

MARYLAND COVID19 RESPONSE

The Bespoke Curriculum



Wellbeing: A word cloud capturing how children felt about being back when school reopened in September 2020

The school was open from April 2020 to July 2020 to children of key workers, vulnerable children and Reception, Year 1 and 6. Attendance was consistent and relatively high in comparison to neighbouring schools reflecting how much pupils enjoy coming to Maryland.

Actions from March to August 2020

- Maryland pupils have been learning in a range of different environments.
- Phase leaders, alongside the family support worker and Early Years team kept in regular contact with families to find out about wellbeing and help by offering support by signposting to local government services and delivering food parcels.
- Teachers and senior staff closely monitored the online learning provision and where children were notably absent, evidenced through missing work, senior staff contacted those families to find out why and how the school can help.
- Chromebooks were offered to some families and paper home learning packs were sent so that all children were able to access. Children's learning was monitored closely and celebrated through our website and social media.
- Staff produced uplifting video messages for the school community which were widely praised. They can be viewed on the school website
- Targeted pupils (with SEMH/SEND) needs were allocated funding ahead of the DfE 'catch up' fund to attend a summer club to promote wellbeing and academic support.
- SEND pupils and parents were signposted to the LA for wellbeing support.

Curriculum design

Topics are planned over a long period of time enabling time for consolidation.

Actions from September 2020:

- An audit of subjects has been completed to find out which units were not taught in the Summer '20 term and an action plan has begun so that these missing units are integrated seamlessly into the next academic year.
- Teachers will carry out a range of baseline tests in English and maths in the autumn term to establish strengths and learning gaps for each pupil
- Assessment calendar has been adjusted to include extra pupil progress meetings in September so phases can action plan from the outset.
- Pupil progress meetings have been arranged in September so that teachers and school leaders can analyse the data and provide a bespoke intervention programme tailored to each pupil
- Catch up premium has been invested into Learning by Question tool to support ongoing teacher assessment and enable tailored home learning to be set and inform teacher planning.
- Teachers will utilise lesson starter time to address misconceptions and revisit topics.
- CPD time has been dedicated to support teachers in assessment for learning techniques to ensure that all pupils have secured the basics. Teachers will use the non-negotiables in maths and English from the year before for some children to support progression,
- A booster club for Year 6 pupils is planned for the Spring 2021 term that will be conducted by the Academic Assistant.
- Intervention groups will be planned for Y2, Y5 and Y6 to begin in the Autumn term.
- From September 2020, leaders will monitor social and emotional wellbeing through base line aptitude tests and teacher assessments to find out how the school closure has impacted upon the social and emotional wellbeing of Maryland pupils.