

# Balfour School Curriculum Recovery



At Balfour Primary, we have carefully considered how to reset our curriculum following the school closures across the last two academic years. We have followed Local Authority guidance in order to map out where children's current learning is, consolidate and master past learning, and then move forward with new content to meet the interim curriculum expectations for the Summer term 2021. This approach considers the research and advice from the Education Endowment Foundation (EEF) and suggest the following five areas as tools from which to select appropriate strategies and approaches to support educationally disadvantaged pupils and QFT for all. From now, and throughout 2021-22, we will continue to use teacher assessments to identify gaps in learning and put in place appropriate provision including the government's catch-up premium offer. In securing essential skills and focusing on a smooth transition for every child, we hope to minimise the impact of these school closures on our pupils' wider educational journey.

## 1. Quality First Teaching:

- We use citywide Primary 'Planning to Progress' guidance documents which support assessment, planning and teaching in the Spring/Summer of 2021 post lockdown as an interim framework.
- Formative and low stakes summative assessments lead to precise teaching to address gaps and misconceptions at a whole class level.
- Learning is personalised and differentiated to support individual children's needs and gaps.
- Acquired knowledge and identified next steps support transition to the next year group.
- Research from Durrington Research Project led by the [Teaching School Alliance](#) - Focus on Metacognition inform wider teaching.
- Time is dedicated to consolidating key knowledge and skills, with a focus on handwriting, phonics and spelling, times table recall, number fluency and reading.
- We ensure that pupils continue to have a rich and broad curriculum to acquire and use subject specific knowledge that builds and deepens over time.
- We engage through partnerships for EY settings to prepare for EYFS reforms.
- Equally, we work closely with local Secondary schools to ensure that progression from Year 6 to KS3 is also smooth and coverage is targeted.

## 2. Targeted Intervention:

- Progress Review Meetings held to inform what support is required to meet all individual needs of pupils, including pupils with SEND.
- Attendance is monitored closely, offering support to families within our school systems.
- We work closely with the BHISS and the speech and language therapy service to provide support, advise and strategies for pupils and their families
- We buy into the Literacy support Service who provide assessment of pupils, direct intervention, and staff support for pupils with identified Literacy needs
- We buy into the EMAS service to ensure we can support pupils who are New to English as well as providing direct support for pupils in Reception
- Research and impact monitoring guide our use of intervention to ensure it supports good pupil progress
- Learning Mentors provide in class, small group and 1:1 support for identified pupils

## 3. Schools will be providing additional 1:1/ small group targeted support:

- Pupil Premium Catch-up funding used to provide English tuition for all PP children in Years 3-6.
- HLTA recruited to cover class teachers to provide QFT to those children identified as having gaps in their knowledge in Maths and English.
- Targets have been set for all PP children for the summer term.

## 4. Wellbeing Provision:

- Regular updates of risk assessments to ensure that the provision given is safe for all stakeholders.
- Additional time spent on pupil wellbeing, social skills development and self-regulation.
- LA ongoing support from [wider services](#)
- Building on successful communications with parents and carers that resulted from extended periods of Covid lockdowns.
- Learning mentors and [PSHE](#) curriculum specifically focused on responding to Covid 19 and the after effects.

## 5. Year to Year Transition:

- Engaged in a consistent approach to transition across the city using the PTP documents for all year groups and additional information provided to feeder secondary schools through the Vulnerability Index Form.
- Consistent approach to end of KS2 assessment of pupils to support transition to secondary schools (requiring support, coping and excelling)

## Shared Recovery Curriculum Language:

### Language to avoid:

- Catch up
- Learning gaps
- Lost learning
- Make up for lost time
- Damage to learning
- Behind
- Won't / impossible to fit it all in
- Cover lost ground
- Recover
- Repair learning
- Cram/ Speed up
- Time lost
- Struggle

### Language we use:

- Move forward
- Master / strengthen / consolidate our learning
- Revisit to reinforce / strengthen
- Consolidate our learning
- Build upon
- Sequence
- Prioritise
- Address or avoid misconceptions
- Map where we currently are
- Enhance our subject knowledge
- Improve our knowledge
- Challenge ourselves
- Plan what we're learning
- Develop our learning