



Knighton Mead Recovery Curriculum

(including Blended Learning where necessary for any pupil(s) self-isolating, supported by Remote Learning)

September 2020- November 2020 (and beyond, if required)

Contents: The Recovery Curriculum Process

1	Transition between year groups and induction
2	Strategic review of curriculum by leaders
3	Staff knowledge and skills
4	Staffing and timetabling
5	Vulnerability index work and reintegration of pupils
6	Possible scenarios relating to risk of COVID-19

Wk beg Sept 1st – small group welcome back- vulnerability index, wellbeing and baseline assessments

Wk beg Sep 7th – character and assessment N-Y6 in full time. Curriculum coverage begins

Wk beg Sep 14th – Nov 9th Recovery curriculum – all children in full time

A Shared Understanding

Recovery Curriculum Language

Why?

It is important that we reduce the anxiety that children may be feeling as a result of disruption to their learning.

The language that we use will be key to building their confidence with their learning and motivating them to move forward in a way that is supportive of their wellbeing.

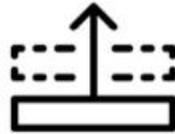
Our approach to this needs to be **consistent** with everyone using **positive developmental language**.



Map



Master



Move Forward

Overarching Approach and Mantra

We are going to:

- **Map** (where the learning is at)
- **Master the learning** (use the map to know what and where needs mastering and do this)
- **Move forward** (new content, next sequence of learning)

Language we avoid

- Catch up
- Learning gaps
- Lost learning
- Repair learning
- Damage to learning
- Time lost
- Recover (irony I know that this is a recovery curriculum!)
- Make up lost time
- Behind
- Cover ground
- Speed up
- Cram in
- Won't fit it all in
- Impossible to fit it all in

Language we use

- Map where we are currently at
- Move forward
- Master our prior learning
- Consolidate / strengthen prior learning
- Enhance our subject knowledge
- Deepen the knowledge
- Revisit to strengthen
- Next sequence
- Build upon
- Enhance
- Desirable difficulties (during retrieval)
- Develop the learning
- Challenge ourselves
- Misconceptions (this is a valid term for when there are mistakes in learning)

We can be powerful as a collective pronoun – an endeavour that we are all engaging in as a community.

Lever 1: Relationships – 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.

Lever 2: 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.

Lever 3: Transparent Curriculum – 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.

Lever 4: 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.

Lever 5: 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.

KNIGHTON MEAD RECOVERY CURRICULUM PROCESS (CONTINGENCY PLAN)

	What?	Who?	How?	When?	Supporting Materials
1	Transition between year groups and induction	SLT to lead All teaching staff	<ul style="list-style-type: none"> Letters written and sent to children from teachers Phone calls from 2019-20 teachers and then 20-21 teachers (all chn spoken to directly) Teacher handover meetings with clear agendas Pastoral Lead and SENCo met with every teacher before the year began Reports sent home end of summer term 2020 Videos and posts on Twitter e.g https://twitter.com/knighontmet/status/1279019484037156866, https://twitter.com/knighontmet/status/1278958415738527744?s=20 Induction meetings in school for N and R children in autumn term – packs sent home with photos and info for families Classrooms positions reviewed – Y1 classroom moved to provide further continuous and outdoor learning provision possible Previous teacher supported the completion of ‘access and attitude to learning’ on the vulnerability index spreadsheet Welcome Mornings for each year group are not able to take place as in other years but phone call appointments offered to all families as an alternative Children had a staggered return to school, attending 1 day between Tues 1st-Fri 4th Sept. Time to embed new systems, transition new staff and children as well as baseline 	<ul style="list-style-type: none"> Summer 2 2020 w/c 31st August and 7th Sept All children in full time by 7th Sept Autumn term By 9th Sept 2020 	<ul style="list-style-type: none"> Inset training materials Seating plans for each classroom Completed Vulnerability index Newsletters on the school website with information and updates
2	Strategic review of curriculum by leaders	RS	<ul style="list-style-type: none"> After analysing government guidance and objectives not taught due to the partial school closure the Maths Lead completed a review of the Maths approach and decided upon the introduction of the White Rose scheme as it has mapped out the recapping of key objectives in line with the needs of our pupils. The White Rose videos and resources will support Blended Learning. To ensure that there is clear evidence of the skills and knowledge being taught in French, Computing, Music and PSHCE, we have introduced Seesaw. This will also allow Subject Leads to track coverage and ensure that all pupils are making appropriate progress in a broad and balanced curriculum. The Year 1 teacher has adapted the classroom structure to allow for continuous provision. There has also been a new pagoda erected in the KS1 playground so that Year 1 have all weather access to the outdoors. The Year 1 teacher has liaised closely with the Reception teacher to create a curriculum that addresses the learning lost through the partial 	<ul style="list-style-type: none"> Summer term 2020/ introduction Autumn 1 Summer term 2020/Autumn 1 Autumn 1 	<ul style="list-style-type: none"> Completed Vulnerability Index Seesaw admin account Year 1 curriculum coverage document and continuous provision plan Everyone’s Welcome provision map

			<p>closure but ensures coverage of the Year 1 curriculum so that all children are able to make accelerated progress</p> <ul style="list-style-type: none"> • Phonics sessions will now be taught discreetly to all children in Year 2 to ensure that children acquire the necessary skills and knowledge and are able to catch up after the partial school closure • Following baseline assessment in the first week back, Phonics interventions will happen where needed across the school, particularly Year 3, to ensure that children acquire the necessary skills and knowledge to build on previous learning • Following baseline assessment in the first week back, Reading, Writing and Maths interventions will happen where needed across the school, to ensure that children acquire the necessary skills and knowledge to build on previous learning • Outdoor learning will be embedded across the curriculum with new expectations of at least one maths and one literacy lesson to be outdoors each week. Over the summer, the outdoor environment was developed to ensure that it is motivating and engaging and will promote creativity • As it is less likely that a wide range of educational visits will not be able to take place in the Autumn term, we have developed in school enrichment for all children. Each class will have at least one Museum Educator Visit to enhance their curriculum learning, we will utilise the full range of enrichment opportunities offered by LCFC and will also be having specialist teachers for Dance, Music and Sport • A greater focus on physical exercise will be employed through children completely Daily Boost sessions and additional daily physical exercise/ brain breaks. We will also embed active literacy and maths sessions • A wide range of fiction and non-fiction books is constantly reviewed and updated. We will endeavour to develop an understanding of wider world issues e.g. Black Lives Matter by using a range of books and assemblies to promote awareness and strategies to tackle prejudices. We have also engaged with Everyone's Welcome and linked books are planned for all year groups throughout the year to discuss the varying themes. Media stories and potential controversial topics are also discussed in a safe setting during PSHCE sessions. This year, there will be celebration events for cultural and religious holidays, allowing pupils to share their own knowledge and experience with their peers whilst providing children with a greater understanding of the diversity of our city 	<ul style="list-style-type: none"> • Autumn 1 • Autumn 1 and ongoing • Autumn 1 term to be reviewed in assessment week • Autumn 1 • Autumn 1 term to be reviewed in assessment week • Ongoing • Ongoing 	<ul style="list-style-type: none"> • Examples of improvement to the outdoor provision
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			<ul style="list-style-type: none"> A Vulnerability index will be undertaken on all children in the first week of the autumn term. Assessments are to be undertaken on all children in the first fortnight to establish where children are academically. Following on from these assessments, the explicit teaching of skills tracked through the skills progression documents will take place to ensure accelerated progress in Phonics, reading, writing, number facts, calculations, times tables and grammar 	<ul style="list-style-type: none"> Autumn 1 term to be reviewed in assessment week 	
3	Staff knowledge and skills	JS to lead and coordinate	<ul style="list-style-type: none"> Throughout the partial school closure, staff CPD lists were given to different groups within the team 0 teaching, support staff and admin. There were also some optional sessions shared for staff to identify their own areas of development. Attendance was then shared with line managers Training included work on assessment, interventions, updated Ofsted expectations and the Recovery Curriculum. Daily emails during partial closure kept staff up to date on any changes in national guidance or on a local level in school Staff received Microsoft Teams training so that this can be disseminated to pupils, ready to support remote education as part of our Blended Learning offer 	<ul style="list-style-type: none"> w/c 1st June before wider re-opening w/c 24th Aug (5 closure days with staff) Ongoing staff briefings and daily email updates throughout partial closure over the summer term 	<ul style="list-style-type: none"> A dedicated folder on the shared staff drive for all staff to access at any time Staff CPD tasks w/c 24th August timetable
4	Staffing and timetabling	JS, RS and CM	<ul style="list-style-type: none"> We have adapted break and lunch times this year so that class bubbles will not mix Class timetables have clearly set sessions for discreet subjects to ensure coverage and allocation of time Year 1 have adapted the timetable so that there is continuous provision for the Autumn term, in the first instance, this will then be reviewed at assessment points Each staff member is their own bubble and will ensure that they are 2m/1m+ away from children and other staff members at all times. 	<ul style="list-style-type: none"> w/c 7th September Autumn term Autumn term and reviewed in assessment week Ongoing 	<ul style="list-style-type: none"> Break and lunch time arrangements Example KS2 timetable Year 1 timetable
5	Vulnerability index work and reintegration of pupils	JS to lead and teaching staff to implement	<ul style="list-style-type: none"> Pupils RAG rated fortnightly by DSLs' discussion across the summer term which inform September baselining JS worked alongside TMET Principals and Executive Team to ensure purposeful use of index. This was shared with staff Friday 28th Aug Children's previous teacher to support current teacher when assessing 'access/attitude to learning' during partial closure to ensure accuracy. CPOMs has all conversations recorded and can be referred to Senior leaders now on school gates every morning and afternoon to ensure a positive and smooth start to the day, with any questions and concerns from parents being dealt with swiftly. Teachers have more capacity to support children directly 	<ul style="list-style-type: none"> Baseline reading, writing and maths w/c 31st Aug Staggered start with all pupils attending 1 day 1st-4th Sept ImpactEd wellbeing survey 7th-11th September Data point 1 – Nov 2020 to compare 	<ul style="list-style-type: none"> Closure days PowerPoint presentation

			<ul style="list-style-type: none"> • Clear messages to parents during and after the summer holidays to ensure clarity around safety measures • Breakfast Club began again w/c 7th September. Routines and systems reviewed in order to cater for children from different 'bubbles' 	against baselines and analyse	
		Scenario	What will it look like?	Learning	Assessment
6	Possible scenarios relating to risk of COVID-19	COVID19 disappears completely over the summer and the risk of contracting COVID has been eliminated This is likely to mean that we have a full return to school in September No requirement for social distancing or other preventative measures	Face to face teaching for all children Interventions and additional support by TAs linked to specific classes – to keep in bubbles – teachers to direct TAs with interventions small groups support in class (am) Interventions and additional support by all staff within school (pm)– intervention overview to be organised by SENCO – whole school overview	Back to school baselining and wider curriculum – September English – reading and writing as normal Maths lessons as normal	Ongoing assessments through skills gap analysis and effective marking identifies potential gaps in learning – this is addressed through quality first teaching Normal marking / feedback expectations in line with school policy Teachers to refer to the previous year's core learning if needed for a small number of children Baseline assessments made and compared to data point 1 in November
		The risk of contracting COVID is lower but not eliminated This is likely to mean classes of 30 in bubbles Social distancing not in place for children	Face to face teaching for all children Interventions and additional support by TAs linked to specific classes – to keep in bubbles – teachers to direct TAs with interventions small groups support in class for mornings and afternoon provision. Where this is not possible, Perspex screens and PPE will be used	Teaching focus on core skills and timetables adapted for 1 st 2 weeks of term September 7 th – full curriculum is taught with key skills revision embedded Continue communication on Twitter and through text messages (Seesaw to begin in Jan 2021)	Vulnerability index scale used to identify need Ongoing assessments through skills gap analysis and effective marking identifies potential gaps in learning – this is addressed through quality first teaching

	<p>but 1m+ metres kept to for staff</p> <p>Other preventative measure such as handwashing and enhanced cleaning to stay in place</p>			<p>and targeted interventions</p> <p>Teachers to refer to the previous year's core learning if needed for a small number of children</p> <p>Baseline assessments made and compared to data point 1 in November</p> <p>Adapted marking / feedback expectations to all live marking as no books to leave school site</p> <p>Teachers to use identified gaps in the curriculum to teach and assess on these points before moving to current year curriculum coverage</p>
	<p>The risk of contracting COVID is lower now but not eliminated</p> <p>This may mean smaller classes to support 1m distancing – 12 children in per day</p> <p>Other preventative measure such as</p>	<p>Face to face teaching for all children on a 2-week rotation (2 days week 1, 3 days week 2)</p> <p>Interventions and additional support by TAs linked to specific classes – to keep in bubbles – teachers to direct TAs with interventions small groups support in class for mornings and afternoon provision. Where this is not possible, Perspex screens and PPE will be used</p>	<p>Teaching focus on core skills and timetables adapted for 1st 2 weeks of term</p> <p>September 7th – full curriculum is taught with key skills revision embedded 'Slimmed down' home learning overview set whilst children are in school to be completed for when children are at home</p>	<p>Vulnerability index scale used to identify need</p> <p>Ongoing assessments through skills gap analysis and effective marking identifies potential gaps in learning – this is addressed through quality first teaching</p>

		handwashing and enhanced cleaning to stay in place			<p>Normal marking / feedback expectations in line with school policy</p> <p>Teachers to use identified gaps in the curriculum to teach and assess on these points before moving to current year curriculum coverage</p> <p>Microsoft Teams to be used to ensure engagement in home learning tasks – 2 per week</p>
	<p>Risk of contracting COVID is high due to local area numbers (possible local lockdown) or a second national spike ('Tier 4')</p> <p>All children working at home – remote learning</p> <p>School would be closed to all children apart from Vulnerable and key worker children</p>	<p>All learning delivered remotely including a daily face to face session on Teams as established in July 2020 (see blended learning offer and policy which includes remote learning expectations)</p> <p>DSL/SEN weekly check ins re-established</p> <p>Learning uploaded to Teams/Seesaw and monitored in virtual learning register document</p>		<p>Children will engage with 2.5 hours of learning per day remotely – using school or home devices</p>	<p>Teams/Seesaw facilitates feedback from teachers to families – teachers to check this daily</p> <p>Use of video clips to support children at home – uploaded through Teams and on Twitter</p>

Examples of supporting materials referenced above

Categories completed on Vulnerability Index for each pupil:

KNIGHTON MEAY4		ATTENDANCE - DATA ENTRY		ATTAINMENT BENCHMARK Sept 2020 DATA ENTRY OF STEPS			ATTAINMENT BENCHMARK Sept 2020 One step behind Spring 2020 = 3 2 steps = 6 >3 steps = 10			ATTENDANCE - DATA ENTRY		CONTEXTUAL VULNERABILITY FACTORS											
Forename	Surname	To Spring HT 2020	To Spring HT 2020 Above 95% = 0 Above 90% = 2 Above 85% = 6 Above 80% = 8 Below 80% = 1	PRE SEPT BASELINE SCORE	READING	WRITING	MATHS	READING	WRITING	MATHS	To 11th Sept	To 11th Sept Above 95% = 0 Above 90% = 2 Above 85% = 6 Above 80% = 8 Below 80% = 1	SEPT BASELINE SCORE	SEND	EAL	DA	Ethnicity	MOBILE	CPP	Family Support	Gender	First Language	

School Closure days (24th-28th Aug) schedule for staff:

	Monday	Tuesday	Wednesday	Thursday	Friday	Additional Notes
w/c 24 th Aug 8:30-3:30	8:30 in hall Jenny <ul style="list-style-type: none"> Welcome and the year ahead Recovery Curriculum Data roundup Safeguarding reminder Staff handbook New guidance updates and risk assessments Text to parents re confirmed place in Breakfast Club from Monday 7 th September 3pm – Teachers and Tas to meet to discuss tasks for the week	8:30 Maths – Sarah 10:30 BREAK 11:00 SIMs training (Grant) 11:30 Seesaw (Rebecca, Paige and Gemma) 12:00 LUNCH 1:00 Seesaw (Rebecca, Paige and Gemma) 2:00 Microsoft Teams training (Gemma) 3:00 RE (Sian)	8:30 MfL (Rebecca) 9:00 English (Andy) 10:00 Phonics (Paige) 10:30 BREAK 11:00 Data (Jenny) 11:30 Art/DT (Mikala) 12:00 LUNCH 1:00 SEND (Fehmida) 1:30-3:30 SLT meeting/classroom time 3:30 Staff Celebration (GA and AR to join!) - tbc	8:30 Computing (Gemma) 9:30 Hist/Geog (Rebecca) 10:30 BREAK 11:00 Science (Fiona) 12:00 LUNCH 1:00 Music (Paige) 1:30 Classroom time	8:30 finalise systems and risk assessments for next week (Jenny) 9:30-3:30 classroom prep and time with Phase Leaders <ul style="list-style-type: none"> Prepare and plan days for baselining and assessing cohort teams each day next week PLs to provide skeleton timetable of the day for minimum requirements Any external visitors to come in on this day to meet staff	<ul style="list-style-type: none"> When staff in hall, all will be 1m+ apart but we welcome each member to wear their own PPE if they wish Teachers will have approx. 2 days for classroom prep across the 5 days During this week, we will discuss and share our updated Curriculum Intent and Recovery Curriculum details
w/c 31 st Aug	BANK HOLIDAY				Group 4 from each year group	<ul style="list-style-type: none"> Return to normal timings of the school day and wearing uniform Packed lunches will be provided to those who order them until at least half term – or chn to bring in their own packed lunch. No hot meals. Baselining – academically and against vulnerability index Practising new systems and routines in accordance with risk assessments Supporting transition back in to school life Chn to be reminded that socially distancing outside of school is crucial too

Example of updated logistics to ensure reduced risk of transmission:

Lunch times	Packed lunches in classrooms and then outside on areas referenced above for break times (staff to cover each other's breaks) Additional staff: <ul style="list-style-type: none"> Bina 12:20-1:20 KS2 PG and front PG 	Close Reading for Pleasure Corridor <ul style="list-style-type: none"> TAs to be with bubble throughout the lunch break and take their break either before or after (tbc with class teacher) N and R – as usual but eating in classrooms 		
		Year Group	Eat and inside	Outside
		Y1	11:45-12:05	12:05-12:30
Y2	12:15-12:35	12:35-1:00		

Knighton Mead Primary Academy Re-Opening Schedule, following Partial Closure due to Covid-19 – w/c Mon 24th August and Tuesday 1st Sept 2020



	<ul style="list-style-type: none"> Caroline - First Aid with PPE on, based in the Enrichment Room - 11:45-1:20 Ashley 12:05-1:05 on KS1 playground Helen/LCFC to support on KS2 PG and front PG 	Y3 (KS2 PG) and Y4 (front PG)	12-12:20	12:20-12:50
		Y5 (KS2 PG) and Y6 (front PG)	12:30-12:55	12:55-1:20
	<ul style="list-style-type: none"> Close Reading for Pleasure Corridor 	Additional staff: <ul style="list-style-type: none"> Bina 12:20-1:20 KS2 PG and front PG Caroline - First Aid with PPE on, based in the Enrichment Room - 11:45-1:20 Ashley 12:05-1:05 on KS1 playground Helen/LCFC to support on KS2 PG and front PG 		
Gates	<p>There won't be the need to stagger start and end times of the school day (for now)</p> <p>MORNING Gates opened by staff at 8:35 and closed at 8:50 N and R – EYFS gate Y1 and Y2 – KS1 PG gate Y3 and Y4 – Sheridan St gate Y5 and Y6 – front PG gate</p> <ul style="list-style-type: none"> Parents to continue dropping ch off outside gate apart from EYFS which can come in gate, drop off at outside door and then leave through open gate to car park (which will be staffed by an EYFS adult) SLT members to be on all gates each day (on pavement) – rota in handbook (with PPE for is needed) We will not be taking temperature of all ch and staff on arrival <p>AFTERNOON</p> <ul style="list-style-type: none"> Y5 and Y6 - Line up children in one straight line at 3:10 on the side PG. Parents to wait on front PG (socially distancing) and staff to let children go one at a time. Families to leave PG as soon as they have collected their child Y3 and Y4 – line up in one straight line at 3:10 on the gazebo cornered off half of the playground. Parents to congregate on other half and staff to let ch go one at a time. Families to leave PG as soon as they have collected their child Y1 and Y2 – line up in one straight line at 3:10. Y1 parallel and close to the school building, Y2 parallel to building but other side of climbing frame. Parents to congregate on the gate side of each line. Families to leave PG as soon as they have collected their child EYFS – 1 parent to wait on PG. teacher to send ch out one at a time when parent is seen. One-way system used like at morning drop off. Families to leave PG as soon as they have collected their child SLT members to be on all gates each day (on pavement) – rota in handbook <p>Parents not to walk across playgrounds at any point. Only 1 parent or family member to pick up and drop off child/ren.</p>			

Some of the developments in the outdoor areas to support the Recovery Curriculum:



Letter shared with parents, outlining the staggered start of term for groups of children:



KNIGHTON MEAD
PRIMARY ACADEMY

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Leicester | LE2 6LG
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Principal: Miss J Slinger

17th August 2020

Dear Parents/Carers,

2020-21 Autumn Term Start

As promised before the summer holidays, I can now share a few more details about how the Autumn Term will start. The schedule below, which was shared in July, shows the plan for the 2 weeks beginning Monday 24th August. Children will be asked to attend one day between Tuesday 1st-Friday 4th September. A text will be sent to you today with details of the day your child will need to attend – siblings will be on the same day to support childcare arrangements best we can. All pupils will then return full time from Monday 7th September. Attendance will be mandatory from this date, as set out by the government. Knighton Mead's usual attendance and absence procedures will begin again – please call the school office in the morning to let us know if and why your child will be absent.

Monday 24 th August	Tuesday 25 th August	Wednesday 26 th August	Thursday 27 th August	Friday 28 th August
TEACHER INSET DAY	TEACHER INSET DAY	School closure days – focusing around making the school COVID secure, reviewing risk assessments, inducting staff to new models of working following updated guidance.		
Monday 31 st August	Tuesday 1 st September	Wednesday 2 nd September	Thursday 3 rd September	Friday 4 th September
Bank Holiday	Partial opening week to allow time for transition activities and assessment in smaller groups. Classes will be invited into the school at different points in the week to spend time with their teacher before all classes return. Each year group will be split in to 4 groups and each child will come in one day each. We will ensure siblings are planned to come in on the same day. A text will be sent home with details of your child's scheduled day onsite. This will be communicated closer to the new term once further guidance is received.			
Monday 7 th September				
All classes back full time in 'cohort bubbles'	Details around Nursery admissions and staggered starts will be communicated separately			

Gates – coming to and from school:

There won't be the need to stagger start and end times of the school day due to Knighton having a number of gates to use.

MORNING - Gates opened by staff at 8:35 and closed at 8:50. Any late families to come to the front office and wait outside.

N and R – EYFS gate

Y1 and Y2 – KS1 Playground gate

Y3 and Y4 – Sheridan St gate

Y5 and Y6 – front Playground gate

- Parents to drop children off outside their gate, apart from EYFS which can come on to the playground, drop off at outside door and then leave through open gate to car park (which will be staffed by an EYFS adult) – one way system in place
- SLT members to be on all gates each day to answer any questions and greet pupils



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Basic daily timetable for w/c 1st Sept:

Time	Activity
8.35-8.50	Gates/doors open children entered into class
8.50-9.20	Welcome, introduction and expectations
9.20-9.40	Assembly
9.40-10.50	MATHS - Arithmetic
10.50 – 11.10	Break
11.10 - 12.30	ENGLISH - Warm Write
12.30 – 1.20	Lunch
1.20 - 1.50	ENGLISH - STAR TEST
1.50 – 2.50	MATHS - Reasoning and problem solving
2.50 – 3.05	Pupil wellbeing questionnaire
3.05 – end of day	Children collect items

Example of Year 1 curriculum coverage:

Supporting Transition from Reception to Year 1: Mapping Curriculum Objectives

Use this document to support transition from Reception to Year 1, by recognising how the early learning goals feed into objectives from the Year 1 National Curriculum.

NC Subject	Relevant Early Learning Goals	Year 1 National Curriculum Objective
Maths Number	Mathematics: Number <ul style="list-style-type: none"> Children count reliably with numbers from 1 to 20. They place them in order. They say which number is one more or one less than a given number. 	Number and Place Value <ul style="list-style-type: none"> Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens. Given a number, identify one more and one less. Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. Read and write numbers from 1 to 20 in numerals and words.
	Mathematics: Number <ul style="list-style-type: none"> Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing. 	Addition and Subtraction <ul style="list-style-type: none"> Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. Represent and use number bonds and related subtraction facts within 20. Add and subtract one-digit and two-digit numbers to 20, including zero. Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$. Multiplication and Division <ul style="list-style-type: none"> Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.

Everyone's Welcome provision map:



Everyone's Welcome Texts - Whole School Yearly Overview



Yr Grp	Book 1			Book 2			Book 3			Book 4			Book 5			Book 6			Book 7			
	Title	w/c	Theme	Title	w/c	Theme	Title	w/c	Theme	Title	w/c	Theme	Title	w/c	Theme	Title	w/c	Theme	Title	w/c	Theme	
R	Red rockets and Rainbow jelly	Autumn 1 07.09.20	Looking at our likes and dislikes and discussing our differences	Blue Chameleon	Autumn 2 16.09.20	Trying to "fit in" and how we should celebrate our individuality	You choose	08.02.21		Mommy, Mama and Me	Spring Term 2 08.03.21	Creating discussions on our preferences and choices and how we all differ	The Family Book	Summer Term 2 14.06.21	Families focusing on the variety of different family structures							
1	Ten Little Pirates	Autumn 2 2.11.2020	A counting and rhyming story using the character muscles of teamwork.	That's NOT how you do it!	Spring 1 R.E Week	Celebrating different religious traditions. Ob: Respect	Eliner			My World, Your World.	Summer 1 24.04.2021	Celebrating the differences and similarities between children around the world.	Max The Champion.	Summer 2 7.06.2021	PSHCE: Aiming High. Disabilities in sporting.							
2	Blown Away	Autumn 2 26.10.20	The combers of home/helping each other. Link with character muscle of teamwork.	What the Jackdaw Saw	Spring 1 18.01.21	Communications/temperances and differences. Link with the character muscle of communication.	The Great Big Book of Families			The Odd Egg	Spring 2 22.03.21	Similarities and differences/similarity /relevance. Link with taste.	The First Spoodle.	Summer 2 07.06.21	Friendship/being/ helping other and the world. Link with PSHCE book of One Word.							
3	The New Jumper	Autumn 1	Induction week. How would it be if we were all the same?	We're All Wonders	Aut 2 November 11th	Anti-Bullying week. Difference and kindness.	This is Our House			Two Monsters	Spring 2	PSHCE Be Yourself. See things from another's point of view.	Becky.	Summer 1	Loneliness, isolation, friendship and acceptance.	King and King						
4	Dogs don't do ballet	Autumn 1 RE Week. Who inspires me?	You can be whatever you want to be. Be assertive.	Red	Autumn 2 – Anti-bullying Week	To be who you want to be – difference and feelings	The way back home			The Flower	Summer 1 – Curiosity/Questioning Week	To ask questions										
5	And tango makes three	Autumn 1-	To accept everyone for who they are. Celebrating.	The cow who climbed a tree	Spring 1 – Curiosity week.	Why should we try new things?	Rose Blanche			Spring 2 Link to Orange in No Moss Land	Are all wars fought fairly?	Spring 2 Link to Orange in No Moss Land	Does the war ever leave you? Impacts of war	How to heal a broken wing	Summer 1	Are animals and humans equal? Link to RE						
6	Leaf	Autumn 1 – Induction week	To accept and work with people who are different to me.	Dreams of Freedom	Autumn 2 – Part of British values PSHCE	Know the rights that we are entitled to.	The Thing			Spring 1 as part of is it right to fight again .	Understanding how to stand up to prejudice and discrimination	My Princess Boy	Spring 2	Accepting and celebrating diversity.								

Break and lunch time arrangements – September 7th until further notice:

Staggered break times for each KS1 and KS2 bubble:

- Y1: 10:15-10:30 (KS1 PG)
- Y2: 10:35-10:50 (KS1 PG)
- Y3 (KS2 PG) and Y4 (front PG): 10:30-10:45
- Y5 (front PG) and Y6 (KS2 PG): 10:50-11:10

Year Group	Eat and inside	Outside
Y1	11:45-12:05	12:05-12:30
Y2	12:15-12:35	12:35-1:00
Y3 (KS2 PG) and Y4 (front PG)	12-12:20	12:20-12:50
Y5 (KS2 PG) and Y6 (front PG)	12:30-12:55	12:55-1:20

Year 1 timetable (including continuous provision)

Year 1 Timetable – Autumn Term

	8:45 – 9:00	9:05 – 9:20	9:20 – 10:15	10:15 – 10:30	10:30-11:35	11:45 – 12:30	12:30- 1:00	1:00- 2:20	2:20-2:55	2:55 – 3.15	
Monday	Registration & Handwriting Group 1	Assembly	Literacy Focus Input and groups	Break/Tidy Up Time	Maths input groups	Lunchtime	Registration and Phonics	Adult-led Topic activities Input	ICT 1:30-2:15	Indoor/Outdoor Provision Adult-led Topic activities 30 minutes	Phonics & home time
Tuesday	Registration & Handwriting Group 2	Phonics groups 3 groups	English groups/continuous provision		Maths groups		Registration PE (1:15-2:00)	Music Whole class 30 mins	Phonics	Singing & home time	
Wednesday	Registration & Handwriting Group 3	Phonics groups 3 groups	Literacy Focus Input and groups		Maths input groups		Registration Number & Patterns	Indoor/Outdoor Provision Adult-led Topic activities 1hr 30minutes		Story & home time	
Thursday	Registration & Handwriting Group 4	Phonics groups 3 groups	English groups/continuous provision		Maths Groups		Registration and Story	PSHCE Whole Class	Number & Patterns	Indoor/Outdoor Provision Adult-led Mental Maths	Phonics & home time
Friday	Registration & Handwriting Group 5	Assembly	English groups/continuous provision		Maths Groups		Registration Spelling Test	Number and Patterns	Indoor/Outdoor Provision Adult-led Science 1hr		Phonics & home time

Example KS2 timetable:

Spring	8:45 – 9:00	Before Break	10:45 – 11:00	11:15-12:00	12:00-12:15	12:15 – 1:15	1:15 – 1:30	1:30 - 3.00		3.00-3.15
Mon	Everyday Calculations & Marks	Assembly 9.05 Daily Boost 9.30 English 9.45	break	Maths	Spelling/ Handwriting	lunch	DEAR	Science		Class reader
Tues	Everyday Calculations & Marks	Reading 9.05 Daily Boost 9.30 English 9.45	break	Maths	Spelling/ Handwriting	lunch	DEAR	Topic 1.30-2.15	Computing 2.15-3.00	Class reader
Weds	Everyday Calculations & Marks	Reading 9.05 Daily Boost 9.30 English 9.45	break	Maths	Spelling/ Handwriting	lunch	Music/ Drumming 1.15-2.10	PE 2.15-3.00		Class reader
Thurs	Everyday Calculations & Marks	Reading 9.05 Daily Boost 9.30 English 9.45	break	Maths	Spelling/ Handwriting	lunch	DEAR	Topic		Class reader
Fri 	Everyday Calculations & Marks	Assembly 9.05 Daily Boost 9.30 English 9.45	break	Maths	Spelling/ Handwriting	lunch	DEAR	French 1:30-2:00 30 mins	PE LCFC 2:15-3:00 1_hr	Class reader