

FEDERATION OF St. ELPHEGE'S and REGINA COELI CATHOLIC SCHOOLS

COVID-19 RISK ASSESSMENT

School:- Regina Coeli

9. CURRICULUM – HOME/SCHOOL

Consider:	Phase I: Actions needed (if any):Risk/support required /additional considerations	Phase II	Phase III	Phase IV
What has the curriculum for pupils at home looked like since the school closed? How are leaders ensuring this is working effectively?	<p>Google Drive/Classroom used as an online learning platform where children can access daily lesson content planed by the teachers against the medium term plans.</p> <p>Communication with staff in regards to pupil access and use</p> <p>Email support desk</p> <p>Class teacher regular contact with parents and communicated to the SLT</p> <p>Paper copy of packs made available to those families who are unable to access the online platform</p>		As phase 1&2	<p>Concepts planned for the summer term have been in-line with school's MTPs and LTPs.</p> <p>Regular reviews of planning and lesson content by the SLT and subject leaders.</p> <p>Planning meetings to review curriculum coverage and its impact.</p>
Is there parity in provision in year groups and across the school?	Yes		Yes	<p>Yes.</p> <p>The actions detailed above will be the same for all of our returning pupils (Y1-6).</p> <p>There will be some specific considerations</p>

				made for some year groups, i.e. phonics teaching and planning for Y1 and 2
What school routines could be transferred remotely – assemblies in small groups; group discussions etc?	Liturgies made available via the virtual classroom		Liturgies made available via the virtual classroom	Assembly and Liturgies <ul style="list-style-type: none"> - Virtual assemblies - Autumn 1 in-class liturgies - Virtual class liturgies (autumn 2) Homework for pupils Staff meetings Team meetings with the staff
What changes are being made/is being kept the same to secure a consistent approach to home-school learning?	Google drive moved to Google classroom. All CTs to follow MTPs		Successful migration from Google drive to Google classroom. All CTs to follow MTPs	N/A Teachers will prepare a 2 week core skills curriculum package that can be given to pupils if they are asked to isolate for 14 days. Online homework to be considered by subject leaders and DHT for Curriculum
What does learning currently look like for those pupils at home and at school?	At school, pupils are offered a core curriculum supplemented by a series of enrichment activities. All learning for their year group is made available to them in the same way as other pupils – via the platform. Google Drive/Classroom used as an online learning platform where children can access daily lesson content planed by the teachers against the	As phase 1	As phase 1&2	N/A At home: Teachers will prepare a 2 week core skills curriculum package that can be given to pupils if they are asked to isolate for 14 days. At school: full curriculum offer as per recovery curriculum plans

	medium term plans. Paper copy of packs made available to those families who are unable to access the online platform			
How will the school displays be adapted for the phased approaches to the curriculum?	Working walls created (use of flipchart paper) as required		Working walls created (use of flipchart paper) as required	<p>Displays in classrooms will be teacher-led (CT writes pupils' ideas) to limit transmission of the virus.</p> <p>Family Value displays will be in communal areas to celebrate the return to school and promote the school ethos as the pupils come back together as a community.</p> <p>Pupil wellbeing board to replace junior playground corridor display board (currently art).</p>
How will learning be developed so it improves virtually for all?	Audio to enhance lesson presentations delivered by class teachers Tutorials for class teachers provided Google classroom CPD		Audio to enhance lesson presentations delivered by class teachers Tutorials for class teachers provided Google classroom CPD	<p>Evaluation of the successes from Google Classroom used to shape some parts of the Recovery Curriculum.</p> <p>Homework provided on Google Classroom.</p>
What might learning look like for pupils at the different levels of phased return? Consider rationale for decision about who returns first/last based upon leaders' priorities for the gradual implementation of the curriculum.	All pupils in and out of school will follow summer term curriculum according to the MTPs. Y6 – catch up Writing and consolidation of Maths, daily Reading, PSHE YR – twice a day phonics and reading, PSHE		All pupils in and out of school will follow summer term curriculum according to the MTPs. Y6 – catch up Writing and consolidation of Maths, daily Reading, PSHE YR & Y1 twice a day phonics and reading, PSHE	<p>Following government guidance all year groups will be back in school. There has been consideration in the planning for the timetable of return based on the pupils that have already been attending school and for those which reintegration will be a new experience.</p> <p>Y1 – 6 will be back in school by Friday 5th Reception pupils will all be in school by 9th and on a full timetable by 14th.</p>

<p>How will pupils' behaviour be managed – break with school routines and expectations – how is this being re-addressed while home schooling so impact upon return is minimised?</p>	<p>Class teachers provide a weekly timetable to support home learning routines. In school, shorter teaching inputs, increased access to the outside area/orchard LGFL posters displayed for pupils in central areas and classrooms, e.g. social distancing, Julia Donaldson</p>		<p>Class teachers provide a weekly timetable to support home learning routines. In school, shorter teaching inputs, increased access to the outside area/orchard LGFL posters displayed for pupils in central areas and classrooms, e.g. social distancing, Julia Donaldson</p>	<p>Shorter lessons to build pupils' stamina for the curriculum timetable. The curriculum in September will be adjusted to ensure pupils have a half term (8 weeks) consolidation of threshold concepts to prepare them for their next academic year programme of study.</p> <p>Regular opportunity for physical exercise, including The Daily Mile and 30 minutes PE.</p> <p>Break out spaces signposted to CTs by Inclusion Lead for pupils who may require such provision.</p> <p>Inclusion Lead to run a session during the INSET on pupil wellbeing to support staff in managing behaviour and addressing pupils' needs.</p>
<p>Have pupils been disadvantaged by accessing learning from home? Evaluate to what extent for your school (from this plans/actions to look at what actions to be taken from this)</p>		<p>Printed packs limit interactions with pupils by CT-this has been mitigated by follow up calls from class teachers to speak with parents and pupils to determine engagement and follow up work necessary</p>	<p>As phase 2</p>	<p>Interventions timetabled and structured within class bubbles using the implementation principles from the EEF.</p> <p>Increased discussion based activities in light of the deficit of social interactions.</p> <p>More reading and writing opportunities across the curriculum.</p>
<p>How will the curriculum address the impact upon learning for pupils linked to well-being –</p>	<p>PSHE lesson/enquiry lesson every day/opportunities to talk</p>		<p>As phase 1&2</p>	<p>PSHE lessons taught twice weekly: one taught lessons mapped out by the PSHE leads and DHT Curriculum & one circle time session to provide space for pupils to share their experiences.</p>

loss/stress/concern?				Social skills will be taught through circle time. CTs to use the SEAL materials to support them in delivering small group activities/class discussion based activities.
How will pupils' learning be balanced appropriately with their personal experiences and well-being? How will this inform their curriculum?	Year group weekly reviews to feedback experiences and adapt plans – staff meetings		Year group weekly reviews to feedback experiences and adapt plans – staff meetings	<p>Please see above.</p> <p>Opportunities for pupils to discuss their experiences through the themes presented in texts.</p> <p>Explore the prospect of wellbeing club for staff and/or pupils suggested by SdV.</p> <p>Physical wellbeing to be addressed through additional timetabled outdoor activities.</p>
What adaptations are being made to the curriculum to take account of the home/school learning and the full time/part time schooling pupils have received?	<p><u>Y6:</u> For September DHT Curriculum to review Reading, Writing and Maths essential components to be taught support transition for next academic year Streamline foundation subject curriculum</p> <p><u>YR:</u> Increase adult directed play at the beginning and as independence develops so will child initiated play</p>		As phase 1	<p>Content received at school was the same as content uploaded to Google Classrooms during the school closure. While levels of independence and access is variable, content should be similar for pupils who did use the virtual platform versus those who attended school.</p> <p>Gap analysis through NTS standardised assessments will highlight any particular curriculum deficit so that teachers can plan accordingly.</p> <p>Interventions will be put in place for specific groups of children, including Wellcomm screener, phonics assessments, Fresh Start, Time 2 Talk, HfL reading fluency.</p> <p>The curriculum in September will be adjusted to ensure pupils have a half term</p>

				<p>(8 weeks) consolidation of threshold concepts to prepare them for their next academic year programme of study.</p> <p>Autumn MTPs will be streamlined to enable teachers to be able to engage in this part of the process.</p> <p>Baseline assessments will be carried out to ensure that planning is tailored to address the gaps that the analysis brings to light.</p> <p>Teachers will prepare a 2 week core skills curriculum package that can be given to pupils if they are asked to isolate for 14 days.</p>
What are reasonable expectations for the curriculum in the current circumstances and how will these be developed as the school moves through the phases of re-opening?	Y2, 3, 4 & 5 Federation planning model to support teachers who are providing face-to-face teaching in managing their own virtual classrooms YR & Y6 Friday planning review facilitated by the SLT		YR, Y1, Y6 and Key workers planning review on Thursday facilitated by the SLT	<p>The curriculum coverage will be reviewed at autumn half term.</p> <p>RRR Meetings to be held regularly.</p>
Have leaders reviewed the school's typical annual calendar of events to decide when decisions will be taken about cancelling or going	Year 6 Leavers' Assembly as opposed to a production, social distance/stagger PAF breakfast Leavers' Year 6 Mass reviewed along with Government guidance for		As phase 1	<p><u>Autumn term calendar events</u></p> <p>Mass Parents Evening – virtual Carol service Christmas Nativity – recorded as individual bubble Playlets Sports Events e.g. matches</p>

ahead with them; summer initially; autumn as planning ahead, 'leaving' events, residential visits, parent evenings, sporting events. How can these aspects be achieved differently?	collective worship. Not possible: <ul style="list-style-type: none"> • Isle of Wight • Year 6 Production • Year 6 Leavers' Party • Competitive Sports 			PGL in November School day trips
Recovery Curriculum. How are leaders looking at the development of the curriculum for 2020/2021? Will it need to be rethought as a transition to ensure the re-opening phases can be accommodated safely and so pupils are able to cope academically, personally, socially and emotionally?	Review in phase 2		SLT attended the Recovery curriculum training provided through the Diocese with a view to updating for September	Further training for staff to be provided to ensure that they understand the principles of the Recovery Curriculum. The 5 Levers will be considered as the recovery curriculum is written to enable further opportunities for pupils' personal, social and emotional needs to be met. Year 1 transition curriculum in the autumn term to include continuous provision based on the foundation subjects where possible. Ensure opportunities for speaking and listening are woven through the subjects. Good models for spoken sentences. Sentence structure work to be planned through the curriculum – golden sentences.
How will the curriculum change and what is the rationale for this as you move through the phases of re-opening?	Based on evaluation of children's wellbeing and readiness to learn, the curriculum will be reviewed regularly. Consolidation and catch up of skills based on the		As phase 1	Core subjects to be streamlined Foundation subject themes to be considered so subjects can be streamlined Increased PSHE and PE

	evaluation.			<p>Increased opportunities for social interactions within bubbles, drama and oracy based activities.</p> <p>Year 1 and 2 teaching phonics twice a day in the autumn term.</p>
What will the whole school approach to teaching be during the phases? How will this be developed and how will leaders and staff ensure there are opportunities for pupils to share their home and school experiences as a key part of their current education?	DHT Curriculum to review Reading, Writing and Maths essential components to be taught support transition for next academic year Streamline foundation subject curriculum		<p>Age appropriate texts chosen with relevant topics which enable pupils to explore their experiences using distancing techniques.</p>	<p>Autumn 1 (up to half term): Texts with themes read during story time Baselining and gap analysis Threshold concepts taught in core subjects Foundation subjects streamlined Increased PSHE and PE Shorter lessons. CTs to work with the SLT about timetabling to enable this.</p> <p>Autumn 2 (up to Christmas): Texts with themes read during story time Streamlined autumn term curriculum Increased PSHE and PE</p>
How will leaders consider what the expectations for the quality of education will be during all phases, considering realistically what the phases of admitting pupils will be?			<p>Weekly review meetings facilitated by SLT</p>	<p>Planning reviews by subject leaders and SLT</p> <p>SLT to consider the form that monitoring and evaluation will take, i.e. lesson observations and learning walks.</p>
How will leaders work towards meeting pupils'	Time for re-establishing class routines (particularly for social		<p>Time for re-establishing class routines (particularly for social distancing and</p>	<p>Time for re-establishing class routines (particularly for social distancing and movement around the school).</p>

entitlement to a curriculum through the phases so pupils are prepared and emotionally 'ready' to learn again?	distancing and movement around the school). Curriculum review by DHT should provide space for emotional support where necessary (Apple's Friends, P4C)		movement around the school). Curriculum review by DHT should provide space for emotional support where necessary (Apple's Friends, P4C)	Shorter lessons. CTs to work with the SLT about timetabling to enable this. Shorter days with the same curriculum time offered.
How will the curriculum be adapted and communicated to parents to meet the needs of pupils – emotionally and personally following long periods of time not in school, gaps in being able to access home schooling and differing attitudes between being at home and at school?	Comments on reports will acknowledge pupil success in using the online platform. The home learning timetable aims to mirror what pupils will receive in their transition school period –this may change according to the transition phase		Comments on reports will acknowledge pupil success in using the online platform. The home learning timetable aims to mirror what pupils will receive in their transition school period –this may change according to the transition phase	End of year reports shared with parents LTPs available on the school website Curriculum meetings for parents to made available on the school website. CTs to post their Powerpoint on the school website. CTs to make phone calls home/meet parents of any pupils who they have concerns about regarding their transition back to school in week 4. The Inclusion Lead may join them for a conference call if necessary.
How are leaders/staff evaluating pupils' preparation and response to return to school – what will happen if that is not positive? What will be in place to support and give additional home	Communication Plan shared with Year 6 pupils via their classroom. Parent questionnaire and consultation CTs encourage children to ask questions around their return. For some pupils who struggle with the school's proposed reopening a		Strategy shared with selected Year 1 pupils via Google classroom. Parent questionnaire and consultation CTs encourage children to ask questions around their return.	ELSA timetabled for those pupils already on caseload. Consider the use of the Nurture room for group work – ELSA and class TA to facilitate. Reception pupils phased return to be phased further if required Inclusion Lead to consider EHCP pupils phased return alongside the child's parents

support to alleviate this?	part time timetable could be considered in conjunction with parents			
What provision will be made to ensure pupils are working toward their predicted targets based on spring data?	SLT to quality assure spring teacher assessments Consider LA guidance		Pupil work evaluated via face to face teaching and online learning platform. Personalised tasks provided to bridge gaps in learning	Threshold concepts to be taught in autumn 1 to be a platform to enable access to their age-related curriculum. Assessment surgeries with SLT in first week to share pupil characteristic and assessment information. Pupil progress meetings at the end of autumn 1 to review findings from baselining and outcomes of consolidation half term.
What impact has the phased return made on pupil progress?		To be evaluated	Formative assessments carried out by the CTs indicate that those children who have returned to school have benefitted from phonics taught twice a day, targeted support has been effective in developing core skills and pupils have regained their stamina for writing through daily writing tasks.	To be evaluated in week 8
What provision is planned for pupils falling behind?	Personalised tasks planned by CTs for specific groups to address prior knowledge gaps CT phone calls to parents to encourage pupil use of the resources Recovery curriculum		As phase 1	Homework tasks on Google Classroom. Ensuring every class has a full time TA to support the delivery of quality first teaching (one-to-one or small group teaching). Inclusion DHT to support CTs in timetabling and planning interventions.

	DHT Curriculum to review Reading, Writing and Maths essential components to be taught support transition for next academic year Streamline foundation subject curriculum			By autumn 2: Class TA delivering tailored interventions that are planned by the CT or the TA teaches the class and the CT will deliver interventions.
Additional Considerations				