



WOODVALE PRIMARY ACADEMY

Reconnection Curriculum Statement

March 2021

Introduction

Our school is happiest when it is full of children, actively enjoying their learning, building relationships with others and being encouraged to be the best they can be both academically and socially and we are thrilled to welcome all of our children back to school following the recent closure. The Covid-19 pandemic continues to impact on all areas of society, including our school community and this statement outlines our intentions and priorities as we return to school and how we aim to meet these priorities through careful consideration of our planned curriculum and adaptations needed as a result of the varied experience of pupils during school closure. This includes focussing on reconnection to support pupil health and wellbeing and a clear curriculum pedagogy which has been considered and adapted to meet the needs of the pupils in the most efficient way.

The focus on pupil wellbeing

We recognise that all children are unique and as such their experiences of the pandemic and their responses to the pandemic will also be unique. Our children's wellbeing is a national and school priority and our focus is on reconnecting children to their school community, the school environment, staff, peers and to their learning. We recognise that positive relationships are vital for child development and wellbeing and our work will be focussed on pupil health and wellbeing alongside curriculum and learning priorities. This will take the form of practical tools, strategies, and activities, allowing pupils collective and individual opportunities to talk about their experiences, build reconnection through collective activities such as celebration assemblies and whole school activities and adopting a positive outlook, acknowledging that negative experiences have happened but also identifying some positive aspects, such as less pollution, reconnecting to the outdoors through walking and exercise and improving our IT skills.

The focus on the curriculum

We recognise the challenges of school closure and remote learning and how pupils' experiences of the planned curriculum at this time could have varied. It is for this reason that we are carefully considering the curriculum content, that knowledge, skills and understanding that took place during live lessons and other sessions to ensure that opportunities are provided to rebuild and revisit essential knowledge and skills. We also recognise the need for a clear curriculum pedagogy which provides structure and ensures that we are delivering curriculum content in the most effective way. Our curriculum is sequenced so that children can revisit previous content and build on their knowledge, understanding and skills. Taken alongside our pupil wellbeing priorities, academy staff will be mindful of the different needs of their pupils and provide learning opportunities to meet these needs. For some this will be through additional interventions in school or in addition to the school day. Core and foundation subject leaders have considered their subject thoroughly and in addition to continuing with the planned curriculum, a complementary curriculum will be in place for the summer term with adaptations detailed below.

The core components of the Complimentary Curriculum, through a RICHER curriculum can be delivered by weaving purposeful outdoor delivery through many curriculum subjects.

R – Resilience

I – Independence

C – Character

H – Healthy Body and Mind

E – Enrichment

R – Relationships

We believe that learning outdoors and beyond the classroom can provide a range of opportunities to hook young people into learning while supporting their mental and physical health and wellbeing. Learning outdoors can also enrich existing lessons and provide both variety and the opportunity to apply knowledge and skills to further understanding. For the summer term, additional opportunities for learning beyond the classroom have been considered and these are detailed in ‘The Woodvale Primary Academy Complementary Curriculum Map’.

Curriculum Area	Considerations
Reading	<p>Each child will complete a phonics or reading assessment early in the term. This data will inform pupils teaching, support and intervention through the rest of the academic year. Children will be allocated reading books and have regular scheduled reading time in school. Children will receive a daily reading lessons, through phonics or through Talk for Reading sessions.</p> <p>Additionally, through our wider curriculum we will prioritise a love of, and the skills involved in, reading as it is the essential tool for accessing a wide curriculum. Exploring appropriate texts that complement our wider curriculum offer.</p>
Writing	<p>Unit plans for the planned curriculum for this academic year will be adapted to include opportunities to revisit and practice knowledge and skills that were taught during the period of school closure. Additionally, core prerequisite knowledge and skills for age related content will be prioritised in the adapted plans.</p>
Maths	<p>A new revised scheme of work, created by Power Maths, will be adopted for the summer term. These have identified the important concepts that need to be mastered from the spring and summer term’s units as well as other new concepts that are part of the National Curriculum.</p> <p>These important concepts are referred to as Ready-to-Progress criteria and provide a coherent, linked framework to support pupils’ mastery of the primary mathematics curriculum.</p>
Foundation Subjects	<p>Subject Leaders have carefully considered taught content during the period of closure. Unit plans for the planned curriculum for this academic year will be adapted to include opportunities to revisit and practice knowledge and skills that were taught during the period of school closure. Additionally, core prerequisite knowledge and skills for age related content will be prioritised in the adapted plans. There will be a return to a full curriculum offer ensuring that all subjects are taught with consideration of the most important aspects in readiness for the next academic year.</p>