



DANESHOLME JUNIOR ACADEMY

Curriculum expectations	Action
<p>The key principles that underpin government advice on curriculum planning are:</p> <ul style="list-style-type: none">• Education is not optional: all pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life.• The curriculum remains broad and ambitious: all pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment.• Remote education, where needed, is high quality and aligns as closely as possible with in-school provision: schools and other settings continue to build their capability to educate pupils remotely, where this is needed. <p>Full government guidance: https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-3-curriculum-behaviour-and-pastoral-support</p>	<p>Danesholme Junior Academy will have a recovery focus, as part of the Academy Improvement Plan. We will apply our curriculum model in its fullest and identify gaps in core learning that need to be negated over a period of time, with additional intervention for those year groups that have less time to ‘catch-up’. For the first two weeks in September, we will implement a transition curriculum designed to settle children back into school routines and to spend time building relationships. No work will be completed in books during this time.</p> <p>We will return to the normal teaching of most subjects in the autumn term, however there will be some changes due to COVID-19 (please see below). School leaders will prioritise identifying gaps and re-establishing good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics), identifying opportunities across the curriculum so they read widely, and develop their knowledge and vocabulary. The curriculum will remain broad, so that the majority of pupils are taught a full range of subjects over the year, including sciences, humanities, the arts, physical education/sport, religious education and relationships and health education. Teachers’ expectations will remain high.</p> <p>Remote education will be planned weekly for pupils in self-isolation as part of teachers’ Planning Preparation and Assessment time, using high quality resources from the oak National Academy and BBC Bitesize that align with the learning that is happening in school. In the event of a bubble closure, there will be a live teaching element for affected pupils every day through Microsoft Teams. Links to these resources will be updated on the website weekly.</p> <p>In the event of another full national lockdown, teaching will be conducted through Microsoft Teams with a daily live teaching element.</p> <p>The Relationship and Sex Education element of our curriculum will be planned and consulted on with parents in Autumn 2.</p>

<p>Assessment</p>	<p>Formative assessment will be used daily and teaching and learning will be responsive.</p> <p>PiXL assessments will be used in line with the published national assessment calendar to identify gaps in learning for each year group. The QLA (Question Level Analysis) information it produces will be used to focus teaching and re-visit learning that is not secure.</p> <p>Our whole school curriculum will be reviewed (Cornerstones) in response to emerging assessment evidence.</p> <p>Statutory assessment at Key Stage 2 will take place in the academic year 20/21 in accordance with the usual timetables. The tests at KS2 are as follows:</p> <ul style="list-style-type: none"> • the year 4 multiplication tables check • key stage 2 tests and teacher assessments (SATs) <p>Danesholme Junior Academy will prepare for these tests in the same manner as previous years.</p>
<p>Music</p>	<p><i>Government guidance states:</i></p> <p><i>All pupils should have access to a quality arts education. Music, dance and drama build confidence and help children live happier, more enriched lives, and discover the joy of expressing themselves. There may, however, be an additional risk of infection in environments where singing, chanting, playing wind or brass instruments, dance and drama takes place.</i></p> <p><i>Additional mitigations, such as extended social distancing, were previously required for singing, and playing of wind and brass instruments given concerns that these were potentially higher risk activities. Department for Culture, Media and Sport (DCMS) has commissioned further scientific studies to be carried out to develop the scientific evidence on these activities, which has allowed the government to reconsider appropriate mitigations and further research is continuing.</i></p> <p>This has implications for our music curriculum and adjustments have needed to be made. Therefore, we have decided as an Academy to halt our Music lessons for the Autumn term. This will be reviewed for the Spring term.</p>
<p>Physical Activities in schools</p>	<p>PE lessons are still to take place. Where possible, they are to take place outside as transmission of the disease is reduced in the outdoors. The systems of control will still need to be applied during these sessions. Pupils will be kept in consistent groups and sports equipment will be cleaned thoroughly between each use by different groups. Hand hygiene and respiratory hygiene is paramount due to the nature of exercising and the way people breathe as a result. Hands must be</p>

	washed thoroughly after completing a PE session. Contact sports are to be avoided. At the moment, this includes football at break times and lunchtimes. There will be no swimming lessons offered in the Autumn term. This will be reviewed for the Spring term.
Pastoral Support	The Pastoral Support Manager and SENDCo will ensure that appropriate materials are on hand to support children's wellbeing. PSHE sessions will need to provide children with the opportunity to rebuild friendships and social engagement and address issues linked to Coronavirus. Where issues arise, the pastoral support team will be informed so that specific interventions can take place. The team will need to ensure that they distance appropriately during meetings given that both adults will be required to work across phases. In addition, a whole school pupil wellbeing questionnaire will be carried out termly and any issues raised will be addressed through appropriate pastoral support.
Behaviour Expectations	As usual, high behaviour expectations and consistent behaviour systems will be in place. A new home/academy agreement is in place for the return to school September 2020, setting out specific behaviour expectations in terms of COVID-19.