



English Martyrs CVA

'We grow and learn as a family in the footsteps of Jesus'

St Thérèse of Lisieux Catholic Multi Academy Trust Curriculum Aims and Values – Intent *Addendum*

Introduction:

Some young people will find the concept of returning to school after such a long break, due to unprecedented reasons, quite a challenge. It is also clear that some parents/carers will also be anxious regarding the return of their children to school. This Addendum has been designed to empower schools to reinforce their strategies for enabling parents/carers and young people to overcome any anxieties associated with the return to school. The purpose of this document is to set out adjustments to the curriculum required in response to COVID-19. Although it is recognised that only a small percentage of children's overall time in school has been affected, amendments to the curriculum are still required in order to personalise learning.

It is important to ensure that we place wellbeing at the forefront of our thinking and planning as schools return from September. This includes provision to address issues of safety alongside ensuring the Social, Emotional, Mental Health and Wellbeing of students and staff as a priority. Knowing these measures are securely in place will, in turn, develop in our parents, staff and young people the confidence to move forwards.

A recovery plan outlining action that will be taken in order to make up any "lost ground" or gaps in the child's knowledge and or education is outlined in this document. This plan will enable schools to personalise learning to meet a wide range of personal needs whether by quality first teaching or supported by potential additional support.

As with all we do, our curriculum is deeply aligned with our Trust Mission, "We will work together in faith to achieve great action through little gestures in service of every young person to ensure they fulfil their unique, God-given potential."

Extending Personal Development:

Through high quality first teaching we aim to ensure we deliver the below strands through our curriculum.

Social, Emotional, Mental Health and Wellbeing: Achieved through an adapted curriculum which takes into account that some children will have had limited interaction with others. This is to be taught within a nurturing environment with targeted bespoke nurture and support to redevelop resilience and independence.

Anxiety
Social
Development

Lifelong Learning: To re-engage children with a love of learning, coupled with the effective teaching of basic skills. This will be achieved through an adapted, well planned curriculum. Children will develop their understanding, reconnect links and apply aspects of learning from one subject to another. Re-energising the children's understanding of meaningful contexts for learning.

Adverse
experiences
Friendships

Positive aspirations: Ensure that high expectations are promoted, so that our children are aware of all the possibilities that they can aspire to. That they firmly understand their responsibilities as learners and the gifts that God has given them to help others in their school, community and wider world.

Family
System
Factors

Curriculum enhancements	We ensure that every child feels:		A Sense of Belonging			Valued for who they are			Respected					
	Some Key Challenges with returning to school		Anxiety		Adverse Experiences		Friendships		Social Development		Family	System Factors		
	Seven ways to bridge the lockdown gap		Pastoral Support for pupils: Emotional wellbeing: mental health, heightened anxiety, bereavement, re-adjustment to school life		Quality blended teaching and learning: Clear learning outcomes, differentiation, interaction, feedback, digital access.		Curricular innovation: Outdoor learning, character education, talking about COVID-19, heightened self-hygiene.		Professional learning opportunities for teachers CPD: Availability, affordability, hardware and software developments needed.		Focused learning support: Testing pupils, analyse gaps, availability of support, pupil absence.		Catch-up tutoring: Availability of teacher/tutors, affordability, safeguarding, digital access.	Enhanced parental engagement: Clear guidance for parents, minimise parental concerns, how to develop digital access.
	Our Teaching Intentions are		Ensure that all children feel physically, socially, emotionally and academically safe.		Ensure that there is effective provision of remote learning.		Make opportunities to discuss and process children's experiences over the past 6 months Develop creativity through projects.		Share practice across our Trust. Ensure that teachers have the skills needed to develop a blended and technological enhanced learning.		Ensure that teachers quickly assess what exactly are the learning needs of the different children in each class, especially for the most vulnerable (SEND, EHCP, FSM)		Ensure that the widest learning gaps are bridged, understanding that some children may not have engaged in home learning as effectively as others.	Ensure that we build on communication developments and continue to welcome parents and expand on the positives from the Lockdown.
Teaching Intentions	Our Gospel Values permeate through everything we do		FAITH	JUSTICE	TRUST	FORGIVENESS	LOVE		HOPE		COMPASSION	SERVICE		
	Our provision is informed by current research into effective teaching practices, cognition, learning and how knowledge and understanding develops. These act as a guide for the consistency and distinctiveness of our curriculum		<p>The classroom climate created by teachers inspires and motivates all pupils.</p> <p>We can't expect our students to return joyfully, and many of the relationships that were thriving, may need to be invested in and restored.</p> <p>We need to plan for this to happen, not assume that it will. Reach out to greet them, use the relationships we build to cushion the discomfort of returning.</p>		<p>Developing strong partnership with parents and carers that influence learning at school and home.</p> <p>Community – we must recognise that curriculum will have been based in the community for a long period of time.</p> <p>We need to listen to what has happened in this time, understand the needs of our community and engage them in the transitioning of learning back into school.</p>		<p>Teachers have deep knowledge of the subjects they teach.</p> <p>All of our students will feel like they have lost time in learning and we must show them how we are addressing these gaps, consulting and co-constructing with our students to heal this sense of loss.</p>		<p>Metacognition:</p> <p>In different environments, students will have been learning in different ways. It is vital that we make the skills for learning in a school environment explicit to our students to reskill and rebuild their confidence as learners.</p>		<p>Pupil groupings are flexible and not solely driven by perceived "ability" or prior attainment.</p> <p>Space – to be, to rediscover self, and to find their voice on learning in this issue. It is only natural that we all work at an incredible pace to make sure this group of learners are not disadvantaged against their peers, providing opportunity and exploration alongside the intensity of our expectations.</p>		<p>Teachers monitor learning and provide feedback.</p> <p>Teachers understand the gaps in learning and plan to enable the children to revisit past learning in order to develop their "sticky knowledge."</p>	<p>Teachers empower children to take control of their own learning.</p> <p>Teachers foster the drive for children to develop their thirst for knowledge. All teachers re-empower the children's love for learning.</p>
Intent														

Recovery Curriculum, Intent:

The Academy is working to ensure that all gaps in student knowledge and understanding from the partial closure of schools are addressed. This Addendum should be considered alongside the Academy's Remote Learning Policy, which ensures the continuity of education for any student who cannot return to school for medical reasons, or where there is a local lockdown.

The Academy's plan to identify and address these gaps are as follows:

Statement of Intent

At English Martyrs we are building our Recovery Curriculum on the 5 threads shown below as a systematic, relationships-based approach to reuniting our school community and reignite the flame of learning in each child. It is based on reconnection, recovery and resilience. Children may return to school disengaged and school may seem irrelevant after a long period of isolation. The loss of routine and structure will be traumatic for some as well as the loss some will feel around missed opportunities for social interaction and friendships. Some children will find it difficult to leave parents and family members behind to return to school and others may still feel anxious and worried about the possibility of catching the virus.

Our quest, our mission as educators, should be to journey with that child through a process of re-engagement, which leads them back to their rightful status as fully engaged, authentic learners. We will need to support children to understand their emotions and feelings and begin to process the experiences they have had. We will need to support children to relearn some positive behaviour which they may have forgotten being outside of the school environment and adopt a daily routine again. We will need to support children to engage with self-regulation strategies and tools which help them feel safe and calm. We will need to support children to understand the world we live in with tools and strategies to help them process what is different and what we can do to help. All of our learners will need a holistic recovery, some may need a focused recovery intervention programme, personalised to their needs; others may need a deeper and longer lasting recovery period.

Thread 1: Relationships – we can't expect all our children to return joyfully, and many of the relationships that were thriving, may need to be invested in and restored. We need to plan for this to happen, not assume that it will. Reach out to greet them, use the relationships we build to cushion the discomfort of returning.

Thread 2: Community – we must recognise that curriculum will have been based in the community for a long period of time. We need to listen to what has happened in this time, understand the needs of our community and engage them in the transitioning of learning back into school.

Thread 3: Transparent Curriculum – all of our students will feel like they have lost time in learning and we must show them how we are addressing these gaps, consulting and co-constructing with our children to heal this sense of loss.

Thread 4: Metacognition – in different environments, students will have been learning in different ways. It is vital that we make the skills for learning in a school environment explicit to our students to reskill and rebuild their confidence as learners.

Thread 5: Space – to be, to rediscover self, and to find their voice on learning in this issue. It is only natural that we all work at an incredible pace to make sure this group of learners are not disadvantaged against their peers, providing opportunity and exploration alongside the intensity of our expectations.

Implementation

How this will work in our school :

Thread 1: Relationships –

- Transition - getting to know a new space and teacher. Transition activities to take place in first 4 days of term.
- Building and re-establishing friendships.

- Ensuring the children feel safe with the adults in school and identify adults they can talk to.
- Any new school routines explained clearly supported by visuals where necessary and clear communication which may include use of visual timetables so pupils know what is happening each day and at each part of the day.
- Ensuring that classroom rules, behaviour expectations and consequences for behaviour are explicit, clear and consistently applied.
- Class based activities to establish relationships and understand relationships through the daily PSHE sessions. Bank of activities to be compiled for staff to use.
- Class teachers identifying individual children they feel will need additional support , information passed to SENDCO and ELSA for targeted work if necessary.
- Rebuilding staff relationships

Thread 2: Community –

- Re establish school values and mission.
- Introduce across the whole school community the NHS 5 steps to happiness . Passport based on this for children to complete in term 1.
- Supporting children to re-engage with physical health and well being routines.
- Celebrate creativity of learning seen on home learning platform and build on this. Please see separate plan for further development.
- Continue to develop our use of class dojo to harness the positive relationships between school and home and develop this further.
- Develop further our remote learning, communicate our intentions to parents and be prepared to use it again.

Thread 3: Transparent Curriculum –

- Full week on transition activities from previous year grp getting to know the team.
- Whole school topic we are all in this together.
- We will use familiar curriculum type sessions that pupils will be used to that provide children with experiences that feel like “the norm”.
- Staff knowledgeable on previous year objectives through curriculum sequencing as a starting point for core subjects to identify gaps through learning and any intervention needs. Knowledge of common pupil strategies, misconceptions and sticking points in relation to content being taught.
- Agreed assessment for year groups as part of teaching – please refer to subject specific information below.
- No formal testing to take place in term 1.
- Staff will be clear on identified gaps in learning by the end of term 1 and interventions will be in place if necessary.
- PP champion identified and intervention put in place immediately.

Maths - We will follow the White Rose lesson by lesson overviews which incorporate the ready to progress criteria from the government. Teachers will identify children who are not ready to progress to the current year group objectives and intervention will be put into place.

English – All classes will be using the book ‘Here we are’ by Oliver Jeffers. The children in our care will each have had unique experiences of and responses to the events of 2020. This has been a year of significant world events, disrupting and changing the ways of life of people across the globe. This unit of work will help to support the children in our school community to re-connect with each other and re-engage with school life.

PSHE – The children will have daily PSHE lessons, during Advent 1 these will focus on the NHS five steps to wellbeing. The children will receive a passport with challenges that they will tick off when they have completed. They will also have the opportunity to add their own challenge. Worry boxes/ monsters will be available in all classrooms and children’s worries will be addressed daily through these PSHE sessions.

Art – The children will be taking part in a whole school art project. They will be given the opportunity to learn about how artists express their emotions and process feelings through art. They will learn to research and develop their own ideas to produce an open ended, individual and personal piece of work centred around textiles, connected to their experiences of lockdown. These will be exhibited in some way at the end of term.

Thread 4: Metacognition –

- Rebuild children’s confidence as learners.
- Provide enjoyable activities which provide children with “fun” so that they can rejuvenate with positive endorphins and want to engage.
- Route to Resilience techniques re-established, vocabulary in place for learning throughout the curriculum creating a climate of high expectations.
- Support children to engage with self-regulation strategies and tools which help them feel safe and calm.
- Dojo points awarded for home learning and house points for achievement and resilience in school .
- PSHE / mental health – programme in place for term 1 with set activities for year groups to support children’s mental health and well being.
- Regular opportunities for children to express how they are feeling through a range of activities.

Thread 5: Space – to be, to rediscover self, and for children to find their voice on learning.

- Topic child led term 1 - consulting children on what they want to learn about.
- Whole school topic – we are all in this together, common question set for open ended task in the Summer holidays.
- Focus on art and creativity as whole school project for self expression and emotional resilience.
- Forest school opportunities provided on school site, member of staff identified as possible forest school leader for longer term project.

Reference School improvement plan 2020 2021

Highlighted issues	Strategies and actions	Intended outcomes (Impact)
<p>Leadership and management Managing the transition of children back into school from September 2020.</p>	<p>1.1. All children to feel safe and secure within school environment and routines. Recovery curriculum in place for term 1 which facilitates transition of children and enables all ch 1. 2 Reestablish school mission / vision and values with all staff, governors, parents and children to re engage with learning. 1.3 To continue to work closely with families through the online learning platform to build on strong links established during school closure. 1. 4 Year group assessment in maths and English to identify starting points of children in year groups. 1.5 Identify any gaps in learning across year groups in response to school closure.</p>	<p>a)By end of term 1 100 % of children attending school and reporting through pupil voice that they feel safe and secure back in school. b) By the end of term 1 100 % of staff report that they feel safe and secure in school. c) By the end of term 1 100 % of parents report confidence in the routines and safety measures in place for their children. d) To return to planning normal curriculum incorporating project maps, knowledge organisers etc by term 4 . e) At beginning of term 1 all staff and governors to have relooked at school mission and vision statements and agreed on any changes.</p>

		<p>f) By the end of term 1 100 % of children and parents to have clear understanding of school values.</p> <p>g)By the end of term 2 all stake holders to have a clear understanding of Catholic life and future developments in this area.</p> <p>h) All governors by the end of term 2 to have a clear understanding of their leadership responsibilities connected with monitoring of Catholic life in the school.</p> <p>i) By end of term 1 consistent approach to use of home learning platform established across the school to enhance learning and provide more comprehensive remote learning if needed.</p> <p>j) Review of home learning platform in term 3 used to further improve communication between school and home.</p> <p>k) By the end of term 4 100 % of parents supporting children through home learning platform.</p> <p>l) All teachers by end of term 1 able to identify starting points of children in their year groups using agreed assessments.</p> <p>m) Interventions in place by end of term 1 to close gaps for individual pupils within year groups in maths and English.</p> <p>n) Progress data shows closing of gaps in learning across maths and English for all pupils end of term 2, 4 and 6.</p> <p>o) Targeted interventions show measurable progress towards end points for identified children and vulnerable groups eg PP children.</p>
<p>Behaviour and attitudes</p> <p>2 To increase awareness of and embed mental health and well being within the whole school community ie children, staff, parents and governors . To introduce and embed the RSE curriculum across the school.</p>	<p>2.1 To prioritise mental health and well being within the curriculum and beyond.</p> <p>2.2 To engage all stake holders in this area through the NHS 5 steps to mental health and well being.</p> <p>2.3 To improve knowledge and understanding in this area through appropriate CPD.</p> <p>2.4 To embed the RSE curriculum across the school with clear links established between PSHE programme, RE teaching and other subject areas.</p>	<p>a) All actions completed by end of term 6 and evidence from children, staff, parents and governors collated to show that this area has been prioritised across the school and the impact seen through individual and group case studies.</p> <p>b) NHS 5 steps to mental health and well being framework and activities in place for staff and children by the end of term 1 with a clear direction for development across the year.</p> <p>c) As above but rolled out to parents, governors etc by the end of term 2.</p> <p>d) 80 % of children, staff, parents and governors report positively on the differences the programme has made to them by the end of term 6.</p> <p>e) 100 % of teachers and teaching assistants to have participated in the 2 day mental health first aider course or the half day youth mental health by the beginning of the new academic year.</p> <p>f) 100 % of teachers and teaching assistants evidence an</p>

		<p>increase in knowledge and understanding in this area by end of term 6 through staff questionnaire.</p> <p>g) All staff by end of the academic year confidently delivering the RSE curriculum.</p> <p>h) All staff report by end of term 2 that they have a clear understanding of the links between RSE and other curriculum areas.</p> <p>j) 80 % of parents indicate that they have a clear understanding of what the RSE curriculum is and how it is delivered in parents questionnaire term 5.</p> <p>k) 90 % of children indicate in pupil questionnaire term 5 that they have a clear understanding of how and what they learn age appropriate in connection with the RSE curriculum.</p>
<p>Quality of Education</p> <p>3 To improve the quality of teaching and learning in writing by implementing talk for writing across the school focusing on the link between oracy and writing outcomes.</p>	<p>3.1 All children to be exposed through the writing curriculum to consistent high quality teaching with high expectations .</p> <p>3.2 Teachers to prioritise oracy through stand alone teaching, talk for writing and cross curricular work. Vocabulary acquisition and comprehension embedded across the curriculum.</p> <p>3.3 There is evidence of staff understanding of progression of skills in writing across the year groups. Development of handwriting skills prioritised in all year groups.</p> <p>3.4 Assessment in place age appropriate for oracy across the school.</p>	<p>a) Monitoring of assessment, lessons, books and pupil voice shows that 80 % of writing lessons are good or better by end of term 4 and 100 % by end of term 6.</p> <p>b) Talk for writing expectations mapping completed and communicated to all staff by end of term 2.</p> <p>c) Monitoring of planning, lessons, books and pupil voice shows that evidence can be collated in every year group to show priority in this area by the end of term 6.</p> <p>d) Internal and external moderation of writing evidences clear understanding of all staff on progression of skills between year groups. Pupil progress meetings held 4 times a year evidence clear understanding of progression within year group objectives.</p> <p>e) Work scrutiny in books demonstrates that by the end of term 3 50 % of children across year groups have improved handwriting, 60 % by end of term 4 and 80 % by end of term 6.</p> <p>f) All staff have clarity on assessment tool to use for year group and assessment evidence collected terms 2, 4 and 6. Reporting of progress to take place informally through sharing of good practice and formally through pupil progress meetings held 4 times a year.</p>
<p>Personal development</p> <p>4 To raise the profile and further develop art and design and music across the school looking at mapping and development of skills and knowledge.</p>	<p>4.1 Subject leaders to confidently drive identified subjects the progression of skills and knowledge , looking at mapping evidence of assessment against the year group objectives and opportunities to create links enabling the children to know more, remember more and be able to do more.</p> <p>4.2 Evidence of raised profile of the identified subjects and</p>	<p>a) Increase in subject leaders confidence and ability to lead the identified subjects seen by the end of term 4 and again term 6 evidenced through the staff review process.</p> <p>b) Staff across the school aware of assessment guidance for these subject areas and confidently reporting on this using the electronic tracking system at the end of terms 2, 4 and</p>

	<p>impact on children identified during school closure.</p>	<p>6. c) Monitoring evidence from learning walks, work scrutiny and pupil voice show that the children know more, are able to remember and do more. d) At least continue with silver arts mark and progress to gold standard end of 2021 2022. e) Pupil voice and staff voice clearly demonstrate the impact on the children in connection with enjoyment, links to other subject areas and pathways eg focused area for aspirations week. f) Whole school celebrations of art planned throughout the academic year impact to engage parents and wider community which will be evidenced through termly parents forum and parents questionnaire in term 5.</p>
<p>Early Years 5 To focus on the early development of writing using the whole school approach of talk to writing as well as developing handwriting skills further.</p>	<p>5.1 Clear developmental progression in handwriting in place for early years and all staff confident on how to teach this skill. 5.2 All children to be exposed through the writing curriculum to consistent high quality teaching with high expectations . 5.3 Teachers to prioritise oracy through stand alone teaching, talk for writing and cross curricular work. Vocabulary acquisition and comprehension embedded across the early years curriculum. 5.4 All children in early years to be screened for speech and language development towards the end of Advent 1 and data analysed for whole class actions and future interventions with small groups and individual children.</p>	<p>a)60 % of early years children to be using correct pencil grip by end of advent 2, 80 % by end of lent 2 and 100 % by end of Pentecost 2. b)100 % of early years staff confident in understanding of progression in handwriting and teaching of skill by end of advent 1. c)100 % of early years staff confident in delivery of talk for writing by end of Pentecost 2. d)Increase in percentage of early years children achieving early learning goal in writing from 74 % to 85 %. e)Progress targets in place for individual early years children needing intervention in speech and language by beginning of advent 2. 100 % of identified children making good progress from starting points in this area at Advent 2, Lent 2 and Pentecost 2.</p>
<p>Government catch up funding</p>	<p>Funding provided by the government to address gaps in learning and also support children further with emotional well being and social development will be directed according to need. Children requiring this additional support will be identified in discussion with class teachers after a settling in period and opportunity for formative assessments in Maths and English to have taken place.</p>	<p>By the end of advent 1 all identified children to feel safe and emotionally resilient returning to school ready to reconnect with learning. ELSA support identified for individual needs requiring more targeted support over a longer period of time. By the end of advent 1 gaps in Maths and English identified for individual children, clear progress targets set and resources selected to use in interventions . By the end of advent 2 progress data shows that identified children are on track and targets reset for lent 1 and 2 to accelerate progress and close gaps. By the end of lent 2 90 % of identified children have closed gaps and made good progress.</p>

		By the end of Pentecost 2 90 % of identified children have closed gaps significantly from the beginning of the academic year and 80 % of identified children have made accelerated progress.
Allocation of catch up funding Total amount for the academic year based on 135 pupils is £10,800.	Catch up funding to be utilised in the following ways : Salary for TA to work across year one, two and three for 15 hours a week initially catching up gaps identified in writing - £5344.80. Salary for TA to work with identified children in EYFS to catch up gaps in communication and language 10 hours a week – £3479.00 Salary for HLTA to work with identified children in upper KS2 to catch up gaps initially in writing £1608.00	
In the event of another lock down	In the event of a return to a lockdown situation or closing of a bubble temporarily learning would move remotely. Class dojo would be used to set work on for years one to six and tapestry for EYFS. MS teams would be used for communicating directly with the children through live and recorded sessions as well as enabling the older children to work directly on teams posting work for teachers to view. Paper packs would be provided for any families unable to access electronic resources. Children will receive learning for a range of subjects via class dojo daily and it will be sequenced using our current curriculum model. This will be personalised for individual children including children with additional SEND needs. Please refer to our remote working policy.	All children to have access to high quality remote learning if required. Parents feel confident in knowing where to access this learning and how to receive support if needed. Staff feel confident in posting work remotely and how to communicate safely and effectively with children in their year group. All children feel supported in their learning remotely and have a good understanding of how to keep themselves safe online.