



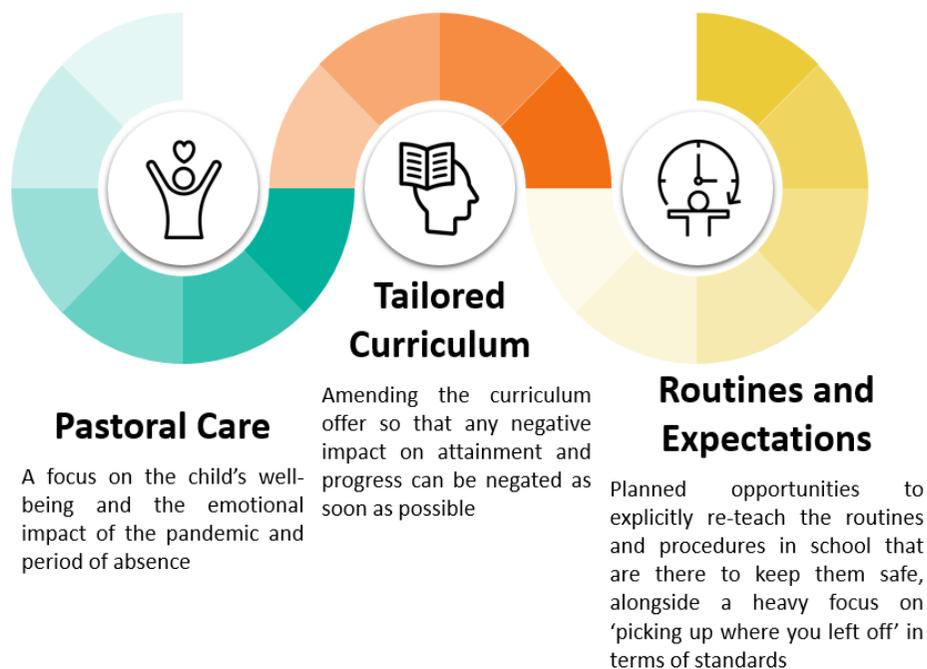
Curriculum Recovery Plan

Autumn 2020

DfE Guidance recognises that “now the circumstances have changed, it is vital for all children to return to school to minimise as far as possible the longer-term impact of the pandemic on children’s education, wellbeing and wider development.Missing out on more time in the classroom risks pupils falling further behind. Those with higher overall absence tend to achieve less well in both primary and secondary school.”

We at Plympton St Maurice Primary School, fully recognise and support this view, and as such will endeavour to implement a Recovery Curriculum to make up for ‘lost learning’. We will use a measured approach which is manageable and achievable for all.

The school was ‘officially’ closed for a period of 14 weeks. However, we estimate time allocated for: assessment week (Sats, pira/puma/Yr 1 phonics), school production rehearsal, summer fair, residential visits/school trips and awards assemblies equates to 11 weeks teaching and learning time. 11 weeks of 5x 1hr lessons each of English & Maths we estimate 110 lessons of English and maths learning were lost. (6600 minutes). The 2020-21 school year is 38 weeks. Initially we will lose school assemblies and singing practice (totalling 90 minutes). (6600 divided by 38 weeks=173 minutes-90 minutes gained from assembly and singing time=83 minutes catch-up time a week). This is one hour and 23 minutes a week catch-up needed (assuming no home learning during lock down has taken place). **Step-Up September is split in to three strands:**



We will approach 'recovery' through:

- Identifying gaps in knowledge and understanding (pira/puma/gaps week 3: Mon 14th Sept)
- Provide targeted interventions (reading recovery and maths specialist teacher)
- One to one pre and post teaching by the class teacher
- Teaching assistants to lead interventions
- Maths specialist teacher (funding dependent) to work one to one and with small groups
- Challenging Home Learning from 3 projects/tasks to 6 focusing on geography/history AND science.
- Raise profile and expectation of daily reading. (Need to consider class incentives)
- Using ITT trainees (as recommended by DfE guidance) to take small groups and produce online learning materials
- Use MS Teams to support pupils learning (and improve parent's subject knowledge)
- Use Timetables Tables Rock Stars, Spelling Shed, Accelerated reader, and online teaching and learning resources BBC Bitesize and Oak National Academy resources
- Re-evaluate initial timetable for delivery of topic (geography and history) to be taught over 10 instead of the full 14 week term.
- Use the assembly times to extend delivery of PSHE
- Consider alternatives to current marking policy to reduce opportunities when teachers need to be near pupils.

Main targets

- To ensure the mental health and wellbeing of pupils and identify any pupil who may need additional support so they are ready to learn
- To ensure open lines of communication for 'recovery conversations' for both staff and children
- To capitalise on the increased parental engagement with their child's learning
- To assess where pupils are in their learning, and make adjustments to teaching to ensure access to the school curriculum is possible.

Teaching and Whole School Strategies

PSHE

- Jigsaw COVID Recovery Package to be used across all year groups

Maths

- Key objectives identified (Appendix 1) and to be taught through the Autumn term as pre-requisite skills supporting the children's current year group curriculum
- Emphasis on concrete resources to support place value understanding
- PUMA used to assess understanding and concepts taught
- Pre-teaching and daily interventions to support learning and maximise progress

English

- Key writing objectives identified (Appendix 2) and used as a focus for teaching and learning in the Autumn Term
- Accelerated Reader targets monitored closely and class incentives offered
- A focus on basic skills
- Revisit and consolidation of basic punctuation, grammar and vocabulary skills apparent during lesson starters using a 'Word of the Day' (Mrs Wordsmith)
- Read Write Inc phonics used in Year 1 to boost and consolidate.

Science

- Units covered during home learning due to closure identified and highlighted (Appendix 3)
- Links made with spiral curriculum units where learning is built upon from this prior knowledge where children may need extra support
- Science week activities to explore these areas of learning

Assessment

- PIRA, PUMA and GAPS summative assessments from previous year group to be completed in September 2020 w/b 21st Sept)
- In-depth analysis and tracking of individuals, groups and cohorts to take place to inform targeted support where they are most needed
- Phonics assessment: Year 1 pupils who were borderline or did not meet the expected standard in practice tests to complete phonics test

- Increased use of knowledge quizzes to redevelop memory retrieval both short term and long term. (School Imp Plan)

Timetable

- A timetable for KS1 and KS2 which has greater opportunities for targeted support, including pre and post lesson teaching for maths and reading
- Flexibility within the timetable to offer 'brain breaks' to avoid cognitive overload
- Enhanced Outdoor Learning experiences

Transition

- Enhanced transition programme designed by Pastoral Team (SENDCo and ELSA's) for those vulnerable students designed to suit the individual needs (where necessary)
- Transition videos to be produced by class teachers to replace the traditional 'Meet the Teacher' session

Targeted Support

- One-to-one and small group tuition led by teacher, TAs or specialist teacher.
- Pre and post teaching to take place for identified children during afternoon sessions
- Support for the wellbeing of vulnerable children
- Targeted, intensive programs focused on basic English and maths to support accelerated learning, particularly for those furthest behind
- Maintenance of open lines of communication through online learning platform with newly vulnerable children who are not able to return to the regular school environment
- Short burst activities to avoid cognitive overload

Wider Strategies

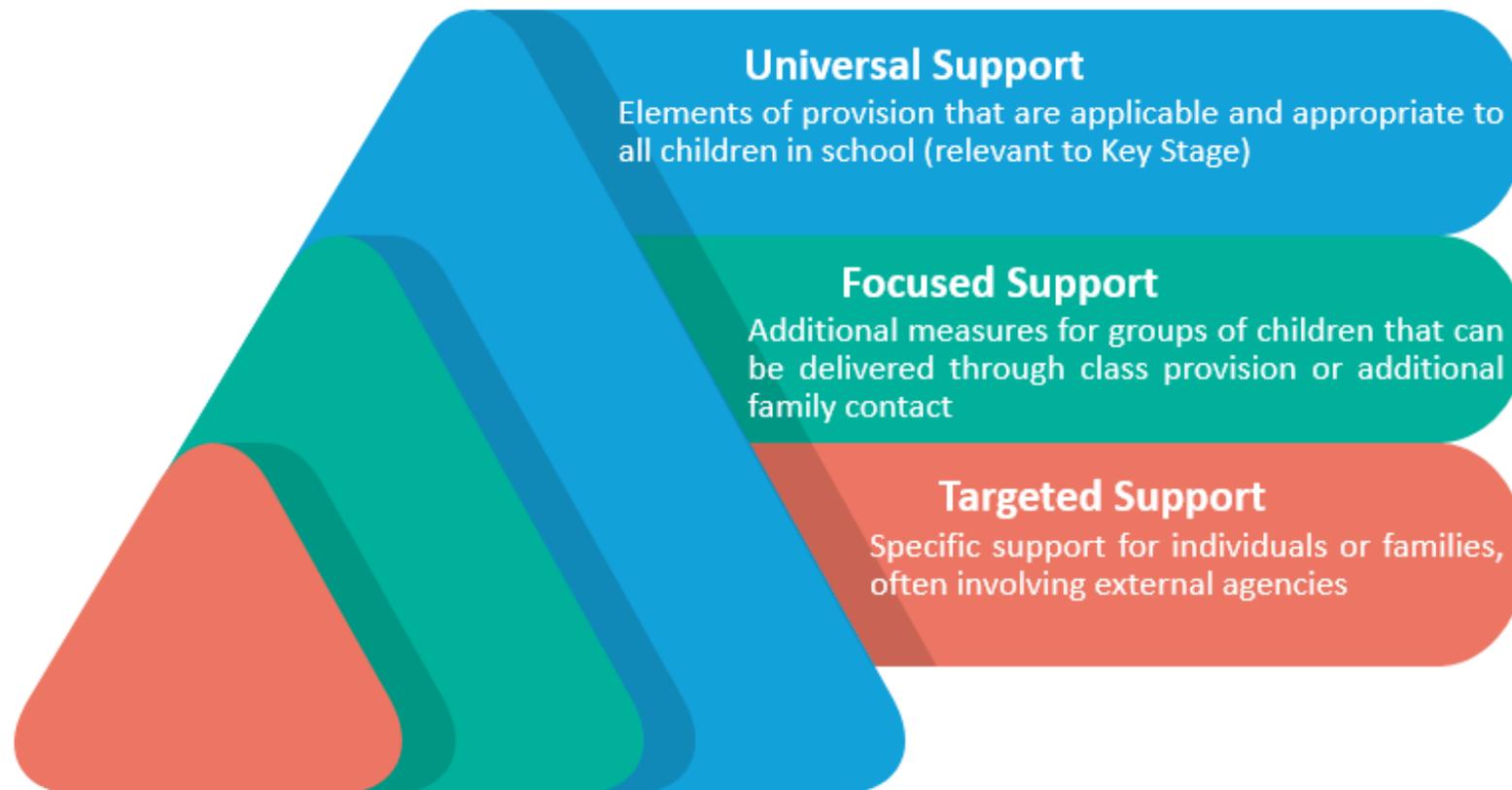
- Pastoral Support team to work closely with parents and carers
- Continued use of CPOMs to ensure effective communication and logging
- Engage parents and capitalise on their current involvement in remote learning (Microsoft Teams) to improve future outcomes

- Metacognition – children will have been learning in different ways. We will make the skills for learning in the school environment explicit to our children to aid them to reskill and rebuild their confidence as learners
- There is a non-linear path through learning and gaps will be filled with ongoing support. The children will have gained some unplanned knowledge whilst off school – their brains were still switched on! The focus is the importance of the ‘tool skills’ needed for school learning: listening, talking, reading and writing. Some may be rusty – and for many this could be the literacy skills. For example, where basic reading is clearly still fluent, children may have fallen out of the habit of engaging actively with text, or analysing it. Staff already have a wide range of teaching strategies at their fingertips: what is needed is to start with oral/oral approaches, and build confidence and skills back, through carefully selected activities
- Provide opportunity and exploration alongside the need to ‘catch up’

Challenging Home Learning

- Consider, where possible, moving from 3 Challenging Home Learning tasks to 6 across the year to include x3 geography/history and x3 science in order to cover the missed learning from the summer term.
- Where possible, to avoid time presenting (end of term 1,3,5) encourage the use of Microsoft teams to submit their home learning eg powerpoints, photographs of posters, video recordings etc. Home learning challenges will be shorter because pupils will have had less time to complete.
- When sharing home learning, set out specific objectives eg forces= drop an apple from a tree (research why it falls to the ground, diagram and written explanation)

Levels of support for pupils will be implemented in a tiered approach:



Appendix 1

Year 1

Write numerals to 10

Understand that teen numbers (11–19) are 10 plus some more

Recite numbers to 100

Count back from any given number up to 20

Double numbers to 5

Halve even numbers to 10

Share a set of objects between two and four people, where the set is a multiple of 2 or 4

Count in 10s from 10 to 100

Count in 2s from 0 to 20 and begin to recognise the pattern

Count in 5s and begin to recognise the pattern

Identify odd and even numbers in a practical context

Recognise days of the week and say which day it is

Recite the days of the week in order

Begin to understand how long a minute is

Identify and read o'clock times on analogue and digital clocks

Read simple number sentences that use + and = signs

Read simple number sentences that use a – sign

Say the number one more than any number up to 20

Say the number one less than any number up to 20

Begin to add to a number up to 20 by counting on

Begin to subtract from a number up to 20 by counting back

Begin to understand the value of different coins

Partition a set of six objects into six and none, five and one, four and two, three and three in a practical context

Year 2

Count on and back in ones to 100

Understand place value in 2-digit numbers by creating 2-digit numbers, placing them on a number line and solving place value additions and subtractions

Add or subtract 10 from 2-digit numbers

Add 1-digit to 2-digit numbers and add to next multiple of 10, by counting on

Subtract 1-digit from 2-digit numbers including 2-digit multiples of 10 by counting back

Double numbers to 10 and find related halves

Count in 2s to 20

Count in 10s to 100

Count in 5s to 50

Recognise and know the value of 1p, 2p, 5p, 10p, 20p, 50p and £1 coins

Recognise and know the value of £2 coins and £5, £10, £20, £50 notes

Solve one-step problems involving multiplication and division using concrete objects, pictures and arrays with support

Find $\frac{1}{2}$ of odd numbers

Tell the time to the nearest hour using analogue and digital clocks

Tell the time to the nearest half hour using analogue and digital clocks

Tell the time to the nearest quarter of an hour using digital and analogue clocks Recognise and use language relating to date, including days, weeks, months and years

Add 1-digit to 2-digit numbers, bridging 10 and using known facts

Subtract 1-digit from 2-digit numbers, bridging 10 and using known facts

Count on and back in 10s from any number up to 100

Add or subtract 10 from 2-digit numbers

Year 3

Understand place value in 2-digit numbers by creating 2-digit numbers, placing them on a number line and solving place value additions and subtractions

Count in 1s beyond 100

Recognise and read numbers above 100

Add/subtract 2-digit numbers to/from 2-digit numbers by counting on/back

Recall number facts to 20; number pairs (4 to 20) and bonds to 10 and 20

Subtract 2-digit from 2-digit numbers by counting up

Find change from 20p and 50p by counting up

Add 1-digit to 2-digit numbers, bridging 10 and using known facts

Add pairs of 2-digit numbers using partitioning (totals < 100)

Double and halve numbers to 100, including partitioning 2-digit numbers

Begin to relate division to fractions using sharing

Recall multiplication and division facts for the $\times 3$ table

Multiply using arrays and friendly numbers

Understand that multiplication is commutative and use it in mental calculations

Recall multiplication and division facts for the $\times 10$ table

Count in 2s and recall multiplication and division facts for the $\times 2$ table

Count in 5s and recall multiplication and division facts for the $\times 5$ table

Tell the time to the nearest five minutes using digital and analogue clocks

Recall multiplication and division facts for the $\times 4$ table

Order and compare 2-digit numbers and say a number between. Use language: equal to, more than, less/fewer than, most, least

Quickly work out or recall bonds to 100 and to the next 100

Year 4

Count in 2s and recall multiplication and division facts for the $\times 2$ table

Count in 5s and recall multiplication and division facts for the $\times 5$ table

Recall multiplication and division facts for the $\times 3$ table

Learn to divide with remainders

Use known tables and place value to multiply 2-digit by 1-digit numbers with the grid method

Add mentally 2-digit to 3-digit numbers by partitioning or counting on

Use compact column addition to add pairs of 3-digit numbers with a total < 1000

Count up to subtract any 3-digit from 3-digit number

Solve problems involving multiplication and division, including missing number problems

Understand tenths ($1/10$ s) as fractions and place them on a line

Find change from $\pounds 5$, $\pounds 10$ and $\pounds 20$ by counting up

Divide numbers just beyond the tables, with integer remainders

Year 5

Order and compare 4-digit numbers and say a number between

Use place value to add and subtract multiples of 10, 100 and 1000 to and from 4-digit numbers

Work out what number to add to a 1-place decimal to make the next whole number

Divide integers by 10, 100 and 1000 to get 1-place decimal answers

Count in decimal steps of 0.1 (tenths)

Recall multiplication and division facts for the $\times 11$ and $\times 12$ tables

Double and halve 3-digit numbers by partitioning

Multiply 2- and 3-digit by 1-digit numbers using the ladder method

Add mentally 2-digit to 3-digit numbers by partitioning or counting on

Subtract 4-digit from 4-digit multiples of 1000 by counting up

Use column addition to add two 4-digit numbers with a total ≤ 10000

Use expanded or compact decomposition to subtract numbers with up to 4-digits

Use the grid method to multiply 2-digit by 2-digit numbers and solve problems in which n objects are connected to m objects

Year 6

Use short multiplication to multiply 3-digit numbers by 1-digit numbers

Use long multiplication to multiply 2-digit and 3-digit numbers by 2-digit numbers (friendly numbers) Match 1-, 2- and 3-place decimals to $\frac{1}{10}$ s, $\frac{1}{100}$ s and $\frac{1}{1000}$ s, using a place value grid

Divide numbers by 10, 100 and 1000 to get answers with 3 decimal places, using a place value grid

Use compact column addition to add two or three 5-digit numbers

Use column subtraction to subtract 5-digit from 5-digit numbers, where there are not more than two 0s in the larger number

Solve problems involving addition, subtraction, multiplication and division and a combination of these

Use short division to divide 3-digit by 1-digit numbers with integer remainders

Begin to use long multiplication to multiply 2-digit and 3-digit numbers by teens numbers

Recognise the % symbol; understand what percentage means (fraction with a denominator of 100)

Recognise the % symbol; understand what percentage means (fraction with a denominator of 100)

Appendix 2

Writing Priorities: Year 2

Year 1 Curriculum	Year 2 Curriculum
Compose sentences orally and in writing.	Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required.
Sequence sentences to form a short narrative or piece of information writing.	Use present and past tense mostly correctly and consistently
Use basic descriptive language.	Use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses
Combine words to form grammatically accurate sentences.	Use apostrophes for contraction and singular possession correctly.
Demarcate many sentences with capital letters and end punctuation (full stops, question marks and exclamation marks).	Add description and specification through the use of expanded noun phrases (pre-modified).
Use capital letters for names and the personal pronoun 'I'.	
Spell many Year 1 common exception words.	
Form lower-case letters in the correct direction, starting and finishing in the right place.	
Separate words with spaces.	

Writing Priorities: Year 3

Year 2 Curriculum	Year 3 Curriculum
Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required.	Use inverted commas to punctuate direct speech.
Use present and past tense mostly correctly and consistently	Use paragraphs as a way of grouping related material.
Use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses	Write a range of sentences with more than one clause by using a wider range of conjunctions (<i>when, before, after, while, so because, although</i>).
Use apostrophes for contraction and singular possession correctly.	Express time, place, cause and enhance cohesion using adverbs (<i>soon, therefore, finally</i>).
Add description and specification through the use of expanded noun phrases (pre-modified).	
Spell most words from the Year 2 common exception word list accurately.	
Revise Year 2 spelling patterns: <ul style="list-style-type: none"> - The /o/ Sound Spelt with 'a' after a 'w' or 'qu' - The /er/ Sound Spelt With 'or' and the /or/ Sound Spelt with 'ar' - The /zh/ Sound Spelt 's' -The suffixes –ment, -ness and -ful -The suffixes –less and –ly - Words ending in -tion - Contractions - Apostrophe for possession - Homophones and near Homophones - Months of the year Revise Y2 CEW list.	
Punctuate sentences accurately; avoid run-on sentences and comma splices.	

Begin to use joined-up handwriting (with the aim that all children use joined-up handwriting independently and consistently by year end).

Writing Priorities: Year 4

Year 3 Curriculum	Year 4 Curriculum
Add detail and precision through expanding noun phrases using pre-modification	Add detail and precision through expanding noun phrases (modification before the noun and prepositional phrases after the noun).
Write a range of sentences with more than one clause by using a wider range of conjunctions (when, before, after, while, so because, although).	Use paragraphs to organise ideas around a theme, e.g. making use of topic sentence in non-narrative.
Use apostrophes for contraction and singular possession	Use inverted commas and other punctuation to indicate direct speech accurately.
Use present and past tense correctly, including use of the present perfect instead of the simple past.	Make accurate use of present and past tense including simple, progressive and perfect forms (secure from Year 2 and 3).
	Express time, place, cause and enhance cohesion using adverbs and adverbials, sometimes fronted, including prepositional phrases (e.g. therefore, soon, finally, before dark, during break, in the cave, because of Fred).
Spell the first 50 words from the Y3/4 statutory spelling list accurately.	
Spell words using these patterns: -ing/-ed (knowing when to double the consonant); using the -ly suffix (and understanding that words such as 'usually' = usual +ly); -sure/-ture, -ous; -tion/sion/ssion/cian	
Punctuate sentences accurately; avoid run-on sentences and comma splices.	
Use joined up writing consistently, independently and fluently.	

Writing Priorities: Year 5

Year 4 Curriculum	Year 5 Curriculum
Use paragraphs to organise ideas around a theme, e.g. making use of topic sentence in non-narrative.	Use dialogue in narratives to convey character or advance the action, using accurate punctuation to do so.
Write a range of sentences with more than one clause by using a wider range of conjunctions (when, before, after, while, so because, although).	Indicate parenthesis using brackets, commas or dashes.
Express time, place, cause and enhance cohesion using adverbs and adverbials, sometimes fronted, including prepositional phrases (e.g. therefore, soon, finally, before dark, during break, in the cave, because of Fred).	Link ideas using adverbials of time, place and number.
Use commas after fronted adverbials; use speech punctuation; use apostrophes for contraction and possession.	Convey complicated information concisely by using pre- and post-modification of nouns, including relative clauses.
Spell most words from the Y3/4 statutory word list accurately.	
Revise Y3/4 spelling patterns: adding -ing/-ed (knowing when to double the consonant); using the -ly suffix (and understanding that words such as 'usually' = usual +ly); -sure/-ture, -ous; -tion/sion/ssion/cian	
Punctuate sentences accurately; avoid run-on sentences and comma splices.	
Maintain legibility in joined handwriting when writing at speed.	

Writing Priorities: Year 6

Year 5 Curriculum	Year 6 Curriculum
Use dialogue in narratives to convey character or advance the action, using accurate punctuation to do so.	Write effectively for a range of purposes and audiences.
Indicate parenthesis using brackets, commas or dashes.	In narratives, describe settings, character and atmosphere.
Convey complicated information concisely by using pre- and post-modification of nouns, including relative clauses.	Develop understanding of formal/informal writing.
Link ideas using adverbials of time, place and number.	Develop understanding of semi-colons and colons.
Punctuate sentences accurately; avoid run-on sentences and comma splices.	
Spell the first 50 words from the Y5/6 statutory spelling list accurately.	
Spell words using these patterns: -cious/-tious; -cial/-tial; -ant/-ance/-ancy; -ent/-ence/-ency; -ible/able; i before e; -ough	
Maintain legibility in joined handwriting when writing at speed.	

Appendix 3

Year 1

Term 5 – Plants To revisit in Y2

To identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.

To identify and describe the basic structure of a variety of common flowering plants, including trees.

Term 6 – Seasonal Change To Revisit in Yr 3 (Light)

To observe changes across the 4 seasons

To observe and describe weather associated with the seasons and how day length varies

Year 2

Term 5 – Animals including humans To revisit in Y3

To notice that animals, including humans, have offspring which grow into adults.

To find out about and describe the basic needs of animals, including humans, for survival (water, food and air)

To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Term 6 – Living things and their habitats To revisit in Y4

To explore and compare the differences between things that are living, dead, and things that have never been alive

To identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other

To identify and name a variety of plants and animals in their habitats, including micro-habitats

To describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.

Year 3

Term 5 – Animals including Humans To revisit in Y4

To identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat

To identify that humans and some other animals have skeletons and muscles for support, protection and movement

Term 6 – Plants To revisit in Y6

To identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers

To explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant

To investigate the way in which water is transported within plants

To explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

Year 4

Term 5 – Sound To revisit Year 5 Term 1 (part of Animals including humans)

To identify how sounds are made, associating some of them with something vibrating

To recognise that vibrations from sounds travel through a medium to the ear

To find patterns between the pitch of a sound and features of the object that produced it

To find patterns between the volume of a sound and the strength of the vibrations that produced it

To recognise that sounds get fainter as the distance from the sound source increases

Term 6 – Living things and their habitats To revisit in Yr 5 & Y6

To recognise that living things can be grouped in a variety of ways.

To explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.

To recognise that environments can change and that this can sometimes pose dangers to living things.

Year 5

Term 5 –Earth and Space To revisit in STEM week (March 2021) & Home Learning Project

To describe the movement of the Earth and other planets relative to the sun in the solar system (Home Learning project)

To describe the movement of the moon relative to the Earth (Home learning project)

To describe the sun, Earth and moon as approximately spherical bodies (Home Learning project)

To use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky (Yr 6 term 1-Light)

Term 6 – Forces To revisit in STEM week (March 2021)

To explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object

To identify the effects of air resistance, water resistance and friction, that act between moving surfaces

To recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect (Link to DT Vikings Spring term)

Appendix 4:

Objective	Action needed	By whom/when
Lunch and Playtime arrangements		
Playtimes to be staggered	<p>*Foundation continuous outdoor provision</p> <p>*Year 1 playtime 10:30-10:45am (back playground) 10:15 toilet</p> <p>*Year 2 playtime 10:45-11am back (playground) 10:30 toilet</p> <p>*Year 3 playtime 10:45-11am (½ front playground) hand washing in class</p> <p>*Year 4 playtime 10:45-11am (½ front playground) hand washing in class-toileting during playtime</p> <p>*Year 5 playtime 11:05-11:20am (½ front playground)</p> <p>*Year 6 playtime 11:05-11:20am (½ front playground)</p>	<p>Teacher to blow whistle. Children to ‘freeze’ and to walk calmly into the classroom. Do NOT form a line.</p> <p>Children to wash hands in class room or using outside sinks.</p> <p>Children not to eat whilst on outdoor play equipment. Limit number of children accessing play equipment at any one time.</p>
Lunchtimes to be staggered	<p>We will try to introduce a one-way entry/exit to the hall. Children will enter from corridor and exit out to main playground.</p> <p>*Foundation: Hand wash 11:45am. In hall 12 noon (3 designated tables to sit at) MTA’s: Stacey Barrett & Kim Lewis</p> <p>*Year 1 lunchtime in hall, seated at 12:20pm MTA: Ann Bowden</p> <p>*Year 2 lunchtime: 12:20pm outside on back playground and in hall seated by 12:45pm MTA: Gaynor Jenkins</p> <p>*Year 3 lunchtime 12:20 Packed lunch in classroom, hot dinners in hall with designated tables. If hot dinner pupils finish eating before 12:45pm they have to remain in hall as a ‘bubble’.</p> <p>12:45pm out on main playground. MTA: Zoe Alexander</p> <p>*Year 4 lunchtime 12:20 Packed lunch in classroom, hot dinners in hall with designated tables. If hot dinner pupils finish eating</p>	<p>All Foundation, Year 1 & 2 children in hall, for packed lunches AND hot dinners.</p> <p>Yr 3-6 ALL packed lunches to be eaten in classrooms or outside ‘picnic style’ on field or under back playground canopy.</p> <p>Each class/bubble to move as one group. Bubbles must not mix.</p> <p>MTA timings to be adjusted to accommodate new times.</p> <p>Children will not have pegs for going to the toilet, but MTA’s will need to keep a mental</p>

	<p>before 12:45pm they have to remain in hall as a 'bubble'. 12:45pm out on main playground. MTA: Karen Hillyer *Year 5 lunchtime 12:20pm out on playground. 12:45pm return to classroom from outside, walk up corridor and enter hall. Packed lunches to remain in classroom, whilst hot dinners walk up corridor and enter hall. Leaving via outside. MTA: James Kelly *Year 6 lunchtime 12:20pm out on playground. 12:45pm return to classroom from outside, walk up corridor and enter hall. Packed lunches to remain in classroom, whilst hot dinners walk up corridor and enter hall. Leaving via outside. MTA: Kerry Morgan</p> <p>Enter hall via corridor and exit via door near stereo to playground and then walk around. MTA: Sarah Argent in the hall.</p>	<p>record/write down number of pupils in toilets. Try to limit one per bubble as much as possible.</p>
<p>Reduce numbers of children in the dining hall</p>	<ul style="list-style-type: none"> *Children to enter hall via corridor *Children to exit via hall/playground door *Children to wash hands after hot lunch using outside wash basins *Children to walk up the corridors social distancing 2m apart and follow the arrows, keeping to the left. 	
<p>Hygiene</p>		
<p>Increased hand washing</p>	<ul style="list-style-type: none"> *Children to wash hands on entry and exit from school *Children to wash hands before and after playtime *Children to wash hands before and after lunch *Children to make use of sinks in classrooms, toilets and outside as much as possible 	

Increased sanitising	<ul style="list-style-type: none"> *Toilets to be sanitised after lunch (caretaker) *hard surfaces eg desks to be sanitised during the day *adults to regularly use automated hand sanitizer dispensers positioned along corridor and to use individual sanitisers on lanyards. *Staff to wash hands on arrival to school and before leaving. 	Caretaker to return to school to sanitise taps, flushes, door handles, soap dispensers etc Teachers and teaching assistants to regularly sanitise desks, lunchtime at a minimum.
Adult Social distancing	<ul style="list-style-type: none"> *Staffroom to be limited to restricted numbers *Staff to remain away from pupils where possible-limiting opportunities for marking. *Review marking policy moving away from point of learning marking with individual pupils to summary sheets (whole class or in small groups each evening) *Increase self-assessment where possible, especially in maths. *reduce/eliminate teachers recording in reading record books. Teachers to use mark book to log when heard child read. 	
Teaching & Learning		
Increase teaching and learning time	<ul style="list-style-type: none"> *<u>Teachers not to record in Reading record books. (less time recording more time listening to readers)</u> *Teachers/teaching assistants to keep on going record of when/whom is reading in mark book. *HT and AHT to hear individual readers. *No whole school assembly or singing time (90 mins) *Children to wash hands during whole class story at the end of the day. *No point of learning marking for individual pupils *Increase whole class marking and ‘chalk and talk’ with teacher at front of classroom. *Books can be taken home to mark (please wash hands afterwards) 	

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| | <ul style="list-style-type: none">*PE to be based outside as much as possible (weather permitting)*Read Write Inc to take place in classrooms (no mixing of bubbles)*Specialist teaching to take place in room next to SJT/or bottom room*Geography/history topic teaching to be 10 weeks (3x10=30/ not 38 weeks)*Consider increase home learning challenge to fill science/stand alone missed learning topics eg Earth & Space.*Consider for PHSE and RE 'acknowledgement' of learning instead of full marking (end of each unit ??) | |
|--|--|--|