



The Revised Curriculum @ Kettlefields

September 2020

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1. Our Curriculum Intent:

Kettlefields Vision Statement

At Kettlefields all children should achieve their potential regardless of background or special educational needs. We take a holistic approach to the children in our care; emotional well-being and mental health are paramount. Children should be given a wide variety of experiences and opportunities during their time at Kettlefields. They should be able to explore the arts and STEM subjects through hands on experiences. Kettlefields should be a beacon of excellence to those around us. We will forge close relationships with other schools to share best practice and with companies and organisations in our local community to enrich our children's education. We aim to engage and excite our children in learning giving them the tools to be life-long creative, innovative learners.

Curriculum Intent

At Kettlefields our ambitious broad and balanced curriculum is creative and challenging. It offers all of our children the chance to shine. We provide our children with the skills and knowledge they need to follow their dreams. Through a wide variety of external partnerships we enrich our children's education. We want to create good citizens fostering a community ethos within our school. Our curriculum is inclusive and teaches children to be tolerant. We want our children to understand their own and others emotional well-being in order to create resilient young people who are prepared for the challenges that lay ahead of them.

2. The Revised Curriculum Rationale

On the return to school, our focus will be on ensuring that all pupils settle back into the school routines, build stamina for learning and are able to explore their thoughts and feelings in order to make sense of the confusing world we are currently living in. Our focus on well-being will build children's resilience, confidence and give them the tools to cope with anxieties they may have.

We will deliver a high-quality education that promotes children's development and prepares them for the opportunities, responsibilities and experiences of life, both in the present and in the future. We are committed to implementing a broad, balanced and ambitious curriculum from the outset in September 2020. There may be some things that we normally would do that we can't at present but we will explore different ways of enriching our children's education.

The golden threads of our curriculum: Community, Challenge, Reflection, Enrichment and Well-being will be at the heart of everything we do.

The last six months have been a period of disruption for all, both adults and children, and as with most life-events, families have dealt with it differently. It is important to remember that for most pupils, lockdown will have also brought experiences that have had a positive impact on their mental well-being. For example, some children may have enjoyed having more time and sharing new experiences with family. Some may have established new routines that work better for them and some may have felt less pressure from tests, and academic success. Others may have developed new skills such as building resilience, problem solving abilities and new coping strategies.

Yet the coronavirus pandemic is unprecedented; none of us has experienced this before so we don't know what the exact impact will be. It is possible that when school reopens, some children will struggle with the following:

- Transition: school will not be quite the same; "enjoyable" and social aspects of school may not happen or will be different; pupils will need to manage new routines and expectations; they will have different teachers and/or be in a different class. Children may be feeling worried about the learning they have missed and be concerned that they have fallen behind.

- Adaption: to the routines and boundaries of school, including the school rules. There will also be the routines and protocols related to Covid-19 that the children will have to become familiar with.
- Relationships: rebuilding, changing and maintaining relationships with peers and adults
- Self-regulation, concentration and engagement
- Fear, anxiety and uncertainty: for family and friends; going to school; spreading or catching the virus; being separated from their families; maintaining social distancing in the school environment; whether schools might close again; tests and assessments which might take place or which could be cancelled again.

We need to be mindful of this when children return to school as we want our reopening in September to be a calm, reassuring and yet joyful transition back to the routine of learning. Therefore, for the first few weeks back at school, we will be following our well-being transition curriculum.

Our core purpose is learning. However, we are aware that over the last six months learning has been disrupted. From monitoring our Google classroom, it is evident that some families have been more successful than others at engaging their children with online education at home. There are a number of reasons for this and while we have taken steps to encourage and support through regular phone calls, Google meets and providing laptops, we have to acknowledge that on the return to school, we will need to identify where the children are on their learning journey.

Therefore, modification to the curriculum will be required at the beginning of the academic year to allow for the assessment of children's starting points which will effectively establish where gaps in knowledge and skills are to be addressed. These will in turn be incorporated into our curriculum provision, and if necessary, we will prioritise the most important components for progression within a subject. In addition, we will review how all subjects can support the teaching of core knowledge and skills so that we are able to return to our normal curriculum content as soon as possible. The procedures for these baseline assessments and any necessary adaptations to the Grove Curriculum are provided below.

For some children managing the transition back into school will represent a significant challenge. Something that has always been a constant in their life, school, has become transitory and their relationship with school might have become fragile. In addition, they will be bringing their experience of coronavirus and lockdown with them, and some of their anxieties and concerns may shift to focus on their new circumstances. For these children, additional support will be needed to ensure that they feel safe, secure and ready to engage with learning. Again, further detail about this is provided below.

Finally, we are aware that the virus is still present in our community and remote education will 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. We are therefore committed to ensuring that any pupils educated at home for a period of time receive the support they need to master the curriculum and so make good progress. Information about how this is to be achieved is given below.

3. Re-establishing Conditions for Learning

As we have previously stated, for the first 3 weeks, our approach to learning will focus on five key aspects as part of our well-being recovery curriculum:

- Personal well-being
- Building resilience
- Our worries
- Our community
- Relationships

These will not be developed in isolation but through everyday teaching and learning in the classroom, thus establishing their importance as the root of being a successful learner. Possible targets are detailed below though this list is by no means exhaustive.

Focus area	Target
SEN	<ul style="list-style-type: none"> - Does the pupil have an APDR? - Can the targets be adapted to support reintegration?
Personal Well being	<ul style="list-style-type: none"> - To enjoy healthy snacks - To find ways to make someone I care about laugh - To identify and name a variety of emotions - To know how to keep my body healthy - To name some of the things that make me happy / sad / angry / excited / other emotions - To participate in conversations about my likes and dislikes - To participate in DrEAM time activities - To show I can be safe in our class space - To show I care about myself - To show I care about other people
Settling back in Community belonging	<ul style="list-style-type: none"> - To arrive at school on time - To ask questions in small groups / whole class - To attend school every day - To celebrate being me - To contribute to our class rules and understand the importance of them - To find my space within our class - To follow our class routines - To follow our school daily reading routines - To follow our school safety procedures - To independently find resources to help me learn - To participate in establishing our new class identity - To understand the importance of good personal hygiene and how it benefits others
Coping with anxiety	<ul style="list-style-type: none"> - To choose a mindfulness activity - To explain the importance of team work - To know and use positive strategies for managing emotions - To know what I should do if I worry - To lead a mindfulness activity - To name the people who are in my support network - To participate in a daily mindfulness activity - To say which groups I belong to - To understand what makes a team
Building resilience	<ul style="list-style-type: none"> - To be accountable for decisions I make - To become absorbed in my learning - To make connections in my learning - To manage distractions in a class situation - To reflect on my learning and see what I can do to improve - To say what went well and what I can get better at - To show I can be creative in different situations - To show perseverance when the going gets tough

Socialising with others	- To be empathetic
Growing our relationships	- To know how I can be a dependable class mate
	- To know what it means to be a team player
	- To know what it means to be empathetic
	- To share even when it is tricky
	- To understand resourcefulness

4. Topics and Themes

In September we will return to the topics and themes in our 2 or 3 year rolling plans for each year group. While we are aware that some children will not have covered all topics/themes in the previous year, we feel that it is not practicable, particularly given the mixed age classes, to attempt to include these alongside the other topics and themes to be covered in the coming year. However, any key skills that have not been covered in the previous year can be absorbed into the topic and themes for the coming year. These will be identified by teachers prior to the end of year handover meetings and shared with their colleagues in these handover meetings.

Themes and Topics 2020-2021

	1	2	3	4	5	6
EYFS/Year 1	All about Me	Show Time	The sky's the limit (Journeys)	On Safari (Africa)	A Toys story	Oh I do like to be beside the seaside
Year 1/2	The Great Fire of London	Show Time	The sky's the limit (Journeys)	On Safari (Africa)	A Toys story	Oh I do like to be beside the seaside
Year 3/4	Pre historic Britain Stone age, iron age, bronze age		France		World War II	
Year 5/6	Building Britain (Post war)		Extreme Earth		Enterprise and fair trade (Mayans)	

5. Reading

Throughout lockdown children have been set levelled texts online through the Rising Stars Reading Planet. Children have been prioritised to join Google meet guided reading sessions with teachers and Tas. This has allowed most children to maintain or even improve their reading level. From September 2020, children will continue to be set online texts but will also have access to Reading Planet books from school. Older children will access class libraries as well. Children's current reading levels will be assessed over the first few weeks back at school. Children who have not progressed in their reading will be identified for interventions.

In Key Stage 1, assessments of reading will also need to include phonics. For Year 1 children this will be a quick review of their GPC for all Phase 2 and 3 phonemes. For Year 2 children, this will be a phonics screening check. For those children who demonstrate confidence in decoding, using all of the Phase 2 and 3 phonemes and some Phase 5 alternative diagraphs they will be able to continue with Kettlefields phonics programme as normal. For those children who have yet to demonstrate this confidence, there will be a quick review of the GPC for all Phase 2 and 3 phonemes. This information can then be used to review how the phonics teaching across Year 2 is organised and highlight particular children for intervention.

6. Writing

As with reading, we will need to assess the children on their return to school. We are proposing that during the first full week of October, a writing stimulus is provided to the whole school which will lead to an extended piece of writing. This writing stimulus will be led by HT/DHT but will be shared with teachers in advance to support with planning and preparation. The extended writing produced by the children will then be moderated using the assessment framework for each year group. Where necessary, teachers will need to back track to the framework from the previous year to support with this process. These judgments can then be moderated against the work that the children were producing in their books in March 2020 to identify whether the gaps in a skill that has been acquired and forgotten or is a skill that has yet to be acquired. While teachers will have access to the given texts for their particular year group, it will be possible to review these in light of the information gathered from assessment and make adaptations to ensure that key skills that have still to be acquired and reinforced can be.

7. Maths

Throughout lockdown pupils had access through the Google classroom to the White Rose lessons that they would have been doing in class. Some children will have therefore covered the content for their year group. Some children will not have accessed this learning and others may have struggled without teacher support. Cold tasks before topics will give an indication to teachers about what prior knowledge children have retained. Assessments in week 5 will look across the maths curriculum and highlight gaps in learning.

Teachers will use the DfE Maths guidance document for KS1/2 and associated tools from the NCETM to review the curriculum expectations for the previous year and incorporate them into the progression for the unit of work, thus enabling children to review key concepts from the previous year before building on them. Teachers will also be looking at how maths can be revised through other subjects such as place value in history, statistics and measure through science, space, shape and measure in art and DT.

8. PSHE

On our return, there will need to be a focus on making sense of what has been happening in our lives, in the lives of our families, of those in the community and of those around the world. After all, we cannot return to school without acknowledging and reflecting on what has happened in the last six months. However, it is vital that we do so in a

clear, calm and consistent way which takes into account the age and development of the children. The content of these sessions will look at the pandemic and its consequences in an informative and supportive way, providing opportunities to acknowledge some of the difficulties that people have faced but also highlight the ways in which people have responded to and overcome different challenges. To support all teachers and ensure that we have a consistent approach across the school teachers will be jointly planning across key stage teams. Resources will be used from the Cambridgeshire PHSE scheme and from Jigsaw, a PSHE programme for schools.
(<https://www.jigsawpshe.com/recovery/>).

9. Foundation Subjects

Throughout lockdown children were given the opportunity to continue learning foundation subjects through a range of activities on our Google classroom. We will therefore not be revisiting these topics and themes this academic year. However we will do our utmost to ensure that key skills in these subjects, which should have been taught in 2019-2020 but were not, will be taught in 2020-2021 as part of the new themes and topics. The learning of these key skills can be incorporated into the planning for the coming academic year. Teachers can refer back to identify where additional learning might be needed to ensure that children are working at the standard expected for their year group.

10. Specialist Curriculum Subjects

Some curriculum subjects, French and PE, are taught by specialists and they will be responsible for identifying the gaps in learning and implementing a plan to ensure that children quickly make progress towards the standards expected for their year group.

11. Well-being

We are currently unaware of the impact of the pandemic on our children. We can be sure there will be an impact on well-being, both positively and negatively and both in the short-term and in the long-term. Possible negative impacts of the coronavirus pandemic on the mental well-being of children include:

- Loss: of seeing friends and family; of routines; of goals/milestones, such as birthdays; rituals such as end of year activities; of school life; of normal life and activities.
- Friendships: lack of socialisations; loss of self-worth gained from peer groups; missing friends; difficulties maintaining friendships remotely; loss of social rewards and social identity.
- Anxiety, fear and confusion: fear about future uncertainty; fear of future school closures; confusion about new rules; anxiety about illness and hygiene.
- Disrupted sleep patterns: causing loss of concentration and affecting mood.
- Family experiences: abuse; conflict; stress; financial issues; coping with mental health issues of adults; increased caring responsibilities.
- School: worries about missing learning and falling behind; loss of routines; academic worries due to school closures; lack of access to trusted adults.
- Bereavement and illness: coping with the illness or death of family, friends and loved ones.

Some children may be reluctant or anxious about returning and therefore we need to put the right support in place to address this.

Teachers will be well prepared to identify issues and support children with training in resilience, anxiety and mental health disorders. If teachers are concerned about a child's well-being then we have established protocols which can be used to identify and target the right support for this child.

12. Intervention (including Kettlefields 'catch-up' programme)

Further detail about our approach to this will be detailed in October when we have completed the informal baseline assessments for all year groups.

13. Assessment

Formative Assessment:

We have reviewed the strategies and tools which we use for formative assessment to ensure that they are all appropriate to be used within a Covid-19 secure environment. Where necessary, we have taken the following steps to ensure limited opportunities for transmission of the virus while at the same time providing relevant and robust feedback on their learning to the children.

- *Observations* – Appropriate as long as 2 metre distancing is maintained.
- *Questioning and quizzes* – Appropriate as long as 2 metre distancing is maintained and there is limited sharing of resources
- *Pupil feedback and self-assessment* – Appropriate as long as there is a limited sharing of resources and the children are allocated a feedback partner, such as the person sitting next to them, to provide peer feedback thus limiting the social mixing of children.
- *Marking and Feedback* – This poses greater difficulties and the steps that we have taken to ensure that this is done safely have been detailed below.

Verbal feedback to the children is encouraged, though should be in line with social distancing expectations wherever possible. This can include the use of highlighters, stamps and stickers to identify strengths and areas for development. Peer and self-assessment can also be used to support the feedback process. Written feedback should be minimal in line with our Feedback policy.

Summative Assessment:

At the present time, statutory primary assessments are scheduled to take place in summer 2021 in accordance with their usual timetables. Therefore, we will be implementing our normal assessment timetable in this academic year with the addition of informal baseline assessments for all year groups, not just Year 6, in week 5 of the autumn term. In December, we will undertake a screening check for all children in Year 2 to identify those who will be required to take the official screening check in June 2021.

14. Remote Learning

Each class has its own Google classroom and children have been given login details and invited to join their new online classroom. Topic webs, notices and homework have been added to the online classrooms to allow children to regularly use the online classroom. In the event of a local lockdown, class lockdown or self-isolating, children will be able to access learning on their Google classroom. There are several classrooms for all children to access learning such as the PE, creativity, stories, assemblies and well-being classrooms these all promote the atmosphere of the whole school community.

In addition, all children have Doodle English and Maths logins to be able to practise core skills in these subjects either for homework or during a lockdown.

All children also have a Reading planet login so they can be assigned texts to read. In the event of a lockdown, teachers and TAs will arrange guided reading sessions using the reading planet and google meet.