

Approach to the Academic Recovery Curriculum at Kingsdale - To mitigate the curriculum impact of the coronavirus pandemic and engage students positively in learning

| Focus | Intent(What we want to achieve) | Actions (Implementation) | Staff Lead | Success Criteria/ Timescale | Monitoring (including who by and how often) | Intended Impact (including how outcomes are measured) | Evaluation (who, when, how) |
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| Adapt the Curriculum | To identify significant curriculum coverage that students have missed during lockdown and review Curriculum Maps to adjust subject aspects and concepts that need embedding in the secondary curriculum and to communicate these to stakeholders | <p>Identify the non-negotiable key concepts that all pupils need to understand and the skills that they need to develop</p> <p>Address the gaps by adjusting and sequencing the curriculum map to revisit and embed these concepts over time</p> <p>Adapt the GCSE/ GCE curriculum in light of the changes announced by Ofqual</p> <p>Publish the revised curriculum maps on the website for all stakeholders</p> <p>Integrate a variety of low stake assessments in the first few lessons in order to refresh essential threshold concepts so students can access the next stage of their learning</p> <p>Refresh the Schemes of Work for revised units of study this year in order to provide opportunities to learn these concepts in depth (less content in short term but more in depth), practice and assess through effective AFL</p> | HOD / Year Progress Leaders/ Managers | <p>Syllabus covered during the lockdown period is reviewed (Sept 2020)</p> <p>Gaps in learning of essential threshold concepts and skills have been identified through low stake assessment (Sept 2020)</p> <p>Curriculum maps are adjusted according to changes in the GCSE / GCE course</p> <p>Revised curriculum maps are shared with stakeholders on school website along with details of changes to examination assessment schedules and specifications for Summer 2021(Sept 2020)</p> <p>Schemes of work for all units of work for all year groups are refreshed to deepen knowledge and skills (Autumn term)</p> <p>Tutor time and PSHE curriculum topics are identified, mapped clearly and implemented</p> | Directors/ LP/ Heads of Phases - half termly starting Sept 2020 | Course coverage under lockdown has been reviewed, changes to GCSE / GCE integrated and revised curriculum maps are produced to consolidate key topics and concepts by 21st September 2020 | Deputy Headteachers & ASR - half termly meetings with Directors/ HODs to discuss progress on intent, implementation and next steps to ensure students progress in the curriculum offer |

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| <p>Student Voice</p> | <p>To understand the variation in gaps in learning through Student Voice to adapt curriculum content</p> | <p>Use questionnaires and discussions to understand the range of students' learning experiences in your subject during lockdown and differentiate accordingly. This will also assist in understanding student experiences and in the rebuilding/establishment of effective student/teacher working relationships. Augment with feedback received from established student voice mechanisms including Pupil Forum, Subject Forums etc.</p> <p>Conduct group discussions with students in transition groups (Year 7) to understand Year 6 syllabus for Spring and Summer Term and update schemes of work accordingly</p> <p>Conduct group discussion with students in transition group (Year 12) to understand gaps in knowledge and any subject support that was accessed during lockdown at their secondary school</p> | <p>HOD/ Year Progress Leaders/ Managers Subject teachers</p> | <p>Students' learning experience is highly personalised and reflects their group and individual requirements more accurately(Sept 2020)</p> <p>Survey findings feed into curriculum planning, schemes of work and classroom teaching (Sept 2020 and then ongoing through half termly subject forum)</p> | <p>Directors/ LP</p> | <p>Teaching and learning is student centred and engages all learners</p> | <p>SMT including Deputy Headteachers - Pupil Forums & Learning Walks (weekly)</p> |
| <p>Pedagogy</p> | <p>To develop effective pedagogical approaches and metacognition approaches to engage all learners</p> | <p>Adapt pedagogy to engage all students, pitch learning at the right level and access students' needs through implementing (& where required training of staff) the following approaches -</p> <ul style="list-style-type: none"> •Assessment for learning •Teach to the Top •Differentiation •liaison with SEN to make adjustments •link learning to the world of careers • study skills/ learning to learn <p>Include a focus on reintroduction of learning skills and equip students for the management of their learning</p> | <p>HOD/ Year Progress Leaders/ Managers</p> | <p>Learning behaviour and engagement of all students in lessons is at least good and usually better (Sept 2020)</p> <p>Department and School CPD records show coverage of identified pedagogical approaches (Autumn onwards)</p> <p>Student engagement is reflected in improved progress as measured by faculty and departmental evaluations (Autumn Term Onwards)</p> | <p>Directors/ LP</p> | <p>Teaching and learning in lessons engages all pupils and is pitched at the right level</p> | <p>SMT including Deputy Headteachers, ASR through learning walks (weekly) and evaluation of CPD programme (half termly)</p> |

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| <p>Catch-Up Intervention</p> | <p>To personalise the approach through intervention and support</p> | <p>Intervene early with identified and/or underperforming students sitting GCSE and GCE and organise staffing and resources for catch-up through virtual and in-school saturday school/after school booster class support</p> <p>Target specific disengaged and underperforming groups of students, including disadvantaged students in all years and intervene early through in-school & Saturday school support and other catch-up interventions including NTP</p> <p>Identify students (from all Year Groups) that did not engage in online learning in a non-judgmental fashion, resulting in significant gaps and targetting through effective differentiation and an in-school catch-up programme</p> | <p>HOD/ Year Progress Leaders/ Managers</p> | <p>Y11 and Y13 target groups are identified (Sept 2020) & Virtual/ In-school Saturday school is in operation for underperforming students, including PP (Sept 2020 onwards)</p> <p>Disengaged and underachieving Pupil Premium students are identified in all year groups and catch Up lessons are planned and offered, including NTP (Autumn Term onwards)</p> <p>Intervention programmes are translated to improved progress</p> | <p>Directors/ LP</p> | <p>Target groups, including PP students, are on track and making progress</p> | <p>Deputy Headteachers & ASR through evaluation of half termly report on faculty catch-up interventions and discussion on impact</p> |
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| <p>Assessment</p> | <p>To assess the learning and progress in the subject</p> | <p>Marking and assessment is conducted via both formative and a summative assessment on the taught units of work</p> <p>Syllabus for Mock exams (GCSE and GCE) and annual exams for all year groups is shared with students in advance and taught in depth before the assessment (transparent curriculum)</p> <p>Students are thoroughly prepared for internal assessments/ exams as per the adjusted exam timetable to accommodate Autumn Exam Series</p> <p>Data is tracked and analysed to review progress</p> | <p>HOD/ Year Progress Leaders/ Managers</p> | <p>Teachers and students have a good understanding of strengths and areas of improvement, target grades and teaching and learning is adjusted to meet these targets (ongoing AfL/ two pieces marked with deep marking and summative grading half termly)</p> <p>Planning takes assessment objectives into account, students & teachers are aware of the AOs, as well as test syllabus, and aim to develop required skills and knowledge through classwork and homework (ongoing)</p> <p>Exercise books show evidence of written practice, diagnostic feedback and summative marking (ongoing)</p> <p>Data tracking is robust and patterns on analysis are effectively and timely addressed (half termly)</p> | <p>Director/ LP</p> | <p>Students develop confidence and make progress in the subject through effective low stakes AFL, written practice, summative tests & timely feedback</p> | <p>SMT, Deputy Headteachers and ASR via learning walks and book looks (ongoing), progress reviews (termly), student voice (half termly)</p> |
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| Blended Learning | To engage all students (including those who are not able to join the on-site learning offer due to legitimate reasons) through the blended learning programme | <p>Blended learning programme is delivered via MS Teams (use of webcams to broadcast lessons) and/or SMHW, BBC Bitesize, Oak National Academy etc.</p> <p>Student guides are created for each subject which dovetail the curriculum plan for each subject with the range of appropriate online learning resources that are available, eg. Oak National Academy, to enable students to target areas of educational need at their own pace and with parental support</p> <p>Lesson resources are uploaded for all lessons on MS Teams and/or SMHW so students can access learning from home</p> <p>Promote MS Teams champions approach in faculty to share good practice and improve skills of all</p> | HOD/ Year Progress Leaders/ Managers | All members of the faculty are able to save, broadcast and deliver all lessons online (Sept 2020 onwards) | Director/ LP | Absent students are able to access the learning and the faculty is able to switch to on-line teaching if isolating or if further lockdowns are in place in future | SMT, including Deputy Headteachers, ASR - pupil forum, parent forum, evaluation of MS Teams report (half termly) |
| Quality Assurance | To ensure consistency in the content and quality of teaching and learning in the subject | <p>Managers are aware where gaps have been addressed and where further work needs to be done</p> <p>Evidence is available to demonstrate that the recovery curriculum is being delivered consistently in content and quality and further actions/ strategies are based on this evidence</p> | HOD/ Year Progress Leader/ Managers | Managers are able to further review and adjust the programme of recovery curriculum based on evidence (Sept 2020 onwards) | Director/ LP | Quality of learning and progress by students is at least consistently good | SMT with Deputy Headteachers and ASR via evaluation of department evidence of learning walks & book looks (half termly), SMT learning Walks (ongoing) and Pupil Forum (half termly) |
| Reading & Literacy | To develop reading and literacy across the curriculum | <p>Students are provided opportunities, motivation and skills to develop reading</p> <p>Literacy across the curriculum programme is evidenced in SOW and lesson delivery</p> | HOD/ Year Progress Leader/ Managers | Lessons include an element of literacy development and effective reading skills (Autumn 2020 onwards) | Director/ LP | Students further develop confidence in literacy skills | SMT Learning Walks (ongoing) |

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| <p>Challenge unconscious bias</p> | <p>To engage all staff and pupils in positive relationship management</p> | <p>Staff reflect on their own unconscious bias when relating with students</p> <p>Make a conscious attempt to engage pupil groups that are - disengaged, underachieving and follow a statistical trend that shows poor outcome in department</p> <p>Equality Impact Assessment reports (Black Caribbean, Pupil Premium students)</p> | <p>All staff</p> | <p>Faculty reports (on progress, sanctions and rewards) demonstrate an improvement in engagement of identified pupil groups (Half Termly)</p> <p>Faculty takes initiative to challenge unconscious bias or/ and cultural ignorance and support both students and staff in relationship building and restorative conversations</p> | <p>Director/ LP</p> | <p>Students' behaviour, progress, engagement and relationships are improved despite current challenges</p> | <p>SMT including Deputy Headteachers and ASR - Pupil Forums (Half Termly), evaluation of faculty behaviour and progress review reports (Termly).</p> |
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