



St Thérèse of Lisieux Catholic Multi Academy Trust Curriculum Aims and Values – Intent *Addendum*

Introduction:

Some young people will find the concept of returning to school after such a long break, due to unprecedented reasons, quite a challenge. It is also clear that some parents/carers will also be anxious regarding the return of their children to school. This Addendum has been designed to empower schools to reinforce their strategies for enabling parents/carers and young people to overcome any anxieties associated with the return to school. The purpose of this document is to set out adjustments to the curriculum required in response to COVID-19. Although it is recognised that only a small percentage of children's overall time in school has been affected, amendments to the curriculum are still required in order to personalise learning.

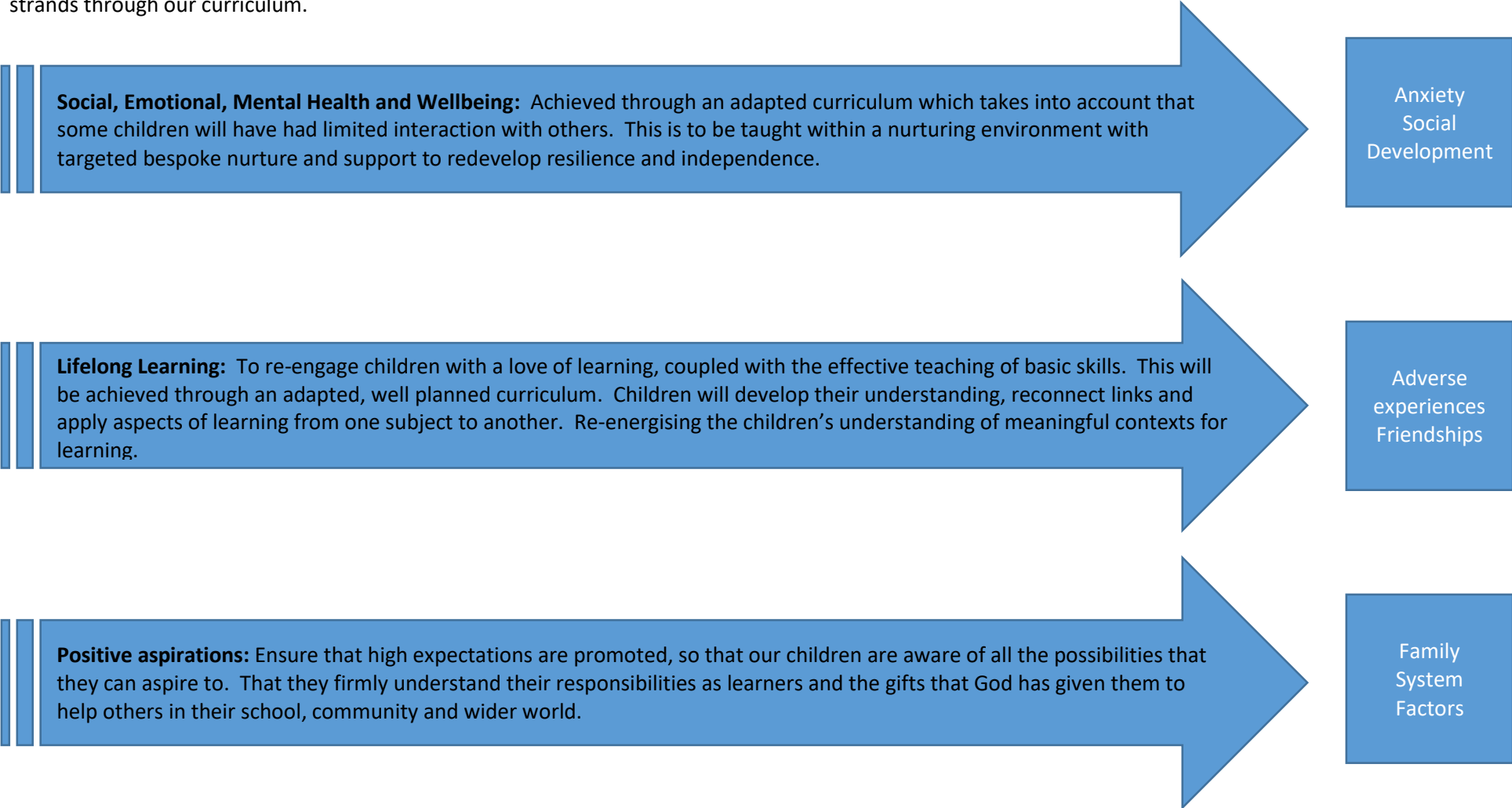
It is important to ensure that we place wellbeing at the forefront of our thinking and planning as schools return from September. This includes provision to address issues of safety alongside ensuring the Social, Emotional, Mental Health and Wellbeing of students and staff as a priority. Knowing these measures are securely in place will, in turn, develop in our parents, staff and young people the confidence to move forwards.

A recovery plan outlining action that will be taken in order to make up any "lost ground" or gaps in the child's knowledge and or education is outlined in this document. This plan will enable schools to personalise learning to meet a wide range of personal needs whether by quality first teaching or supported by potential additional support.

As with all we do, our curriculum is deeply aligned with our Trust Mission, "We will work together in faith to achieve great action through little gestures in service of every young person to ensure they fulfil their unique, God-given potential."

Extending Personal Development:

Through high quality first teaching we aim to ensure we deliver the below strands through our curriculum.



Curriculum enhancements	We ensure that every child feels:	A Sense of Belonging			Valued for who they are		Respected			
	Some Key Challenges with returning to school	Anxiety	Adverse Experiences	Friendships	Social Development	Family	System Factors			
	Seven ways to bridge the lockdown gap	Pastoral Support for pupils: Emotional wellbeing: mental health, heightened anxiety, bereavement, re-adjustment to school life	Quality blended teaching and learning: Clear learning outcomes, differentiation, interaction, feedback, digital access.	Curricular innovation: Outdoor learning, character education, talking about COVID-19, heightened self-hygiene.	Professional learning opportunities for teachers CPD: Availability, affordability, hardware and software developments needed.	Focused learning support: Testing pupils, analyse gaps, availability of support, pupil absence.	Catch-up tutoring: Availability of teacher/tutors, affordability, safeguarding, digital access.	Enhanced parental engagement: Clear guidance for parents, minimise parental concerns, how to develop digital access.		
	Our Teaching Intentions are	Ensure that all children feel physically, socially, emotionally and academically safe.	Ensure that there is effective provision of remote learning.	Make opportunities to discuss and process children's experiences over the past 6 months Develop creativity through projects.	Share practice across our Trust. Ensure that teachers have the skills needed to develop a blended and technological enhanced learning.	Ensure that teachers quickly assess what exactly are the learning needs of the different children in each class, especially for the most vulnerable (SEND, EHCP, FSM)	Ensure that the widest learning gaps are bridged, understanding that some children may not have engaged in home learning as effectively as others.	Ensure that we build on communication developments and continue to welcome parents and expand on the positives from the Lockdown.		
Teaching Intentions	Our Gospel Values permeate through everything we do	FAITH	JUSTICE	TRUST	FORGIVENESS	LOVE	HOPE	COMPASSION	SERVICE	
	Our provision is informed by current research into effective teaching practices, cognition, learning and how knowledge and understanding develops. These act as a guide for the consistency and distinctiveness of our curriculum	The classroom climate created by teachers inspires and motivates all pupils. We can't expect our students to return joyfully, and many of the relationships that were thriving, may need to be invested in and restored. We need to plan for this to happen, not assume that it will. Reach out to greet them, use the relationships we build to cushion the discomfort of returning.	Developing strong partnership with parents and carers that influence learning at school and home. Community – we must recognise that curriculum will have been based in the community for a long period of time. We need to listen to what has happened in this time, understand the needs of our community and engage them in the transitioning of learning back into school.	Teachers have deep knowledge of the subjects they teach. All of our students will feel like they have lost time in learning and we must show them how we are addressing these gaps, consulting and co-constructing with our students to heal this sense of loss.	Metacognition: In different environments, students will have been learning in different ways. It is vital that we make the skills for learning in a school environment explicit to our students to reskill and rebuild their confidence as learners.	Pupil groupings are flexible and not solely driven by perceived "ability" or prior attainment. Space – to be, to rediscover self, and to find their voice on learning in this issue. It is only natural that we all work at an incredible pace to make sure this group of learners are not disadvantaged against their peers, providing opportunity and exploration alongside the intensity of our expectations.	Teachers monitor learning and provide feedback. Teachers understand the gaps in learning and plan to revisit past learning in order to develop their "sticky knowledge."	Teachers empower children to take control of their own learning. Teachers foster the drive for children to develop their thirst for knowledge. All teachers re-empower the children's love for learning.		
Intent										

Recovery Curriculum, Intent:

The Academy is working to ensure that all gaps in student knowledge and understanding from the partial closure of schools are addressed. This Addendum should be considered alongside the Academy's Remote Learning Policy, which ensures the continuity of education for any student who cannot return to school for medical reasons, or where there is a local lockdown.

The Academy's plan to identify and address these gaps are as follows:

- Initial settling back into school period, before any formal testing begins. Teachers will make continuous formative assessment during this time.
- Once pupils are over the initial settling-in phase, summative assessment to take place in the key areas of RE, Reading (including phonics), Writing (including SPaG) and Maths.
- Attainment data analysed against historic performance to identify those pupils whose attainment has slipped due to the Covid extended school closure.
- Gaps in learning in the key areas detailed above to be addressed through small group work and 1:1 sessions, taught by the specific Covid Recovery teacher, apart from RE, where gaps will be addressed by the class teachers, as they are familiar with the specific teaching of RE in Catholic schools.
- Attainment recovery will be tracked across the academic year to ensure that the correct pupils and areas of concern are being targeted at all times; this will, in turn, maximise the value of the money spent.