

Leamington Hastings Church of England Academy

Curriculum changes due to Covid in 2021-22

Following two years of disrupted education in 2019-20 and 2020-21, it is recognised that some adjustments may need to be made to the published school curriculum. Throughout all partial school closures, the full school curriculum continued to be taught remotely. However, it is recognised that remote teaching will not have been accessed by all children in all lessons. Lessons such as art and design and music will also have been adjusted, where necessary, to take into account the resources families had available to them at home. This will have impacted both the content and delivery of some curriculum subjects. Taking the planned, sequenced curriculum as a starting point, we will prioritise teaching missed content that is important for children to make sense of later work in the curriculum. This includes key knowledge, skills, vocabulary, concepts, and the links between concepts. Any adjustments will be made using a subject specific approach.

Reading, including phonics

During the academic year 2020-21, early reading was prioritised when all children returned to school following partial school closures, with all children receiving additional reading and phonics teaching time in school. During 2021-22, early reading will continue to be a high priority. All children will take part in daily phonics sessions across the school, taught in small groups. Phonics will be taught using the Little Wandle scheme, with Year 2 children continuing to be taught the Year 1 term phonics expectations during the first half of the autumn term to ensure that they do not have any gaps in their knowledge. All children in school are assessed in phonics on a half termly basis, so that any children's gaps in knowledge are identified. Any children throughout the school who are experiencing difficulties with learning phonics will receive informal daily keep up interventions, with this support increasing to formalised individual daily intervention if further support is needed to be on track for end of year group expectations. An area that has been impacted by partial school closures in Key Stage 1 is responding to written reading comprehension questions. Two sessions per week have been set aside to continue to develop children's responses in this area. In addition, all children from Reception upwards will take part in three guided reading sessions per week, using the book linked to phonics teaching.

Writing

Whilst writing continued to be taught throughout partial school closures, on their return children demonstrated reduced stamina for writing, and handwriting and spelling continue to be areas where children need further support. Children in Key Stage 1 will have extended spelling and handwriting sessions daily. Spelling will also be reinforced during phonics lessons for all year groups.

Teachers will address areas such as stamina for writing, vocabulary and punctuation throughout each unit taught through the academic year. Shorter writing tasks will be a focus initially, to allow children to focus on sentence structure and spelling. Sentence dictation will also allow children to focus on the spelling of words, consolidating their known knowledge.

Daily handwriting lessons will take place, with short sessions designed for children to practice their letter formation, positioning, sizing and spacing.

Teachers will continue to read to all children, experiencing the enjoyment of immersion in a book.

Speaking and Listening

Children in KS1 have now returned to age-appropriate expectations in speaking and listening.

Children in EYFS, particularly Nursery children, are presenting with lower levels of speaking and listening skills. Nursery children are supported to take part in daily small group times, including daily phase 1 phonics games, developing their listening skills. Children throughout the EYFS are provided with opportunities to develop their speaking and listening skills through continuous provision, supported by adults within the setting who address misconceptions and recast speech where necessary. Children who have identified speech and language difficulties are referred to the speech therapist and receive individual support.

Maths

An area of maths that was impacted by partial school closures was the children's ability to recall mathematical facts. To support this, all children in Reception upwards will take part in a daily maths fluency session, using the Mastering Number maths program.

During the 2020 – 21 year, a priority maths curriculum was followed, prioritising place value, number and shape aspects of maths. Teachers are aware that time, statistics and measures were not taught to the same depth as they usually would be and, when starting these units, they will need to ensure that children are secure with the previous year group's expectations before moving on.

To support the children's developing of mathematics, the Whiterose recovery curriculum, along with the NCETM ready to progress criteria, will be used in 2021-22.

Science / Understanding the World

The science curriculum continued to be taught throughout partial school closures and on the return to school. EYFS scientific enquiry skills and knowledge will be reinforced as the children move into Key Stage 1. Some Key Stage 1 Science concepts are taught year on year such as plants, with other concepts only taught once in a two year rolling program. When starting each unit over the next two years, teachers are aware of the enhanced need to ensure that children are secure with the previous year's knowledge expectations by starting with this content, before moving on.

History / Understanding the World

The history curriculum continued to be taught throughout partial school closures and on the return to school. EYFS historical skills and knowledge will be reinforced as the children move into Key Stage 1. Whilst some historical knowledge about specific events or people will not have been gained if children did not engage in remote teaching, children encounter events within and beyond living memory over both Key Stage One year groups, meaning that the expectations of the National Curriculum will continue to have been met. Historical skills are covered across a range of units of historical work, meaning that children have the chance to learn these throughout their time in school, even if they were taught during partial school closures and this was not accessed.

Geography / Understanding the World

The geography curriculum continued to be taught throughout partial school closures and on the return to school. EYFS geographical skills and knowledge will be reinforced as the children move into Key Stage 1. During Key Stage 1 in 2020-21, the geographical parts of the curriculum were taught whilst children were in school. In 2019-20, the areas of the curriculum impacted was the unit on seasons, which was covered again in 2020-21.

In 2021 -22, it will be a priority to ensure children have gained adequate knowledge of places, with the curriculum adjusted to ensure children have secured the year group skills of knowing about their local area, including fieldwork and the use of maps and plans. Locational knowledge in terms of the oceans and continents will be secured by the end of 2021-22.

R.E. / Understanding the World

R.E. continued to be taught throughout partial school closures and on the return to school. Understanding Christianity is used to teach the Christianity aspects of the curriculum in school, with knowledge and skills building throughout units taught in a cyclical style e.g. each year group has a unit based on creation. Teachers are aware of the need to be sure that children are secure in the previous year group's expectations before moving onto the current year group content. Throughout their time in school, children have multiple opportunities to visit the 'big 6' religions. This means that if children did not access the R.E. remote teaching, they will have had opportunities to learn about a range of religions before leaving the school. Additional R.E. days where children learn about a range of festivals and cultures continued throughout 2020-21.

Computing

Computing continued to be taught throughout partial school closures, making use of non-computer based activities where possible so that it was inclusive of all. E.g. simple coding can be taught by following sequences. Items of the curriculum that needed computing equipment or access to different technology types were taught whilst the children were in school. Recognising that this is a curriculum area that has been impacted by Covid, the EYFS classroom will have a range of technology available in continuous provision, and a set of new iPads has been purchased for KS1 children. Key Stage 1 children have computing on their weekly timetable to ensure that their computing skills are in line with year group expectation by the end of July 2022. Priority areas of the curriculum that will be a main focus in the 2021-22 academic year is developing children's knowledge of algorithms, notably sequencing in Key Stage 1.

P.E. / Physical Development

P.E. continued to be taught throughout partial school closures, with activities and videos from the school sports coach provided for use at home. Children were also encouraged to take part in a remote Infant Agility competition and were encouraged to access further active activities such as a personal best competition, the Joe Wicks sessions and Cosmic Yoga videos. Units of work in school are cyclical, with all year groups following the same unit each half term, e.g. children will all experience a half term's unit on dance. Teachers are aware that they need to ensure that children are secure with the previous year group's expectations when starting a new unit of work, before moving on. To support children's physical

development and to encourage them to be active, new playground markings have been purchased for 2021 -22 and some additional equipment for the EYFS outside area has been purchased.

Design and Technology / Expressive Arts and Design

Design and technology continued to be taught throughout partial school closures, although some adjustments to planned units were made to ensure that children could complete their learning with the materials that were readily available to them, creating products for a purpose. Teachers will start units by ensuring that children are secure with the prerequisite skills needed before teaching the unit.

Units of work will involve the opportunity to design and evaluate products using simple materials such as textiles and ingredients.

As skills such as planning and evaluating appear in many units or work, children will develop these knowledge and skills quickly over the 2021-22 academic year.

Art and Design / Expressive Arts and Design

Art and design continued to be taught throughout partial school closures, although some adjustments to planned units were made to ensure that children could complete their learning with the materials that were readily available to them. Teachers will start units by ensuring that children are secure with the prerequisite skills needed before teaching the unit. Most art units over the past two years have been taught whilst children are in school, enabling access to the materials needed. As most art skills are taught in each key stage, children will all have had the opportunity to experience the full range of art skills from across the curriculum in their time at school. Children's skills in manipulating tools and equipment to create work, and use their imagination, are essential for exploring materials and techniques later in the curriculum. It is therefore a priority to develop and embed fine and gross motor skills by teaching children how to use a range of tools competently in the academic year 2021-22. This may include cutting with scissors or using the correct grip for specific art tools

Music / Expressive Arts and Design

Music continued to be taught throughout partial school closures, although some adjustments to planned units were made to support children's learning as they would not have had access to items such as instruments at home. Recognising that this is a subject that has been impacted by not all children being in school, KS1 children have this placed weekly on their timetable, enabling all children in school to have covered the curriculum in sufficient depth by the time they leave school. Teachers are aware of assessing children's prior knowledge before teaching units, plugging any gaps before teaching.

P.S.H.E. / Personal, Social and Emotional Development

The Jigsaw scheme of work continued to be taught remotely throughout partial school closures. As this is taught on a cyclical basis with each year group experiencing the same unit at their own level in a half term, children have the opportunity to revisit prior knowledge. E.Y.F.S. children will have additional small group sessions focussing on social and emotional development during the academic year 2021-22. Teachers are

aware of the need to ensure any gaps from the prior year group are addressed before teaching the unit of work. The protective behaviours curriculum was taught whilst all children were present in school.

Emotional wellbeing and Learning Behaviours

During partial school closures, children began to rely on the support of adults at home, with some children finding it more difficult to carry out independent working and preserving when finding things tricky. To overcome this, learning behaviours were a focus when all children returned to school. They will continue to be a focus in the 2021 – 22 academic year, with a focus on one school learning behaviour each half term.

Children's emotional wellbeing continues to be a priority for the school, with this discussed during Jigsaw lessons and by promoting this specifically during anti-bullying week and children's mental health week. A member of staff will be trained as a Youth Mental Health First Aider this academic year, and zones of regulation will be introduced to support children's awareness of their emotions. All staff in school have received emotion coaching training during the 2020-21 academic year and use this approach when supporting the children.

Development of children's character continues to be supported by Collective Worship, with Christian values promoting respect, generosity, thankfulness, truthfulness, courage and forgiveness.