



A tiered approach to Recovery Curriculum, academic year planning 2020-2021

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Appendix 1: Remote Learning Contingency Plan September 2020

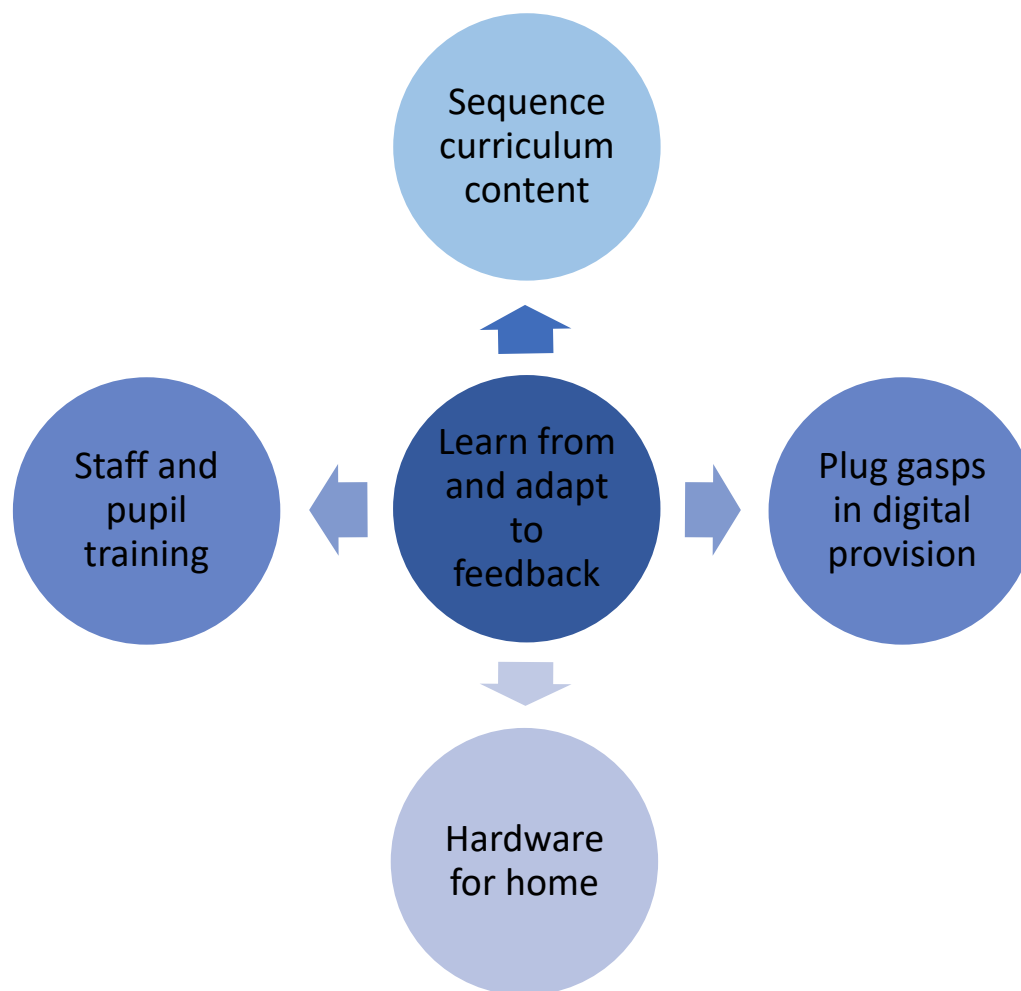
Appendix 2: Whole School Literacy, Vocabulary and Reading Recovery 2020-21



• **Summary of Quality of Teaching and Learning under school closures: March – July 2020**

- To provide students with ongoing education at Maplewell Hall School, teachers have set up an e-learning environment to enable students to continue to work from home. This was available via learning platforms such as Google Classrooms and the school website.
- Work is uploaded weekly to Google Classroom in 2-week blocks, with the exception of core subjects (Maths, English and Science) which are set up on Mondays and Foundation/Vocational subjects on Wednesdays, with the exception of:
 - project work,
 - videos for at least core subjects
 - revision material.
- In order to support students and parents with accessing online resources, school have:
 - Lent 35 laptops for those who required
 - Produced a Guide for Students/Parents/Carers to logging in to Google Classroom
 - Created a helpful video for students on ‘How To Access Schoolwork At Home’
- All new information/videos/letter were located on Weduc under ‘Newsfeed’ and on the school website under the “Online Learning” page.
- Around 70% engaged with online learning
- It was agreed that 6% of students would receive paper copies.
- We promoted reading and phonics using useful links on the school website. This enabled us to support parents and carers as they helped their children enjoy reading.
- The Head of English and other teachers promoted reading for pleasure having recorded specific bespoke resources, such as audio books.
- Through the daily phone calls, we needed to try and encourage the remaining students to engage with the online learning platform.
- Online reading resources and useful links were shared with parents and these were available on the school website and Google Classroom.
- In Reading Sessions and Assemblies, students had been experimenting with “live” delivery.
- Educational activities were created in a range of formats, so that they were accessible to all, reducing the risk of pupils being left behind.
- When planning and designing their teaching, teachers used Voice-to-text and text-to-speech conversion, or different viewing formats to support pupils with dyslexia.
- 140 Students were rewarded with subject specific certificates, for their continuing engagement with Google Classrooms tasks in July.
- Tutors and Senior Leaders were in constant contact with families of students who did not engage with Google Classroom learning, in order to offer further support i.e. ICT equipment or technical explanation. School carried out risk assessments which meant that some of the students were invited to come back to school from 1st June.

What can school do now to prepare for the further disruptions?



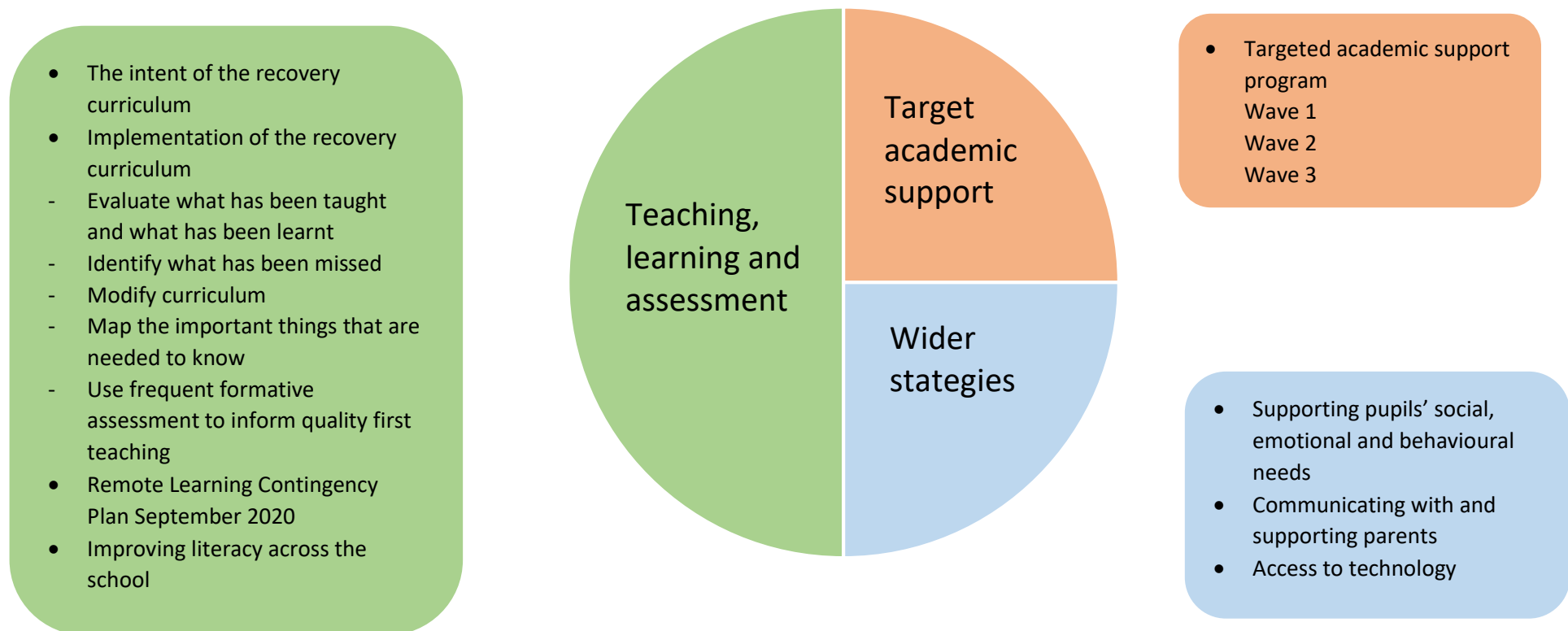
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1. Overview

For the academic year ahead, Maplewell Hall School is developing a tiered approach to the Recovery Curriculum. This will enable teachers and school leaders at Maplewell to balance approaches to improving teaching, targeted academic support and implement wider strategies. Our methodology will be based on DfE guidance and extensive research; we are going to focus on a small number of strategies in order to make the biggest difference in students' progress.

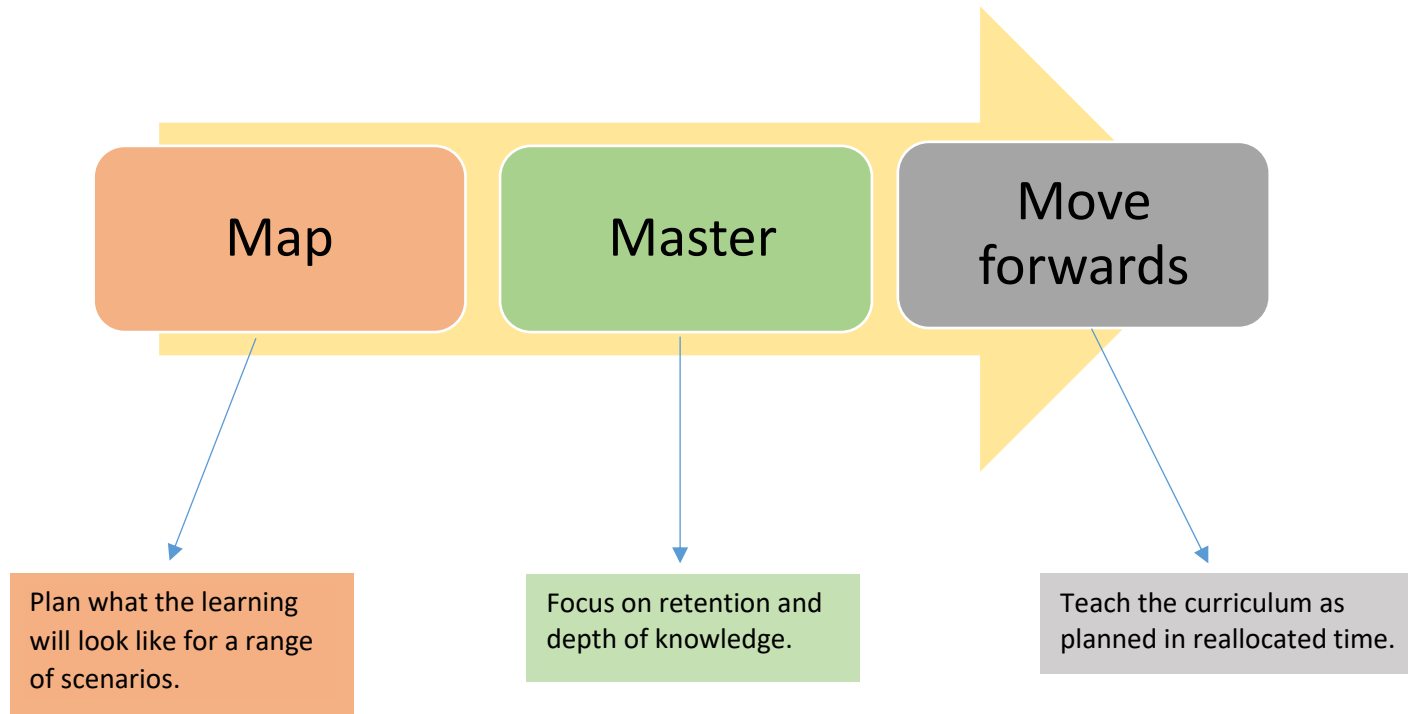
Senior Leaders, in cooperation with Subject Leads have identified that substantial modification to the curriculum may be needed at the start of the year; therefore, teaching time will be prioritised to address significant gaps in pupils' knowledge, with the aim of returning to the school's normal curriculum content by no later than summer term 2021.

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2. What is the intent of the recovery curriculum?

The approach to a positive recovery curriculum in the classroom is threefold:



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- The aim of the recovery curriculum is to narrow the gap between our most disengaged and disadvantaged students and their peers, caused by school closures as quickly as possible, whilst minimising risks to student and staff wellbeing.
- The recovery curriculum is not designed to increase workload for staff, or overload students with prolonged intensive interventions or tests and assessments. Time will be reallocated, rather than reduced to fit in more content. Our focus is on maximising retention and depth of knowledge, teaching our curriculum well, and moving forwards. The wellbeing of students and staff is at the heart of our target academic support intervention plan.
- Whilst the recovery curriculum requires changing our approach to planning, teaching and assessment, the following remains non-negotiable across the curriculum:

- Our high standards in teaching and learning
- Ambitious and rigorous curriculum and outcomes
- Our high expectations of students
- Our consistency

3. How will the recovery curriculum be implemented?

The recovery curriculum action plan covers three possible scenarios and depends on the pandemic situation:

- In school - all students are back in school from the beginning of the Autumn term
- Blended learning - students learn through a combination of remote and classroom teaching. This also covers a likelihood in scenario a) in which students are in school in mixed year/ability 'bubbles' and therefore lessons are covered by non-specialists. For more information, please see Appendix 1
- Remote - students continue to be taught solely online for part or all of the year. For more information, please see Appendix 1

* **Appendix 1:** [Remote Learning Contingency Plan September 2020](#).

3.1 Professional development

- CPD needs will be assessed to reflect changes to the school's learning strategy and curriculum priorities
- School leaders will be investing into high-quality professional development, to enable staff to improve and further developed their knowledge and skills of quality first teaching.
- We break professional development into two distinct activities: up-front training and follow – on support. Training is used to describe initial activity to develop understanding on the methodology and rational behind the new approach and to introduce skills, knowledge, and strategies. Follow- on support may include
- approaches like coaching, where skilled coaches or mentor (either internal or external) provide ongoing modelling, feedback, and support to help apply the ideas and skills developed in initial training to practical behaviour.
- A peer-support model will be promoted to help embed and sustain research –based teaching strategies.



3.2 Evaluate what has been taught and what has been learnt

- Teachers will have to capture what pupils have learnt through on-site education, the remote learning offers, and what has been achieved at home. We know that pupils keep on learning even when they are not taught. Some pupils have gone beyond expectations because of the activities they have carried out at home.
- Teachers are advised to be cautious about making assumptions about evaluating' social and emotional needs. Through the student survey, ongoing conversation with parents and daily well-being check-ups, tutors, teachers and the COMPASS team will be able to identify those students who may require additional support for their wellbeing.
- Teachers will use 'pupil conferencing' to discuss what they have learnt and retained.
- The use of diagnostic assessments and questioning will allow teachers to determine students' individual strengths, weaknesses, knowledge, and skills prior to instruction.
- Involving parents and carers through a structured conversation to ascertain their view of the things their child has learnt and achieved.
- By using transition information between year groups from Go4schools, Google Classrooms and assessment data collected from primary schools' teachers will be able to gather information about what pupils achieved prior to school closure, as well as what they have learnt during this period.
- Applying and focussing efforts in the classroom with the aim of supporting students based on their individual needs as a result of the situation, rather than possibly acquiring any labels along the way.

3.3 Identify what has been missed

- Subject leaders/teachers check the curriculum plans/maps for what has not been taught. Identify the 'sticky knowledge' that helps to know and remember more.
- Teachers focus on learning behaviours that promote a pupil's readiness to learn. Teachers need to consider pupils' social and emotional development, as well as their academic learning. Some students have had opportunities to make progress in important life-long learning skills such as work habits, sports related skills, social skills and leadership skills. There may be a negative impact for vulnerable pupils and their skills to learn.

3.4 Modifying curriculum and day structure

- All teachers and other staff will be able to operate across different year groups, that will remain consistent in order to facilitate the delivery of the school timetable. Students will be kept in their class groups for the majority of the classroom time, but also allow mixing into wider year groups for specialist teaching in Math, Science and English.
- Changes to the structure of the school day will allow us to implement longer reading sessions, from 15min to 40min
- Teachers will need to adopt a more 'teach from the front' and 'expert explanations' style, in order to reduce movement around the room.
- Subject leaders, in collaboration with teachers, will review the curriculum plans/maps so that they include what we want the pupils to learn.
- Teachers will focus on teaching the key concepts that students need to know, in order to achieve curricular end of year goals.
- Subject leaders will work in co-operation, identifying where subjects may be linked, or knowledge is transferrable across the curriculum.



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- Through the quality assurance processes, teachers will identify if the curriculum and teachers' approaches are appropriate and flexible for all.
- Teachers and subject leaders will consider how missed elements/insecure concepts are blended into the ambitions of the new year group expectations, to avoid unnecessary repetition and ensuring that expectations for all, remain high.
- Transparent curriculum with children and parents, so that everyone knows what the learning journey is.
- Use of Go4school and IEPs on Microsoft Teams will allow us to monitor the impact of the curriculum on a pupil's personal development and academic achievements.
- Remote education is planned as an essential component in the delivery of the school curriculum for some pupils, alongside classroom teaching, or in the case of a local or regional lockdown (*see below information re remote learning*).
- Through book moderation, lesson observations and learning walks, school leaders and subject leaders will be able to review the curriculum and benchmark against the planned ambitions of the curriculum.
- Subject leaders and teachers will revisit curriculum plans/maps to ensure that sequences of learning are in place and help to learn and retain more.
- Senior leaders and subject leaders will monitor to ensure that teaching and learning meets the needs of the school's adapted learning strategy.

* See **Appendix 2: ['Whole School Literacy and Reading 2020-21'](#)**

3.5 Use of frequent formative assessment to inform quality first teaching

- Through the ongoing CPDs and mentoring, teachers will be confident with approaches to assessment for learning and how to use these skills to inform what needs to be taught.
- A whole school assessment approaches:
 - high quality regular diagnostic and formative assessment during lessons and of pupil work, will allow responsive teaching;
 - continuous use of diagnostic assessments i.e. retrieval quizzes and short written tasks, which can be self-assessed to recall something that students have learnt in the past;
 - self-assessment will require regular and consistent modelling of this alongside success criteria;
 - virtual learning platforms to support with retrieval activities;
 - well design questions that test for explicitly common misconceptions;
 - verbal questions
 - diagnostic questioning
 - knowledge organisers as 'contracts of essential knowledge'.
- These low-stake approaches will benefit more precise diagnostic gaps in learning and informing teaching. It will allow us to support retrieval and review of key knowledge and concepts.
- Medium term plans/schemes of learning should be modified to clearly indicate any changes to the learning journey.
- Differentiation and planning for students who have not engaged in online learning.
- Prioritising explicit instructions, scaffolding, flexible grouping and cognitive and metacognitive strategies when teaching.
- School leaders and subject leaders will continually check that systems of feedback used enables us to support pupils' learning and progress.
- School leaders, in co-operation with subject leaders will identify best practice for delivering additional support and tuition.

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- Teachers will follow existing Teaching Learning and Assessment policy to implement rich summative assessment at the end of topic/units (every weeks).
- Curriculum essential for reading and promoting vocabulary across wider curriculum subjects.

3.6 Map the important things pupils must know

- Phonics screening, 'Fresh start', will start at the beginning of Autumn term, prioritising year 7 and then gradually moving onto the other year groups. All year 7 will have a baseline writing test to assess their abilities against national data and provide a writing age.
- The New Group Reading Test (NGRT) for whole school will enable us to identify reading age.
- Use a range of on-going effective diagnostic assessment for learning strategies (questioning and quizzes) to map gaps in students' knowledge, to meet year group expectations.
- Teachers identify opportunities for linking learning across the wider curriculum, so that learning time is maximised.
- Any implications for classroom management to support changes to academic and social/emotional profile such as:
 - setting clear rules on classroom management (see the update on Behaviour policy)
 - subject specific risk assessment shared with students and staff (see individual department risk assessment)
- Curriculum leaders should work with their teams to consider their key stage 3 curriculum:
 - Curriculum should be distilled into **essential knowledge** and **desirable knowledge**. Essential knowledge is 'gateway knowledge'. It should consist of threshold/key concepts, that will allow learners to progress to the next stage of their learning journey.
 - Desirable knowledge and hinterland will still be included wherever it is appropriate to, depending upon the readiness of students.
- Key stage 4 and 5
 - Concentrating on essential knowledge of the specification. Subject leads should work with their teams to consider the re-design of their curriculum, to allow learning of the full specification content in subjects, where this has been proposed by Ofqual.
 - Subjects where units or aspects have been removed or altered, will need to adapt their curriculum for this. Senior leaders and Subject leaders needs to follow Ofqual's ongoing updates for Summer exams 2021.
 - All subjects will maintain the rigour of their curriculums (appropriate depth and breadth) and ensure a coherent delivery sequence.



2. Targeted academic support

- High quality teaching will be supported by, and bound to, targeted academic support.
- Literacy and numeracy interventions
- Targeted report system recorded on Go4schools and shared with parents
- The assessment practices that will be embedded will enable us to quickly find that some pupils have lost learning or misunderstood content, whereas some have gained knowledge during the extended period of Covid-19 school closure. This may require targeted intervention plans.
- The evidence is drawn from analysis of studies (EEF) that one to one tutoring or small group tuition can be a powerful tool for supporting pupils.
- At Maplewell, we will implement a specific intervention program led by both teachers and teaching assistants. The 3 wave structured intervention program will have:
 - **Wave one** – same day in class intervention: one to one with LSA/TA, small group with TA leading
 - **Wave two** –arranged during standard school hours, students are taken from non-core subject (except where reading age is <5) to have one to one sessions with a teaching assistant
 - **Wave three** – afterschool group sessions, mainly aimed at key stage 4 students
- Common elements of intervention:
 - content of tutoring aligns with classroom teaching and focuses on the areas that pupils need the most support with
 - session is often brief (15-45 min), occur regular (2-5 times a week) and are maintained over a sustained period of time (4-20 weeks)
 - teachers and TAs work together to make sure sessions cover the areas that pupils need most support with (existing school assessment data and feedback processes should play a central role in this)
 - staff receive extensive training from teachers
- Intervention is carefully targeted through identification and assessment of need; the intensity is monitored by teachers and teaching assistants.



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3. Wider strategies

Students' well-being and communication with parents

We recognise that children and young people will need a period of adjustment when they return to school in Autumn term. Students' mental health will be at the forefront of the recovery curriculum; therefore, we will focus on supporting our students' fundamental wellbeing against potential feelings of anxiety, trauma and bereavement due to the impact of the Coronavirus.

Areas explored when focusing on reducing students' anxiety:

- Welcome back and establishing the safe environment, (including new COVID-19 safety rules and routines)
- Understanding the coronavirus and how to stay safe and well
- Reconnecting with friends
- Belonging and feeling safe at school
- Managing worries and fears
- Being positive and looking forward to learning
- Gratitude and appreciation
- Loss and bereavement

All of the areas above will be covered and explored with sensitivity and will be delivered to the children at a level appropriate to their age and understanding. We believe that these are important topics which will support the process of understanding and coping with what has been extremely challenging times for all of us.

- Subject lead of Preparation for Adulthood (P4A) and COMPASS (Student Support Team) team will be co-ordinating students, staff and parents/carers wellbeing. (See action plan)
- To ensure effective implementation for Preparation for Adulthood Curriculum teachers will be involved in ongoing CPD from skilled P4A lead ensuring staff will have support to embed changes in their teaching and intervention practice.
- In some cases, COMPASS team in cooperation with Senior Leader will need to address absence directly and helping pupils to re-engage with school- feeling safe and ready to learn – will be at the forefront of school leaders plans.
- P4A lead will share with teaching and COMPASS staff on how our curriculum is planning to support students' mental wellbeing.
- Our P4A curriculum is grounded in evidence informed approaches that have proven to be effective within our context.
- A range of strategies will be implemented such as:
 - Feeling boards (already in practice)
 - Morning meditations
 - Daily breakfast in class

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- Regular practice in calming tools i.e. deep breathing
- Using stories to examine character's feeling through effective questioning
- Approach need to be holistic, supported by school environment which will be aesthetically calming to the eye. Carefully design classrooms including 2 colour boards (blue academic, green pastoral) including 'safe space'. Visual cues in the classrooms, such as feelings vocabulary, self-regulation strategy displays will be a handy reminder for pupils and staff. Creating positive and supportive environment that promotes high standards and positive relationship can help ensure pupils can access the best possible teaching.
- Tutors' communication with parents/carers will need to be monitored and supported.
- The results of the students Summer wellbeing survey were used as a starting point in planning and addressing students' needs and concerns.
- The language that teaching staff will be using when talking about 'recovery' will be key to building students confidence with their learning and motivating them to move forward, in a way that is supportive of their wellbeing.

Language to avoid:	Positive alternatives
Catch up	Map where we are currently at
Learning gaps	Move forward
Lost learning	Master our prior learning
Repair learning	Consolidate/strengthen prior learning
Damage to learning	Enhance our subject knowledge
Time lost	Deepen the knowledge
Recover	Revisit to strengthen
Make up lost time	Next sequence
Behind	Build upon
Cover ground	Enhance
Speed up	Develop the learning
Cram in	Challenge ourselves
Won't fit it all in Impossible to fit it all in	Misconceptions
	We/us as a collective, inclusive pronouns to create a sense of community



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Access to technology

Pupils' access to technology has been an important factor affecting the extent to which they can learn effectively at home and in school. In particular, lack of access to technology has been a barrier for many disadvantaged children in our school. Since March 2020, Maplewell Hall School has purchased over 30 additional laptops to facilitate access to the online lessons and tuition.

We have also invested in additional technology by improving the facilities available in school such as creating a new IT classroom and providing a visualizer for every teacher to support their online and in class teaching.