

'Be the best that we can be'

Every child in our school is recognised as individual and unique and it is our aim to help them become the best that they can be. Our aim is to create a broad and ambitious curriculum which leads to confident, independent learners, who have a passion for learning and are ready for the next step in their education. While curriculum coverage has been undoubtedly slowed during lockdown, it is essential that children are given a sense of forward momentum from the outset. Low stakes testing will be required in core subjects to allow teachers to identify gaps within prior knowledge and plan accordingly and ambitiously to close these gaps. Rather than talking about "lost learning", teachers will be expected to use positive phrases such as "keeping up" and "moving forwards" to supporting the curriculum to resume effectively.

Basic skills:

Phase teams will work collaboratively to identify a specific set of basic skills which will need to be taught and practiced. These may pose as "warm up sessions" at the beginning of English or Maths lessons as they will predominately focus on handwriting, spelling, counting and multiplication facts.

Broad and ambitious curriculum:

We want children to be excited to return to school and return to learning; during the lockdown period our curriculum has been redesigned and new LTPs must be used and the focus question for the half term to be shared from the very beginning of the school year. The key knowledge and vocabulary, as outlined on the Knowledge Organisers, must be used. Knowledge Organisers for the curriculum driver will be sent home on Monday 21st September and all other knowledge organisers will be uploaded to the school's website by class teachers. There may be fewer or shorter lessons in non-core subjects but we must be mindful of not narrowing the curriculum, instead we must address key learning gaps in basis skills and build upon these. Catherine Odor, Curriculum Leader, has created timetables and time scales for each year group to ensure that each subject area is prioritised to ensure full coverage.

Reading:

Reading and vocabulary development should be at the heart of everything that we do to restart our Whitkirk curriculum and will be valued from the very beginning of the year. This will be achieved through English sessions (RWI in Reception and KS1), designated 1:1 reading sessions with the class teacher and teaching assistant and time devoted to whole class story time. Children should be supported to select books that they are interested in reading and to recommend books to their peers. We aim to build positivity towards reading and confidence when reading and discussing books. Building up learning resilience, low stakes "tests" and quizzes will be used to support this.

Wellbeing:

The physical and emotional wellbeing of our pupils must be a priority upon returning to school. For the first half term, there must be an element of flexibility to allow for lessons which respond to particular needs of pupils; for example, keeping ourselves and each other safe or re-forming friendships/ re-connecting with friends. Our school values of achievement, safety, respect, friendship, forgiveness and trust should be at the heart of everything that we do.