

Harbertonford C of E Primary

Bounce Back Curriculum 2020

Intent

Our Bounce Back Curriculum aims to enable our pupils to continue to develop their emotional resilience, independence as learners and ensure that they are supported in closing any gaps in learning they may have. We are aiming to teach an ambitious and broad curriculum, but we will make sure that we focus on the most important aspects for our learners.

Our approach will be highly personalised and focusing on contributing to the filling of gaps in pupils core knowledge:

- Consider the pupils' mental health and wellbeing, attachment needs and make sure that our pupils receive additional support, so they are ready to learn.
- Enabling effective communication, helping pupils discover their "voice".
- Building up skills to rediscover full engagement in learning and allowing pupils access to the curriculum.
- Renew old and create new relationships with peers and staff.
- Assess where pupils are in their learning, and agree on what adjustments may need to be implemented within the school curriculum.
- Identify and plan how best to support education for different groups of learners across the school.

Pupils will need to focus on each stage with different periods of intensity and for varying amounts of time and we recognise that we need to follow the "plan, do, review" cycle to ensure that we continue to meet the pupils needs throughout the year.

Implementation

We have used the EEF model (<https://educationendowmentfoundation.org.uk/covid-19-resources/guide-to-supporting-schools-planning/>) as a guide, focussing on 3 key areas: Teaching, Targeted Academic Support and Wider Strategies in order to help our children regain any losses of their emotional wellbeing and academic development associated with the impact of the outbreak.

The curriculum has been designed to empower students to continue progressing towards their long term, pre-pandemic, aspirations.

Teaching

- Quality First Teaching will be revisited to ensure that objectives are sharp and focussed and pupils are engaged and involved as active learners, making the most of the opportunity to interact with each other. Priority will be given to ensuring that they are exposed to high quality modelling and questioning and the opportunity to problem solve and develop independence on a daily basis.
- A flexible approach to grouping will ensure that teaching is responding to developing and ongoing needs.
- Basic skills, expectations and standards will be revisited and reinforced to support the pupils in re-establishing normal expectations.
- High quality AfL cycles will ensure that teachers identify any gaps in learning.
- Training for staff and pupils in Microsoft Teams will ensure that, in the event of any further lockdown or period of absence due to self-isolation, pupils will continue to have access to our teachers and curriculum. (Including “upskilling” teachers and TAs so that they have the skills and knowledge to use Teams highly effectively.)

Targeted Academic Support

- Revisiting the SEND model will reinforce that: at Wave 1 teachers notice, react to and note pupils needs. They gather information to ensure that they know every pupil's needs and they support these within the class. Wave 2 teachers timetable interventions to support children in reaching ARE. Wave 3 they design special and personalised support in response to specific needs.
- Effective AfL will ensure early identification of pupil needs.
- A flexible approach to intervention that utilises staff strengths effectively will ensure that pupils will receive timely support that provides a swift and striking impact. Consideration will be given to which member of staff will have the highest impact.
- Time limited interventions with clear, specific objectives (including pre-teach and over-teach) for groups with similar needs will ensure that additional support is effective.
- Collaborating closely with parents will ensure that pupils receive the support they need both at school and at home.
- Ensuring that differentiation is planned for both in class and in blended/home learning will ensure that all pupils' needs are met effectively.
- Training the children in using specific support materials (e.g. Nessy, Immersive reader and Oxford Owls) will ensure that they can access these resources independently both at school and at home.
- Ensuring that identified gaps are shared with parents (e.g. parents' evenings) so that school and home can work in partnership.

Wider Strategies

- Promoting mental health (e.g. regular reference to “10 a day”) will ensure that this remains a high priority and give children strategies to recover their emotional well-being balance.
- Establishing high quality PSHE through Jigsaw will ensure that pupils have the time, space and skills to talk about their feelings and concerns.
- Taking time to talk to the children and rebuild relationships will allow them to disclose or discuss life events that will enable them to rebuild emotional resilience.
- Sharing of relevant and pertinent information between staff (including planning between job share teachers and teachers and TAs) will ensure that no concerns about specific children will be missed or “overlooked”.
- Establishing home IT situations (IT@home survey Sept 20) will ensure that support for home learning can be targeted.
- Ensuring that a sense of community is maintained through online collective worship and involving the parents in our community (Facebook, website and newsletter) will enable us to move forwards together, with confidence as a community.
- Improving and refining our approach as an ongoing process will ensure that we respond to needs as and when they occur.

- Ensuring that we are willing to experiment, adapt and evolve will ensure that we provide the best possible experience for our pupils and their families.

Impact

What will the impact look like?

In October 2020 baseline judgements will be made in Reading, Writing and Maths, based on work the children have completed in the first month. From these, pupil profiles will be created and progress against these specific targets will be measured. Formative assessments will be repeated in December and March and progress closely monitored during pupil progress reviews. Teachers will be required to evidence good progress to ensure that children are achieving and progressing in line with pre-covid expectations by the end of the academic year. Pupil Voice will show that pupils feel happy and safe within school and are actively engaged with their learning.