



REDHILL PRIMARY SCHOOL

The Whole School Approach to our Curriculum 2020-21



Since welcoming all pupils back to school in September, we have focused on:

- Re-establishing school behaviours and routines.
- Supporting the mental health and wellbeing of our pupils.
- Assessing and identifying the individual learning needs and knowledge gaps of our pupils.
- Providing a challenging broad, balanced and diverse curriculum.

To fully implement these objectives, some adjustments have been made to our planned school day and curriculum. This document aims to demonstrate what these changes look like and why they have been made.

Is our school running an amended curriculum?

Redhill Primary School identified the main areas we wanted to focus on during the Autumn Term in order to settle all of our pupils back into school safely and successfully. These priorities included:

- health and safety of all pupils and staff
- safeguarding
- pupil and staff well-being
- the core subjects and catch-up
- building on our existing wider curriculum.

The curriculum and school day has been adapted to provide further opportunities to identify gaps within key areas of learning and offer additional time to practise and consolidate prior knowledge and skills as a whole class, within a smaller group or individually to ensure that we are building on the foundations set out in the previous year's learning in the National Curriculum.

To ensure a full curriculum is offered to all our pupils, some adjustments to how lessons are prepared and presented have been made. This ensures wider learning opportunities are provided to all and other pupils, who require remote learning at home due to isolation, are catered for.

How did we decide an approach?

We have used the Education Endowment Foundation (EEF) and their researched approaches within their 'Guide to Supporting School Planning' as the foundation for our whole school approach to our curriculum 2020-21.

Staff have worked tirelessly to improve the provision for our pupils based on a clear current picture of our pupils' attainment, progress, and pupil wellbeing. Initially, we considered how each individual child may return to school and thought carefully about the support we would offer to ensure a smooth transition back into the classroom. Staff are building in wellbeing sessions and 'Relaxed Kids' techniques throughout the school day to provide our children with a 'calming toolkit' that they can use

to help cope with the inevitable stresses brought on by current times. Alongside this, discussions and debates around real-life current worldwide issues through Votes4Schools and Society allow pupils to talk through their current worries and make sense of the world. As we continue to provide engaging and creative lessons, Redhill are providing targeted support and embedding wider strategies within the school to support those who require additional catch-up.

Below are some of the key elements that Redhill Primary School have focused on:

Teaching

- Providing explicit teaching.
- Provide pupils with cognitive and metacognitive approaches to learning.
- Providing professional development for all staff to ensure we can cater remotely for those pupils at home as well as at school successfully to ensure that all pupils are receiving the educational diet they would have if they were in the classroom.
- Developing strategies to implement within the classroom: relaxation, reading (MyOn), quizzing.
- Supporting all staff by continuing to coach/mentor through phase leaders.
- Continuing consistent and effective assessment through the use of formative and summative assessment recorded in DCPro (our online assessment system).
- Providing a whole school remote learning approach for pupils self-isolating or in the event of 'bubble'/school closure.
- Support staff are regularly involved within weekly phase meetings so that they can contribute to the provision provided to our pupils.

Targeted Support (Catch-up)

- Identifying gaps in learning through formative and summative assessment.
- Structured individual or small group intervention programmes provided safely by teachers and teaching assistants.
- Effective use of support staff's time and skills.
- Remote synchronous catch-up teaching for those pupils who require that are learning from home.
- Co-planning with Teachers and Teaching Assistants.
- Precision teaching.
- SEND remote support where needed.

Wider Strategies

- Reinforcing good behaviours and routines using Class Dojo and Microsoft Teams as a whole school platform.
- Implementing our catch-up plan.
- Focusing on well-being and mental health - use outside agencies to support pupils' mental health where required.
- Sustain parental engagement and provide support.
- Providing food packages for those at home for require.
- Home visits and personalised messages, calls and contact with parents where necessary to provide support and improve engagement.
- Pastoral support to improve attendance.
- Developing social and emotional skills.
- Application of knowledge and skills.

