



As a city we aim to ensure that following Covid-19 lockdowns we support all schools to recover. This guidance will enable schools to map where their current learning is, consolidate and master past learning, and then move forward with new content to meet the interim curriculum expectations for the summer term 2021. We have considered the research and advice from Education Endowment Foundation (EEF) and suggest the following five areas as tools from which to select appropriate strategies and approaches to support educationally disadvantaged pupils and QFT for all. From now, and throughout 2021-22, schools will continue to use teacher assessments to identify gaps in learning and put in place appropriate provision including the government's catch-up premium offer. All communities are encouraged to use a common and positive development language that demonstrates a continual learning journey and supports a consistent approach.

1. Quality First Teaching:

- City wide Primary 'Planning to Progress' guidance documents with the dual purpose of supporting assessment, planning and teaching in the spring/ summer of 2021 post lockdown as an interim framework.
- Forensic analysis of diagnostic assessments leading to precise teaching to address gaps and misconceptions at a whole class level.
- Schools to use their in school structures to inform acquired knowledge and next steps to support transition to next year group.
- To use research from Durrington Research Project led by the [Teaching School Alliance](#) - Focus on Metacognition: teaching children strategies for planning, monitoring and evaluating their learning and CPD for QFT (currently 22 LA schools engaged).
- All schools will be consolidating time spent on key skills and knowledge: Increased curriculum time core skills of handwriting, phonics and spelling, times table recall, number fluency and reading.
- Ensuring that pupils have a rich and broad curriculum to acquire and use subject specific knowledge that builds and deepens over time.
- Improve access to technology and increased time given to teaching using online learning platforms.
- Support through partnerships for EY settings to prepare for EYFS reforms.

2. Targeted Intervention:

- Provision meetings to inform what support is required to meet all individual needs of pupils, including pupils with SEND.
- LA Universal offer of training in ECaR interventions
- [Maths Hub](#):
 - Teacher Research Group - Focus on
 - Fluency (including Number, Maths Sense)
- [English Hub](#):
 - Phonics and fully decodable texts
 - Talk through Stories: Focus on vocabulary
 - Funding offers, including match funding
- LA universal offer in ECC and maths improvement project (TSA)
- Bespoke maths project for targeted schools
- Family Learning support for key families – [online classroom](#)
- Attendance support offer (LA/ in-school bespoke strategies)

3. Schools will be providing additional 1:1/ small group targeted support:

- Engagement in tutoring, including existing staff, NTP, NELI intervention and Academic Mentors
- One-to-one or group tuition for identified pupils focus in reading, writing and maths
- Assessment/ intervention packages (including PiXL, Rising Stars)
- Individual school plans to utilise catch up funding to support the needs of their pupils.

4. Wellbeing Provision:

- Regular updates of risk assessments to ensure that the provision given is safe for all stakeholders.
- Additional time spent on play and outdoor learning, pupil wellbeing, social skills development and self-regulation.
- LA ongoing support from [wider services](#)
- Building on successful communications with parents and carers that resulted from extended periods of Covid lockdowns.
- Learning mentors and [PSHE](#) curriculum specifically focused on responding to Covid 19.

5. Year to Year Transition:

- A consistent approach to transition across the city using the PTP documents for all year groups and additional information provided to feeder secondary schools through the Vulnerability Index Form.
- Consistent approach to end of KS2 assessment of pupils to support transition to secondary schools (**requiring support, coping and excelling**)

Shared Recovery Curriculum Language:

Language to avoid:

- Catch up
- Learning gaps
- Lost learning
- Make up for lost time
- Damage to learning
- Behind
- Won't / impossible to fit it all in
- Cover lost ground
- Recover
- Repair learning
- Cram/ Speed up
- Time lost
- Struggle

Language we use:

- Move forward
- Master / strengthen / consolidate our learning
- Revisit to reinforce / strengthen
- Consolidate our learning
- Build upon
- Sequence
- Prioritise
- Address or avoid misconceptions
- Map where we currently are
- Enhance our subject knowledge
- Improve our knowledge
- Challenge ourselves
- Plan what we're learning
- Develop our learning