



Gateway's Recovery Curriculum

2020 - 2021

In order to address gaps in the children's learning from the Coronavirus period, we have undertaken the following steps as a staff to plan our 'Recovery Curriculum' to support our pupils to close gaps in their learning.

During the initial period of lock down, home learning was published daily using our school website for all year groups. This included:

Handwriting, spelling, English, maths, science, reading activities and phonics for EYFS/Year 1.

This work was planned from the long term planning in place for the individual year groups.

After 3 weeks, we began setting our work on Google Classroom, which enabled pupils to submit work and receive feedback from their class teachers. It also enabled teachers to differentiate work according to their pupils' needs.

Google classroom also enabled us to monitor engagement with home learning and support pupils with their learning.

Throughout the period of lock down, teachers monitored children's online learning and RAG rated their engagement.

Any children not engaging were messaged on Google classroom, telephoned by the class teacher, SLT and in some cases received a home visit to offer support.

Parents who requested support/advice received differentiated work or a home visit.

After a week of moving over to Google Classroom teachers telephoned all families to discuss how children were finding using the online platform and to support any parents who had not yet the online classrooms.

From these phone calls, we discovered that some families had limited access to a screen or printer. In response, packs of work were printed and delivered to those families.

For SEN pupils work was differentiated on Google classroom and they received individual packs relating to targets from their personalised plan.

In preparation preparing a return to school curriculum, class teachers were asked to analyse their long term plans and identify gaps in the children's English, maths and foundation stage subjects by looking at their medium and long term plans.

Teachers also ensured Classroom Monitor was up to date for all curriculum teaching to support their judgements.

Individual children in need of focussed support for wellbeing/learning were identified on this document.

During the inset days on the 20th, 21st and 22nd of July, subject leaders lead discussions on how to address gaps in the children's learning during the academic Year 2020 - 2021 (see curriculum plans and how they address gaps).

Teachers discussed the types of interventions that could take place and how formative assessment will be used to inform planning.

Further discussions were had around the use of TA's and other adults to support learning to help manage the workload and provide accurate assessment information.

From September:

- A combination of Academic and Well-being program of study.
- An emphasis on building the community - staff, pupils and parents. s
- A carefully, adapted and planned approach to the curriculum to address gaps in the children's learning in a manageable way.
- RSHE teaching to be strengthened to support children's wellbeing returning to school.
- Blended curriculum

Baselining the children in September:

We will:

NOT be undertaking formal assessment tests initially to avoid impacting on our pupils' wellbeing.

Be using teacher assessment to assess pupils reading (individual reading), writing and maths to identify pupils who have made good progress and those who are in need of additional tailored support.

Conduct a whole school review in the week of the 21st September to determine the success of the