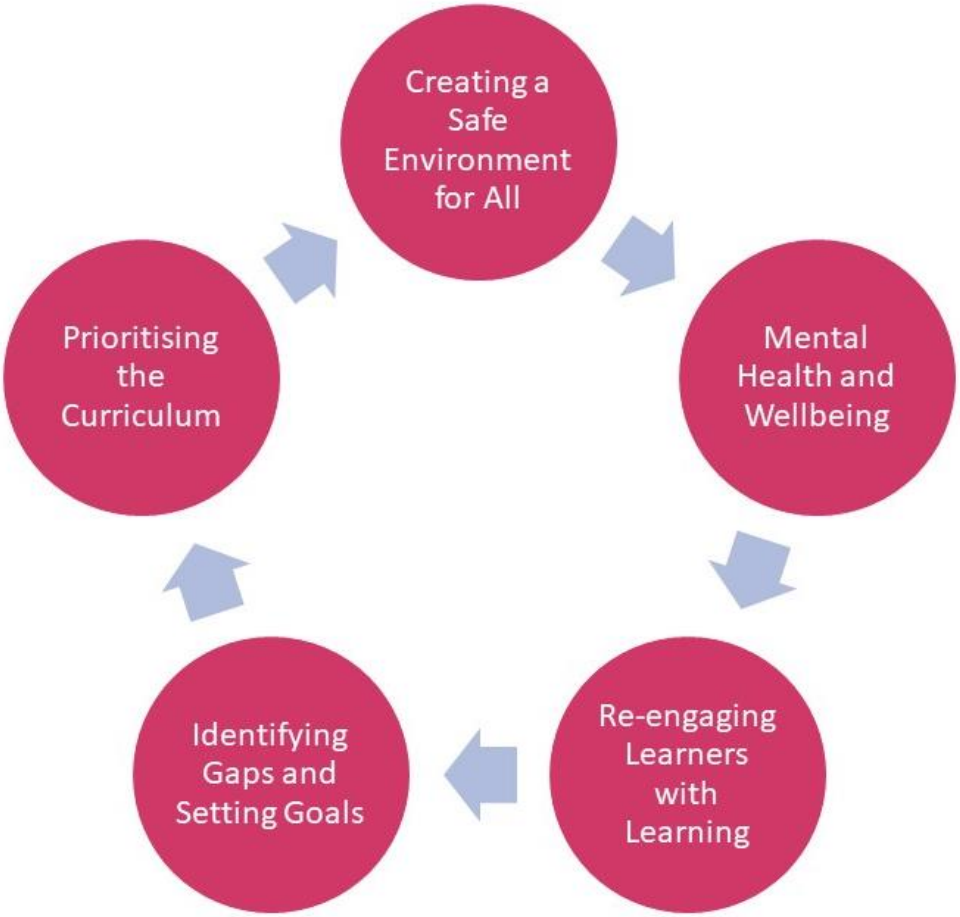
Recovering the Curriculum

Considerations and Practical Ideas for Recovering Schools Effectively



WORCESTERSHIRE CHILDREN FIRST

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Purpose of this document

Schools have been closed to many pupils/students since March and there are likely to be several months of further disruption ahead. The purpose of this document is to support schools in planning for the recovery of the school's curriculum by identifying priorities.

> ***It would be naive of any Headteacher/Principal to think that the child will pick up the Curriculum at the same point at which they left it on the day their school closed. Too much has happened. Listen to what the children are saying. Look at what the children are experiencing. None of this follows the usual pattern of a school year with all of the annual cycle of events. It feels like a period of true social disorder. Compassionate Leadership is crucial at this time. (Professor Barry Carpenter)***

What differences have there been during lockdown?

Despite the effective work that schools have done to engage pupils/students with remote learning activities, there are several features that have undoubtedly impacted significantly on learning due to the wealth of experiences that schools offer on a day-to-day basis.

- A lack of contact with adults offering effective guidance and feedback
- A significant difference in the experiences of children during lockdown
- A wide range in the attitudes and engagement of pupils/students during lockdown
- A curriculum narrowed by the nature of remote learning (e.g. lack of equipment in homes)
- Limited contact with school staff who are needed to offer formal and informal nurture and pastoral support
- Few opportunities for paired or group learning with peers
- Anxiety and wellbeing concerns caused by the pandemic; change in routines and social isolation
- Increased exposure to families in crisis and domestic violence
- Pupils/students, staff and the community experiencing bereavement

Outcomes- what is the likely impact?

- Gaps may well have widened during lockdown. Many children will have received little guidance during the time they have not been at school. Others will have been expertly guided in what they have been asked to do. The curriculum that the school had in place prior to lockdown will not be fit for purpose in the short term.
- A few pupils/students will have regressed in their learning due to a change in the level of guidance, practise or reinforcement.
- Schools will likely find that pupils/students have been taught different methods or approaches at home. This has the potential to hinder next steps in learning.
- Children may not have experienced the level of independence when completing learning tasks that would have been typical when in school.
- Children are likely to be wary of returning to school and will be anxious. It is quite likely that children will have experienced bereavement. Schools will have to be aware of the impact this will have on mental health and wellbeing and ensure that pupils/students are safe and feel safe.
- The time available to deliver and assess the school curriculum is significantly reduced and so schools will need to prioritise content to make most effective use of the time and resources available.

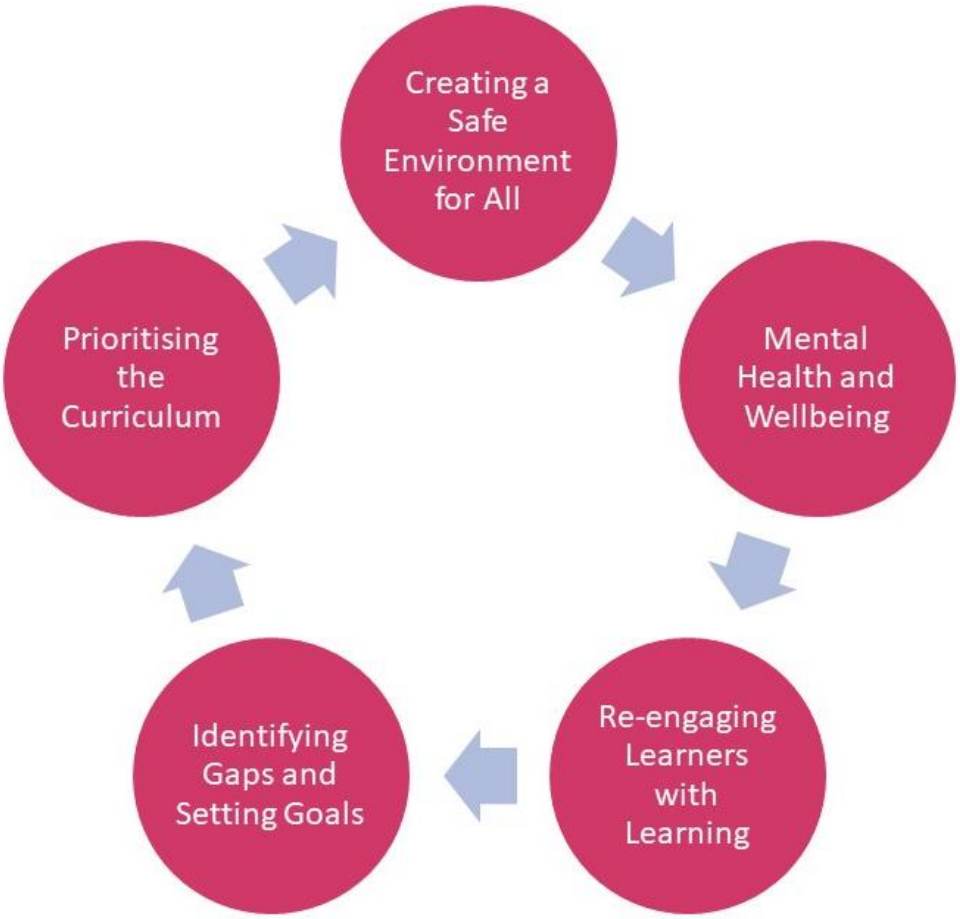
- Some students may demonstrate a lack of motivation and engagement in learning-especially where they are feeling uncertainty around their future and expectations (e.g.re: GCSE and A' Level Examinations)

Key Principle moving forward:

Plan and deliver a curriculum which focuses on what is necessary in the short term to…

I. Ensure pupils/students and staff **are safe and feel safe**
II. Support and promote **mental health and wellbeing** of pupils/students and staff
III. **Engage and motivate** pupils/students to learn and re-engage with parents and the wider community
IV. **Identify significant gaps** and provide learning sequences and opportunities which address them
V. **Prioritise the** curriculum content which is most important for pupils/students

NB - the schools safeguarding ethos and policy remain at the core of the document and safeguarding should, as always, remain a thread throughout the curriculum.



1) Creating a safe environment for ALL

Considerations

- Is your school working in accordance with guidance from Public Health England, The Department for Education and the Local Authority?
- Have you carried out risk assessments with regards to Covid-19 transmission?
- Are you reviewing and updating your risk assessments regularly?
- How do you know that the children/staff at your school are feeling safe?
- To what extent is your school able to respond quickly to guidance change?

Prompts

- Distribute risk assessments to all staff regularly and make safety a standing item for staff meetings. Ensure that information is distributed by email to all staff.
- Display information about keeping safe in school on walls, toilets, in newsletters and on your website.
- Provide staff, pupils/students and parents with regular updates about how you are maintaining safety measures
- Fully explain to pupils/students how you are helping to keep them safe. Reiterate this regularly and ensure all staff do the same. Model expectations clearly, especially to younger children
- Ensure that staff understand that pupils/students will want to talk about the risks of Covid-19 and give them space and time to do so.

Check guidance documents regularly

Links

Public Health Guidance
https://www.gov.uk/coronavirus

Education and Childcare- Government Guidance
https://www.gov.uk/coronavirus/education-and-childcare

Worcestershire Children First Covid-19 bulletins
http://www.worcestershire.gov.uk/COVID-19schoolseducation

Worcestershire County Council Covid-19 full guidance
http://www.worcestershire.gov.uk/coronavirus

Implementing protective measures in education and childcare settings guidance document
https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings

NHS Covid-19 information on symptoms and testing
https://www.nhs.uk/conditions/coronavirus-covid-19/

2) Mental Health and Wellbeing

Considerations

- Have you considered the impact the pandemic has had on the mental health your pupils/students, staff and community as you begin to reopen your school to a greater number of staff and pupils/students?
- Have you made changes to your provision to address mental health concerns?
- Are all staff well informed about the potential impact that lockdown has had on the mental health of pupils/students, parents, themselves and their colleagues?
- To what extent are the children at school ready to learn?
- Have you considered opportunities to focus on mental health and wellbeing as we plan the curriculum and assessment practices?
- Are there additional CPD needs for staff, in light of COVID, to identify and address pupils'/students' anxiety, trauma and self-esteem?
- How will you know that we are being successful in supporting pupils'/students' mental health?

Prompts

- Make regular purposeful reference to mental health and wellbeing in assemblies, displays, classrooms, newsletters, website etc. Reiterate and emphasise access to support services (e.g. NSPCC Childline)
- Provide easy access to pastoral/nurture support for all pupils/students in school. (e.g. Time to Talk sessions, drop-in sessions, tutor periods)
- Provide enhanced and/or specialist support to address the needs of pupils/students with more complex mental health and wellbeing needs
- Enhance the PSHE curriculum to address the impact of Covid-19 on pupils'/students' mental health.
- Include information about the pandemic in the curriculum to allow children to gain a better understanding of the current situation.
- Continue to put 'enjoyment' and 'engagement' front and centre in curriculum planning and delivery.
- Continue to build and foster an ethos in school that encourages pupils/students to talk about their worries, feelings and fears.
- Include mental health and well-being on the agenda for all staff meetings.
- Use staff training time to establish a shared understanding and approach to mental health and wellbeing of all.
- Provide clear guidance for ALL staff and ensure they have access to support and counselling.

Links

Mental Health Foundation- overview of child mental health indicators
https://www.mentalhealth.org.uk/a-to-z/c/children-and-young-people
Mental Health Foundation Covid-19 guidance- 'Returning to School'
https://www.mentalhealth.org.uk/coronavirus/returning-school-after-lockdown
Young Minds. Coronavirus advice and support
https://youngminds.org.uk/
Professor Barry Carpenter: Lectures on child wellbeing and **curriculum recovery** (ideal for staff-meetings. Several recorded webinars of between 30 and 60 minutes)
https://youtu.be/Bvx0-mjT9Tc
Education Support- free 24hr helpline for those working in education

https://www.educationsupport.org.uk/coronavirus-support

Time to Change: ending mental health discrimination

https://www.time-to-change.org.uk/about-us

Keeping Children Safe in Education; Linking Safeguarding with child mental health; paragraphs 4, 34-38 (For Information Only. Comes into force on 1/9/2020).

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/892394/Keeping_children_safe_in_education_2020.pdf

Worcestershire – Emotional wellbeing and mental health guidance for professionals

http://www.worcestershire.gov.uk/info/20739/professionals_partners_and_providers/1389/emotional_wellbeing_and_mental_health_guidance_for_professionals

Worcestershire Mental health support for children and young people

http://www.worcestershire.gov.uk/info/20572/childrens_and_young_peoples_mental_wellbeing/1580/mental_health_support_for_children_and_young_people

Worcestershire Health and Care NHS Trust – Now We're Talking

https://www.hacw.nhs.uk/now-were-talking

Worcestershire Graduated Response Guidance (SEND support in education provision)

http://www.worcestershire.gov.uk/graduatedresponse

'Never the Same' School Leadership Resources for Grief, Bereavement and Loss based on the Church of England Vision for Education

https://www.churchofengland.org/sites/default/files/2020-05/%27Never%20the%20Same%27%20-%20School%20Leadership%20Resources%20for%20Grief%2C%20Bereavement%20and%20Loss%20based%20on%20the%20CofE%20Vision%20for%20Education%20-%20May%202020.pdf

3) Re-engaging with learners, their parents and your staff.

Considerations

1. Relationships

"We can't expect our students to return joyfully, and many of the relationships that were thriving, may need to be invested in and restored. We need to plan for this to happen, not assume that it will. Reach out to greet them, use the relationships we build to cushion the discomfort of returning."

Prof Barry Carpenter

- Do you need to revisit your understanding of, and clarity around, the key relationships within the school community? What are they? Who are they between? Why are they important? Peer-to-peer, peer-to-adult and adult-to-adult.
- How are you planning opportunities to rebuild, reconnect and reaffirm key relationships within the school community through the curriculum and the wider routines and day-to-day life of the school?
- How will you engage parents fully so that they are 'on-board' with the steps you are taking?
- Do your Home-School agreements need to be reviewed in terms of responsibilities and expectations between pupils/students, parents and teachers in post-lockdown schooling?
- How are you ensuring relationships with new families to the school are developed and their needs met?
- How are you supporting Newly Qualified Teachers, so they are able deliver what is needed to learners and their parents?

2. A secure and celebratory space

"The organisation of the learning environment is important both in reducing anxiety for children. How we use our classrooms, corridors, dinner halls and playgrounds may be very different, both in how they are arranged and managed and how children can use them when they return to school. Making school a secure base will require a pro-active and consistent approach."

Dr Chris Moore

- Does our learning environment give the key messages of warmth, welcome and wonder that are needed to promote a sense of value and motivate and re-engage the children and staff in their learning?
- Consider the physical layout and organisation of the school. Will some of this need re-purposing or re-arranging to support the needs of learners?
- Will you be able to invite parents into school whilst taking appropriate precautions? Engaging parents is vital.

3. Classroom interactions

"Classroom interaction will be a key thing that students have missed so it's going to be important to press a giant re-set button and re-establish all the routines again, balancing a big warm welcome with some sensible rehearsal and reinforcement. It's going to be important to make it feel really good to be back; not too weird; not heavy-handed – just nicely reassuringly welcoming and orderly. Calm. Normal. Friendly."

Tom Sherrington

- Are all staff sufficiently aware of the need to prioritise opportunities for children to talk and be listened to?

- How will we ensure that teaching staff and children are reminded of the essential classroom protocols and management strategies that were previously embedded in the culture and expectations of the school? It cannot be taken for granted that all children will be able to re-familiarise themselves with these quickly.

4. Metacognition or Re-learning learning to learn!

There will be considerable difference in the way that children have been learning during lockdown. Further to this, whatever your models and principles of learning is or are it is likely that your children will need a refresher and time to rebuild their confidence as learners. So, it will be vitally important that you make the skills for learning explicit to the children to re-skill them.

- Have you planned opportunities to celebrate the successes and achievements children have accomplished in their learning during lockdown as well as acknowledging the challenges they faced?
- Do all teachers have an accurate understanding of what learning pupils/students have engaged in during the lockdown? What learning strategies have they used least and what have they used that has worked well for them? See it as an opportunity for growth - what new skills might they have developed?
- Have leaders and teachers thought about how they will balance the need to enable all children to experience rapid initial success to build their confidence, with the need to re-engage children with appropriate challenge in their learning and ownership of their learning goals or next steps.
- When you reflect on your parent/child engagement in home learning during lockdown, what elements of blended learning have worked well and are worth developing further? Equally are there any barriers for particular groups of parents around these approaches?

Prompts

- Map out the key relationships within each class/group. Use your knowledge of friendship groups, wider peer groups, particularly adult: peer relationships to plan opportunity within the curriculum and daily routines to re-establish, rebuild and reaffirm them.
- Identify and use every opportunity you can for individual and collective recognition and positive affirmation to rebuild the sense of place and purpose for the individual and the collective. These opportunities need to be planned as formal elements within your curriculum offer and within wider day-to-day structures and routines.
- Ensure there is an agreed and consistent approach to the key messages of value, sense of place and purpose in the learning environment. Visible reminders – books and displays - of previous successful experiences and achievements will re-connect children with prior learning and build motivation for future learning.
- Involve the children in creating their learning environment by asking them what they would find useful to support their learning/make them feel safe.
- Plan in time to revisit your agreed principles for effective learning and the routines that accompany them. Don't underestimate the amount of reinforcement this may require for some children.
- Use the learning environment to promote, remind and reinforce models and images relating to successful learning processes and outcomes, as well as communicate key routines such as visual timetables.
- Promote lots of purposeful opportunities for talking and listening in your curriculum planning. This is something that they will have missed!
- Prioritise and quickly re-establish the systems and protocols for classroom talk, for example: Everyone Listening (Signal. Pause. Insist) to Everyone talking (Turn to your partner/Think-pair, share). Make sure **all children** are able to contribute and be systematic in that.
- Plan for all children to experience success in their learning as early as possible. Nothing builds confidence so much as "getting it right". Children will need that validation and experience of success to re-ignite their motivation.

- ☞ Use your assessment for learning strategies to judge when pupils/students are ready to embrace challenge, choice, and more autonomous ownership of learning & learning goals.
- ☞ Steadily and incrementally raise your expectations of challenge and pupils'/students' autonomy. Better to scaffold learning and build confidence gradually through success than induce failure and lack of confidence by providing too much challenge too soon.

Links

A Recovery Curriculum: Loss and Life for our children and schools post pandemic. Prof Barry Carpenter, Evidence for Learning.
https://www.evidenceforlearning.net/recoverycurriculum/

Supporting post-lockdown education using the 6 principles of Nurture Dr Chris Moore, EPInsight
https://www.epinsight.com/post/supporting-post-lockdown-education-using-the-6-principles-of-nurture

Golden Rules for Engaging Students in Learning Activities Nicolas Pino-James, Edutopia
https://www.edutopia.org/blog/golden-rules-for-engaging-students-nicolas-pino-james

Re-establishing teaching routines Tom Sherrington, Teacherhead
https://teacherhead.com/2020/05/29/re-establishing-teaching-routines/

Ideas for Supporting Working Memory Dr Chris Moore, EP Insight
https://www.epinsight.com/post/working-memory-ideas-for-the-classroom

4) Identifying Gaps and Setting Goals

Considerations

- What do you need to do now/later to help reintegrate your pupils/students in to school? What can you do to prepare them before they come to school?
- How will you deploy your staff to most effectively support pupils/students? Will the same interventions that have been used previously still be appropriate? Do you need to consider group interventions, one-to one-tuition, summer support programmes?
- How will you use the first three weeks to 'assess' what gaps exist? Remember that it's Quality First Teaching that makes great teaching! Consider in the early weeks HOW pupils/students will be able to demonstrate their learning through discussions, writing opportunities, reflection activities, observations and practical activities – avoid in the early weeks potentially stressful approaches to assessment. Set aside time to assess pupils/students needs before moving too quickly ahead.
- Have you identified, as a team, which specific aspects of the curriculum make the greatest difference in terms of closing the gaps? What are the key areas, concepts, skills that pupils/students need to know before they move on? What needs to be revisited, re-taught explicitly? What can be taught as part of an integrated approach?
- How will you use formative feedback to support your pupils/students learning? Consider the type of formative feedback that is given to your children. High quality feedback will be essential in supporting pupils/students learning and progress.
- What is your starting point for thinking about assessment? Moving pupils/students on will require good diagnostic assessment. What do you know about your learners already? How well have they engaged in home-school learning? What is/are their greatest barrier(s) to learning? Social, behaviour, retention? What do they need to now? What can be 'taught' later? Who are your priority children? (You may need to think differently about groupings and classes).
- What are your pupils'/students' 'starting points'? Do you need to plan from their previous assessment point, or have you undertaken formative assessment during their home learning? Is this information accurate?
- Consider how parents and carers can support pupils'/students' learning. For some pupils/students, this has been successful, others may need further support. Consider revisiting parental partnerships and offering workshops for parents to model strategies/activities to support learning at home as we may need to do this again!
- Do you have a variety of assessment methods and a shared, secure understanding of effective AFL strategies to accurately assess where pupils/students are at?
- What role will Class Teachers, Heads of Department and Senior Leaders play in ensuring pupils'/students' needs are addressed? Will there be a need for more frequent Pupil/Student Progress meetings? When? Who?
- What funding implications are there to support the identification and closing of gaps? Have you considered how you may use the National Tutoring Programme (NTP) funding?
- Consider creating curriculum opportunities that will enable you to address issues such as language, self -efficacy, collaboration so that they become more confident and resilient learners.

Prompts

- ☞ Consider identifying across your school, pupils/students who you feel have not engaged in home learning or you feel will have significant learning loss and make them a priority focus group.
- ☞ Agree as a staff which assessment strategies you will use in the first few weeks to help support pupils/students and also to help identify gaps – try to avoid tests and summative assessments too

early. Use quizzes, Q/A, group work, discussions and peer and self-assessment (See Ollie Lovell's Blog for ideas!).

- The assessment process is vital. Deciding what to assess and when to assess will be critical in helping to close gaps in learning. Assess too early on return and you will have an inaccurate picture – create your assessment pathway. Assessment for learning, your day to day assessment of pupils/students learning, will be crucial in informing planning.
- Consider Michael Chiles Approach to assessment – CRAFT (June 2020) – Condense the curriculum (what must they know/be able to do), Reflect (give time for pupils/students to reflect on their learning), Assess (what do they know/can they do? Formative assessment) – Feedforward (plan curriculum opportunities to address needs/gaps) - Target Set (Agree priority areas for individual pupils/students)
- Revisit staff roles and groupings – think about how you can make the best use of time to support your pupils/students.
- Revisit provision maps for all classes and for individual pupils/students with SEND. Consider one-to-one tuition, small groupings and interventions. Are the previous support strategies/intervention programmes still fit for purpose? Do they need to be modified?
- Don't plan too far ahead – pupils/students may surprise you. Not all learning will be lost, it may need to be reignited and so be flexible in your approach – a 3-week cycle may be appropriate for the first term.
- Consider how you might use the NTP funding to support identified pupils/students.
- Look at the EEF website – what interventions does research show have the greatest impact on pupils/students learning? (See Links). Which of these can easily be integrated into your provision, which will need some more consideration/planning?
- Remember, there is no blanket approach to assessment and closing the gap – prioritise what your pupils/students need.

Links

DFE Guidance– Identifying and Addressing Gaps

https://www.gov.uk/guidance/identifying-and-addressing-gaps-in-pupils-understanding

DFE – Identifying and Addressing Gaps in Pupils Understanding (Case study)

https://www.gov.uk/government/case-studies/organising-mixed-ability-pupils-in-smaller-groups-and-helping-those-who-need-to-catch-up

Worcestershire Graduated Response Guidance (SEND support in education provision)

http://www.worcestershire.gov.uk/graduatedresponse

EEF National Tutoring Programme

https://educationendowmentfoundation.org.uk/covid-19-resources/national-tutoring-programme/

EEF Frequently Asked Questions

https://educationendowmentfoundation.org.uk/covid-19-resources/national-tutoring-programme/ntp-faqs/

https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf

Chartered College of Teaching

https://my.chartered.college/2020/06/catch-up-and-recovery-approaches-selected-reading/

Olllie Lovell's Blog

https://www.ollielovell.com/affective/how-to-have-that-conversation-with-a-student-who-didnt-do-any-work-during-lockdown/

National Tutoring Programme

https://educationendowmentfoundation.org.uk/covid-19-resources/national-tutoring-programme/

EEF Teacher Toolkit

https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/

EEF Guidance Report and COVID related documents:

https://educationendowmentfoundation.org.uk/tools/promising/?utm_source=site&utm_medium=search&utm_campaign=site_search&search_term=promising projects

https://educationendowmentfoundation.org.uk/covid-19-resources/best-evidence-on-impact-of-school-closures-on-the-attainment-gap/

https://educationendowmentfoundation.org.uk/tools/guidance-reports/special-educational-needs-disabilities/

https://educationendowmentfoundation.org.uk/public/files/REA_-_Impact_of_school_closures_on_the_attainment_gap_summary.pdf

https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/

https://educationendowmentfoundation.org.uk/tools/guidance-reports/early-maths/

https://educationendowmentfoundation.org.uk/tools/guidance-reports/preparing-for-literacy/

https://educationendowmentfoundation.org.uk/tools/guidance-reports/literacy-ks-1/

https://educationendowmentfoundation.org.uk/tools/guidance-reports/literacy-ks-2/

https://educationendowmentfoundation.org.uk/tools/guidance-reports/improving-literacy-in-secondary-schools/

https://educationendowmentfoundation.org.uk/tools/guidance-reports/maths-ks-2-3/

https://educationendowmentfoundation.org.uk/tools/guidance-reports/improving-secondary-science/

https://educationendowmentfoundation.org.uk/tools/guidance-reports/social-and-emotional-learning/

https://educationendowmentfoundation.org.uk/tools/guidance-reports/improving-behaviour-in-schools/

https://educationendowmentfoundation.org.uk/tools/guidance-reports/working-with-parents-to-support-childrens-learning/

https://educationendowmentfoundation.org.uk/tools/guidance-reports/making-best-use-of-teaching-assistants/

EEF Blog – Three Key Questions for Senior Leaders to consider

https://educationendowmentfoundation.org.uk/news/eef-blog-assessing-learning-in-the-new-academic-year-part-1-of-2-3-key-questions-for-school-leaders-to-consider/

EEF Impact of closures on the attainment gap

https://educationendowmentfoundation.org.uk/public/files/REA_-_Impact_of_school_closures_on_the_attainment_gap_summary.pdf

5) Prioritising the Curriculum

Considerations

- Are staff sufficiently aware of the need to prioritise certain aspects and areas of the curriculum when schools reopen?
- How do current themes/topics allow for the prioritisation of certain aspects of the curriculum?
- How are you encouraging staff to pitch curriculum appropriately? Will you suggest a pitch of where the children were at the last point of contact or at the age appropriate standard for September? You may want to explore whether you want staff to plan and cover the content which has been missed in the summer term or begin afresh in September and plug gaps as they appear? There is no right or wrong answer to this – but you should have a whole school approach.
- How will you balance a recovery curriculum against the statutory requirements for that Key Stage?
- Consider the expectations staff will have for the children on return. How will you ensure staff have high enough expectations? Is the deficit in learning going to be as bad as some media suggests? How might it range from child to child, group to group?
- How will staff working with the children that were in Years R, and 1,6,10,12 and the children of key workers, take into consideration the planning of the curriculum when some children were learning in school for a length of time and others were learning at home.
- If there are gaps, which pedagogical approaches will you be encouraging staff to use?
- How 'fit for purpose' is your whole school approach to AFL? What more needs to be considered so that you can be assured the gaps are accurately identified and prioritised?
- Consider the basic skills and knowledge which may have been missed or forgotten. How can these be combined or included with other aspects of the curriculum?
- How long do you anticipate the recovery of your curriculum taking?

Prompts

- Consider a short transition topic for the first 2 to 3 weeks back. This could allow staff to take time to assess accurately the children before ploughing into a 'normal' curriculum which may not be suitable.
- Do not allow teachers to presume all children have 'gone backwards'. This may not be the case and over time, this attitude could lead to slower progress. Cognitively able children should have the capacity to keep learning at a steady pace upon their return to school
- Have a clear plan for prioritising early reading. Maximise opportunities throughout the day for recapping sounds etc. Review the pace of your phonics programme. Can you cover enough sounds in the time before the Phonic Screening Check? Do you need to make any adjustments to the pace and rate for teaching sounds?
- Consider how the key basic skills of numeracy and literacy can be promoted across other curriculum subjects so as not to narrow your curriculum more than necessary. Ensure the chosen themes or topics are suited to learning, developing or revisiting basic skills. Make sure staff look for meaningful opportunities to address gaps in basic skills as often as possible.
- Consider a PSHE theme to the transition topic which will support children coming together as a 'social' group again. This may also support aspects of your recovery curriculum.
- Decide what assessment information is crucial. What do staff need to know in order to successfully plan and pitch a curriculum for their class? How will you collect this assessment in a way that isn't onerous for the staff or uncomfortable for the children?
- Find ways as a leadership team with subject leaders, to 'make room' in the curriculum. Can some content/knowledge be taught more effectively in less time or covered in less depth, thereby creating more room for content which can close the gap?
- Hold Pupil/Student Progress Meetings much earlier in the term. Where possible, use these in the first 4 weeks to support the assessment process and discuss individual class needs and appropriate curriculum solutions. This will help to ensure teachers have realistic expectations which are high enough and provide an ambitious curriculum for all.

- ☞ Review timetables. Where is quality learning time lost and which slots/staff could be better utilised to support rapid progress?

Links

EEF Covid-19 support for Schools
https://educationendowmentfoundation.org.uk/

Ofsted Assessing Quality of Education through the Curriculum. Page 8 contains a useful list of criteria by which to assess the effectiveness of your curriculum
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/766252/How_to_assess_intent_and_implementation_of_curriculum_191218.pdf

Seven recommendations to support improving early language and literacy
https://educationendowmentfoundation.org.uk/tools/guidance-reports/preparing-for-literacy/

National Curriculum Online
https://www.gov.uk/government/collections/national-curriculum

Page 16, Appendix 1. School Improvement Recovery Plan Autumn 2020 (For guidance only. There is no expectation that this format is used by schools)

Recovery Principle	Objective (Could be taken from the Prompts and considerations)	Actions	Cost implications	Success criteria	RAG rating
Creating a safe environment for all					
Mental health and wellbeing					
Re-engaging learners, their parents and your staff					
Identifying gaps and setting goals					
Prioritising the Curriculum					
Additional action relevant to school need.					

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