

Recovery Curriculum for Green Oaks Primary Academy (Autumn 2020)

Key focus	Intended Outcomes	Key Questions	Evaluation What impact has this had? How is it measured? Evidence? Further Action
<p>Quality of education</p> <ul style="list-style-type: none"> To ensure that in response to Covid-19, off track pupils across the Academy are targeted to make accelerated progress across the Autumn Term to return to previous % of pupils at ARE based on Spring 2020 data. 			
<p>Priority 1</p>			
<p>Accurately assess pupils' baselines in RWM to enable an effective recovery programme to be designed.</p> <ul style="list-style-type: none"> INSET session on expectations for programme of assessment Timetable PIXL testing in arithmetic, reading and fortnightly writing task to establish baselines and gaps QLA to support medium term plans for RWM to identify gaps 	<p>Accurate baselines are completed following PIXL timetable.</p> <p>Speed reading baseline completed.</p> <p>PIXL characteristics assessments in reading, GPS and maths carried out years</p>	<ul style="list-style-type: none"> Are staff aware of programme of assessment? Is informal, accurate classroom based assessment in place? Are assessments delivered consistently across Academy? Are independent writes moderated across Yr group classes and cross-school? (Prior to data drop 9th October) 	

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<ul style="list-style-type: none"> • SLT support planning of recovery curriculum 	<p>2-6 following calendar dates.</p>	<ul style="list-style-type: none"> • Are specific aspects of QLA prioritised for planning and delivery? • Do recovery plans address key priorities for individuals? • Do recovery plans address key priorities for groups of pupils especially PP pupils? 	
<p>Priority 2</p>			
<p>Use the designed recovery programme to deliver targeted interventions to individuals and groups of pupils</p> <ul style="list-style-type: none"> • Phase leaders support Yr group planning of recovery curriculum • Phase leaders to monitor delivery • Teachers to monitor progress and respond swiftly to pupils not making sufficient progress • Phase collaborative working together to plan and address gaps. • Target intervention programme designed for individuals / groups 	<p>All pupils who were previously on track make accelerated progress to get back to ARE</p>	<ul style="list-style-type: none"> • Are class teachers delivering recovery programme? • Is there evidence of accelerated progress for individuals / groups esp PP pupils? • Are plans re-shaped to accommodate accelerated progress? • Are specific interventions targeting pupils who are slow to move? • Are strategies in place to support teachers whose pupils are not moving rapidly? • Are HAP challenged effectively? 	

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<ul style="list-style-type: none"> • Subject leaders identified gaps in coverage – to inform Subject Leader Action Plan • Data point in November 27th – moderated judgements by phase leaders (time to work together prior to data drop) • “Third Learning Space” 1:1 tuition for mathematics gap 		<ul style="list-style-type: none"> • Have % pupils on track increased to previous %? 	
Priority 3			
<p>Ensure all year groups are well planned and prepared for remote learning</p> <ul style="list-style-type: none"> • INSET session to prepare resources and online activities for remote learning • Pupils issued with Purple Mash/reading Eggs/Mathletics logins to access online learning • Online learning set weekly to ensure that pupils are familiar with the process, modelled in class and used weekly in class TEAMs and Class Notebook <p>Identify any pupils who cannot access online learning (Questionnaire for parents on remote</p>	<p>In the event of a ‘bubble’ closure, all pupils will be able to use Purple Mash to access learning and communicate with their teacher.</p>	<ul style="list-style-type: none"> • Have class teachers prepare resources and are online activities set? • Are pupils accessing their weekly online tasks? • Have pupils who cannot access online learning been identified and has alternative provision been made? 	

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<p>access at home) – homework club for invited pupils.(PP target)</p> <ul style="list-style-type: none"> • Home learning strategy displayed on the website. 			
Priority 4			
<p>The Introduction of the new SRE curriculum</p> <ul style="list-style-type: none"> • The new SRE curriculum, which the academy developed in conjunction with JIGSAW scheme of work and TRUST draft policy will be 'drip fed' into the curriculum in all year groups over the Autumn Term. • The launch of the SRE curriculum has begun and parental engagement/ consultation arranged. 	<p>The new SRE curriculum will be introduced in all year groups.</p>	<ul style="list-style-type: none"> • Are teachers delivering the SRE curriculum in line with the guidance? 	

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<p>Behaviour and Attitudes</p> <ul style="list-style-type: none"> To ensure that pupils' mental health, well-being and welfare is supported on return to formal education following extended period of absence due to Covid-19 			
<p>Priority 1</p>			
<p>Identify pupils who require additional support in being ready to learn</p> <ul style="list-style-type: none"> Use of PIXL well being toolkit to support mental well being. Significant transition activities in September, getting to know pupils. Providing reassurance, opportunities to talk. 	<p>Pupils with additional needs are identified to enable a clear plan to address needs</p>	<ul style="list-style-type: none"> Are teachers and TAs aware of the potential vulnerabilities of pupils? Has effective hand over from previous class teacher identified existing issues for some pupils? Are there individual pupils who need particular targeted support? 	

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<ul style="list-style-type: none"> • Whole class pastoral support for all pupils- increase in PHSE / circle time and mindfulness activities (reduced science and foundation subjects initially) • Focus on sharing thoughts/ feelings • Use of Time Capsule whole school activity to inform teaching staff of pupil experiences. 		<ul style="list-style-type: none"> • Are plans in place to support those individuals? 	
Priority 2			
<p>Design bespoke and general programme to address needs of individuals and groups</p> <ul style="list-style-type: none"> • Concerns discussed with Behaviour/Pastoral/ SENdco through CPOMS • In-class opportunities explored to support pupil • Target interventions for some individuals • Potential parental involvement • Phase leaders monitor progress of individuals • Rigorously monitor attendance of vulnerable pupils as well as groups of pupils – target non-returners and other issues. 	<p>All pupils are supported to fully access learning with needs addressed</p>	<ul style="list-style-type: none"> • Are specific members of staff identified to support pupils? • Is there a cohesive programme of support offered for individual pupils? • Does class planning offer a range of pastoral PHSE opportunities/ activities? • Are interventions regular and responsive to individual needs? • Do pupils feel supported? • Does this support impact on learning behaviours? 	



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