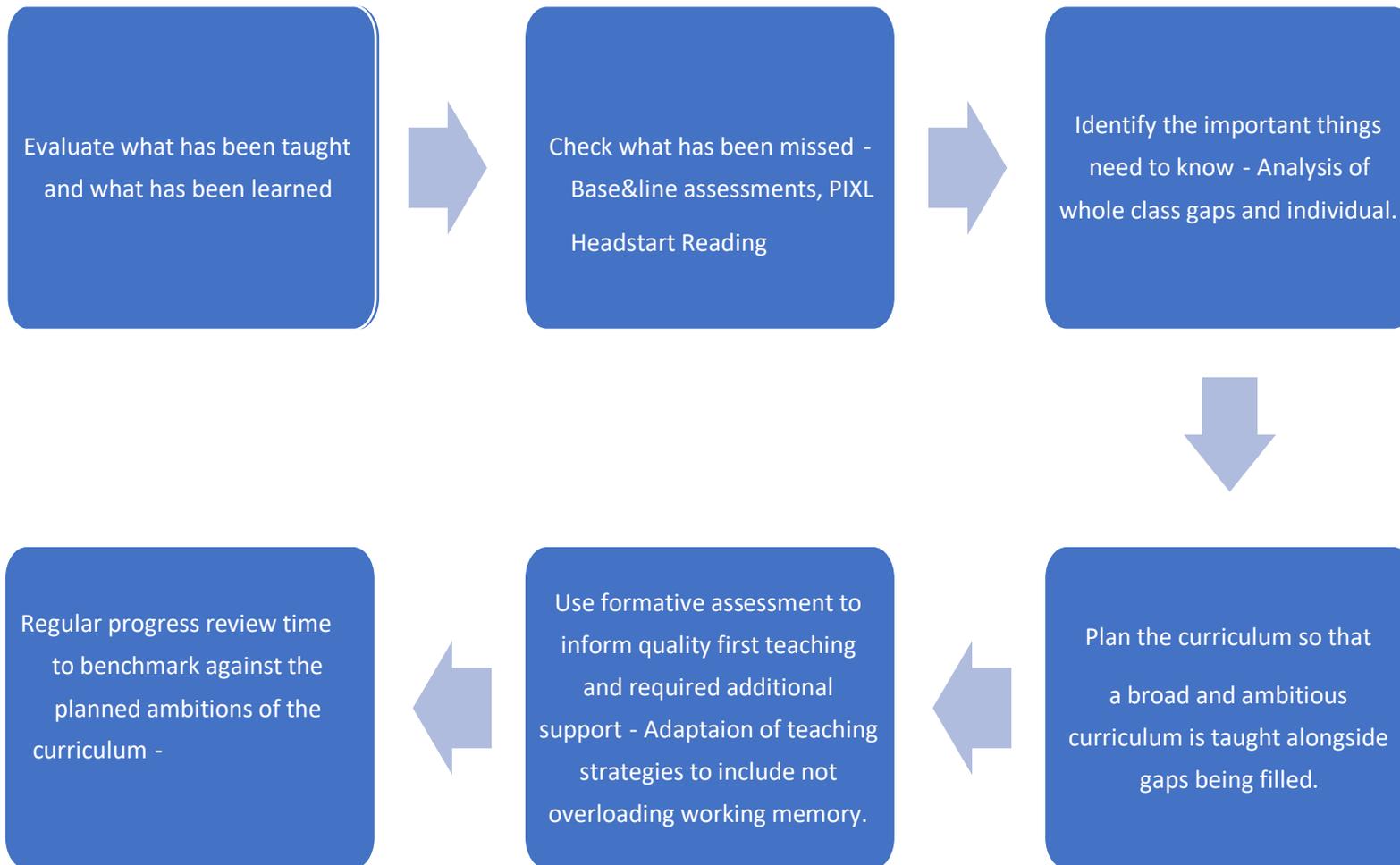# Berwick Hills Primary School - Planning for September: Curriculum and Assessment for Learning Action Plan

From 02 July, the DfE updated its guidance for schools to:
- provide education for all promoting pupils' development and prepares them for the opportunities, responsibilities and experiences of later life
- teach an ambitious and broad curriculum in all subjects from the start of the autumn term, but make use of existing flexibilities to create time to cover the most important missed content
- ensure that remote education, where needed, is high quality and aligns as closely as possible with in-school provision: schools and other settings continue to build their capability to educate pupils remotely, where this is needed.

At Berwick Hills Primary School, our plan follows DfE guidance. We have assessed children in Maths and English to identify gaps in knowledge and plan our Recover Curriculum and actions for specific groups or individuals. Alongside this, we have continued to teach a broad and ambitious curriculum.

Evaluate what has been taught and what has been learned

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Check what has been missed - Base&line assessments, PIXL Headstart Reading

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Identify the important things need to know - Analysis of whole class gaps and individual.

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Regular progress review time to benchmark against the planned ambitions of the curriculum -

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Use formative assessment to inform quality first teaching and required additional support - Adaptaion of teaching strategies to include not overloading working memory.

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Plan the curriculum so that

a broad and ambitious curriculum is taught alongside gaps being filled.

For school leaders and class teachers:		
Key actions to support assessment and planning	Things to consider	Documents
Check what has been missed	• Baseline assessments PIXL and Headstart to give teachers a better understanding of gaps in knowledge Make use of feedback to question pupil's knowledge and understanding and identify any misconceptions of key concepts • Highlight previous year group planning to identify key learning not taught • Involve parents and carers through a structured conversation via PPT telephone calls to ascertain their view of the things their child has learned and achieved • Consider and plan for how this would be improved if there were to be a further period of closure – remote learning policy and info for parents. • Heighten the focus on the vulnerable – poverty does not make pupils ready to learn and thrive. Gaps between pupils' knowledge and understanding will be wider. See EEF evidence • Promote the learning behaviours that promote a pupil's readiness to learn and revisit Growth Mindset • Consider pupils' social and emotional development as well as their academic learning. Some have had opportunities to make progress in important life-long learning skills such as work habits, sports related skills, social skills, leadership	https://www.gov.uk/government/publications/actions-for-schools-during-thecoronavirus-outbreak/guidance-for-fullopening-schools School curriculum plans/maps Remote Learning policy Remote learning info for parents and staff https://educationendowmentfoundation.org.uk/covid-19-resources/
		https://www.gov.uk/government/publications/actions-for-schools-during-thecoronavirus-outbreak/guidance-for-fullopening-schools School curriculum plans/maps

	Skills. There may be a negative impact for vulnerable pupils and their skills to learn. • Consider the learning needs and objectives of children with SEND and pupil premium children – how are we adapting our teaching to avoid overloading the working memory	https://www.gov.uk/national-curriculum https://www.gov.uk/government/publications/guidance-for-full-opening-specialschools-and-other-specialistsettings/guidance-for-full-openingspecial-schools-and-other-specialistsettings
Identify the important things pupils must know	• Pupils are secure in the key concepts especially in phonics, reading and mathematics - identified in baseline assessments Use small group intervention for more intensive teaching for groups with gaps in their knowledge, to meet year group expectations. Identify opportunities for linking learning across the wider curriculum so that learning time is maximised. • Ensure that links from intervention group teaching into whole class teaching. • Use a range of on-going assessment for learning strategies to ensure pupils are secure in these key concepts such as questioning and quizzes. • Identify any implications for classroom management to support changes to academic and social/emotional profile	English Scheme of Work Maths Scene f Work School teaching and learning policy English Recovery Curriculum Maths Recovery Curriculum
	• Review the curriculum plans/maps so that they include the things you want pupils to learn. Teach the key concepts that need to know to achieve your curricular end of year goals • Identify where subjects may be linked, or knowledge is transferrable across the curriculum s together to ensure children have sufficient knowledge about the subject to transfer this knowledge to another subject	https://www.gov.uk/government/publications/actions-for-schools-during-thecoronavirus-outbreak/guidance-for-fullopening-schools School curriculum plans

Planning the modified the curriculum	• Check that the curriculum and ensure that our approaches are appropriate and flexible for all. Discuss any benefits of the approaches you have used for delivering the curriculum for vulnerable and with special educational needs • Consider how missed elements/insecure concepts are blended into the ambitions of the new year group expectations, to avoid unnecessary repetition and that expectations for all remain high see our recovery curriculums for Maths and English • Review and adapt remote/home learning offer so that it supports the intended impact of your curriculum and will continue to support who are not able to attend school. • 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 or regional lockdown.	https://get-help-with-tech.education.gov.uk/about-bt-wifi https://www.gov.uk/government/publications/coronavirus-covid-19-onlineeducation-resources
Use formative assessment to inform quality first teaching and required additional support	• Ensure that systems of feedback support pupils' learning and progress are effective. • Identify best practice for delivering additional support and tuition. • Regularly evaluate the impact of additional support to check it is meeting its identified aims. Check that learning gained through additional support is transferred into everyday learning for • Adapt the curriculum in response to assessment and feedback	https://educationendowmentfoundation.org.uk/covid-19-resources/
		https://www.gov.uk/government/publica

	Things for you to consider	Documents
Identify time to review the curriculum and to benchmark against the planned ambitions of the curriculum	• Revisit curriculum planning to ensure that sequences of learning are in place and help to know and remember more • Focus leaders' monitoring to ensure that teaching and learning is meeting the needs of the school's adapted learning strategy. • Revisit CPD on memory and metacognition • Assess professional development needs to reflect changes to the school's learning strategy and curriculum priorities – • Assess the needs of teachers and support staff to identify and plan an effective programme of support and training. • Two PD Days in Autumn 1plus dedicated staff meeting time	tions/actions-for-schools-during-thecoronavirus-outbreak/guidance-for-fullopening-schools School improvement plan School planning https://www.gov.uk/government/publications/guidance-for-full-opening-specialschools-and-other-specialistsettings/guidance-for-full-openingspecial-schools-and-other-specialistsettings

Planning for a high-quality remote learning offer (Appendix A)

	Things for you to consider	Documents
Maintaining remote learning offer	• School leaders regularly review the planning to ensure that pupils learn the most important things they need to know • Leaders check the consistency of what is taught andthe impact this is having upon pupils' learning • Make use of prepared online resources that support your plans and expectations of the school's curriculum Staff receive regular training to support the use of online tools and resources	School curriculum plans/maps Education online resources

	• Staff ensure children are familiar with logging on to TEAMS	
	Where possible, daily contact is maintained with families and pupils to support their academic achievement and personal development	

Also see:
- Berwick Hills Primary School Covid 19 Catch Up Premium Funding (2020-21) doc