

St Michael's RC School Curriculum Intent, Implementation and Impact
Statement Post Covid 19

INTENT

Over the first two terms of the 2019-2020 Academic year, St Michael's School developed an engaging, intelligently sequenced, knowledge-rich curriculum, informed by the best research evidence available. Due to COVID 19 and the significant amount of time children have missed from school we have reviewed our curriculum statement.

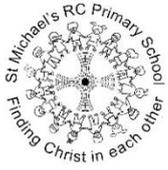
It is our aim, to ensure that all children within our care receive the very best education and leave our school 'secondary ready' with the same knowledge, skills and experiences as any other child in the country.

As Isaac Newton famously declared in 1675 "If I have seen further, it is by standing on the shoulders of Giants". Therefore, at St Michael's, we believe that children accomplish and achieve so much more when they do not have to begin every time starting from scratch. If they build upon previously learnt knowledge and skills, they will have a firm foundation stone on which to further develop and soar. It is paramount for pupils at St Michael's to have opportunities to revisit learning to consolidate and deepen their understanding and knowledge of concepts before they continue to explore new ideas and learning.

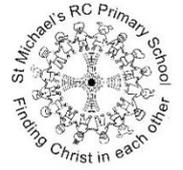
In order to ensure that pupils at St Michael's leave 'secondary ready' it is important that the knowledge and skills taught are stored in their long-term memory. We strive therefore to ensure that our curriculum is continually revisited to support this. Each lesson revisits the previous meaning and pupils get regular opportunities to practice new learning, in line with Rosenshine's (2012) principles of effective instruction. This is also supported by revisiting the knowledge mat for the unit during the teaching sequence so that teachers can continually make judgments about gaps in knowledge as well as strengths in learning.

EEF research and best practice tell us that new learning is fragile and usually forgotten unless explicit steps are taken over time to revisit and refresh learning. Teachers should be wary of assuming that children have securely learnt material based on evidence drawn close to the point of teaching it. Therefore, teachers will need to obtain feedback at some distance from the original teaching input when assessing if learning is now secure. Pre and post unit mini quizzes linked back to the unit's Knowledge mat along with evidence in books and the open-ended tasks help teachers assess how much information has been learnt and remembered by pupils. Low stakes multiple choice quizzes are efficient, effective and motivating for pupils, whilst providing teachers with vital information about what pupils have misunderstood, and/or what they are struggling to remember. These questions can be easily recycled, utilising the spacing effect and ensuring content is retained in for the long term, and not forgotten soon after the lesson or unit has ended.

The benefit of retrieval practise is one of the most robust findings in cognitive psychology (Roediger & Karpicke, 2006; Storm, Bjork & Storm, 2010) and therefore, each lesson starts with a 'retrieval practise' to encourage the children to retrieve knowledge from their memory before using their knowledge mat as guidance. Retrieval practise is a learning strategy where we focus on getting information out. Through the act of retrieval, or calling information to mind, our memory for that information is strengthened and forgetting is less likely to occur (Agarwal, Roediger, McDaniel & McDermott 2018)



St Michael's RC School



The curriculum has been constantly refined over the two terms and our approach has developed based on feedback from teachers and support staff who have taught the lessons as well as the children themselves. We will continue this feedback cycle moving forward in order to further develop the curriculum to ensure that it continues to meet the needs of the pupils in St Michael's'.

Big Books
During the unit children work individually and collaboratively. Some units start with a SOLE lesson. The evidence is built up over the unit in Big Books which show the experiences, knowledge and give feedback from the children on the curriculum focus.

Work Books
Evidence is built up over the unit in the pupils work book and forms part of the evidence base when teachers make assessments about the pupil.

Mini Quizzes
Pre unit mini quizzes are used to assess the children's prior knowledge of a unit in order to plan their next steps carefully. These are then revisited as part of the Post unit Mini quiz.
Post unit Mini quizzes take place after a unit, allowing the child sufficient time for knowledge to move from the short term to the long term.
They are a reflection of the Knowledge Mat content.

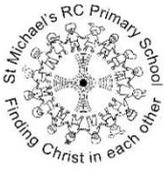
Open Ended Projects
At the end of some units, children are encouraged to share their learning with their class and complete an open-ended task. This allows the children to respond to their new learning in a way to suit their own learning style to help consolidate their knowledge and understanding of their new learning.



Retrieval Practice
Retrieval practices happens every lesson. It is a pacy activity where children retrieve knowledge from their memory in order to strengthen their memory of the key information or fact. Children then have the opportunity to 'tick or fix' this in order for them to consolidate their learning or address misconceptions or errors.

Enhancement
Teachers plan a variety of opportunities for children to experience learning outside of the 4 walls of the classroom and in a creative way. They allow children to have new experiences, deepen their knowledge and enhance their learning through engaging, practical tasks.

Knowledge Mats
The knowledge mats are the core of each unit. Over the course of the years, these knowledge organisers ensure that all pupils become 'culturally literate' (Hirsch, 1987) and have the opportunity to engage in 'powerful knowledge' (Young, 2008, 2013). A knowledge organiser acts as a planning, teaching and assessment tool. It provides complete clarity to leaders, teachers, pupils and parents about what is expected to be learnt and remembered by the end of the lesson, the unit, and in the long term.



IMPACT

Measuring the impact of our Curriculum

The curriculum at St Michael's' is well planned and thought-through to develop knowledge and skills across the curriculum, not only within class but in providing out of class opportunities to enable children to develop themselves as learners and encourage each child to be as independent as possible and 'secondary ready'. Pupil, staff and parent voice feedback, whole staff planning assessment and moderation tasks during staff meetings allows the staff to regularly review and assess the impact that the curriculum is having.

Regular and robust monitoring and scrutiny by SLT and Subject leaders provide first hand evidence of how pupils are doing and ensures that high expectation and demanding outcomes are maintained. In-school assessments and moderations are quality assured through moderation.

The progress pupils are making in Reading, Writing, Mathematics and RE along with wider curriculum subjects is reviewed termly in Pupil progress meetings where the impact of quality first teaching on every child are discussed, but especially individual vulnerable pupils, and interventions agreed to bridge attainment and progress gaps.

The impact the curriculum is having is also measured through the Headteacher report to governors, curriculum review visits, Peer review, Data collections, Autumn Appraisal, governor deep dive days as well as regular monitoring and visits from the school EDP.



Post COVID-19 Curriculum

INTENT

Following the Government's guidance to re-open school fully, to all pupils in September 2020, it quickly became apparent that we could not simply resume teaching the school's Long Term Plan as we normally would at the start of a new academic year.

The key principles that underpin government advice on curriculum planning are:

- *Education is not optional: all pupils receive a high- quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life.*
- *The curriculum remains broad and ambitious: all pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment.*
- *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.*

When children return to school, they will have significant gaps in both their academic and personal development which need to be identified and addressed before any 'normal' curriculum can be resumed. Therefore, to support pupils' return to school in September 2020, we have reorganised our curriculum to

support pupils emotionally and academically re-join school after missing a significant amount of education. These will enable us to rebuild as a community and bring back to the forefront the St Michael's' Family that we are all proud to be a part of.

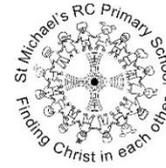
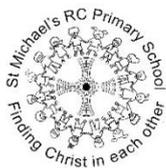
IMPLEMENTATION

The Catch-up curriculum will support children to move forward focusing on Reading, Letters and Sounds, Maths and Writing (with a particular focus on SPaG). Morning sessions will be devoted to this in short burst lessons. This will give the children 4-5 weeks of intensive key skills focus that should enable the children to start to access their curriculum with the skills and knowledge to build upon from the previous year.

The curriculum has been carefully mapped and designed to ensure that crucial objectives are covered each day and builds upon prior learning. EYFS will continue to work on the EYFS curriculum and Year 1 will also use this as their starting point offering extended transition building upon the EYFS curriculum through continuous provision.

The rest of the timetable will be given over to the wider curriculum, there will be a 2 lessons of PE for each class and then the opportunity to celebrate the children's skills in a variety of curriculum areas.

By blocking topics into weekly themes, to simulate the children's ideas and imaginations in order for them to engage, enjoy and succeed in their first few weeks back in school.



Theme lessons are an opportunity for children to feel success and achievement through a variety of activities, including practical, skill-based activities, however, each week will also have opportunities for extended writing at an appropriate level in a variety of contexts. At the start of each unit, topic or literacy focus, staff will look at the previous years learning objectives and ensure that these have been taught and review their teaching to support children in revisiting these and retaining them.

As a school we will hold off our usual way of teaching foundation subjects until the Summer Term, however we will review this decision during the Autumn term as would like to give children opportunities to have time to enjoy, succeed and achieve throughout the whole curriculum before moving on to build upon this.

Usually in the Autumn term, we have a whole school topic of 'Durham' to enable children to experience and get to know with local area and environment. With current guidance and restrictions in place, we have decided to move the Durham themed week to later in the academic year. This will allow additional time for planning and making the necessary arrangements and risk assessments to visit key places and landmarks in the local area, which with the current restrictions and social distancing measure in place, would not be achievable.

In addition to the academic programme which has been put in place, each Year group, including EYFS will have a 2 weekly PHSE sessions to ensure that the wellbeing of the pupils is a focus. Any issues arising will be addressed in the usual way and passed on to SLT as necessary.

Curriculum Focus 2020-2021

Term	Focus
Autumn 2020	<ul style="list-style-type: none"> ● Catch-Up Curriculum for Reading, Writing and Maths ● Autumn content for foundation subjects taught as a weekly topic focus rather than separate lessons - Identify and catch up content from Summer Term
Spring 2021	<ul style="list-style-type: none"> ● Art to be cross curricular and taught alongside another subject ● Weekly PE and PHSE and MFL ● MFL – all classes are focussing on the same theme for the Autumn term PE <ul style="list-style-type: none"> ○ Introduce the rigour of a challenging PE curriculum. ○ Teachers subject knowledge supported by specialist PE teacher Mr Storey ● Music <ul style="list-style-type: none"> ○ Follow adapted planning from Charanga due to COVID restrictions on singing ○ Review Long Term Plan in light of this. ○ Teachers subject knowledge supported by specialist Music teacher Mrs Walker ○ Review use of peripatetic music teachers ready for next academic year and new intake of children.
Summer 2021	<ul style="list-style-type: none"> ● Maintain focus of all above subjects to ensure they are embedded ● Consider whether we return to individual subjects or continue on a weekly theme



IMPACT:

After the first fortnight:

- Pupils will feel happy, safe and will be settled in to their new classes.
- All adults will have begun to build positive relationships with all of the pupils in their class.
- Pupils will be in good routines and will be responding to the rigour of the recovery curriculum.
- Pupils will have been provided with an opportunity to reflect on their experience of partial school closure, to process their experience and to realise what they have learned during this time.
- Teachers and teaching assistants will have established clear expectations for learning behaviours and pupils will have started to rise to these.

After the first half-term:

- Teachers will have identified the key areas in children's learning and specific interventions will be planned to ensure these can close the gap
- Teachers will have met the emergent needs of their new class and learning behaviours will be excellent.
- Pupils will be increasingly confident, attentive, motivated and perseverant in their approach to their learning.
- A large majority of each class will have made notable progress – either in an emotional, relational, well-being or academic capacity.
- Parents will feel secure and will have confidence in the school's chosen approach: parental relationships will have been strengthened over this time.
- Attendance will be good – above 96% for the first term.
- School life will feel like it has some normality to it. Routine will be well established!
- Pupils will have made progress in their learning.
- Pupils, staff and parents will have formed highly effective collaborative relationships.