

**Recovery Curriculum Action Plan**

**Seesaw/Tapestry/Home Learning**

Action	Checklist	Impact	Evidence
Seesaw to continue as a contingency plan.	<ul style="list-style-type: none"> <li>• Close all your class pupil accounts between Wed 22<sup>nd</sup> and Fri 24<sup>th</sup> July. Keep your own teacher account!</li> <li>• Email sent to parents explaining shut down/how it will be used in autumn.</li> <li>• Sam to look into purchasing Seesaw for schools.</li> <li>• Set up new class ready for September so details to set up can be handed out to pupils on first day back (wait until we get go ahead Whats App message!).</li> <li>• Set as pupils only see their own account (not a priority to connect classes together after full return).</li> <li>• Use free version (no scheduling unless staff can get a free premium trial code) but not really necessary as whole class will be in and if a case is confirmed, whole class will be at home so tasks can be uploaded daily.</li> </ul>	<ul style="list-style-type: none"> <li>• Home learning will be able to mirror lessons we would've done in school.</li> <li>• Work will be easily accessible.</li> <li>• Staff will have regular communication with parents via newsletters added onto Seesaw/Tapestry (as well as being emailed out)</li> <li>• Children can add work done in school to Seesaw accounts.</li> </ul>	<ul style="list-style-type: none"> <li>• Tasks will be completed even if at home.</li> <li>• Parents will be happy they have continued good communication with class teacher</li> <li>• Parental feedback</li> <li>• Pupil work</li> <li>• Staff discussion</li> <li>• Newsletters</li> </ul>
Key Stage 1 to move onto Seesaw too.	<ul style="list-style-type: none"> <li>• Set up new class ready for September so details to set up can be handed out to pupils on first day back.</li> <li>• Work with a member of KS2 staff to have a crash course in Seesaw!</li> <li>• Discuss whether Y1 do this too with Amy and Jane</li> </ul>	<ul style="list-style-type: none"> <li>• Increased levels of communication than with Tapestry.</li> <li>• EYFS home communication to continue</li> </ul>	
Tapestry to continue in EYFS	<ul style="list-style-type: none"> <li>• Close down/set up new accounts as you usually would</li> </ul>		
Ensure regular communication should children have to work from home.	<ul style="list-style-type: none"> <li>• Ensure you have sent a welcome newsletter to your class (July). If not, make sure one is sent on INSET days in Sept.</li> <li>• Weekly newsletter again if any class bubble has to isolate</li> <li>• Otherwise, a welcome letter followed by a letter at end of each half term as we would normally do.</li> <li>• Letters/messages uploaded straight to Seesaw.</li> <li>• All classes to use same notebook background and add own logo/header to personalise to class.</li> </ul>		
Oak Academy, My Maths, Reading Planet, TTRS, Numbots, Sumdog all to be utilised in event of a closure	<ul style="list-style-type: none"> <li>• Make sure all pupil accounts are set up by end of first week.</li> <li>• Joanne to sort Reading Planet and Laura to sort MyMaths/Sumdog KS1 staff (Numbots) and KS2 staff (TTRS)</li> </ul>	<ul style="list-style-type: none"> <li>• Children have access to a variety of accessible online lessons/resources.</li> <li>• Manageable for staff.</li> </ul>	<ul style="list-style-type: none"> <li>• Parental feedback</li> <li>• Pupil work</li> <li>• Staff discussion</li> <li>• Tapestry/Seesaw</li> </ul>
Skills progression updated to ensure a broad and balanced curriculum.	<ul style="list-style-type: none"> <li>• Skills progression added to/updated with a focus on history/geography/PSHE to ensure broad and balanced curr.</li> <li>• Home learning lessons to follow this in event of closure</li> <li>• Share updated progression on Sept INSET.</li> </ul>	<ul style="list-style-type: none"> <li>• Children continue to receive a broad and balanced curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• Parental/Pupil feedback</li> <li>• Pupil work</li> <li>• Staff discussion</li> <li>• Tapestry/Seesaw</li> </ul>

**Literacy**

Action	Checklist	Impact	Evidence
All staff follow school plan for a literacy unit on 'Here we are: notes for living on planet Earth' by Oliver Jeffers in first 2/3 weeks.	<ul style="list-style-type: none"> <li>Joanne to purchase copy of the book for each class.</li> <li>Teachers to read through planning document and prepare lessons for school return.</li> <li>Consider rotating class topics a round <b>within your year</b> (eg. Y5/6 may start with 'rainforests and biomes' if we're having a global theme in this literacy unit).</li> </ul>	<ul style="list-style-type: none"> <li>Children will have a sense of community/belonging knowing whole school is working on the topic.</li> <li>Workload eased for staff as all will have planning and text resource ready for start of term when full classes return.</li> </ul>	<ul style="list-style-type: none"> <li>Children will be helped to show calm behaviour in school</li> <li>Children will be able to discuss literacy work at home with parents and siblings.</li> <li>Consistent approach seen across school.</li> </ul>
Tighten up long term plan by specifying high quality texts from CLPE	<ul style="list-style-type: none"> <li>Joanne to set up CLPE subscription end of summer 2020 so staff can view over summer/INSET days in Sept.</li> <li>Staff to select plans/texts that link well with history/geography/science areas of learning and add these to the literacy long term plan (Y5/6 to follow Y5 long term plan, Y4/5 to follow Y4 etc).</li> <li>Joanne to email staff to summarise the above.</li> </ul>	<ul style="list-style-type: none"> <li>Children engaged in lessons more</li> <li>Children receive quality first teaching</li> <li>Writing/reading standards that may have slipped will be able to be addressed.</li> </ul>	<ul style="list-style-type: none"> <li>Pupil discussions</li> <li>Work books</li> <li>Data tracker/writing assessments</li> </ul>
Tackling whole school gaps in learning.	<ul style="list-style-type: none"> <li>All children across school to do an unaided piece of writing early on as a start point.</li> <li>Use above unit to assess gaps in writing/spelling skills.</li> <li>Start from where children are at and work from there – refer to progression documents in literacy folders.</li> <li>Adapt future planning to build up skills gradually with a big focus on text/writing topic selection that are sensitive to the situation, develop empathy or just really engage the children back in learning.</li> <li>Use info below to identify children who can be involved with interventions.</li> </ul>	<ul style="list-style-type: none"> <li>Children will start to address bad habits formed.</li> <li>Gaps will narrow.</li> <li>Accelerated progress.</li> </ul>	<ul style="list-style-type: none"> <li>Books will show improvements (presentation, punctuation, language, sentence/text structure, etc).</li> <li>Assessment data later in term will start to align with last data set.</li> <li>Children will be more confident.</li> </ul>
Use new writing assessment cards to assess children's writing by end of first half term.	<ul style="list-style-type: none"> <li>Joanne to share assessment cards selected to use with staff.</li> <li>Copy onto card and clip inside books/store centrally in class with previous year on same card for consolidation.</li> <li>Share focus targets with class/pupils.</li> <li>Joanne/Laura to add assessments onto tracker so we can identify children who have fallen behind/slipped back.</li> </ul>	<ul style="list-style-type: none"> <li>Planning will be responsive to children's needs/gaps.</li> <li>Workload reduced (Scholar Pack ineffective and time consuming).</li> </ul>	<ul style="list-style-type: none"> <li>Books will show improvements.</li> <li>Assessment data later in term will start to align with last data set.</li> <li>Children will understand what they need to do to improve.</li> </ul>
Reading assessment using Testbase (KS2) or PIRA (KS1)	<ul style="list-style-type: none"> <li>Staff use reading assessments from the previous year to identify weaker skills by Oct half term.</li> <li>Laura/Joanne to add data to whole school tracker.</li> </ul>	<ul style="list-style-type: none"> <li>Staff will have an up to date overview of where their class is.</li> <li>Gaps in learning can be easily identified.</li> <li>Children can be targeted for catch up work.</li> </ul>	<ul style="list-style-type: none"> <li>Whole school tracker.</li> </ul>
Start to look further into Jane Considine's Rainbow Writing (The Write Stuff)	<ul style="list-style-type: none"> <li>Joanne to see if there are Write Stuff sessions still available for free for staff to work on.</li> <li>Staff meeting planned in Autumn to introduce the main concepts/strategies.</li> </ul>	<ul style="list-style-type: none"> <li>This will be a longer term strategy that will improve writing standards over time.</li> </ul>	<ul style="list-style-type: none"> <li>Grammatics, etc. evident in planning, displays, in pupil discussions, etc.</li> </ul>
Reading Planet to continue	<ul style="list-style-type: none"> <li>Joanne to check accounts set up ready for Sept.</li> <li>Staff to allocate at least one book every couple of weeks.</li> </ul>	<ul style="list-style-type: none"> <li>Children will continue to have access to a variety of text types/quizzes self marked.</li> <li>Children more motivated to earn rewards.</li> </ul>	<ul style="list-style-type: none"> <li>Scores on Reading Planet</li> <li>Pupil feedback.</li> </ul>

#### Numeracy

Action	Checklist	Impact	Evidence
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Staff to use adapted White Rose Plans	<ul style="list-style-type: none"> <li>Access a appropriate adapted EYFS, Primary or Mixed Age plan from: <a href="https://whiterosemaths.com/resources/schemes-of-learning/primary-sols/">https://whiterosemaths.com/resources/schemes-of-learning/primary-sols/</a></li> <li>Take part in one of the free webinars (30min) on the adapted plans: <a href="https://whiterosemaths.com/professional-development/training-events/">https://whiterosemaths.com/professional-development/training-events/</a></li> </ul>	<ul style="list-style-type: none"> <li>Gaps in learning taken into account.</li> <li>Usual lessons/planning adapted to meet children where they are at.</li> </ul>	<ul style="list-style-type: none"> <li>Adaptations made in lessons (revisiting previous year concepts where needed)</li> <li>Children will be able to access lessons.</li> </ul>
Y1-6 to utilise parent workbooks.	<ul style="list-style-type: none"> <li>Utilise parent workbooks, starting by emailing out Autumn block 1 (Laura will send Y1-6 to all parents) as a pre-teach tool for September: <a href="https://whiterosemaths.com/resources/primary-resources/parent-workbooks/">https://whiterosemaths.com/resources/primary-resources/parent-workbooks/</a></li> <li>Staff to send future ones to support learning.</li> </ul>	<ul style="list-style-type: none"> <li>Children will be more prepared for maths work when school fully reopens.</li> <li>Anxieties will reduce as they will have received some pre-teaching.</li> </ul>	<ul style="list-style-type: none"> <li>Children can return workbooks in September.</li> <li>Parent/pupil feedback.</li> </ul>
Use previous year's end of year Testbase (KS2) or White Rose (KS1) or baseline (EYFS) assessment to assess children's maths by end of first half term.	<ul style="list-style-type: none"> <li>Email sent to staff outlining assessment info. Re-email if needed.</li> <li>Staff to assess children when they have settled in by end of first half term.</li> <li>Laura to get one of TAs to sort and photocopy assessments for everyone.</li> <li>Joanne/Laura to add assessments onto tracker --identify children who have fallen behind/slipped back.</li> </ul>	<ul style="list-style-type: none"> <li>Staff will have an up to date overview of where their class is.</li> <li>Gaps in learning can be easily identified.</li> <li>Children can be targeted for catch up work.</li> </ul>	<ul style="list-style-type: none"> <li>Whole School Tracker</li> </ul>
Interventions and DIRT time planned into the school day using teachers and in class TA support	<ul style="list-style-type: none"> <li>Staff to adapt timetables to work with pupils and staff in their class.</li> <li>Natasha/Joanne/Laura to support staff if they feel any child who is significantly behind.</li> </ul>	<ul style="list-style-type: none"> <li>Children will receive targeted support to address lost learning/gaps.</li> </ul>	<ul style="list-style-type: none"> <li>Children will start to catch up (books/tracker)</li> </ul>
Staff to use diagnostic questions to quickly identify misconceptions/errors	<ul style="list-style-type: none"> <li>Laura to share in staff meeting.</li> <li>Staff to build into lessons.</li> <li>Potentially look into setting children accounts as this can be self marked.</li> <li>Quality first teaching used to address gaps/misconceptions.</li> </ul>	<ul style="list-style-type: none"> <li>Children will start to understand why something is incorrect and develop reasoning skills.</li> <li>Increased staff subject knowledge/awareness of misconceptions in maths.</li> </ul>	<ul style="list-style-type: none"> <li>Any lost learning or gaps should be addressed gradually and improvements seen in test data aligned to last data set.</li> </ul>
Ensure all staff up to date with new DfE guidance.	<ul style="list-style-type: none"> <li>Staff to read through guidance and watch videos relevant to their year groups for next year using doc from Laura.</li> <li>Laura to share videos with TAs on INSET day (Sept)</li> </ul>	<ul style="list-style-type: none"> <li>Staff clear on prerequisite skills that determines if children are ready to move on.</li> </ul>	<ul style="list-style-type: none"> <li>Language/STEM sentences evident in lessons, plans and displays. Move on when ready.</li> </ul>
WR interactive whiteboard files with models, images and manipulatives to be used.	<ul style="list-style-type: none"> <li>LT to add to network and share with staff: <a href="https://whiterosemaths.com/resources/classroom-resources/interactive-whiteboard-resources/">https://whiterosemaths.com/resources/classroom-resources/interactive-whiteboard-resources/</a></li> <li>Teachers to use in lessons to model concepts, especially if tricky to allow children to use their own maths equipment.</li> </ul>	<ul style="list-style-type: none"> <li>Children's learning is still reinforced through a CPA approach.</li> <li>Children become secure with new/revised learning.</li> </ul>	<ul style="list-style-type: none"> <li>Observations, planning, books.</li> </ul>
Flashback 4 to continue to be used from Y1-Y6	<ul style="list-style-type: none"> <li>Staff to continue to use these to help with retention. Have these displayed in class (log in to Premium Resources)</li> </ul>	<ul style="list-style-type: none"> <li>Children will retain new learning/refresh on previous learning before closure.</li> </ul>	<ul style="list-style-type: none"> <li>Displays and pupil discussions</li> <li>Whole school tracker</li> </ul>

Staff may also find these useful... Knowledge organisers/Prompt sheets for maths: <https://www.parklandsprimary.org.uk/inspire-maths/>

### To think about...

- Think in terms of key concepts that run through your curriculum, rather than specific topics or units.
- Focus on the most important, threshold concepts - just make it focused on what they need to learn (not about curriculum coverage).
- Pupils are entitled to a broad, balanced curriculum-don't fill with maths and literacy! Usual daily maths/literacy is fine.
- Focus on where children can self mark/check, peer assess and start to look at the 'feed forward' sheet with Laura – all to reduce excessive workload and work smarter with bigger impact on pupil outcomes.
- What parts of our curriculum are less essential, that we can miss or just touch on quickly? Which skills or knowledge from one subject can children not access the rest of the curriculum without? Which subjects (if any) did we focus on, or not focus on, while pupils were learning at home?
- These will be a helpful tool for staff to use for low-stakes quizzing and knowledge checks, and helpful for older pupils to see what has been covered and check their own understanding. You don't want to replace or rewrite your existing curriculum if you've already thought it through and it's working for your pupils. We've got our skills progression and knowledge organisers ready to go and topics finalised – to ensure a broad and balanced curriculum it is key we still teach all of these to keep children engaged in their learning – even though some may need to be condensed.
- Don't rush-we want to be precise with targeted teaching but this will need time to be fully embedded, especially where there are gaps.
- Use low-stakes assessment to find out where pupils have gaps in knowledge (A quick quiz at the back of exercise books, e.g. 10 minutes to write down everything you can remember about space...Multiple choice questions, discursive pair work, e.g. read the textbook for 10 minutes, then can you tell your partner the 10 features you read about? Checking knowledge through discussion, e.g. can they explain a concept in their own words?). This low-stakes approach should help pupils feel secure in what they already know and confident about what else they need to learn.
- Adapt the content you're consolidating and how long you're consolidating for – e.g. if the majority of pupils have fewer gaps than you anticipated, you might decide to consolidate for a shorter period of time.
- Welcome pupils back, and get back into the learning as soon as you can: many pupils will have missed the structure and normality of school, so this is the best way to support their wellbeing.
- Begin these lessons by celebrating what pupils achieved while they were learning at home: validate this learning and any work produced so pupils don't feel like this was a waste of time. Reassure pupils who didn't engage with home learning or didn't complete work that this is okay and that there's still plenty of time to catch up
- Be explicit about what you're going to be covering: set everything out clearly in a timeline so pupils know exactly what they'll be learning or relearning, and what they need to know by the end.
- Share knowledge organisers (use Alison's as a start point) with pupils/parents so they know exactly what they're supposed to know by the end of the consolidation period and can refer back to check their understanding. Keep low-stakes assessment going throughout to ensure understanding, and vary your pace if you need to
- Be confident and optimistic when setting this all out (even if you don't feel this way yourself): pupils need to feel that this is achievable, and that you think it is too.
- Give pupils the opportunity to practise what they're learning and show you that they understand..
- Consider starting consolidation lessons in all subjects with high-quality stories and texts linked to whatever you're consolidating, e.g. reading an extract from [Sapiens: A Brief History of Humankind](#) at the beginning of a science lesson.
- Make sure pupils experience success early on: whatever you put in place, pupils need to feel that what they're doing is making a difference - this will motivate them to continue. Provide 'pre-teaching' and 'post-teaching': DIRT time a must!

#### SEND (Natasha)

Action	Checklist	Impact	Evidence
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Look at timetabling of the school day and where time can be utilised more effectively	<ul style="list-style-type: none"> <li>No assemblies in Sept and a more staggered lunch timetable will allow staff to be more creative about when/how small group/1:1 work will take place.</li> <li>Staff to discuss how we can change the old routines to work better over next couple of months.</li> </ul>	<ul style="list-style-type: none"> <li>Time used more efficiently</li> <li>Teacher/TA time created to allow for delivering any interventions or pre/post teaching</li> </ul>	<ul style="list-style-type: none"> <li>Interventions/pre/post teaching taking place across school</li> <li>Observation and discussion</li> <li>Should impact data over year on whole school tracker.</li> </ul>
Children to be given additional transition time/social stories sent out if needed.	<ul style="list-style-type: none"> <li>SC taken photos. NS made social story framework.</li> <li>Teachers to personalise to their class and send out to identified pupils.</li> </ul>	<ul style="list-style-type: none"> <li>SEND children feel well prepared/anxiety about return reduced.</li> <li>Children have a clam return as know some things to expect.</li> </ul>	<ul style="list-style-type: none"> <li>Pupil/parent discussion</li> <li>Behaviours in class</li> </ul>
School to look into getting own SEMH assessment tool for complex needs children.	<ul style="list-style-type: none"> <li>NS to look into cost/benefits of Thrive and Boxall.</li> <li>Choose one if appropriate/affordable.</li> <li>Share with staff.</li> <li>Use to assess children.</li> <li>If Thrive, activities from this can also be used with pupils.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils with SEMH issues (even if not outwardly noticeable) can be identified and monitored.</li> <li>Support can be put in place where needed</li> </ul>	<ul style="list-style-type: none"> <li>Observations</li> <li>Discussions with pupil, staff and parents</li> </ul>
Efficient identification of SEN children	<ul style="list-style-type: none"> <li>Staff to raise concerns early on about any pupils they feel should be added to the SEN register</li> <li>NS to review and, if agreed, staff to produce IPM and clear actions to address needs.</li> <li>Children on SEN register to have IPMs in place as soon as possible in first couple of weeks.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils needs can be met early on.</li> <li>Missed learning/needs can be addressed through focused work in class.</li> </ul>	<ul style="list-style-type: none"> <li>IPMs</li> <li>SEN register</li> </ul>
Utilise new IES hub service	<ul style="list-style-type: none"> <li>NS to stay in regular contact with IES and key staff working with pupils in school</li> <li>Share new structure/way of working with staff</li> </ul>	<ul style="list-style-type: none"> <li>Children/staff received specialist support/resources where needed.</li> <li>Pupils needs are met through targeted actions.</li> <li>Staff aware of what support is available/main contacts.</li> <li>NS to maintain close working relationships as new structure is developed.</li> </ul>	<ul style="list-style-type: none"> <li>Pupil/parent/staff observation</li> <li>Meeting notes/records of visits</li> <li>Files in SEN room.</li> </ul>
Catch up programme timetabled	<ul style="list-style-type: none"> <li>Appoint new TA to lead catch up/intervention across school, dependent on pupil needs.</li> <li>Staff to continually review needs in class/gaps</li> <li>LT/and Catch up TA to produce catch up impact report to add to on an ongoing basis.</li> <li>Class teachers to review pastoral need and build into class PSHE or request small group support from Tas.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>

Staff may find it useful to have a read of this: <https://schoolleaders.thekeysupport.com/curriculum-and-learning/raising-attainment/approaches-to-raising-achievement/school-reopening-accelerate-learning/?marker=content-body>

**PSHE/SRE/Well-being (Beccy)**

Action	Checklist	Impact	Evidence
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Staff meeting in Sept to share all the resources/curriculum plans/documents gathered	<ul style="list-style-type: none"> <li>• Beccy to prepare folder of resources and curriculum progression document to share via email (and add to network)</li> <li>• Explore further at meeting on INSET day/early on in term</li> </ul>	<ul style="list-style-type: none"> <li>• Staff to be clear on expectations/coverage for PSHE for their year group.</li> <li>• Staff have access to a range of resources to support their teaching.</li> </ul>	<ul style="list-style-type: none"> <li>• Activities evident in planning/workbooks.</li> </ul>
Ensure we have a clear curriculum progression to add to skills folders.	<ul style="list-style-type: none"> <li>• Beccy to develop and share skills progression.</li> <li>• Staff to build into planning</li> <li>• Beccy to ensure it follows a spiral curriculum so missed skills will be revisited and built upon.</li> <li>• Beccy to monitor there is full coverage.</li> <li>• Make links with</li> </ul>	<ul style="list-style-type: none"> <li>• New SRE curriculum will be fully embedded by Summer 2021 ahead of schedule.</li> <li>• Children will receive a full PSHE curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• PSHE workbooks</li> <li>• Planning</li> <li>• Observations</li> <li>• Staff discussions.</li> </ul>
PSHE Association subscription	<ul style="list-style-type: none"> <li>• Beccy to subscribe to PSHE Association for this year.</li> <li>• Check regularly for updates and resources to share with staff.</li> </ul>	<ul style="list-style-type: none"> <li>• PSHE/SRE lead will keep up to date with any changes.</li> <li>• We will be able to implement the SRE ahead of schedule</li> </ul>	<ul style="list-style-type: none"> <li>• Planning</li> <li>• Observations</li> <li>• Work books</li> </ul>
Ensure there is more time dedicated to ZoR and PSHE	<ul style="list-style-type: none"> <li>• All staff to run a weekly 20min ZoR session</li> <li>• NS to share additional ZoR resources/books and add to network.</li> <li>• Some children may have additional small group ZoR sessions.</li> <li>• Daily short PSHE/well-being session initially to help settle children into school, moving to a weekly session when children are used to new routines.</li> <li>• Sessions utilise resources below and follow curriculum progression using flipchart plans.</li> <li>• Class PSHE book used across school from Sept 2020 (Named 'Learning for Life' -logo sent to admin for labels)</li> <li>• Old 'Mish Mash' books renamed 'Mindful Me'.</li> </ul>	<ul style="list-style-type: none"> <li>• Children will take part in daily, then weekly PSHE AND ZoR.</li> <li>• Children will receive full PSHE curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• Planning</li> <li>• Observations</li> <li>• Work books</li> <li>• Pupil discussions.</li> </ul>
SCARF website subscription for the school	<ul style="list-style-type: none"> <li>• Beccy to set up subscription and do a walk through in staff meeting.</li> <li>• Share login details with staff so they can have a look over summer.</li> </ul>	<ul style="list-style-type: none"> <li>• Children will be engaged in their learning.</li> <li>• High quality resources/activities will be used.</li> </ul>	<ul style="list-style-type: none"> <li>• Planning</li> <li>• Observations</li> <li>• Work books</li> <li>• Pupil discussions.</li> </ul>
Draw links with Christian Values and collective worship where possible.	<ul style="list-style-type: none"> <li>• We can make direct links to values and incorporate prayer/moment of reflection etc within/after sessions.</li> </ul>	<ul style="list-style-type: none"> <li>• Children will still access daily collective worship/moment of reflection, even though no whole school collective worship will take place due to all the restrictions.</li> </ul>	<ul style="list-style-type: none"> <li>• In formal observation</li> <li>• Pupil discussion</li> <li>• Classroom environments.</li> </ul>

**Science (Samantha Ambrose)**

Action	Checklist	Impact	Evidence
<p>Staff meeting in early September to <b>identify gaps in learning as a result of school closure</b></p>	<ul style="list-style-type: none"> <li>Sam to work with teachers to create a LTP for Science clearly highlighting areas not covered due to school closure</li> <li>Identify units not taught, skills (WS) not covered and how and when they will be taught</li> </ul>	<ul style="list-style-type: none"> <li>Staff have a good understanding of gaps in teaching and learning and know when every unit will be covered</li> </ul>	<ul style="list-style-type: none"> <li>LTP for 2020-2021</li> <li>Children's work</li> </ul>
<p>Use CALM Primary Science resources to ensure catch up plan is coherent and precise</p>	<ul style="list-style-type: none"> <li>Sam to have a conversation between each current teacher/year group and SL using the Information and guidance document for that year group.</li> <li>Which units of work were compromised?</li> <li>Which NC statements were not taught/ partially taught/only covered by some pupils?</li> <li>Year 6 Information and Guidance document is annotated during conversation with Y6 teacher and discussed with / passed to the secondary school to inform KS3 catch-up planning.</li> <li>For years 1-5 SL uses the information to complete a Catch-up plan on a Catch-up plan template.</li> <li>Annotate top section of catch-up plan to show missed/compromised units.</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Catch-up plan follows children into future year(s) (reviewed and updated as necessary) until gaps are all addressed.</li> </ul>	<ul style="list-style-type: none"> <li>Catch up plans are being followed by teachers – planning.</li> </ul>
<p><b>A new, more thorough, skills progression document</b> shared with all teachers</p>	<ul style="list-style-type: none"> <li>Sam to develop a more thorough skills progression which allows teachers to know exactly what has been taught previously, the expectations for the current year groups and the expectations for future learning.</li> <li>Teachers to refer to the skills progression to ensure skills taught are specific for that year group – this will be important when covering gaps in learning.</li> </ul>	<ul style="list-style-type: none"> <li>New skills progression will be used by all teachers from Sept 2020</li> <li>Skills taught will be really specific to each year group</li> </ul>	<ul style="list-style-type: none"> <li>Planning</li> <li>Observations</li> <li>Teacher discussions</li> </ul>