

Upton Westlea Primary School

Curriculum Statement 2020-21



Written and Approved by staff: November 2020

Signed: K Carruthers

Approved by Governors: November 2020

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Class Statements

EYFS

In **Nursery**, we have adapted the daily timetable to close the gaps in the children's learning. We aim to focus on the Prime Areas of Personal, Social and Emotional Development, Communication and Language and Physical Development. From our observations and our baseline assessments, these areas have shown to be of particular concern and therefore areas to concentrate on. We will be focusing on providing Phonics activities daily linking in with the Communication and especially the Listening aspect. We will continue to explore and enhance Specific Areas through children's interests and adult led themes. We will continue to constantly re-evaluate children's progress and needs through ongoing observations within their Learning Journals. This continued observation and adaptation should ensure rapid progress, even if attainment is still low. The children's progress will be carefully monitored and with this revaluation, we can be flexible with our timetable and maximise the time we have.

In **Reception**, we have adapted the daily timetable to close the gaps in the children's learning. We aim to focus on personal social and emotional development, communication and language and physical development from the prime areas, as these were of particular concern when we carried out our baseline assessments and observations. From the specific areas we plan to focus on phonics and reading skills, writing and maths, particularly number. We will continue to explore other areas of learning through child interests and adult led themes. We will be constantly revaluating the children's progress and attainment through assessment and observations made in the children's learning journals. This will ensure that progress is rapid even if attainment is still low. With this revaluation, we can be flexible with our timetable and maximise the time we have.

Year 1

In year one, we have adapted the daily timetable to close the gaps in the children's learning. We aim to focus on phonics and reading skills, writing, maths and science. We have decided that the children need to work in smaller groups to begin with, in order for the adults to pinpoint particular difficulties, make corrections and give each child good quality feedback on the spot. If the main task is linked to maths, then the other adult(s) in the room will complete short burst English activities such as SPaG, handwriting or reading and vice versa. We will continue to explore other subjects through topic session, but these will not be weekly. During our topic sessions, we will introduce and explore a variety of skills linked to other subjects e.g. map work and events in history, as well as focusing the tasks on writing, reading or maths skills. We will be constantly revaluating the children's progress and attainment, as well as their ability to move to more whole class activities rather than small groups lead by an adult. With this revaluation, we can be flexible with our timetable and maximise the time we have.

Year 2

In Year 2 we have adapted the daily timetable to close any gaps in the children's learning. We will focus on Phonics and Reading Skills, Writing, Maths and Science.

We will continue to explore other subjects during our Forest School sessions each week. These will enable us to introduce and explore a variety of other skills.

The children's progress will be carefully monitored and with this revaluation, we can be flexible with our timetable and maximise the time we have.

Year 3

In Year Three, we have adapted the daily timetable to close the gaps in the children's learning. We aim to focus on Phonics and Reading skills, Writing, Maths and Science. In Maths, we are using the White Rose planning which has been updated for this academic year. Time has been planned in to recap lessons from last year and to teach missed content. Within English and Science, time is also allocated to recap objectives taught last year but also to cover objectives that were unable to be taught last year due to lockdown. We will also be learning topic-based subjects such as History and Geography and the children will have a weekly Computing, RE and PSHE lesson. French will begin in the Summer term. DT and Art Days will still go ahead half termly. Class Assemblies and additional PSHE lessons will be delivered as necessary based on the needs of the class.

We will be closely monitoring and assessing all children within the class and addressing any gaps which are identified through whole class lessons, group work, interventions and mop ups. With this revaluation, we can be flexible with our timetable to support all children's learning.

Year 4

In Year 4 we have adapted the daily timetable to support the children in closing the gaps in their learning. We will be focusing on Reading, Writing, Spelling, Maths and Science. We will also be learning topic-based subjects such as History and Geography and the children will have a weekly Computing lesson. We will be closely monitoring and assessing all children within the class and addressing any gaps which are identified. With this revaluation, we can be flexible with our timetable to support all children's learning.

Year 5

Assessments in reading, writing and maths were undertaken by the children at the beginning of the year to identify sufficient gaps in understanding that may have been missed, or resulted from, school closure. Following this, planning in Maths, English and Reading are adapted regularly to allow objectives to be taught and revisited. Our English focus for each half term provides a theme that influences other areas of the curriculum. This ensures that through learning, children will be able to create links to develop their knowledge. Objectives from both Maths and English from the previous year are regularly revisited to allow children to gain further confidence and understanding to progress. Formative and summative assessments will be continuously conducted to closely monitor the progression of learning so that support can be effectively provided. Throughout each week, children will also have the opportunity to learn topic-based subjects (History and Geography), Science, Computing, Physical Education, PSHE, RE and Music. Although our

timetable is rich with learning opportunities, it will continue to remain flexible for the allowance of children to address misconceptions and embed learning.

Year 6

Through initial assessments in reading, writing and maths, we have been able to identify significant key concepts and knowledge missed due to school closure. English planning is being regularly adapted to include those objectives that need taught or revisited and embedded before the children can move on. Our English units form the overall theme for each half term which helps our children make links to other areas of the curriculum. However, a greater emphasis will be placed on reading and writing skills when taking part in topic lessons. Guided reading sessions are being planned using texts linked with each half termly theme where possible. In maths, we are using the White Rose planning which has been updated for this academic year. Time has been planned in to recap lessons from last year and to teach missed content. We will also spend longer on topics when needed in order to secure understanding. Our timetable must remain flexible so that children have the time to adapt back to classroom life, understand new concepts and knowledge and embed what they have learnt, therefore other curriculum subjects may not always be taught weekly.

Eden

In Eden we have adapted the daily timetable to close any gaps in the children's learning. The initial focus will be on settling the pupils back into a familiar school routine and re-establishing friendships, boundaries and classroom expectations. There will be a strong focus on PSHE which will be woven through the timetable. We will focus on phonics and reading, as well as writing and maths. Pupils will have weekly science, computing and geography lessons, as well as weekly art and music lessons – which the pupils are able to express themselves in. Forest School will continue to take place weekly, allowing pupils to develop a variety of skills that cannot be covered in a classroom environment. With this reevaluation, we can be flexible with our timetable and maximise the time we have.

Subject Statements

English

The English curriculum for writing has been amended this year due to the impact of Covid-19. As a staff, we agreed that we should continue to use the Pathways to Write units for the set half terms. Because these units form the foundations of our wider curriculum, the texts will support children in many areas of their learning. Our writing curriculum has a clear sequenced knowledge and skills framework which has been used to identify significant curriculum coverage that children have missed during the spring and summer terms. All staff have access to previous years objectives and have built these into plans over the coming year as not all gaps can or should be addressed immediately. Individual teachers have been asked where best to cover objectives. Other objectives taught last year may need embedding before children can move on.

Staff have been asked to adapt the final writing outcomes when they see fit with assessment of this writing matching the objectives taught (some of which will be objectives from previous year groups).

Careful consideration needs to be given when planning for writing opportunities across the curriculum. It has been suggested that teachers should ensure children are using this time to write without the need to learn a new set of features for their writing.

In reading, early assessments in the autumn term, have provided a baseline for all staff. Guided reading should continue as normal and planned accordingly with a focus on the content domains requiring the greatest practice. Opportunities for reading should be provided in other curriculum subjects. All staff are aware of gaps in phonic knowledge particularly in the lower year groups. Systems have been put in place by individual teachers to build on these gaps and more time allocated to the teaching of phonics in certain classes or with smaller groups of children.

Staff have identified children who require extra support in English lessons with extra sessions being delivered after school in certain year groups.

Maths

After lockdown and the children completing a long period at home accessing home learning, it is important that as a school we support the children in their learning of Maths. To support the children, we are implementing a number of measures, they include:

- Assessments to be completed early on Autumn 1 term on the previous year groups assessment. This will enable staff to analyse the children's assessments and identify any gaps in learning.
- Subject lead has created a checklist of objectives from the White Rose Curriculum that the children have missed during the lockdown and have not been taught directly in school. Teachers are to ensure they cover the identified objectives when they are teaching the related subject during this academic year. Subject leader will monitor the coverage of the objectives.
- Staff are identifying children who will require extra teaching of Maths to plug the gaps they have in their mathematical learning. These include after school teaching clubs, boosters, interventions and mop up sessions.
- Subject leader will be tracking cohort, group and individuals progress within Maths. All disadvantaged children will be tracked and discussions will be had to ensure the children are receiving the support they need.
- Use of regular mini assessments from White Rose at the end of each block to check the children's understanding and progress within the different blocks.

The subject leader will continue to support all staff in the teaching of Maths to ensure the children continue to access first class teaching within Maths and any additional support required is identified and implemented in a timely manner.

Science

Due to the impact of COVID-19; the Science curriculum for the year 2020-21 has been amended to enable learners to catch up topics that were missed from the 2019-2020 curriculum due to the national lockdown and the inconsistencies in ability of children to access home learning. This will enable teachers to fill in any gaps in skills and knowledge that may have arisen as a result of lockdown.

PE

The PE curriculum for the academic year 20-21 continues to be adapted to adhere to Covid-19 measures ensuring all learners are safe when partaking in the subject. During this time, all activities will be non-contact to ensure that distance is maximised between children. The PE curriculum has been adapted this year with consideration to key skills that were missed because of the Covid-19 lockdown. Throughout the year, adaptations in the curriculum will allow gaps in learning to be addressed and skills to be recapped effectively.

Geography

Due to Covid-19 lockdown, some essential skills and information were unable to be taught in the 2019-2020 academic year. As a school we have decided to focus on Maths, English and Science as our focus for catch up in this academic year. This year class teachers have been asked to cover one of their geography topics in either term 1 or term 2. This will enable them to drop 1 topic allowing time for catch up in the core subjects. All areas will be covered once rather than twice during KS1 and KS2. It is assumed the curriculum will be back to normal in the summer term, something that will need to be confirmed nearer the time. Catch up for geography will be in the academic year 2021-2022. In EYFS Understanding the World will be covered through child interest or themes, where time permits.

History

Due to the lockdown period and Covid-19, some History topics from the Summer Term 2020 have not been taught. The main focus on returning to school, has been on the children's Maths, English and Science skills. Some of the timetabled History time may be used to focus on missed learning opportunities for these core subjects. History will still be taught in the Autumn and Spring Terms, but may not cover a full History curriculum. It is anticipated that a normal History curriculum will resume in the Summer Term 2021, however this will be subject to change and Government guidelines. Some of the missed historical learning can be built upon in future topics during the children's time at Upton Westlea.

The Arts (Art, Music & DT)

Because art, DT and Music are split into end of key stage expectation, we have decided to continue with the process adopted in the past few years when teaching these subjects. Any objectives or units that were missed last year due to lockdown will be taught with the previous year's skills to begin with and then move on when appropriate.

Art

As a school we have decided to continue with the art days each half term, focusing on one of the main elements of art: collage, sculpture, drawing & painting, textiles and printing. The art days mean the children cover the different elements each year and spend 1-2 day completely immersed in the chosen skill. This year, the class teachers have been asked to incorporate the previous year's skills from the progression grids if the skills was missed last year due to lockdown. For example Year 5 did not get to do their textiles unit so when the year 6 teacher covers textiles, she will look at the year 5 skills at first and then build if appropriate.

Music

Similar to art, we cover most objectives numerous times during the child's time at school. We do a lot of repetition and building on previous years knowledge in order to achieve the end of key stage expectations. Staff are aware that some units may not have revisited since the previous year and will take the appropriate steps such as beginning with easier tasks, supporting vocabulary and understanding or adapting their units.

DT

This year we are going to take a similar approach to art and hold DT days each term. This will enable to the children to be full immersed in the skills and complete the entire process of DT from exploring original products right the way to evaluating their final products against their design criteria. This year, the class teachers have been asked to incorporate the previous year's skills from the progression grids if the skills was missed last year due to lockdown. For example, Year 1 did not get to do their construction unit so when the year 2 teacher covers construction, she will look at the year 1 skills at first and then build if appropriate. The Key Stage 1 team have worked closely to ensure that any skills that were not covered in year 1 will be taught in year 2.

French

As a result of Covid-19 lockdown, French learning was missed in Summer 2020. Although some opportunities were provided for home learning, not all children accessed it. During the Autumn and Spring Terms 2020-2021, French learning time will be used for catching up with missed learning in Science, Maths and English. French teaching will resume in the Summer Term and may also include a French Day to reactivate the children's learning in a fun way.

RE

Due to Covid-19 lockdown, some essential skills and information were unable to be taught in the 2019-2020 academic year. As such, the borough's essential information has been reviewed and this key information has been planned into the 2020-2021 curriculum in place of Free-Choice units. In addition to this, a covid-secure inter-faith day will be incorporated into the academic year.

PSHE

Due to Covid-19 lockdown, some essential skills and information were unable to be taught in the 2019-2020 academic year, such as some RSE units. In addition to this, a variety of additional needs may have presented for children as a result of lockdown and time away from school. As such, a recovery curriculum was implemented to support children upon the return to school and a focus has been given to settling children back into the learning environment. Gaps in learning will be identified and incorporated into planning.