children except the children of key workers and the most vulnerable. For the remainder of the school year we provided resources, both paper-based and online, to support remote learning and also provided various levels of onsite learning for identified students.

Whilst all students have been given appropriate learning activities, engagement with and access to these have been mixed and so, whilst some children have engaged well and can be seen to have made academic progress, others have done little or no formal learning since March. Learning is a complicated process that requires reinforcement over time and as a result, in addition to having not made progress in their learning, some children will have 'lost' some of the knowledge and skills that they had gained prior to lockdown.

We know that many of our children have found lockdown extremely challenging; social interaction has been limited, many students have had reduced access to the modelling of high-level communication and many students have reduced levels of physical activity. As a result, for some there has been a negative impact on both their mental and physical health and our curriculum needs to recognise this and support all of our children in developing healthy lifestyles.

**The priority aims of the curriculum in the autumn term are to identify and address gaps in learning, particularly in reading, literacy and numeracy and to ensure that students receive support to develop or maintain positive mental and physical wellbeing.**

This document sits alongside our curriculum policy which sets out curriculum intent:

- That pupils access a broad and balanced curriculum that combines both knowledge based teaching with skills based learning
- That pupils develop skills in order to retain information meaning that knowledge is generative and has a positive impact on their long term memory
- That pupils develop a vocabulary sufficient to support them through qualifications and into the wider world
- That pupils develop knowledge that is connected in schemata which enables them to make links between learning
- That pupils make good to outstanding progress against personal targets
- That pupils have a sense of pride in their learning and achievements
- That pupils have opportunities to participate in a range of co-curricular enrichment activities within and beyond the Academy day
- That pupils develop communication skills in order to be able to clearly express their needs, access the curriculum and be ready for adult life
- That pupils develop reading skills through a phonics based reading scheme
- That pupils develop skills for independence
- That pupils use of ICT is encouraged, learning skills and safety for modern technology

- That pupils develop a greater awareness of their local community and make a positive contribution to society
- That pupils learn a range of skills for life beyond the Academy
- That all pupils are fully supported and guided through the process of planning their futures

### **Planning for increased attendance.**

In order to transition our students back to full time on-site education whilst allowing all students access to face-to-face learning, the plan for September is that students attend the Academy on alternative weeks and so we are asking our teachers and curriculum leaders to plan for a two-week cycle.

Week 1 will consist of face-to-face teaching with a focus on therapeutic interventions and teaching of key concepts whilst the other week will consist of home learning with a focus on pre-teaching, reinforcement and consolidation. At the end of the first week, each student will be given a pack of home learning which reinforces the skills and knowledge taught over the week. This home learning pack is a combination of paper-based and online activities. Teachers will contact students three times during their week at home in order to discuss the progress that is being made and to support with any difficulties. Students may also be asked to have on-line face to face sessions with members of the intervention team and with their LF.

The situation will be reviewed for the end of the first cycle in order to decide if further cycles are required or if all students can return full time.

### **Subject curriculum.**

Our curriculum is designed sequentially, recognising the importance of recall and spaced learning in developing long term memory. Whilst our priorities are reading, literacy and numeracy it is important that we do not further disadvantage our students by limiting their curriculum exposure.

### **Reading.**

The teaching of reading is a key component of our curriculum and the importance of it has been increased by lockdown. It is important that we see the catch up of reading as a 'long game' and not a 'quick fix'. Reading is a complex activity and children will be experiencing a range of barriers that will need to be skilfully assessed and addressed by teachers. Some children will not have read for some time and will have been faced with unusual challenges in their lives. This should always be taken into consideration, however this is great opportunity for stories and reading to help children to successfully transition back to school life.

All primary based classes have a daily reading lesson where they participate in storytelling, phonics, individual reading and guided reading. These daily lessons aim to teach, revisit and secure the key skills of reading and to embed these skills in their individual reading.

All students will be given reading materials as part of their home learning pack and daily reading is strongly encouraged.

All KS3 classes have a daily English lesson and the teaching of reading is a key component of these.

In September we will reassess the reading levels of all students and additional support will be given to those who have fallen further behind or those whose reading level is significantly below expectations.

Hearing and enjoying stories might well be restorative in transitioning children back into some sort of school life and so daily reading is part of our strategy for supporting the positive mental health of our students.

### **English.**

It is not feasible to expect our children to complete 18 months of curriculum in a year and so our English team have developed a stripped back curriculum to ensure that the key concepts are taught and reinforced and that children are given the opportunity to develop the key English skills. Baseline assessments will be completed in September and these will be used to identify individual skill and knowledge gaps and to plan for these to be addressed.

Writing stamina will have dropped and some children may have written very little, especially if a lot of their lockdown work was digital, and so there is a need to incorporate regular writing and to reinforce the writing skills that the children had learnt prior to lockdown.

### **Maths.**

Teachers will not be able to complete 18 months' worth of objectives in one academic year and so the catch up of maths should also be seen as a 'long game' and not a 'quick fix'. Our maths leads have identified key National Curriculum maths objectives per class and all children will be baseline assessed in September to ensure that these are secure. Any students with identified gaps will be supported through interventions.

Recall in maths is incredibly important as it helps to fix learning into long term memory and so all maths lessons start with a recall activity.

Topics that have been missed will need to be taught and so the curriculum has been adjusted to reflect this; some topic areas have been combined, some have been postponed to a later year and some are being covered as a priority. The outline plan gives more information on this.

It is essential that teachers continue to use CPA (concrete, pictorial, abstract) sequences when teaching the children, so that they have a good understanding of the maths taught. These steps must not be missed out to achieve 'quick gains' as it will not be sustained as the children move through the school.

### **Other subject areas.**

As with English and maths, it is not feasible that students will be able to catch up with missed learning and complete a whole new years' curriculum over the next year and so curriculum leaders have created a stripped back curriculum that combines missed key skills and knowledge with the key skills and knowledge originally planned for the next year. Previously learnt concepts are reinforced through regular recall activities.

### **Primary model classes.**

The primary model timetable consists of daily English, maths and reading lessons and daily WoW lessons which, in September, will have a particular focus on PSHE and mental and physical wellbeing.

The rest of the week consists of a science lesson and a range of creative and out-door learning around the theme of me and my world.

**KS3 classes.**

The KS3 timetable consists of daily English and maths lessons and daily WoW lessons which, in September, will have a particular focus on PSHE and mental and physical wellbeing.

The rest of the week consists of range of subjects including science, humanities, ICT, PE and a range of practical, creative and outdoor learning.

**KS4 and KS5 classes.**

It is of vital importance that our older students are given all possible support in order to ensure that they are able to succeed in their qualifications at the end of the key stage, however, in September it will not be possible for all of the practical and vocational options to fully operate. Year 11 and year 13 students have missed key aspects of their learning and each student has an individual plan in place. This plan identifies the support that they need to be able to succeed, including additional support and access to after school activities in order to provide additional time, particularly in practical subjects, a possible reduction in the number of options studied, access to mentoring, careers advice, nurture and access to interventions in order to close knowledge gaps. Much of this support will have to occur once all of the students and staff are on site full time and so during term 1, the academic focus will be on the written elements of courses and on the non-practical subjects.

All KS4 students have daily WoW lessons which, in September, will have a particular focus on PSHE and mental and physical wellbeing. All KS5 students have 3 WoW lessons per week.

**Intervention curriculum**

Each student at Knowle DGE has an individual provision plan which identifies the intervention that they receive. These interventions include speech and language, reading, literacy, numeracy, nurture, drama therapy, Lodge support and will occur face-to-face in the week they are in school and virtually in the week that they are at home.