

# Holy Cross Catholic School



## Guidance on Curriculum for Autumn Term 1 (first half)

### Introduction

From September 1<sup>st</sup> 2020, all children are expected to be back in school.

The government guidance on this includes following essential measures that will be outlined in the updated risk assessment. Training will be provided on this for all staff before children start back to school. Most elements of the risk assessment will be familiar and will continue, such as:

- grouping children together in class 'bubbles' (with no limit on numbers)
- avoiding contact between bubbles as much as practically possible
- arranging classrooms with forward facing desks (Y2 to Y6)
- staff maintaining distance from pupils and other staff as much as possible

School will continue with the routines of regular handwashing, additional cleaning, and reminders about good respiratory hygiene, i.e. *'Catch it. Bin it. Kill it.'*

### The Curriculum

With regard to the curriculum the expectation is that we get back to normal as soon as is possible, whilst allowing some adjustment time to catch up. The aim at Holy Cross School will be to get back to the normal timetable following the October half-term. The plan, in line with government guidance, is to ensure that:

- the curriculum remains broad and ambitious with all pupils being taught a wide range of subjects (over the year);
- remote education, where it continues to be needed, is high quality and aligns as closely as possible with in-school provision;
- we continue to build our capability to educate pupils remotely in the event of local lockdown or specific bubbles going into isolation.

Informed by these principles, DfE asks that schools meet the following key expectations if considering revisions to their school curriculum for academic year 2020 to 2021:

- Substantial modification to the curriculum may be needed at the start of the year, so teaching time should be prioritised to address significant gaps in pupils' knowledge with the aim of returning to the school's normal curriculum content as soon as possible;
- Curriculum planning should be informed by an assessment of pupils' starting points and addressing the gaps in their knowledge and skills, in particular making effective use of regular formative assessment;

**Live, grow, learn and pray together in faith.**

- Remote education may need to be an essential component in the delivery of the school curriculum for some pupils, alongside classroom teaching, or in the case of a local lockdown. All schools are therefore expected to plan to ensure any pupils educated at home for some of the time are given the support they need to master the curriculum and so make good progress.

### **The DfE outlines specific points for early years foundation stage (EYFS)**

- For children in nursery settings, teachers should focus on the prime areas of learning, including: communication and language, personal, social and emotional development (PSED) and physical development. For pupils in Reception, teachers should also assess and address gaps in language, early reading and mathematics, particularly ensuring children's acquisition of phonic knowledge and extending their vocabulary. Settings should follow updates to the [EYFS disapplication guidance](#). For nursery settings and Reception, consider how all groups of children can be given equal opportunities for outdoor learning.

*In line with best practice, the method of teaching and learning adopted at Holy Cross Catholic School, and already embedded, is the 'in-the-moment' and 'next-steps' planning model. The school already has a strong focus on communication and language, personal, social and emotional development (PSED) and physical development, due to the low baseline on entry. This means that staff will be able to plan and deliver the curriculum as we normally do, with no additional special adaptations needed.*

### **The DfE outlines specific points for key stage 1 & 2**

- **For pupils in key stages 1 and 2**, school leaders are expected to prioritise identifying gaps and re-establish good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics), identifying opportunities across the curriculum so they read widely, and developing their knowledge and vocabulary. The curriculum should remain broad, so that the majority of pupils are taught a full range of subjects **over the year**, including sciences, humanities, the arts, physical education/sport, religious education and relationships and health education.
- **In Year 1 and 2**, teachers should also assess and address gaps in language, early reading and mathematics, particularly ensuring children's acquisition of phonic knowledge and extending their vocabulary. *NB For Y1 at Holy Cross School, the advice for EYFS above also applies.*

### **Timetabling the Curriculum in Autumn Term 1**

In the first half term, following assessments, children will be intensively supported to catch-up. Priority is to be given to the following subjects:

- KS1 - Phonics and reading: as much 1-1 reading as possible to be planned for; as many sessions of guided reading as possible – at least two sessions per week for every child (with class teacher), three sessions for those in the bottom 20%;
- KS2 - Grammar, punctuation and spelling: morning lessons will be planned using this term's current objectives; afternoon lessons will be planned as catch-up from summer term objectives, and will include writing (short pieces) to practise applying this learning;
- English: will be taught in full from current cycle;
- KS2 reading - Accelerated Reader time will continue: 30 minutes per day (minimum); as many sessions of guided reading as possible (in English lessons or AR time) – at least two

sessions per week for every child (with class teacher), three sessions for those in the bottom 20%; targeted 1-1 reading where possible;

- KS2 - mathematics: morning lessons will be planned using this terms current objectives; afternoon lessons will be planned as catch-up from summer term;
- All year groups - Religious Education programme will be taught in full from current cycle (no catch-up needed, as they were done on Seesaw);
- Physical Education (including the Daily Mile) – one extra P.E. slot per week, at least up to half term for classes that do not have Forest School sessions;
- Forest School will continue as normal;
- Circle Time: two sessions per week.

**Example timetable for KS2:**

	Monday	Tuesday	Wednesday	Thursday	Friday
8:50 – 9:05	morning work*	morning work	morning work	morning work	morning work
9:05 – 9:25	Handwriting/ spelling	Handwriting/ spelling	Handwriting/ spelling	Handwriting/ spelling	Handwriting/ spelling
9:25 – 10:10	mathematics	mathematics	mathematics	mathematics	mathematics
10:10 -10:20	assembly	class liturgy	class liturgy	class liturgy	class liturgy
10:20 – 10:30	daily mile	daily mile	daily mile	daily mile	daily mile
<b>BREAK</b>					
10:45 – 11:00	Class story	Class story	Class story	Class story	Class story
11:00 – 11:45	English	English	English	English	English
11:45 – 12:15	R.E	circle time	R.E	science	P.E
<b>LUNCH</b>					
1:00 – 1:30	reading**	reading	reading	reading	reading
1:30 – 2:15	mathematics	mathematics	mathematics	art or computing	mathematics
2:15 – 2:45	GPS /phonics	P.E	GPS/ phonics	P.E	GPS/ phonics
2:45 – 3:15	science	handwriting/ spelling	circle time	handwriting/ spelling	Golden Time

\*In Y3/4, morning work must focus on learning the multiplication tables. All children are expected to know these well by end of Y4, and will be subjected to the national Y4 multiplication tables check.

\*\*Include shared, guided reading and A.R

Subjects not being taught in KS2: history, geography, D&T, music, French. These subjects will be resumed in full from after October half-term.

Singing should be avoided (except in EYFS/Y1).

Example guided reading with teacher for class of 20 children: 15 min sessions.

If there is a class TA, then additional guided reading sessions or 1-1 reading.

Mon	Tues	Wed	Thurs	Fri
Group 1 Group 2	Group 3 Group 4	Group 1 Group 2	Group 3 Group 4	Group 1 (longer session for lowest 20%)

**Example timetable for Y2:**

	Monday	Tuesday	Wednesday	Thursday	Friday
8:55 – 9:05	Go Noodle	daily mile	Go Noodle	class liturgy	daily mile
9:05 – 9:30	phonics	phonics	phonics	phonics	phonics
9:30 – 10:10	mathematics	English	mathematics	English	mathematics
10:10 -10:20	assembly			P.E.	
10:20 – 10:30	daily mile	class liturgy	class liturgy		class liturgy
BREAK					
10:45 – 10:55	English	mathematics	English	mathematics	English
10:55 – 11:25					
11:25 – 12:00	P.E.	circle time & class story	P.E.	R.E.	R.E.
LUNCH					
1:00 – 3:00	Play-based* challenges	Play-based challenges	Play-based challenges	Play-based challenges	Forest School
3:00 – 3:15	class story	phonics	class story	phonics	

\*this is not the same as continuous or enhanced provision, so please avoid using these terms. In Y2, we will refer to play-based challenges or play-based learning.

**Pupil well-being and support**

- Pupils may be experiencing a variety of emotions in response to the coronavirus (COVID-19) outbreak, such as anxiety, stress or low mood. This may particularly be the case for vulnerable children, including those with a social worker and young carers. It is important to contextualise these feelings as normal responses to an abnormal situation. Some may need support to re-adjust to school; others may have enjoyed being at home and be reluctant to return; a few may be showing signs of more severe anxiety or depression. Others will not be experiencing any challenges and will be keen and ready to return to school.

**Schools should consider the provision of pastoral and extra-curricular activities to all pupils designed to:**

- support the rebuilding of friendships and social engagement
- address and equip pupils to respond to issues linked to coronavirus (COVID-19)
- support pupils with approaches to improving their physical and mental well-being

## **Primary assessment**

Statutory primary assessments will take place in summer 2021. The early years foundation stage profile, and all existing statutory key stage 1 and 2 assessments, should return in 2020 to 2021 in accordance with their usual timetables. This includes:

- the phonics screening check
- key stage 1 tests and teacher assessment
- the year 4 multiplication tables check
- key stage 2 tests and teacher assessment
- **All Year 2 children will complete the Year 1 phonics screen** at some point in the year (this is statutory).

The statutory rollout of the reception baseline assessment has been postponed until September 2021; Holy Cross Catholic School has signed up to be an early adopter in 2020 to 2021.