



Happy, Healthy and Fulfilled



Easington Church of England Primary

Curriculum Organisation and Timetabling

Spring and Summer Term 2021 in response to the COVID-19 pandemic

The following document has been produced in response to the unprecedented situation arising from the global pandemic of COVID-19 and its impact upon Easington Church of England Primary School. To that end, the remainder of the Spring Term and the Summer Term of 2021 will look markedly different to what it would have if the pandemic had not occurred. This document will outline these changes in detail for all stakeholders.

Timetable

The first point to note regarding the following timetables is that teachers and staff will **NOT** deviate from them unless there are exceptional or unforeseen circumstances. In the event of this, SLT must be informed and consulted of the need to make any changes and this will be approved/declined by SLT.

The second point to note is that there will be no whole school collective worships and assemblies or visits to St. Mary's Church (at least for the remainder of the Spring Term). As a Church of England school, these elements are a vital and integral part of life in school. However, due to the uncertainty around social distancing and the essential need to maximise the time available in school, the decision has been made that until further notice, these activities will not take place. The legally required daily act of worship will take place in classrooms for each 'bubble' of children. The 'Simply Collective Worship' resources will still be utilised in order to deliver this curriculum element consistently and appropriately.

The next point to note is that school will NOT be extending the normal school day. This is in part due to the belief that our curriculum will effectively deliver to the needs of our children whilst plugging any gaps that they may have from the previous year's content not taught due to the prolonged absence from school (please refer to separate subject specific 'Implementation' documents for more detailed guidance). However, it should also be noted that the children in years 2 and 6 will be offered an optional, additional session from 2.30pm until 3.30pm on a Friday afternoon (school usually ends at 2.30pm on a Friday). This session may be utilised for a range of purposes ranging from test technique sessions and interventions from assessments etc. for the children approaching the end of the Key Stage.

There will be no stipulated timetable for EYFS. The EYFS Lead in school will continue to assess the children in our EYFS cohort and design their timetable and curriculum based on their specific needs ie. It may be that due to a reduced amount of time in Nursery without any transition, it may be necessary to have a more PSHCE based curriculum initially but with a 'fluid' approach to take into account the altering and ever-changing needs of the children.

Key Stage 1 Timetable:

8.55-9.05 – Registration

9.05-9.35 – Phonics (Year 1) Guided Reading (Year 2) (30 minutes)



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9.35-10.35 – Mathematics (60 minutes)

10.35-10.55 – Playtime – the signal for playtime to end must occur at 10.50 precisely and children must be at their desks in preparation for learning to begin at 10.55. **This must happen without exception.**

10.55-12.00-English (60 minutes)

At 12.00 noon, the children in Year 1 and 2 will break for lunch. In the Year 2/3 mixed class, the Year 3 children will remain with their class teacher for an additional 30 minutes in line with the Key Stage Two timetable.

The signal to end lunchtime must occur promptly at 1.10pm precisely without exception.

12.00-12.30-Daily Maths Meeting – Year 3 only from mixed Y2/3 class (30 minutes)

For Key Stage 1, lunch will be 12.00-1.10pm and Key Stage 2, lunch will be 12.30-1.15pm.

1.15-1.45-Phonics (Year 1 and 2). Daily English Meeting (basic skills) for Year 3.

1.45-2.45-Foundation Curriculum session (60 minutes)

2.45-3.00-Act of Collective Worship (may have a PSHCE theme)

3.00-3.15-Story time (15 minutes)

3.15-3.20 – Home time

The Daily Maths Meeting will address gaps from previous curriculum coverage (see separate document for detailed guidance) for Key Stage Two. However, from assessment information and consultation between staff, it has been agreed that there will be no DMM for Key Stage One. This is partly due to the reduced amount of time available but the need to emphasise phonics and reading skills in these crucial, early stages of education (the children in KS1 will still access 60 minutes of mathematics daily).

The Daily English Meeting will consist of basic skills such as handwriting and spelling, GPS, immediate intervention etc (see separate document for detailed guidance).

PPA will be covered by Miss. Swan who will deliver Science and Religious Education.

The only exceptions to the organisation of the curriculum after lunch would be to account for the time for PE and the logistics of the school environment but this would only occur on one day per week and on the afternoons when teachers have PPA.

PE afternoon:

1.15-3.00 – PE

3.00-3.15-Story time

3.15-3.20-Home time



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PPA afternoon:

1.15-2.15-Science

2.15-3.00-Another curriculum area/continuation of a science experiment

3.00-3.15-Story time

3.15-3.20-Home time

Key Stage 2 Timetable:

8.55-9.05 – Registration

9.05-9.35 – Guided Reading (30 minutes)

9.35-10.35 – Mathematics (60 minutes)

10.35-10.55 – Playtime – the signal for playtime to end must occur at 10.50 precisely and children must be at their desks in preparation for learning to begin at 10.55. **This must happen without exception.**

10.55-12.00 - English (60 minutes)

12.00-12.30 - Daily Maths Meeting

The signal to end lunchtime must occur promptly at 1.15pm precisely without exception.

1.20-1.45-Daily English Meeting (30 minutes)

1.45-2.45-Foundation Curriculum session (60 minutes)

2.45-3.00-Act of Collective Worship (may have a PSHCE theme)

3.00-3.20-Story time (15 minutes)

3.20-3.25 – Home time

As with Key Stage 1, Miss. Swan will deliver Science and Religious Education will cover PPA.

The only exceptions to the organisation of the curriculum after lunch would be to account for the time for PE and the logistics of the school environment but this would only occur on one day per week and on the afternoons when teachers have PPA.

PE afternoon:

1.15-3.00 – PE

3.00-3.20-Story time

3.20-3.25-Home time

PPA afternoon:

1.15-2.15-Science



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2.15-3.00-Another curriculum area/continuation of a science experiment

3.00-3.20-Story time

3.20-3.25-Home time

The EYFS curriculum composition will need to take into account the staggered start and end times to the school day. The EYFS Lead with TLR responsibility will organise the EYFS curriculum in response to the emerging needs of the cohort.

As a school, the decision has been made to allocate one afternoon to the teaching of PE. This is to ensure that teachers have enough time to complete the required Core Tasks but also deliver the benefits of exercise, which have been proven to help improve and maintain mental health. This block of time would also be beneficial if colleagues from the School's Sports Partnership were in delivering sessions as Easington staff would be required to utilise this CPD effectively (dependent upon guidelines of visitors into school).

The timetable will also allow for the effective use of Teaching Assistants to carry out interventions. However, there will be great emphasis placed upon **immediate intervention**. For example, where a pupil has struggled with a concept in the morning session, they would receive some immediate intervention on the afternoon of the same day with a TA or teacher to address this misconception before it becomes a barrier to their learning. Where this is not possible (immediate intervention on the same day), the intervention must be carried out within the same week to prevent gaps in knowledge from forming. In some instances, the 'Next steps' (as detailed in the Marking and Feedback Policy) may be utilised to further challenge or consolidate learning and constitute the intervention.

Responding to written feedback is of paramount importance and it is essential that the children complete this accurately in accordance with the Marking and Feedback policy. This could be an 'early bird' activity when children enter school before registration or at the beginning of the next session in a sequence, which would constitute a review/recap of the previous learning. Teachers must ensure that 'Next steps' are set but also that they are responded to. The teacher must then mark and acknowledge the completion of the 'Next step' by initialling the response (completed in pink ink by the children and acknowledged in green but the teacher).

Week 1: 8th March 2021 –Transition Week

When children return to school in March, they will need to be immersed back into school life (rules, routines, expectations etc.) as sensitively and as stress-free as possible. To that end, the first week of the Spring Term 2021 will be a transition week, using a PSHCE based approach. During this week, the children will complete activities and challenges specifically designed by the class teacher to 'ease' them back into school whilst adjusting to new routines and events (no CW, hand washing, class bubbles, visits to church etc.). An important element of this week will be the need for the children to re-establish peer relationships whilst also creating a new relationship with the class teacher. The importance of both of these elements cannot be underestimated. It should be noted that English and maths will happen each



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morning but the afternoon curriculum will have a focus on the mental health of the children and social interactions.

Week 2: 15th March 2021-Assessment Week

The purpose of this week is for teachers to establish where the children are academically. Formative assessments will take place-the purpose of the assessments is not to assign a 'level' but rather establish which gaps in knowledge need to be addressed, **primarily through the Maths and English Daily Meetings**, before they become a barrier to learning. It is imperative that these gaps are then addressed, through precise planning, to ensure that the timetable is maximised as much as possible. Teachers should also adhere to the timings provided above in order to effectively establish routines whilst also establishing high expectations of conduct and behaviour.

Points to note:

As established in the Autumn Term, it may be beneficial to utilise the DMM and DEM on an alternating weekly basis. Teacher's will also prioritise elements of the curriculum and use their professional judgement on how best to deliver them for the benefit of the children within the class.

Daily acts of worship, story time etc. should all occur at the specified times to establish routines. This will be communicated to parents so it is essential that this plan is not deviated from for any reason.

Please also consider that parents need to 'transition' to having their children back in school. During the first week of term, teachers may be required to communicate more than is normal with parents regarding any issues that may arise or the return to school. Teachers need to be sensitive to this and allow time for parents to ask any questions to allay any anxieties that they may have. Whilst we do not want parents to monopolise teachers' valuable time, it is important that some amendments are made to cater for their needs. This may be in various forms but if parents require a face-to-face meeting, they need to make this appointment via the school office-they are not able to simply 'drop into' school in line with current guidance.

Mr. J. Appleby and Mr. M. Churchill

SLT

March 2021