

## Planning appendix – Covid-19 adaptations

<b>Year Group(s)</b>	3,4,5
<b>Class</b>	Hazel
<b>Teacher</b>	Miss Robson



From September 2020 we will be welcoming pupils back to school. We may need to make some adaptations to the curriculum in terms of the levels that the pupils are now functioning at. There is a focus from the Government on the Primary curriculum of “supporting pupils with particular regard to phonics and reading, increasing vocabulary, writing and mathematics), identifying opportunities across the curriculum so they read widely, and developing their knowledge and vocabulary.” Could you please complete the table below with particular emphasis on these areas and/or using the titles below.

Area of impact	Planned changes
Curriculum	<p>Majority of the class are working within EYFS and reception into year 1, we use the national curriculum areas linked to the IPC as a topic overview and tailor the learning to fit our individual needs. Where possible we try to incorporate as much of the children's interests as possible into their learning. Meaning hazel have a flexible timetable to accommodate this and the needs of each pupil. Where appropriate we work towards progression outcomes but we all have our own Personal Learning Goals (PLGs) that we are working towards on a daily basis.</p> <p>Within the classroom we have a continuous provision to support our EYFS learner and try and make as much of the learning as practical and functional as we can, playing and exploring, active learning and creating and thinking critically. Due to this the majority of Hazels work is gathered on Evidence for Learning app. Work is photographed and assessed on the app linking to the pupils PLG outcomes and progression where possible.</p> <p>We are spending time getting back into a routine, emphasis on hygiene and keeping each other safe. We have spoken a lot about lockdown and focused on the positives of spending time at home. Sharing photographs of the different activities we enjoyed and new skills we learnt. We have included some extra sensory/movement breaks especially in the afternoon. We are spending time on assessing through practical activities where possible, to ensure we know areas of possible catch up and have a baseline for this year. Where possible we take lessons outside.</p>
Lesson content	<p>Lessons based on topic and practical to encourage engagement and to get the pupils back into a routine without the pressure of everything being sit down activities.</p>
Lesson delivery	<p>Due to the nature of the class lessons are as practical as possible. They are short 15/20 minute activities starting with a physical input and finishing with a short focused task. After the lesson we have a sensory/movement break before starting another task.</p> <p>We work on a carousel basis as children are encouraged as much as possible to stay at individual tables. Some lessons are split across two days if resources are needing to be cleaned before another pupil can use it.</p>
Assessment	<p>We are ongoing with baselining, comparing what the pupils were at before lockdown. This will then give us a starting point for planning lessons. All work is photographed and uploaded to Evidence for Learning App where we can link the work to EYFS outcomes for progression. Every child has a Personal Learning Goal framework on EFL, this framework is the pupils EHCP targets. We can then assess work against them.</p> <p>Some children are working below national curriculum so activities are based on early years' model.</p>

Resources	<p>Every child has their own set of equipment and equipment that needs to be shared are all plastic and cleaned after every pupil use.</p> <p>Sensory equipment such as the tent is only shared within our Hazel bubble and cleaned every night.</p>
Accreditation if applicable	
Other areas including any mental health support that may be required	<p>We are spending time talking about our feelings, likes and dislikes linking to our mental health. Due to the majority of the class working within EYFS/reception we have spoken about things that we like and enjoy doing which then make us feel better.</p> <p>Where possible to support both the pupils and their families we are using the Class Dojo app and trying to upload at least one piece of work at dinner time to parents. As we are aware some parents may have some anxieties about their children being back at school after spending a long period of time at home with them. Parents feedback has been positive.</p>
Possible Intervention/catch-up strategies to be implemented	