

Computing Recovery Curriculum @ St Peters

Creative iMedia allows pupils to be equipped with a range of creative media skills and provide opportunities to develop, in context, desirable, transferable skills such as research, planning, and review, working with others and communicating creative concepts effectively which can be used within a number of areas in daily life.

All children are equal and have an equal entitlement to knowledge during lockdown however not all pupils will have had the same experiences over lockdown. The 2020-21 St Peters curriculum has been designed to ensure that all pupils have access to the knowledge and skills they need to progress which in turn will narrow the disadvantage gap.

Creative IMedia/Computer Science Recovery Curriculum Plan:

Relationships

Effective communication will be key to establishing a positive reintegration to school for children.

It is important to create a positive feeling in the classroom that leaves pupils feeling that it's good to be back. This will come from creating a positive, inclusive climate from the start and getting into a normal feeling, learning-focused routine as soon possible. Given the inherent weirdness of the whole scenario, the most normal thing we can do as teachers, is to teach; to get on with the learning in the most no-nonsense fashion possible.

The setting of explicit learning goals, firstly by looking back at the work that has been set during lockdown and then by looking ahead – to the end of term, to the end of coursework units and, for exam classes, to the end of the course. We will set out the scope of what is to come: the key knowledge, the experiences, the key assignments. This is so that everyone can make sense of the ideas, organise their thinking and track their progress.

- Sharing the core knowledge overview for each year group with pupils.
- Sharing a copy of each terms knowledge organiser with pupils to aid with self quizzing and home learning.
- Sharing coursework hand in dates as soon as they are known from the exam board to ensure students have notice of deadlines, these deadlines will also be shared on social media to ensure both parents and students are aware as the deadline approaches.
- Sharing all lesson content on Google Classrooms to allow pupils to access any content that they may be unsure of or if they have missed due to absence.
- Communication with parents to discuss their child's progress to ensure they are meeting their targets and if not what can be put in place to help support their child.

Recognise

We need an adaptive curriculum to identify and react to the gaps in knowledge of our students and which will enable us to then plan, recall and teach and reteach from this point forward. We will identify and then address gaps in pupils' understanding and knowledge by:

- Years 7 – 11: carefully planned core knowledge overviews outline the skills and knowledge for each year group
- Recall tasks and low stakes testing based on the long term plan and core knowledge overviews will enable teachers to identify gaps in student knowledge to then adapt their planning.
- Formative assessment through skilful questioning and well planned teacher assessment of class work will inform future planning to prioritise the most important units for progression.
- Year 11 schemes of work have been adapted and carefully sequenced and planned to interleave and reteach key knowledge and concepts.
- Students will be assessed throughout the year - QLA will allow teachers to identify gaps in knowledge and areas that may need to be retaught.

Routines

Routines allow students to quickly accomplish day-to-day tasks that are required of both the teacher and students. Routines also help to create smoother transitions between activities and therefore allow fewer opportunities for disruptions to occur.

- Classroom interaction will be a key thing that students have missed so it's going to be important to re-establish all the routines again, balancing a big warm welcome with some sensible rehearsal and reinforcement. A key thing that everyone will want to do is talk so it's going to be important to re-establish that routine early on and ensure students are following school rules. Aligned to this will be the need to re-ignite questioning strategies. Using cold call with the teacher choosing who answers and using the random name generator so that everyone can contribute, ensuring everyone gets a say, is heard and participates.
- Low stakes recall and retrieval practice at the start of each lesson will play an important part in allowing pupils to secure their key knowledge of current and past content.
- Knowledge organisers will be used to support assessing what pupils have retained.
- Assessment lessons to be in place and students to have advance warning of when they will happen to help establish routine.
- It's going to be so important to make students feel good about learning by engineering success right from the start. We will check for understanding routines in questioning, making it normal and expected that students will have uncertainties and gaps.

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- **All Year groups** - Use plenty of confidence-building low-stakes retrieval practice, building on the routines we had in place before the lockdown but re-establishing them as necessary.
- When introducing new material, place a lot of emphasis on guiding the first steps. This close support will be something students will have missed during the lockdown. As far as the distancing rules allow, get close to student work, making the steps small enough to practise repeatedly with tight feedback loops so we can see students getting things right, doing things well, intervening to re-explain or re-model as often as needed – individually or whole-class.
- **Year 11** - Homework and recall activities will be based upon work taught during lockdown and last year for the first term. The majority of homework that will be given will be in the form of past exam questions to ensure students gain confidence in answering these types of questions.
- **Year 10** - Homework will be done via a flipped learning approach using google classroom / videos and cornell notes to record what they have learnt. Recall activities will be based upon work taught from previous lessons to help retain that information into long term memory.
- **Year 11** - Assessments will also be used to practice exam technique particularly 12 mark questions that require pupils to apply their knowledge to source situations.
- **KS3**: End of unit assessments to be completed at the end of each topic to show progress that has been made.
- **KS3**: All work will be set on google classroom to aid homework and revision before assessments.

Recall

- Low stakes recall tasks have been systematically planned across the curriculum. Recall tasks will focus on core vocabulary, SPAG and core knowledge.
- Planned, targeted and frequent questioning across the lessons.
- Clear, structured and immediate formative feedback to avoid any further misconceptions.
- Interleaving of knowledge across the curriculum.

Reteach

- The importance of immediate and purposeful feedback cannot be underestimated. Staff will refer to the NPCAT Feedback and Marking policy which details the different kinds of feedback that can be used during a lesson to support progress.
- The class teacher is the expert. They must use their own professional judgement when prioritising content for their classes.
- Supportive modelling and WAGOLLS are crucial throughout lessons.
- Writing frame displays and structure strips will help the pupils complete 12 mark questions.

React

- Pupils who do not meet minimum requirements in assessment quizzes will be expected to redo quizzes a week later.
- Where appropriate, in and after school intervention will be provided to students. This will be based upon a careful question level analysis of relevant and up to date data. Interventions will be carefully planned to focus on the specific needs of students.
- Pupil who fail to meet minimum requirements will be scheduled to attend learning catch up sessions throughout the year.

