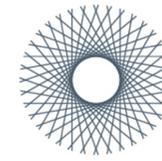




Alban Wood
Primary School and Nursery
Respect Kindness Ambition



AGORA
LEARNING
PARTNERSHIP

work together : learn together : succeed together

Covid-19 Curriculum Action Plan

2020-2021

Following EEF Guide to Supporting School Planning: A Tiered Approach to 2020-21

- Teaching Strategies
- Targeted Academic Support
- Wider Strategies
- Other Activities to be Undertaken Throughout the Year

<ul style="list-style-type: none"> • Covid – 19 Catchup Curriculum • Planning for beyond the Covid – 19 Catchup • Broad and Balanced Curriculum – maintaining a thematic approach 		SLT Lead: Hazel Pinder (Head of School)	
TEACHING STRATEGIES		Supported by: Phase Leaders	
Actions	When	Budget / Time	Impact
Covid-19 Mapping missed objectives <ul style="list-style-type: none"> • Subject leaders and class teachers to compile Covid-19 missed curriculum • Discuss with teachers what specific skills have been missed and milestones that will need to be covered in 2020-21 	Summer 2020 Autumn 2020	Time	<ul style="list-style-type: none"> • Gaps in learning identified • Identifying gaps and teachers aware of what needs to be included in the next year's learning
Covid-19 Sequencing Curriculum <ul style="list-style-type: none"> • Identify the milestones which need to be covered so that a sequential curriculum can be maintained • Use schemes of work to track gaps 	Summer 2020	Time	<ul style="list-style-type: none"> • Sequential curriculum is maintained • Learning is built upon and new learning, reliant on previous knowledge/skills is mapped effectively
Covid-19 Milestones / Gaps <ul style="list-style-type: none"> • Class teachers have the Covid-19 catch up milestones and are able to alter the curriculum for the first 2 terms of 2020-2021 	Summer 2020	Time	<ul style="list-style-type: none"> • Teachers have mapped the milestones throughout their curriculum – essential learning has been planned for throughout the year
Covid-19 Monitoring <ul style="list-style-type: none"> • Subject leaders monitor the implementation of the Covid-19 ensuring the catch up elements are planned for and that this is evidenced in books and lessons • SLT to monitor 	Autumn 2020	Time	<ul style="list-style-type: none"> • Progressive curriculum is tracked by subject leaders and quality assuring the content and delivery of the curriculum.
Covid-19 Assessment <ul style="list-style-type: none"> • Teachers and subject leaders clearly map the milestones which need revisiting and ones which are 'non-essential' • Ensure progression is clear – what needs to be taught first before new learning can be taught 	Autumn 2020	Time	<ul style="list-style-type: none"> • Assessment in all subjects is relevant and tracks the children's progression in all subjects • Arbor used to map progress and attainments
Covid-19 Formative Assessment <ul style="list-style-type: none"> • Support teachers in delivering high quality AFL to ascertain the children prior knowledge and the next steps they need • Use feedback to alter planning / future learning – reflect this in paper based planning and annotation on weekly planning 	On going	Time	<ul style="list-style-type: none"> • Teachers can adapt the curriculum to ensure it matches the needs of the individual children in their class • Immediate knowledge of gaps in learning – adapting and responding to the needs of the learners

<ul style="list-style-type: none"> • Subject leaders to ensure they are aware of adaptations resulting from formative assessment. • Resources to support assessment for learning and low stakes testing used to ensure all children experience success in the acquisition of knowledge. 		Playing cards	
Covid-19 Interventions <ul style="list-style-type: none"> • Teachers to timetable clear interventions as a result of formative assessment • SLT/SENCO to monitor short term interventions and impact on the children's progress • Support teachers to ensure intervention targets / activities are short term achievable goals 	Half Termly	Time	<ul style="list-style-type: none"> • Children identified for intervention have clear support in order to meet the core expectations of missed learning. • Children to be at ARE
Covid-19 Topics <ul style="list-style-type: none"> • Review the topic content in line with the Covid-19 expectations • Make alterations where needed to show what the catch up curriculum is offering 	Autumn 2020 On going	Time	<ul style="list-style-type: none"> • Topic overviews and planning is reflective of the changes to the curriculum due to Covid-19 • Subject leaders and teachers know what has to be covered
Covid-19 Website <ul style="list-style-type: none"> • Website curriculum section altered to reflect Covid-19 changes 	Autumn 2020	Time	<ul style="list-style-type: none"> • Parents and Ofsted aware of the steps Alban Wood are taking to address a catch-up approach
Covid-19 Wellbeing <ul style="list-style-type: none"> • Weekly Jigsaw PSHE lessons to support children's mental wellbeing • Physical learning/development is a high priority for mental wellbeing with the introduction of the Daily Mile and the new path. • Fitter Futures and yoga modules to be used in class. 	Autumn 2020	Time	<ul style="list-style-type: none"> • Physical development will help with behaviour and wellbeing
Covid-19 Home learning <ul style="list-style-type: none"> • Google Classroom to be implemented across the school • Teachers and children to use Google Classroom in school to ensure everyone is familiar with how it works. • Homework to set using Google Classroom so children and parents have an opportunity to become familiar with it at home. • Support families with technical issues. • Log any issues of home access – lack of devices and internet. • To support staff in being able to deliver home learning. 	On going	Time Set up Google for Education support £1500 from DFE	<ul style="list-style-type: none"> • PPG children in KS2/1 have access to a Chromebook from school if school goes into lockdown. • The curriculum is seamlessly able to transfer to being delivered at home rather than school • Feedback is provided to all pupils • Pupils have regular contact with teachers if home learning

<ul style="list-style-type: none"> Year 6 (high number of PPG children in class) to have class set of Chromebooks to use in school and at home to enhance learning. If School has to go into Lockdown, these devices could be loaned out to PPG/vulnerable families. CPD on Google Classroom for staff Curriculum needs to be 'home learning ready' – ensure tasks and assignments can be allocated through Google Classroom Feedback needs to be given to pupils if they are home learning Live or recorded lessons need to be developed – support teachers in preparing for this and outline clear expectations To ensure the lack of technology for children at home is not a barrier, purchase new Chromebooks 		<p>New chrome books</p> <p>Protective sleeves for chrome books</p>	
TARGETED ACADEMIC SUPPORT			
<p>Covid-19 Targeted Academic Support - Interventions</p> <ul style="list-style-type: none"> Children identified for catch up 1:1 Maths Tuition via the NTP Assessment for Learning and high quality teaching used to identify children with the greatest need Cohort action plans will identify the needs of individuals. Extra hours for current TA's to support with interventions Teacher led intervention groups for Year 6 and 2 for first half term. Intervention programs led by teaching assistants. Additional TA to support Y5 and 6 Learning Mentor and Wellbeing Mentor deployed to support the learning of vulnerable children in class. Lego and Talk and Draw Therapy to support vulnerable children. Attendance team to monitor and support families 		<p>Time</p> <p>£825</p> <p>Overtime 4 hours a week x 19 weeks = £782.80</p> <p>Add TA cost</p>	<ul style="list-style-type: none"> Children identified for intervention have clear support in order to meet the core expectations of missed learning. Children to be at ARE Vulnerable children provided with wellbeing support. Ensure all children are in
WIDER STRATEGIES			
<p>Wellbeing</p> <ul style="list-style-type: none"> Learning and Wellbeing Mentors and SENCo to ensure pastoral contact home for our vulnerable families. They will phone the parents frequently. Lego, Protective Behaviour and Talk and Draw Therapy to support vulnerable children. Attendance team to monitor and support families 	Ongoing		<ul style="list-style-type: none"> Vulnerable families to be supported by school.

ICT Provision/PPG and Vulnerable children access to technology <ul style="list-style-type: none"> Ensure the most vulnerable children have priority access to classroom teaching and online materials 		New chrome books	<ul style="list-style-type: none"> Vulnerable families have access to online learning
OTHER ACTIVITIES			
New Teachers <ul style="list-style-type: none"> New teachers are supported with the changes to Alban Wood's curriculum and the curriculum as a whole 	Autumn 2020	Time	<ul style="list-style-type: none"> New teachers are aware of the expectations of curriculum planning and work New teachers know what prior learning needs to be covered due to Covid-19
Deploy subject leader roles for 2020-21 <ul style="list-style-type: none"> Look at the new staffing structure to ensure we are best utilising the staff we have. Look at who can fill the gaps in subject leadership left by staff leaving. Work with new subject leaders to ensure handover is in place and that support is in place when dealing with a new subject 	Autumn 2020 On Going	Time	<ul style="list-style-type: none"> New staff and subject leaders are familiar with the subject leadership roles at Alban Wood. They know the subject before taking over and are ready to lead the subject. Subject leadership transition is smooth and monitoring programme is maintained.
Mapping Skills <ul style="list-style-type: none"> Mapping progression of skills Subject leaders map the milestone skills across their curriculum 	July 2020	Time	<ul style="list-style-type: none"> Clear progression in the learning is evident Teachers know what needs to be covered in their year group and where their skills being taught 'fit in' a child's learning journey at Alban Wood
Mapping Knowledge <ul style="list-style-type: none"> Mapping progression of Knowledge Subject leaders map the knowledge children are learning across their curriculum Involve teachers in the why and why now aspect of the curriculum 	Autumn 2020 Spring 2020	Time	<ul style="list-style-type: none"> Knowledge is mapped across each subject Clear reasoning for why we teach it at Alban Wood and why now – linking to progression of knowledge
Assessment <ul style="list-style-type: none"> Assessment tracking is in place for all subjects Where scheme of work assessment tracking is used, this is relevant and show progression throughout the years Subject leaders to monitor assessment in each year group termly 	Autumn 2020 On going	Time	<ul style="list-style-type: none"> Children's attainment against the different milestones are used to inform future learning Subject leaders are confident the milestones are being covered in each year group

<p>Review the curriculum intent and implementation document</p> <ul style="list-style-type: none"> • SLT look at the intent and implementation document to ensure all SLT are aware of intent • Look at the document to ensure it is still relevant for the academic year 2020-2021. • Alter, adapt and make changes where appropriate to make the document more reflective of what we want to achieve at Alban Wood through our curriculum offer. • Adapt to include the Intent and Implementation of Covid-19 	July 2020	Time	<ul style="list-style-type: none"> • 3i document is relevant to the Covid-19 changes • All staff are aware of changes • Document is implemented throughout the school • Teachers are held accountable to delivering the intent and implementation
<p>Monitoring</p> <ul style="list-style-type: none"> • Clear monitoring program in place • Planning scrutiny – clear overview of what teachers have prioritised as ‘catch up’ and ensuring learning in current year continues • Lesson observations including discussion with pupils about their learning in that lesson • Book scrutiny – look at books related to the lesson observed • Speak to pupils after the lesson to discuss learning 	On going	Time	<ul style="list-style-type: none"> • SLT have a clear understanding of the quality of teaching and learning across the school • SLT ensure there is progression in the children’s books • Pupils are confident talking to adults about their learning
<p>Staff Meetings / CPD</p> <ul style="list-style-type: none"> • Subject leaders to lead staff meeting • Staff meetings clearly planned to reflect the need of subject leaders supporting staff in their subjects 	July 2020	Time	<ul style="list-style-type: none"> • Subject leaders have control of their curriculum • Teachers are supported in all areas of the curriculum •
<p>CPD</p> <ul style="list-style-type: none"> • Mapping CPD to need • As part of performance management ensure every member of staff with line manager identifies areas for development in their curriculum practice • Seek advice / support where needed • Use HFL courses to support individual need • Plan NQT support inline with curriculum need • Maths Mastery approach using Herts Maths Essentials, supported by Herts Maths TLA – Laura Dell. • Maths resources to support low risk assessment of children’s learning • Development of Spelling across KS1 and 2 using Herts Essential Spelling. 	On going	<p>Time CPD Budget</p> <p>Laura Dell Maths TLA x 1 days =£600</p> <p>Alison Dawkins TLA x 1 days = £600</p>	<ul style="list-style-type: none"> • Teachers CPD is developing their ability to teach their curriculum • NQTs are supported in their first year, identifying areas for development. • To ensure high quality Maths teaching across the school.

RSE <ul style="list-style-type: none"> • Ensure we are compliant with statutory expectations • Coordinator to lead CPD for all staff in supporting the delivery of the Relationship, Sex Education curriculum 	On going	Time	<ul style="list-style-type: none"> • Staff are aware of the statutory expectations and deliver a comprehensive curriculum which matches curriculum SOW
Cultural Capital <ul style="list-style-type: none"> • Clarify what cultural capital looks like and how we want to ensure children gain the knowledge and cultural capital at Alban Wood they need to succeed in life • Ensure the implementation of the curriculum clearly references and evidences how children at Alban Wood will gain the relevant cultural capital to succeed in life • If possible ensure each year group has an opportunity for an educational trip. 	Ongoing	Time	<ul style="list-style-type: none"> • Cultural Capital is clearly a theme running through the Alban Wood curriculum. Teachers are aware of what it is and how they will weave it into their teaching. • Cultural Capital is evidenced through curriculum mapping and planning. • Class trip widens children's experiences.
Marking and Feedback <ul style="list-style-type: none"> • Support staff new to Alban Wood with implementing marking and feedback • Through monitoring, ensure all staff are implementing policy in books • Consistency – line managers to hold teachers to account if their marking and feedback is not consistent across each phase 	Ongoing	Time	<ul style="list-style-type: none"> • Marking and feedback is relevant and age appropriate • It is inline with the school policy • All marking and feedback across the school is consistent

Finance Plan –

Income	£	Expenditure	£
Catch Up Curriculum (DfE money) £80 x 210 pupils (Oct 19 Census)	16,800	TLA Support x 2 days	1,200
DfE Provisioning Google for Education Funding:	1,500	Chromebooks and cases x 36	9,200
		1:1 Tuition NTP	825
		TA Over time	782.80
		Additional TA Support Time	3,792.20
		Management system for Equipment	1,000
		G Suite Provisioning	1,500
TOTAL	18,300	TOTAL	18,300