

# Tankersley C of E Primary School

## Remote and Recovery Curriculum

*updated for Sept 2021*



**“A love of learning in a Christian environment”**

We aim high and have self-belief.

We have community spirit.

We are enterprising.

We have enquiring minds.

We are respectful.

[Introduction/ context](#)

The COVID-19 pandemic has impacted on the education for our children at Tankersley St Peters for the past 18 months. We acknowledge that as a result of this, our children will return to us again in Sept 2021 having had a difficult year with a second lockdown and disruptions to learning across the year,

Pupils have been engaged in our remote learning offer during the lockdown periods and during isolation. We have endeavoured to support **all** of our families in accessing our remote learning. This has seen many successes, one of which has been the fantastic home learning opportunities provided as well as teaching support for key worker and vulnerable pupils in school. Microsoft Teams and Purple Mash have provided us with a great platform to continue with the amazing work and learning that we would usually see in classrooms.

Life for our children has changed dramatically and very careful consideration has been taken to transition all pupils back into education and to close learning gaps as a result of the pandemic.

We believe that 'recovery' for all children will take many forms. As a school, we will strive to provide a broad and balanced curriculum which, first and foremost, ensures that all children are emotionally able to access their learning and that they are given the support that they need to feel happy and safe in school.

#### [Intent for our recovery and catch up curriculum](#)

We aim to deliver a broad and balanced curriculum with our school vision of **a love of learning in a Christian environment** at the heart of this. We want all our children returning to Tankersley St Peters to feel safe in our distinctive Christian environment. We believe that if a child does not feel safe then they cannot learn. Therefore, our children will be well supported through our school aims. Our children will be encouraged to **aim high and have self-belief** despite these uncertain and difficult times. Through **Community spirit**, we will engage and galvanise the support of parents and our community to develop our children's learning both at school and at home. We will encourage our children to **enquire into learning**, to be inquisitive and ask questions to build new knowledge and key vocabulary. We will ensure children have the opportunity to be **enterprising** through our creative curriculum with many opportunities for kinaesthetic and engaging activities that meet the needs of all our learners. Our children are taught to **respect** one another and themselves. We have built a **strong PHSE curriculum** using 1Decision resources with dedicated weekly time for this important area of learning including relationships and health. Our new **Tankersley learning behaviours** are helping children to adjust back into school and to reengage in their learning and routines.

Within our school aims. We pride ourselves on providing a curriculum that is broad and balanced, also diverse, inclusive and challenging to meet the needs of all learners. We will be further adapting our current curriculum as a result of the first lockdown to ensure that all our children reconnect again with the curriculum and continue to be motivated, enthusiastic learners with us at school. It is important for us to recognise that there may be gaps in children's learning, missed learning that needs to be recovered, and it is essential that our curriculum design allows children to **'catch up and keep up'** to continue to reach their full potential during their time at Tankersley St Peters. There is a heavy evidence base that suggests that high quality teaching within the classroom is proven to have the biggest impact on the progress that pupils make in their educational journey. This research expands to more able groups, disadvantaged groups and those with special educational needs. Much of this research has been conducted by the Education Endowment Foundation, who argue that for schools this high-quality engagement in the classroom should be at the forefront of each school's/ recovery curriculum.

The creative curriculum approach is well embedded at Tankersley St Peters. In order to facilitate the 'recovery' element to the curriculum, in the first instance we have been able to utilise this approach to allow for more opportunities for Literacy and Numeracy across the curriculum. Through cross curricular links pupils are able to be exposed to wider reading, vocabulary development and further writing opportunities to ensure children make rapid progress in key areas after missed time in school. Our approach helps children to develop skills progressively and embed them in increasing complexity, in order to ensure children can apply their learning in a range of situations.

### Implementation of our recovery curriculum

Teachers will plan lessons covering a broad and balanced curriculum. However, lessons will be **shorter and focused** with an emphasis good learning behaviours in order to rebuild children's attention spans and productivity in lesson. Teachers will ensure that the **most important key knowledge outcomes including relevant vocabulary** are central to all learning sessions. Hooks into the curriculum to inspire children in their thirst for learning will continue to be at the heart of our intent and implementation of planning and lesson delivery. We will aim to expose children to a wide range of fiction and non-fiction texts, both for reading and writing opportunity. Fiction texts will be explored through literacy sessions and non-fiction texts will be built into the wider curriculum.

**In Maths** - we will use the White Rose small steps planning to teach the key objectives (as well as incorporating previously learned key number concepts to ensure these are retained, consolidated and embedded). Daily morning maths countdown session will take place to consolidate key number facts. A daily maths meeting will also support key age related mathematical concepts to retain (e.g counting on an back /multiplication tables/ prime numbers.)

**In English** – we will re-focus on handwriting and presentation as well as SPAG gaps so that children are competent again in these areas. Teachers will also focus on breaking grammar and punctuation concepts down using clear written models to support different types of writing. The importance of building stamina for writing will be a focus.

**In Reading** -we will focus on the key comprehension skills needed to access an age appropriate text. We will re-engage the children in our reciprocal strategies using our Canine Pals – each class has a set of puppets to hook children into reading using each strategy (e.g. Rex Retrieval)

The class reading grid and home school diaries will help teachers to ensure that children continue to read widely and at home to ensure gaps do not widen.

**In our creative curriculum** - teachers will ensure that the new medium term planning sequences are used to teach Science, History, Geography, RE and Art – there will be a strong focus will be on tier 3 vocabulary (using our Victor Vocab boards.) To support children in retention of the key knowledge indicators, our new end of sequence sparkle sheets will be used to help key knowledge to stick.

**For PSHE, RSE and Nurture** - We will use our 1Decision PHSE scheme themes to support wellbeing relationships education and learning about health (see paragraph on Wellbeing below.)

There will be two **PE sessions** each week including gymnastics, dance and games skills with outdoor athletics in the summer term. The Y4 children will resume swimming this term.

Each class will also have a **music lesson** with our music teacher in one session each week and our Y5 children will resume their brass lessons.

We will continue to promote our **word conscious classrooms** using our tier 2 and tier 3 vocabulary strategies – Victor bookmarks for collecting new words in reading books, ‘Little book of big words’ for collecting and using tier 2 and 3 words and our Victor Vocabulary boards for displaying new words.

Teachers will use their Year group **Coverage documents** to note and annotate significant key learning gaps in Maths, English and Science when teaching and marking work where appropriate. These gaps will then be planned for in future lessons and also when working with groups in booster lessons and post teaching groups as well as homework.

### [Baseline / Formative and summative assessments to close gaps](#)

**Reading** – We will carry out a baseline assessment in phonics in Sept to conduct a new baseline for groups to account for the Summer gap. We then plan to screen the children every 6-8 weeks.

In KS2 the bottom 20% of pupils working in the catch-up interventions will be assessed and . These assessments will continue in the project X code.

We have ensured that home reading is prioritised and there is a robust system for monitoring home reading so that children who do not read at home can read at school. Phonics cards are purchased for all parents and children have a phonetically decodable home reading book.

**Writing** – We are planning to assess an extended piece of writing for every child this half term. Teachers are building SPAG gaps into planning and we have planned INSET around use of quality texts for Sept 2021/#. The TA in Year 5/6 is working with borderline children on their SPAG gaps.

**Maths** – At the beginning of each themed sequence we are assessing prior learning to ascertain what the children know already. The teacher will have in mind missed objectives from the previous year that will fit in with the sequence to build on this learning. Gaps in learning are also built into Maths Meetings, Countdown Maths and pre/post teach sessions. The NTP booster teacher in Y3, 4, 5 is teaching the borderline children to address gaps

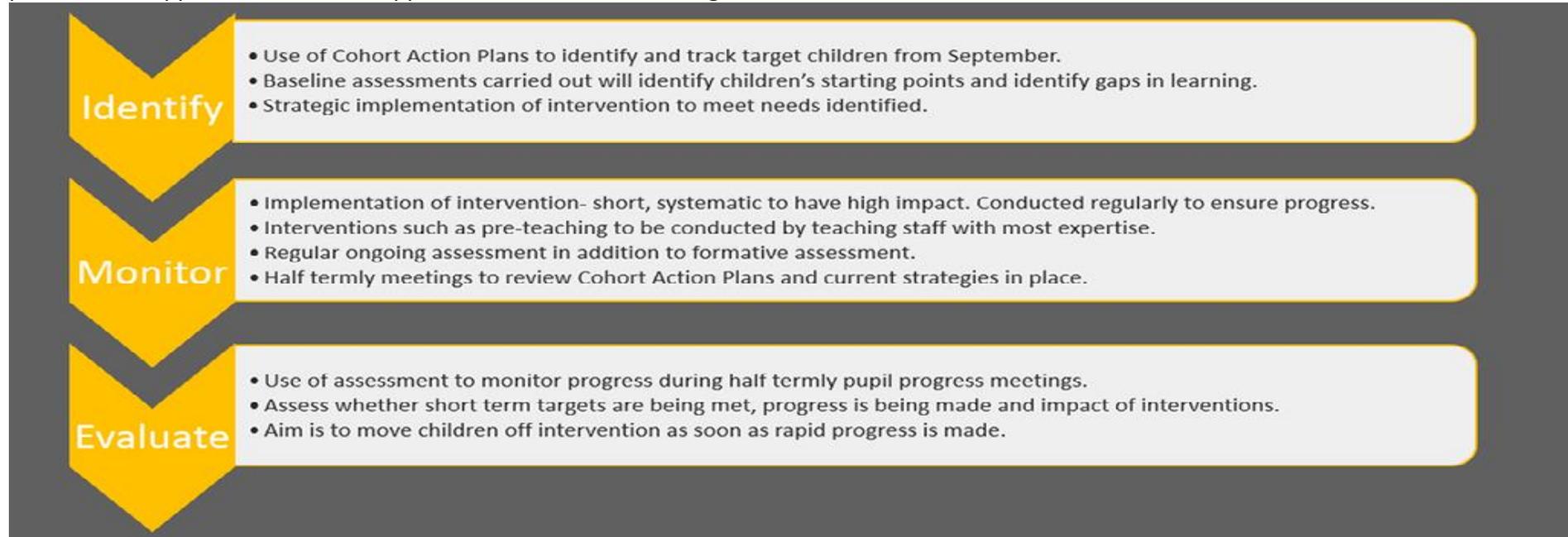
### [Entitlements in our recovery and catch up curriculum including extra support and intervention](#)

Ensuring high quality, wave 1 Quality First Teaching is consistent across school will allow every child at Tankersley to make the best start with their learning upon their return to school. *“What happens in the classroom makes the biggest difference”*. Research from the EEF has shown that high quality teaching

generally leads to the biggest improvement when closing the attainment gap. In order to ensure quality first teaching is delivered within class we will also continue to support our staff development with innovative approaches to teaching and quality CPD.

### Targeted Support and Intervention

The EEF state that, “Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment”. While the reconnection approach to the curriculum is tailored to meet the needs of all learners it is important to remember that some pupils may need a more personalised approach to further support them with their learning.



We have divided our curriculum into 3 tiers of entitlement as follows:

<p><b><u>Tier 1 (Wave 1)</u></b></p> <p><b>Holistic recovery – all children will receive</b></p>	<p><b>Universal offer</b></p> <ul style="list-style-type: none"> <li>▪ Our vision underpinning all learning</li> <li>▪ A broad and balanced curriculum approach</li> <li>▪ Shorter focused lessons to match children’s capacity for learning</li> <li>▪ Daily key skills learning to aid catch-up – Maths meetings/Countdown maths</li> <li>▪ A strong focus on PSHE (1DECISION) – weekly lesson every Friday afternoon</li> <li>▪ Access to outdoor spaces and learning to aid mental wellbeing and to support social distancing</li> <li>▪ Zoned play areas where children will reintegrate with their own class</li> <li>▪ Access to physical and mental well-being support</li> <li>▪ Shared class worship and time for reflection</li> </ul>
<p><b><u>Tier 2 (Wave 2/ Wave 3)</u></b></p> <p><b>Some children may need</b></p>	<p><b>Identification and delivery of personalised and group interventions</b></p> <ul style="list-style-type: none"> <li>▪ Focused, school-based interventions in the classroom to support gaps in learning to take place throughout the week – e.g. reading support (Bottom 20% in lower KS2 / extra catch up phonics 1:1 sessions / maths support for learning gaps</li> </ul>
<p><b><u>Tier 3 (Wave 2/ Wave 3)</u></b></p> <p><b>A few children will need</b></p>	<p><b>Specialist therapeutic interventions and external support</b></p> <ul style="list-style-type: none"> <li>▪ Specialised risk assessments and needs based assessments</li> <li>▪ Early Help Intervention</li> <li>▪ Support from SENCO and Headteacher – e.g. Pupils with attachment</li> <li>▪ A longer and deeper recovery period including multi-agency support – e.g. Social care and EWO service</li> </ul>

Using assessment and data from the Autumn Term children will be identified for targeted intervention using our catch-up funding.

The aim of all intervention (group and 1:1 support) is that it will be personalised, short, and frequent to ensure maximum progress is made. Sessions will enable children to make rapid progress, once this is made children can be removed from that intervention and continued wave 1 support in the classroom will allow them to keep up.

For 2021/22 will plan to in pre-teach and post teach session throughout the school week to close immediate gaps in skills and knowledge identified. This was hugely successful as it is delivered by teachers regularly based on daily assessment of children's needs, groups are fluid meaning different children can be identified when needed.

The recovery funding will be used to support children in early phonics, reading comprehension, writing and mathematics across school. This will be funding 2 TAs to support extra Wave 2 intervention support for reading recovery/ phonics.

Personalised Wave 3 intervention will also continue as part of assessments made in our School Focused plans, EHCP plans and other external support such as Early Help plans. 2 SEND support Tas have been appointed for Sept to work with 3 pupils on their EHCP and SFP targets.

### Vulnerable pupils and pupils with SEND

We are aware that some of our pupils will not have had the nurturing and educational experiences that school provides for them in the lockdown periods. We ensure that we have high expectations for these pupils. Pupils with complex needs including EBD have risk assessments and behaviour plans in place – these have been reviewed in line with the Covid issues and preliminary work done with families to facilitate a smooth return to learning for these pupils.

Teachers have ensured that pupils with SEND have reviewed School Focused Plans (SFPs) with clear achievable targets planned in for this term to support pupils to close immediate learning gaps. Our SEND pupils have been targeted for swift support in reading where this is the biggest gap for them. The SENCO has conducted review meetings with the class teacher and parents of our SEND pupils to ensure that parents can contribute to the learning targets.

### Attendance and learning

If children are not in school, there is a risk that they are not learning. The head teacher and school administrator/ attendance officer meet weekly to discuss the attendance of pupils in school and there is a robust system in place to support pupils at risk of absence as well as to inform and celebrate good attendance. The attendance officer keeps a comprehensive register of % absence and persistent absentees are targeted accordingly. Holidays are not authorised and the school works closely with the EWO to address problems quickly. We have plans in place for remote learning if needed (See later in this document.)

### Wellbeing and Behaviours for Learning

#### Social, Emotional and Mental Wellbeing

A number one priority for the school is that children and families social, emotional and mental wellbeing is also supported during this transition back into school for a second time. It is important to recognise that every family and every child's experience, may have been different during this time and that for some children this will affect their learning journey as they return to school again.

In order to ensure this is done effectively our vision and ethos will be thoroughly embedded into our curriculum. In September teachers ensured that dedicated curriculum time was given to PSHE activities through our 1decision curriculum and Nurture work, which was found to be hugely beneficial, this will continue as we return in September 2021

Our staff have kept in close contact with parents through the virtual emails across the pandemic and the headteacher/safeguarding lead has made weekly wellbeing visits and phone calls to the most vulnerable families so that these children are well supported. Early Help meetings have continued to ensure that families were supported and EH plans have been actioned with the relevant professional support. For children under social care - core groups and strategy meetings for these vulnerable children have taken place and the CP lead I has been tenacious in following up actions for these pupils. There will continue to be a strong focus on these when all pupils return to school in March,

### Behaviours for learning.

We recognise that many children will be disengaged from their usual structure and routines for learning in the classrooms after this long period of absence. The behaviour policy has been fully reviewed and new flowchart put in place for pupils so that the systems are clear. Also, to support good learning behaviours in the classroom all teachers and adults working in school will continue to embed strategies outlined in our new **Behaviours for learning poster**.

We want our children to engage in learning again. We will be encouraging our learners to be READY, RESILIENT and REFLECTIVE so that they can fully engage in their learning and our curriculum offer.

## **READY**

### **1.Developing readiness to learn and independence**

Stop/start signals –to be consistent in each class.

Use ‘My Turn Your Turn’ – when it is the teachers turn we look and listen ,when it is my turn we work

Learning partners–Turn to look at your partner when speaking, listen carefully

Independence - Being ready and independent with resources and equipment

*When my teacher makes the stop signal we....*

*My turn/your turn means...*

*A good learning partner will...*

*When someone is talking, we listen well by...*

*To learn well we ....*

*I make sure I am ready to learn by...*

## **RESILIENT**

### **2. Building productivity and resilience**

Productivity and expectation of volume of work to be more consistent – *use I must, I should, I could approach*  
Teachers to build stamina through giving precise expectations of amount of work within a time - chunk lessons, provide learning support/scaffolds, model learning...

*In my lessons I know how much I have to do and when because ...*

*I am a resilient learner because I...*

## **REFLECTIVE**

### **3. Developing metacognition approaches and collaborative learning skills**

Using metacognition in lessons .... talking the process of learning in teaching and modelling concepts.

Develop collaborative approaches - Kagan structures across school- *Rally Robin, Mix pair share, Quiz quiz trade* to be used in lessons in all classes. Each class to display kagan poster. Build these into planning  
*learning partners / lolly sticks / phone a friend/ building on / popcorn / wordwave /meet and greet*  
P4C model - use more of the *building on signal* and *offering a new idea* to deepen learning.

Teach pupils to ask open ended higher order questions and explain learning well – answer in a full sentence

*Collaborative strategies that help me with ideas are.....*

*I am a good thinker because ...*

*I have learnt ...*

*I ask great questions by.....*

*I know I understand because...*

*I can explain my answers by....*

# LEARNING BEHAVIOURS AT TANKERSLEY



We show **respect** at all times.

"Thank you for looking at ...  
... when they are talking."



We always use **positive praise**.

"That's a great answer because..."

"I like the way you....."

"Thank you for ....."



We use **collaborative learning** at every opportunity to ensure that children are talking about and explaining their learning.



Rally Robin

Round Robin

Mix Pair Share

Rally Coach

Quiz Quiz Trade



We **stop on a signal**.

Hand signal

Bells



We put our **equipment down** when we are listening to the speaker.



We **talk to our learning partners** when a question is asked and we talk in full sentences.



TTYLP MTYT



We encourage children to **build on ideas** and **offer ideas**.



We use **lollipop sticks** for feedback and encourage children to **phone a friend** if they need support.



### Outline sample timetable (to be adjusted based on handwashing routines, break times).

8.45 – 9.05 **Register** – (use this to practise a key learning concept e.g. x table /homophone etc)

**Countdown Maths** - (to practise and aid retention of key/ missed mathematical concepts)

9.05 – 9.45 **Reciprocal reading/ Phonics** - use Canine pals and new puppets to re-engage children in key comprehension skills. RWI groups and routines reintroduced to reintegrate children quickly back into learning phonics and decoding sounds.

9.50 – 10.30 **Maths** – Follow White Rose small steps planning – (note and address key gaps in learning.)

10.30 – 11.00 **Playtime** 15 minutes but allowing for handwashing

11.00 – 12.00 **Writing/ SPAG/ Handwriting/Spelling** –teaching and applying Writing and SPAG skills– (note and address key gaps in learning and address these in future planning).

12.00 – 1.00 **Lunchtime** - allow time for handwashing before lunch

1.00 – 2.00 **Other Creative curriculum linked subjects to be taught**– following the key learning outcomes from the new year group medium term planning documents.

**PHSE to be taught every Friday afternoon** – from our 1Decision scheme (For Autumn 1 - theme that links to wellbeing, and RHE from Year group objectives.)

2.15-2.45 **Playtime** 15 minutes but allowing for handwashing

2.30 – 3.05 **Other Creative curriculum linked subjects to be taught**– following the key learning outcomes from the new year group medium term planning documents.

3.05 – 3.25 **Class worship** – Weekly gospel story / Bible video story / Sparkle and Shine - Friday

**Story time** – engage the children in enjoying a class story and use to reinforce key comprehension skills using canine pals – use year group texts from class wooden chests.

Useful picture books to support wellbeing can also be read in story time.

### Specific areas of catch up for 2021/22

#### EYFS – areas to focus on in our catch up recovery Curriculum at Tankersley St Peters

PSED	F1-Monday lunch Stay and Play club, circle time. worry monster, How are you feeling today? class cards, feelings fans, wow moments, proud clouds and virtual e mails for every child’s parents, music interaction intervention, positive reinforcement through sun and rainbow chart, ‘Eggspressions,’ teachers notes and rainbow stickers.
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	<p>F2- Monday lunch Stay and Play club,1 Decision dilemma drops, story books and mindfulness videos, circle times and talking partners, music interaction intervention, Emotions class display with worry monster and books, faces fans, 'Eggspressions.'</p> <p>Wow moments, proud clouds and virtual e mails for every child's parents, music interaction intervention, positive reinforcement through star and rainbow chart.</p>
PD	<p>F1-Malleable materials table and weekly funky fingers challenges in the provision, plastic pencil grippers. Alternate days bikes and balls plus new large wooden cubes for climbing and exploring.</p> <p>F2-Playdough disco, malleable materials table and weekly funky fingers challenges in the provision. Small group letter formation intervention groups. Alternate days bikes and balls plus new large wooden cubes for climbing and exploring.</p>
Literacy	<p>F1- Victor Vocabulary boards and big books with Victor Vocabulary dog puppet and Rex Retriever. Volunteer sharing books with disadvantaged Pupils-Concept/vocabulary grids to record the cultural capital experience in non-fiction books. Letter sent home for parents to purchase RWInc flashcards. Writing frames in all areas of provision and chalks n floor and new outdoor easels.</p> <p>F2- RWINc mats and tricky word mats with writing frames in the provision. RWInc pinny time through the day and 1:1 RWInc catch up-pm. Victor Vocabulary boards and big books with Victor Vocabulary dog puppet and Rex Retriever, Iggy Inference. Volunteer sharing books with disadvantaged pupils. Concept/vocabulary grids to record the cultural capital experience in non-fiction books. All children heard read with their reading book and home/school journal once a week. Mini pinnies used with letter sound cards in the provision for peer tutoring. Letter sent home for parents to purchase RWInc flashcards.</p> <p>Home learning writing activities in half termly grids. Writing frames in all areas of provision and chalks n floor and new outdoor easels. Word processing.</p>
Maths	<p>F1-Daily maths carpet session-mastery. Maths Mastery working boards with child initiated maths explorations featured with photographs. Maths games on the smart board, Ipads and computers.</p> <p>F2-Maths Meeting daily-recalling number facts on big abacus. Daily maths carpet session-mastery. Small group maths session with TA during main maths carpet session to target needs of individual children (catch up). Maths Mastery working boards with child initiated maths explorations featured with photographs. Maths games on the smart board, Ipads and computers.</p>

<p>CLL</p>	<p>F1- Wellcomm, 5 Minutes Special time (Speech and Language), arrangements for Chatterbox home school project for after half term, show and tell rota. Made exciting story and role play area and wooden stage. Helicopter stories and Poetry Basket-boosting oral literacy skills. Introducing talking partners. P4C strategies.</p> <p>F2-Time to Talk group intervention, Wellcomm, 5 Minutes Special time (Speech and Language), arrangements for Chatterbox home school project for after half term, show and tell rota. Made exciting story and role play area and wooden stage. Helicopter stories and Poetry Basket-boosting oral literacy skills. Talking partners. P4C strategies.</p>
<p>UW</p>	<p>F1-Makerspace workshops with Year 5 peer tutor-trolley, newly defined ICT area including I pads, Alexa, computers (new child friendly mouse), B bots. New seeds to plant in planters after harvesting latest vegetables. Picture News-topical for parents and children to discuss issues.</p> <p>F2-Makerspace workshops with Year 5 peer tutor-trolley, newly defined ICT area including I pads, Alexa, computers (new child friendly) mouse, B bots. New seeds to plant in planters after harvesting latest vegetables. Picture News-topical for parents and children to discuss issues.</p>
<p>EAD</p>	<p>F1-Created a new independent Studio Space for children to access and explore their creative ideas. New outdoor stage, puppet theatre, musical instruments, mud kitchen. Helicopter stories re-enacted. Digital art explorations.</p> <p>F2-Established Studio Space with a variety of materials added. New outdoor stage, puppet theatre, musical instruments, mud kitchen. Helicopter stories re-enacted. Digital art explorations.</p>
<p>Characteristics of learning??</p>	<p>F1-Working wall to showcase the children's use of these, particularly those relating to extending language and narratives, plus sharing and interacting with other children.</p> <p>F2- Working wall to showcase the children's use of these particularly those relating to extending language and narratives, plus sharing and interacting with other children.</p>

**SPAG – areas to focus on in our catch up recovery Curriculum at Tankersley St Peters**

Year 1	Compose a sentence orally and written.
Year 2	Punctuating sentences with capital letters and full stops.
Year 3	Punctuating sentences with capital letters and full stops. Subordination (using when, if, that, or because) and co-ordination (using or, and, or but). Expanded noun phrases.
Year 4	Using the present perfect form of verbs in contrast to the past tense. Using commas after fronted adverbials.
Year 5	Subordinating conjunctions. Apostrophes for singular and plural possession and contraction. Using commas after fronted adverbials.
Year 6	Apostrophes for singular and plural possession and contraction. Relative clauses and relative pronouns.

## Maths – areas to focus on in our catch up recovery Curriculum at Tankersley St Peters

Opportunities to teach gaps include: Countdown Maths, Maths Meetings and Same Day Intervention. Missed objectives can be taught within the themed sequence of lessons based on the assessment of prior learning.

Year 1	<p><b><u>Number and Place Value</u></b> Counting in twos and tens. Recall of number bonds to make any number up to ten.</p> <p><b><u>Multiplication and Division- patterns</u></b> Doubling and halving/sharing. Odds and evens</p> <p><b><u>Measurement</u></b> Weight, length and capacity</p>
Year 2	<p><b><u>Number: Multiplication and Division</u></b> Count in multiples of twos, fives and tens. Solve one step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.</p> <p><b><u>Number: Fractions</u></b> Recognise, find and name a half as one of two equal parts of an object, shape or quantity. Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. Compare, describe and solve practical problems for: lengths and heights (for example, long/short, longer/shorter, tall/short, double/half) Compare, describe and solve practical problems for: mass/weight [for example, heavy/light, heavier than, lighter than]; capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]</p> <p><b><u>Geometry: position and direction</u></b> Describe position, direction and movement, including whole, half, quarter and three quarter turns</p> <p><b><u>Measurement: Money</u></b> Recognise and know the value of different denominations of coins and notes.</p> <p><b><u>Measurement: Time</u></b> Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]. Recognise and use language relating to dates, including days of the week, weeks, months and years. Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. Compare, describe and solve practical problems for time [for example, quicker, slower, earlier, later] Measure and begin to record time (hours, minutes, seconds)</p>
Year 3	<p><b><u>Position and Direction</u></b> Use mathematical vocabulary to describe position, direction and movement including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise). Order and arrange combinations of mathematical objects in patterns and sequences</p>

	<p><b><u>Measurement: Time</u></b> Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times. Know the number of minutes in an hour and the number of hours in a day. Compare and sequence intervals of time.</p> <p><b><u>Measurement: Mass, Capacity and Temperature</u></b> Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels Compare and order lengths, mass, volume/capacity and record the results using &gt;, &lt; and =</p>
Year 4	<p><b><u>Number</u></b> Fractions Recognise and show, using diagrams, equivalent fractions with small denominators. Compare and order unit fractions, and fractions with the same denominators. Add and subtract fractions with the same denominator within one whole [for example, <math>57 + 17 = 67</math>] Solve problems that involve all of the above.</p> <p><b><u>Measurement – time</u></b> Tell and write the time from an analogue clock, including using Roman numerals from I to XII and 12-hour and 24-hour clocks. Estimate and read time with increasing accuracy to the nearest minute. Record and compare time in terms of seconds, minutes and hours. Use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight. Know the number of seconds in a minute and the number of days in each month, year and leap year. Compare durations of events [for example to calculate the time taken by particular events or tasks].</p> <p><b><u>Geometry – properties of shape</u></b> Recognise angles as a property of shape or a description of a turn. Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle. Identify horizontal and vertical lines and pairs of perpendicular and parallel lines. Draw 2-D shapes and make 3-D shapes using modelling materials. Recognise 3-D shapes in different orientations and describe them.</p> <p><b><u>Measurement – mass and capacity</u></b> Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).</p>
Year 5	<p><b><u>Decimals</u></b> Compare numbers with the same number of decimal places up to two decimal places. Round decimals with one decimal place to the nearest whole number. Recognise and write decimal equivalents to 14, 12 and 34 Find the effect of dividing a one or two-digit number by 10 or 100, identifying the value of the digits in the answer as ones, tenths and hundredths</p> <p><b><u>Measurement</u></b> Money Estimate, compare and calculate different measures, including money in pounds and pence. Solve simple measure and money problems involving fractions and decimals to two decimal places.</p> <p><b><u>Time</u></b> Convert between different units of measure [for example, kilometre to metre; hour to minute] Read, write and convert time between analogue and digital 12- and 24-hour clocks. Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.</p> <p><b><u>Statistics</u></b></p>

	<p>Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs. Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.</p> <p><b>Geometry</b> Properties of shape Identify acute and obtuse angles and compare and order angles up to two right angles by size. Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes. Identify lines of symmetry in 2-D shapes presented in different orientations. Complete a simple symmetric figure with respect to a specific line of symmetry.</p> <p><b>Geometry</b> Position and Direction Describe positions on a 2-D grid as coordinates in the first quadrant. Plot specified points and draw sides to complete a given polygon. Describe movements between positions as translations of a given unit to the left/ right and up/ down.</p>
Year 6	<p><b>Number and Decimals</b> Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.</p> <p><b>Geometry- Properties of Shapes and Angles</b> Identify 3D shapes, including cubes and other cuboids, from 2D representations. Use the properties of rectangles to deduce related facts and find missing lengths and angles. Distinguish between regular and irregular polygons based on reasoning about equal sides and angles. Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles. Draw given angles, and measure them in degrees (o) Identify: angles at a point and one whole turn (total 360o), angles at a point on a straight line and ½ a turn (total 180o) other multiples of 90o</p> <p><b>Geometry- position and direction</b> Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.</p> <p><b>Measurement- converting units</b> Convert between different units of metric measure [for example, km and m; cm and m; cm and mm; g and kg; l and ml] Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints. Solve problems involving converting between units of time.</p> <p><b>Measures Volume</b> Estimate volume [for example using 1cm<sup>3</sup> blocks to build cuboids (including cubes)] and capacity [for example, using water] Use all four operations to solve problems involving measure.</p>

**Science – areas to focus on in our catch up recovery Curriculum at Tankersley St Peters**

Year 2	<p><b>Y1 T3b</b>  <u>Animals</u>  Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p> <p><u>Uses of everyday materials</u></p> <ul style="list-style-type: none"> <li>Identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> <li>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</li> </ul>
	<p><b>Y2 T3a</b>  <u>Uses of everyday materials</u></p> <ul style="list-style-type: none"> <li>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</li> </ul> <p><b>Y2 T3b</b>  <u>Plants</u></p> <ul style="list-style-type: none"> <li>Observe and describe how seeds and bulbs grow into mature plants</li> <li>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</li> </ul>
Year 4	<p><b>Y3 T2b</b>  <u>Forces and magnets</u></p> <ul style="list-style-type: none"> <li>Compare how things move on different surfaces</li> <li>Notice that some forces need contact between 2 objects, but magnetic forces can act at a distance</li> <li>Observe how magnets attract or repel each other and attract some materials and not others</li> <li>Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials</li> <li>Describe magnets as having 2 poles</li> <li>Predict whether 2 magnets will attract or repel each other, depending on which poles are facing.</li> </ul> <p><b>Y3 T3a and T3b</b>  <u>Plants</u></p> <ul style="list-style-type: none"> <li>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</li> <li>Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant</li> <li>Investigate the way in which water is transported within plants</li> <li>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</li> </ul>
Year 5	<p><b>Y4 T2b</b>  <u>Living things and their habitats</u></p> <ul style="list-style-type: none"> <li>Recognise that living things can be grouped in a variety of ways</li> <li>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</li> <li>Recognise that environments can change and that this can sometimes pose dangers to living things</li> </ul> <p><b>Y4 T3a</b>  <u>Sound</u></p> <ul style="list-style-type: none"> <li>Identify how sounds are made, associating some of them with something vibrating</li> <li>Recognise that vibrations from sounds travel through a medium to the ear</li> <li>Find patterns between the pitch of a sound and features of the object that produced it</li> <li>Find patterns between the volume of a sound and the strength of the vibrations that produced it</li> </ul>

	<ul style="list-style-type: none"> <li>• Recognise that sounds get fainter as the distance from the sound source increases</li> </ul>
	<p><b><u>Y4 T3b</u></b> <u>Electricity</u></p> <ul style="list-style-type: none"> <li>• Identify common appliances that run on electricity</li> <li>• Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</li> <li>• Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery</li> <li>• Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</li> <li>• Recognise some common conductors and insulators, and associate metals with being good conductors</li> </ul>
Year 6	<p><b><u>Y5 T2b</u></b> <u>Earth and space:</u></p> <ul style="list-style-type: none"> <li>• Describe the movement of the Earth and other planets relative to the sun in the solar system</li> <li>• Describe the movement of the moon relative to the Earth</li> <li>• Describe the sun, Earth and moon as approximately spherical bodies</li> <li>• Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky</li> </ul>
	<p><b><u>Y5 T3a</u></b> <u>Animals, including humans</u></p> <ul style="list-style-type: none"> <li>• Describe the changes as humans develop to old age</li> </ul>
	<p><b><u>Y5 T3b</u></b> <u>Living things and their habitats</u></p> <ul style="list-style-type: none"> <li>• Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</li> <li>• Describe the life process of reproduction in some plants and animals</li> </ul>

	Anxiety	Emotions	Sadness	Kindness	Friendship	Attachment	Being brave/resilience	Coronavirus specific
Badger's Parting Gifts Pax Till we meet again The Heart in the Bottle The grief book Town is by the sea	Worrysaurus Ruby's worry The huge bag of worries	The colour monster Inside my heart and inside my head The book of feelings Tiger had a tantrum Happy by Nicola Edwards	Michael Rosen's Sad Book	Have you filled a bucket today? The boy, the mole, the fox and the horse	Lost and Found How to catch a star Tales from Netherwitton Wood The Smeds and the Smoos The invisible boy Horton hears a who Shh! We have a plan	The Invisible String	The Lion Inside The thing Lou couldn't do After the fall	Coronavirus – A book for children Other Coronavirus books While we can't hug The Hug

Useful 'wellbeing' books for teachers to support children in return to school and to manage change.



REMOTE LEARNING

## PLEASE SEE THE REMOTE LEARNING POLICY AND EXPECTATIONS DOCUMENTS ON THE SCHOOL WEBSITE

At Tankersley St Peters, we have a plan for what to do if a child needs to self-isolate due to awaiting a Covid test or if a child needs to self-isolate due to closure of a class bubble.

We **recognise that we have a legal duty to provide learning at home** during this isolation period. Please see guidance for parents and carers below and instructions to follow to access our remote learning.

Should a whole class bubble need to isolate, we have set up a year group **daily learning grid** which teachers will populate on a daily basis for their class bubble. This will be uploaded to **Purple Mash** and children will access their learning and lessons online through **Microsoft Teams** with their class teacher and TA.

Maths and English will include learning activities planned according to the relevant year group's half termly units and White Rose Maths themes. Links will be made to appropriate National Curriculum Maths and English teaching videos within the **OAK ACADEMY** to support the children's understanding.

To ensure a broad and balanced curriculum the learning grid will include current learning from our Creative Curriculum medium term planning in RE, Computing, Geography, Art, DT, PE and Music. **Activities will be set up and marked in a sequenced way so parents can follow the themes with their child.**

Children will be expected to **read their school reading book** and parents will be expected to record in the child's home reading diary. The **home diaries now include our RWI phonics sounds and reading comprehension strategies** to support parents with helping their child to read and comprehend at home.

The online MY MATHS site will also be used where appropriate to the maths theme. **TIMES TABLE ROCK STARS will also be used** for maths learning as an ongoing addition to support the learning of times tables. Work set for pupils will also include the year group's wider creative curriculum using our **PURPLE MASH PLATFORM** in the 'to do' activities section to upload learning - e.g. Computing work, Art learning etc.

The expectation is that the class bubble isolating will complete the learning activities at home (with parental support for younger pupils). Teachers will contact parents daily via their **Class virtual learning email** to communicate the learning to all parents over the course of the bubble closure period.

### [INSTRUCTIONS FOR PARENTS ON THE SCHOOL WEBSITE](#)

#### [What to do if your 'Class Bubble' closes for an outbreak/isolation period \(Usually 10-14 days\): -](#)

- Visit the Tankersley School website: <https://tankersleystpeters.org.uk/>
- See the Remote learning page and click on the document to follow the instructions.
- Access the learning overview, videos and learning resources/activities for the day on PURPLE MASH.

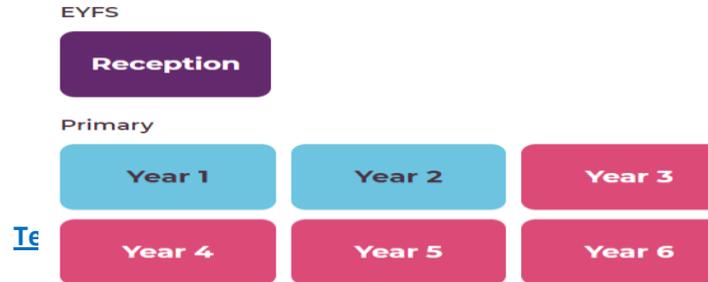
(Note - Your child has a password for PURPLE MASH PLATFORM/ MY MATHS AND TIMES TABLE ROCK STARS – please contact school if you do not have this.)

**What to do if you are absent from school whilst waiting for a PCR Covid test result (Usually 24 hours):-**

- Visit the Tankersley School website home learning page: <https://tankersleypeters.org.uk/home-learning/>
- Scroll down to the section where there are learning links. You can then follow instructions explaining how to access learning from the **The Oaks National Academy**. The Academy has been specifically designed to provide high-quality video lessons and resources.
- Type in <https://www.thenational.academy/>
- Click on the **Parents & Carers** tab lessons.



- Now to find lessons click on schedule.
- Click on your child's year group to access learning activities for your child – your child's teacher will email you on the class virtual learning email to let you know which lessons to cover linked to the weekly learning.



- Parents can contact their child's class teacher at any time through the virtual class emails set up [virtualllearningnursery@tankersleyp.org.uk](mailto:virtualllearningnursery@tankersleyp.org.uk) – Mrs Terrell – Nursery class

[virtualllearningreception@tankersleyp.org.uk](mailto:virtualllearningreception@tankersleyp.org.uk) – Mrs Hartley - Reception

[virtualllearningyear1@tankersleyp.org.uk](mailto:virtualllearningyear1@tankersleyp.org.uk) – Mrs Beevor and Miss Bennison – Year 1

[virtualllearningyear2@tankersleyp.org.uk](mailto:virtualllearningyear2@tankersleyp.org.uk) – Mrs Chadburn and Mr Townsend – Year 2

[virtualllearningyear3@tankersleyp.org.uk](mailto:virtualllearningyear3@tankersleyp.org.uk) – Mrs Cooper – Year 3

[virtuallearningyear4@tankerseyp.org.uk](mailto:virtuallearningyear4@tankerseyp.org.uk) – Miss Phillips – Year 4

[virtuallearningyear5@tankersleyp.org.uk](mailto:virtuallearningyear5@tankersleyp.org.uk) – Miss Hamilton – Year 5

[virtuallearningyear6@tankersleyp.org.uk](mailto:virtuallearningyear6@tankersleyp.org.uk) – Miss Johnston – Year 6

## ACTION PLAN FOR CATCH UP/RECOVERY CURRICULUM AND REMOTE LEARNING

*SLT TO MONITOR IMPACT AT THE END OF EACH REVIEW PERIOD*

Area of Catch up	What this will involve?	Impact / Next steps – 2021/22	Lead
<p><b>Teachers to close general learning gaps in Writing and Maths</b> <i>(See coverage documents.)</i></p>	<p>Teachers to use Year group coverage documents to plan Maths, Writing, Reading and SPAG. Gaps identified on a day to day basis and annotated on coverage documents.</p> <p>Teachers to utilise every opportunity to close gaps through teaching missed objectives. <b>(See Appendix 1)</b> and also in:-</p> <ul style="list-style-type: none"> <li>• Countdown maths – daily at the start of the day.</li> <li>• Maths meetings - daily</li> <li>• SPAG warm ups</li> <li>• Register time – recall of facts e.g. Prime numbers</li> <li>• Handwriting – recap on standards</li> </ul> <p><b>Reading –</b> <u>Phonics</u> – early screening /early reading identification will be a high focus. Gaps in speed sounds set 1, 2 and 3 (Graphemes) in EYFS and KS1 will be a high focus. Children screened for RWI catch up lessons from early Sept. <u>Comprehension</u> - Canine Pals used to support reading comprehension skills – new Canine puppets used to engage children in each skill.</p> <p><b>Maths -</b> Teachers to use New White Rose Maths mastery small steps document for planning and key gaps identified and annotated on the coverage documents. Y2 – Y4 to do weekly times tables test to ensure pupils catch up quickly ready for the National multiplication test and the expectation is that this will be supported by parents.</p>	<p>Teachers have adjusted planning to ensure that key areas of learning are covered in the weekly lessons.</p> <p>Assessments - Cornerstones and maths tests undertaken in the Easter and summer term have highlighted key gaps to cover so built into planning.</p> <p>PAM grids generated in O track to show which significant groups are coasting.</p> <p>Pupil progress meetings held termly – Spring and Summer to address significant groups including PP and SEND</p> <p>Teachers identified which children need further support RWI screening highlighted children in EYFS and KS1 with gaps – children readjusted into key groups</p> <p>NTP tutoring set up for remainder of the year 2021 and into 2021/22</p> <p>Significant work done in ensuring gaps are addressed for SEND Pupils</p>	<p>SLT</p> <p>All teachers In all year groups</p>

<p><b>Booster groups for Y4 and Y5 Children to close individual and small group gaps in learning (Wed – AT)</b></p> <p><b>NTP tutoring for gaps</b></p>	<p>Boosting lessons set up to target borderline children not on track to convert from the end of KS1 to the end of KS2</p> <p>Booster tutors /teachers to work with borderline groups of 6-8 children. Maths, Reading, Writing and SPAG will be the focus areas.</p> <p>Interventions logged to show the coverage and impact on learning, ensuring that all targeted children receive support.</p>	<p>9 Children in Y5 had 15 sessions of 1:3 tutoring across the Summer term via the NTP catch up programme. This supported them in maths and reading and addressed some of the key gaps in place value, number and in accessing reading comprehension.</p> <p>Some children in Y4 were targeted for maths and reading comprehension and the focus - see feedback from AT – book shared with class teacher.</p>	<p>SLT AT NTP tutor</p>
<p><b>EYFS, KS1 screened for RWI phonics in early Sept</b></p> <p><b>Catch up RWI sessions begin in early Sept</b></p>	<p>Regular screening of EYFS and KS1 children for RWI phonics (every 6-8 weeks.)</p> <p>Early screening at post lockdown and every 6-8 weeks to ensure that EYFS/KS1 are working at the correct phonic stage in RWI. Previous assessments from before lockdown have been compared with recent assessments to identify which sounds have not been retained.</p> <p>Children to continue have phonetically decodable books matched to their phonic level to take home.</p> <p>RWI TA working in afternoons with targeted pupils from Y1 and Y2 to ensure they catch up for the Autumn term phonics test.</p> <p>All parents will have the yellow RWI cards purchased for them to use at home to assist in helping their child to catch up on a 1:1 Blue cards to be purchased next year.</p>	<p>Impact of phonics catch up ensured that children were targeted early for key gaps post second lockdown. Screening ensured children were put into new groups in week 1 and 1:1 catch up sessions implemented with target children.</p> <p>All Y2 children except one child passed the test in Y2 (97%) Y1 children have been assessed using the National phonics screening test and gaps identified.</p>	<p>Sarah Chadburn – DHT</p> <p>RWI team - Teachers in EYFS and KS1 + support staff</p>

<p><b>KS2 Boosting - to work with targeted Children in Y3 and Y4 to catch up on reading</b></p> <p><b>Focus on bottom 20%</b></p>	<p>TA in Lower KS2 supporting lower ability readers who have transitioned through from KS1. (Bottom 20%)</p> <p>Focus is on children who have issues with fluency as well as decoding in Y3 and Y4. Focus is on children not fluent in their Set 2 and 3 speed sounds.</p> <p>Assessments carried out to identify children's individual gaps and the first half term will be spent focusing on these gaps.</p> <p>Project X code used to engage the children, increase their fluency and build comprehension skills.</p> <p>Precision teaching used to support gaps in high frequency words and vocabulary.</p>	<p>Children at bottom 20% in lower KS2 identified and worked on a 1;1 with NC to develop reading for accuracy and fluency using project X code.</p> <p>3 Lowest children continued to engage in RWI scheme through daily lesson – joining KS1 pupils. Good progress made through screening and children moved groups as increase in knowledge of further graphemes and phonemes. (See RWI screening analysis)</p> <p>Next year – Purchase Fresh Start for children in KS2 Employ tutor for bottom 20% pupils to continue developing the bridge for fluency.</p>	<p>SC- DHT</p> <p>NC-TA</p>
<p><b>EYFS catch up curriculum</b></p>	<p>EYFS focused interventions in summer term 2021–. <i>WELCOMM, 1:1 speech therapy activities, music interaction, 5-minute special time, time to talk, RWI catch up.</i></p> <p>Neli programme – CT to engage with this to support one child in Rec</p> <p>Baseline – for new cohort 2021/22 DFE baseline and new linked outcomes. – high focus on this to get a sound starting point.</p> <p>Prime areas –key area in the Autumn term to support emotional development and engagement in learning. (Child interests, circle time, the nurture and mindfulness videos from our whole school 1decision programme.)</p> <p>EYFS teaching to focus on retention of numeral and letter recognition as well Use of the small steps white Rose maths planning</p>	<p>DFE baseline completed Sept 2021</p> <p>Predictions for Summer 2022 show the outcomes for the 7 areas of learning as follows for F2 ARE:</p> <p>PSED – 87%</p> <p>PD = 90%</p> <p>CL = 90%</p> <p>Maths = 87%</p> <p>Literacy = 80%</p> <p>UW = 87%</p> <p>EAD = 93%</p> <p>EYFS parents to receive pack of Set 1 RWI speed sound cards. Workshop planned for new academic year.</p>	<p>MH– EYFS lead</p> <p>CT– Nursery teacher</p>

<p><b>Support for pupils with SEND.</b></p>	<p>School SENCO to continue to work closely with parents ( as across the lockdown period and summer holiday) in the Autumn term SENCO to continue to arrange SEND review meetings to liaise with families to support attendance and return to school.</p> <p>Further development work on School Focused Plans (SFPs) to streamline with high focus on SMART targets and next steps.</p> <p>Investment in B squared portal to identify small targets for SEND children who are working well below ARE - training for staff in how to use this</p>	<p>Review meetings with SEND parents held in summer term with SENCO – targets reviewed with class teachers.</p> <p>SFP streamlined to allow for SMART targets to be more transparent and clearer, including the process for reviewing these.</p> <p>B squared purchased and SENCO received training to use. Teachers upskilled in using this effectively,</p>	<p>SLT Teachers</p> <p>MH– PHSE SENCO /lead</p>
<p><b>Pastoral and Wellbeing</b></p> <p><b>Safeguarding</b></p>	<p>Weekly lessons in our 1Decision PHSE curriculum to meet the new statutory PHSE outcomes. All classes using the PHSE 1decision scheme planning – long term planning shows coverage. 1decision Nurture unit prioritised for early Sept.</p> <p>Staff using knowledge of the therapeutic and attachment training to support the return of pupils to school.</p> <p>Playground leaders initiative to be set up to develop into 2021/22 to support the interactions between children at playtimes</p> <p>Early Help interventions, support and TAF meetings have been prioritised for early September across school for 7 families.</p>	<p>1decision impacting on children’s learning</p> <p>Early help work actioned. HLTA supporting children with need through 1:1 work including 2 pupils who have moved from CP to LAC.</p> <p>KCSIE reviewed in line with new guidance – this is reflected in the policy.</p>	<p>SLT MH All teachers</p>

