

Glasshouses School - Planning for September: Curriculum and Assessment for Learning

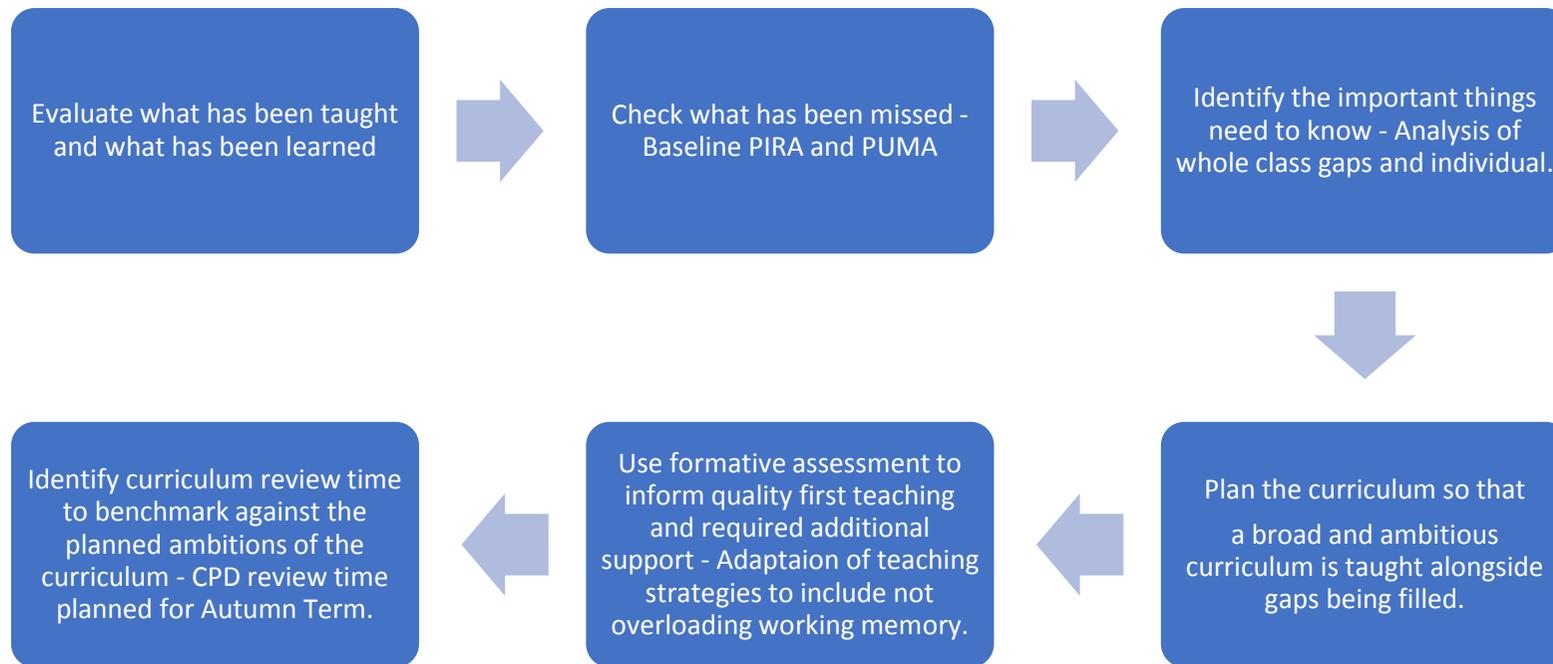
From 02 July, the DfE updated its guidance for schools to:

- provide education for all promoting pupils' development and prepares them for the opportunities, responsibilities and experiences of later life
- teach an ambitious and broad curriculum in all subjects from the start of the autumn term, but make use of existing flexibilities to create time to cover the most important missed content
- ensure that remote education, where needed, is high quality and aligns as closely as possible with in-school provision: schools and other settings continue to build their capability to educate pupils remotely, where this is needed.

At Glasshouses School, our plan follows DfE guidance. We have assessed children in Maths and English to identify gaps in knowledge and plan our Recover Curriculum and actions for specific groups or individuals.

Alongside this, we have continued to teach a broad and ambitious curriculum.

Planning for September: teaching and assessment for learning



For school leaders and class teachers:		
Key actions to support assessment and planning	Things for you to consider	Documents
Check what has been missed	<ul style="list-style-type: none"> • Baseline PIRA and PUMA to give teachers a better understanding of gaps in knowledge. Subject Leaders to analyse to identify whole class gaps in learning and gaps • Use 'pupil conferencing' to discuss what they have learned and remembered. Make use of feedback to question pupil's knowledge and understanding and identify any misconceptions of key concepts • Involve parents and carers through a structured conversation to ascertain their view of the things their child has learned and achieved. Details to be sent home in the first two weeks. • Consider and plan for how this would be improved if there were to be a further period of closure – remote learning policy and info for parents. • Heighten the focus on the vulnerable – poverty does not make pupils ready to learn and thrive. Gaps between pupils' knowledge and understanding will be wider. EEF evidence • Subject leaders/teachers check the curriculum plans/maps for what has not been taught. Identify the 'sticky knowledge' that helps to know and remember more - Sticky knowledge identified on 'Knowledge Organisers.' • Promote the learning behaviours that promote a pupil's readiness to learn. CHAMPS and growth mindset characters Consider pupils' social and emotional development as well as their academic learning. Some have had opportunities to make progress in important life-long learning skills such as work habits, sports related skills, social skills, leadership 	<p>https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools</p> <p>School curriculum plans/maps</p> <p>Glasshouses Remote Learning policy</p> <p>Remote learning info for parents and staff</p> <p>https://educationendowmentfoundation.org.uk/covid-19-resources/</p> <p>https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools</p> <p>School curriculum plans/maps</p>

	<p>skills. There may be a negative impact for vulnerable pupils and their skills to learn.</p> <ul style="list-style-type: none"> Consider the learning needs and objectives of children with SEND and pupil premium children – How are we adapting our curriculum – pre-teach, not overloading working memory, extra processing time etc. 	<p>https://www.gov.uk/national-curriculum</p> <p>https://www.gov.uk/government/publications/guidance-for-full-opening-special-schools-and-other-specialist-settings/guidance-for-full-opening-special-schools-and-other-specialist-settings</p>
<p>Identify the important things pupils must know</p>	<ul style="list-style-type: none"> Pupils are secure in the key concepts especially in phonics, reading and mathematics – identified in baseline assessments Use small group intervention for more intensive teaching for groups with gaps in their knowledge, to meet year group expectations. Identify opportunities for linking learning across the wider curriculum so that learning time is maximised. Ensure that links from intervention group teaching into whole class teaching. Use a range of on-going assessment for learning strategies to ensure pupils are secure in these key concepts such as questioning and quizzes – all low stakes. Identify any implications for classroom management to support changes to academic and social/emotional profile 	<p>School reading/phonics programme</p> <p>School curriculum plan/map for mathematics</p> <p>School teaching and learning policy</p> <p>Glasshouses English Recovery Curriculum</p> <p>Glasshouses Maths Recovery Curriculum</p>
	<ul style="list-style-type: none"> Review the curriculum plans/maps so that they include the things you want pupils to learn. Teach the key concepts that need to know to achieve your curricular end of year goals Identify where subjects may be linked, or knowledge is transferrable across the curriculum – chunking History knowledge about Vikings together to ensure children have 	<p>https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools</p> <p>School curriculum plans/maps</p>

<p>Planning the modified the curriculum</p>	<p>sufficient knowledge about the subject to transfer this knowledge to another subject.</p> <ul style="list-style-type: none"> • Check that the curriculum and ensure that our approaches are appropriate and flexible for all. Discuss any benefits of the approaches you have used for delivering the curriculum for vulnerable and with special educational needs • Consider how missed elements/insecure concepts are blended into the ambitions of the new year group expectations, to avoid unnecessary repetition and that expectations for all remain high – see our recovery curriculums for Maths and English • Review and adapt remote/home learning offer so that it supports the intended impact of your curriculum and will continue to support who are not able to attend school. • Remote education will need to be an essential component in the delivery of the school curriculum for some pupils, alongside classroom teaching, or in the case of a local or regional lockdown. 	<p>Foundation subject</p> <p>https://get-help-with-tech.education.gov.uk/about-bt-wifi</p> <p>https://www.gov.uk/government/publications/coronavirus-covid-19-online-education-resources</p>
<p>Use formative assessment to inform quality first teaching and required additional support</p>	<ul style="list-style-type: none"> • Ensure that systems of feedback support pupils’ learning and progress are effective. • Identify best practice for delivering additional support and tuition. • Regularly evaluate the impact of additional support to check it is meeting its identified aims. Check that learning gained through additional support is transferred into everyday learning for • Adapt the curriculum in response to assessment and feedback 	<p>https://educationendowmentfoundation.org.uk/covid-19-resources/</p>
	<ul style="list-style-type: none"> • We have set benchmarks to help monitor the impact and 	<p>https://www.gov.uk/government/publications/coronavirus-covid-19-online-education-resources</p>

<p>Identify time to review the curriculum and to benchmark against the planned ambitions of the curriculum</p>	<p>success of the curriculum and planned in moderation time across school for CPD.</p> <ul style="list-style-type: none"> • Revisit curriculum plans/maps to ensure that sequences of learning are in place and help to know and remember more • Focus leaders' monitoring to ensure that teaching and learning is meeting the needs of the school's adapted learning strategy. • Assess professional development needs to reflect changes to the school's learning strategy and curriculum priorities – CPD for all staff in Sep on metacognition, working memory, SEL, • Assess the needs of teachers and support staff to identify and plan an effective programme of support and training. 	<p>tions/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools</p> <p>School improvement plan</p> <p>School curriculum plans/maps Reasonable Endeavours</p> <p>https://www.gov.uk/government/publications/guidance-for-full-opening-special-schools-and-other-specialist-settings/guidance-for-full-opening-special-schools-and-other-specialist-settings</p>
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Planning for a high-quality remote learning offer (Appendix A)

	Things for you to consider	Documents
<p>Maintaining your remote learning offer</p>	<ul style="list-style-type: none"> • School leaders regularly review the curriculum plans/maps to ensure that pupils learn the most important things they need to know • Leaders check the consistency of what is taught and the impact this is having upon pupils' learning • Make use of prepared online resources that support your plans and expectations of the school's curriculum • Staff receive regular training to support the use of online tools and resources 	<p>School curriculum plans/maps</p> <p>Education online resources</p>

	<ul style="list-style-type: none">• Where possible, daily contact is maintained with families and pupils to support their academic achievement and personal development	
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