

Planning appendix – Covid-19 adaptations

Year Group(s)	6
Class	Birch
Teacher	Mrs Julia Kennedy



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.”

Area of impact	Planned changes
<p>Curriculum</p> <p>Our aim is to teach an ambitious and broad curriculum in all subjects from the start of the autumn term.</p>	<p>We follow the interests of the pupils and modify the curriculum, if needed, to address gaps in pupils' knowledge, teaching time will be prioritised to this. We will focus on reintegrating the pupils back into school, supporting their needs and being aware of any mental health needs.</p> <p>We will prioritise identifying gaps in core knowledge and re-establish good progress in phonics and reading, increasing vocabulary, writing and mathematics.</p> <p>We will provide opportunities across the curriculum to encourage children to read and develop their knowledge and vocabulary.</p> <p>Our curriculum planning will be informed by an assessment of pupils' starting points and addressing the gaps in their knowledge.</p>
<p>Lesson content</p>	<p>Lessons are differentiated ensuring the needs of all pupils are fully met.</p> <p>Teaching is adapted to meet the needs of pupils and lessons are chunked into sections, to ensure all pupils succeed. The content of each lesson varies according the curriculum area and the needs of individual pupils.</p> <p>There will also be a focus on EHCP outcomes and personalised learning goals during lessons.</p> <p>Teaching assistants will help to support those pupils who need extra learning input.</p> <p>Extension activities are provided to challenge more able learners.</p>
<p>Lesson delivery</p>	<p>Pupils to remain in the same class. Lots of reinforcement of knowledge and skills, questioning to check understanding and to aid retrieval. Short burst of teacher input and then time for children to practice and extend. Phonics will be taught in two groups.</p> <p>Teacher and 2 Teaching assistants will remain with the class, PPA will be covered by Assistant head Teacher so we all be part of the same bubble.</p>
<p>Assessment</p>	<p>We will use latest assessment data and we will make effective use of regular formative assessment, such as quizzes, observing pupils in class, talking to pupils to assess understanding and the scrutiny of pupils' work during and after lessons. There will be over learning to ensure pupils retain information.</p>
<p>Resources</p>	<p>The majority of work is completed in books and/or uploaded on to the Evidence for learning app. Books will be stored for 72 hours before marking. Verbal feedback will be given after each lesson.</p>
<p>Accreditation if applicable</p>	<p>NA</p>
<p>Other areas including any mental health support that may be required</p>	<p>There will be a focus on mental health awareness in the first few weeks of school, in order to alleviate any anxieties around the return to school.</p>

	<p>We will introduce a growth mindset and mindfulness sessions will be accessed weekly (links with a mindfulness teacher).</p> <p>Regular active breaks and /or sensory breaks for those pupils identified as needing this input and active blasts for all children to encourage movement and increased physical activity.</p>
Possible Intervention/catch-up strategies to be implemented	<p>Possible phonics catch up intervention, depending on need</p> <p>Possible basic mathematics skills intervention, depending on need</p> <p>Occupational therapy interventions for those children who have been identified as in need.</p>