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### Curriculum Adaptations

Dear Parents/Carers,

As we move through the second week of the school re-opening, your positive comments and thanks regarding how well the children have settled back into school are greatly appreciated, as the teachers and teaching assistants have spent a significant amount of time getting the classrooms prepared, the lessons ready and attended the training needed to make sure the school is safe and effective for learning. I would like to share with you the approaches we have taken as a school regarding the curriculum adaptations in place, to address any lost learning that has taken place throughout the national school closure.

- Each of the teachers are identifying any gaps the children are showing in knowledge, skills or learning opportunities. They are achieving this through the baseline activities the children are completing in class, feedback from the previous class teacher and the work completed during lockdown. This understanding then allows the teacher to create a starting point for the curriculum.
- The teachers and teaching assistants carry out continuous observational assessments on how children engage and respond to their learning and take this into account when planning learning activities.
- The daily timetable has been adjusted to allow the teacher's time to prioritise teaching time to address significant gaps in pupil knowledge. As well as the key subject areas such as reading, writing and maths, we are also ensuring that PSHCE continues to be a focus, with lots of opportunities for circle time, feeling check-ins and reflection time.
- For some children, if they have significant misconceptions or gaps, they may need more support to cover the gaps in learning. The teachers and teaching assistants have a variety of strategies and techniques to achieve this. Your children may come home and talk about 5 minute boxes, corrective teaching or pre-teaching. These are all ways that teachers have used to support learning for many years in our school, so all staff are confident in how these can be used to address minor or significant misconceptions.
- The school has a new tracking system in place that covers all the learning objectives for your child's current year group and their previous one too. This allows the teachers to effectively track what has been covered, what gaps exist and where the children are in relation to age related expectation. This ensures the children's progress as effectively as possible throughout the school year.

Within each lesson, we will strive to:

- Provide children with opportunities to activate, retrieve, recall and build on previous concept knowledge and concept skills (this includes making links to previous years, in-year, and day to day learning).
- Check for understanding (this should be integrated throughout the session, with high expectations for all) to ensure the children know what the task is, are they applying the right process and do they know where to go next.
- Develop independence by providing opportunities for children to reflect on their progress against the learning outcomes and success criteria.
- Respond by reshaping learning and providing effective, regular and timely feedback.
- Use higher order questioning to deepen learning.
- Ensure there are regular opportunities to recap and summarise during the learning process.



- Identify a clear starting point, a clear end point and the steps in between in order for children to meet their learning outcome.
- Present new material in small steps to allow opportunities for guided teaching leading into independent practice with appropriate challenge.

We have all been so impressed with how the children have settled into the new school routines. Their well-being in these unique times is a key part of the provision we have planned for the school reopening. To ensure the pupils behaviour for learning and well-being needs are being met, we are carrying out the following strategies and principles:

- We identify regular opportunities to model, revisit routines and expectations of behaviour and learning, through an understanding of the social emotional needs of the child. In particular, we have ensured all staff have an understanding of the impact of home learning through discussions at the end of the last school year. This ensures that your child's current teacher is up to date with their understanding of this aspect of your child's education.
- The teachers and teaching assistants identify opportunities to enable the development of key competencies. These are essential to develop the behaviour for learning and expectations. The key areas of development are:
  - self-regulation
  - critical thinking
  - perseverance (pace of cognitive learning)
  - creation of deep learning experiences
  - Ensure that the provision within classrooms enables flexibility for children to adapt to being back at school or a new classroom layout.
- We provide regular opportunities for purposeful talk to enhance learning, where all voices are valued. We plan opportunities on a daily basis for children to express their feelings and thoughts to enable them to reconnect with school and classroom learning and embed a culture of engaged learning.

I hope this overview gives you an insight in to how thorough the lessons, the learning environment and the approach we are taking with the children is. Our approach is underpinned by research, staff training and significant preparation. We know that the last six months will have impacted on all children in some way. We will do all we can to identify and support the educational and emotional needs of your children and we will do this for as long as it takes. We are not putting a time limit on this as what your children, and you experienced, is something that none of us have gone through before.

Thank you again for your support throughout the reopening. Your kind words in the morning and after school really do mean a lot to myself and the teaching staff.

As always, if you have any questions, then please get in touch with the class teacher or with myself.

Yours sincerely,

Mr A Hope  
Headteacher

