

Missed Learning

Although remote learning was provided to our pupils throughout COVID 19 lockdown, school recognises access to the learning will not have been the same as being in the classroom. We also recognise our families had different experiences of lockdown as it affected people in different ways. As a result of COVID19 lockdown, we know our children have gaps in their knowledge, skills and understanding. At Lister Infants we have identified the missed learning for each year group and prioritised within subjects the most important components for progression before any new units are taught. Each subject lead has carefully mapped this out and identified where and when the crucial learning will be taught.

We are also using reading, interventions and other educational resources to contribute to closing gap.

Our curriculum offer still aims to be broad and balanced including those children who are learning remotely. We aim to be teaching our full curriculum by term three as outlined below.

Key Focuses:

Term 1

- Pupil wellbeing will be at the heart of the curriculum with a focus on PE, yoga, PSHE, ROAR, philosophy, RE, Jigsaw, the outdoors and art activities as we focus on 'Togetherness'. (See Recovery Curriculum Statement and Togetherness Overview).
- A heavy focus on reading and phonics as reading is key to access the whole curriculum, improve their communication and language skills, a skill needed to succeed in life and a skill that opens doors to all kinds of new worlds for our pupils. Therefore, we feel reading and phonics must be prioritised over other subjects. In KS1 all children will be benchmarked in the first half term for reading and phonics. This will inform targeted intervention and precision teaching. All children will be given targets to achieve by the spring term and benchmarking will be repeated in Easter to ensure progress is being made. (Please see the English and Phonics Missed Learning Recovery Curriculum documents for more detail).
- Nurture groups will be led by the school learning mentor for those children who need additional support emotionally with a focus on wellbeing. In addition outside agencies such as Seedlings and OSSME will support pupils with SEMH.
- Core subjects to be taught addressing any missed learning from the previous year group for reading, writing, maths, phonics and science.
- All subject leads will support pupil progress through identifying the knowledge, skills and understanding from missed learning and prioritising the most crucial components for progression before new units are taught for each year group. Reading will be used as a vehicle to drive the curriculum.
- A focus on vocabulary using word of the week and subject specific vocabulary.
- A Design Technology day based on food and nutrition during Health Week for all year groups.
- Training children and staff for remote learning using Seesaw.

- Geography and history curriculum taught from T1:2 (aspects of this to be taught in T1:1)
- Computing taught fully from T1:2 (aspects of this to be taught from T1:1 supported by Hi Impact)
- Art curriculum taught from 1:2
- Listening and appraising taught from the Music curriculum

Term 2

- Reading and Phonics will remain a key focus ensuring all children make progress in line with their targets from benchmarking. Benchmarking will be repeated this term to inform intervention and precision teaching.
- DT curriculum taught from 2:1 onwards (aspects of this have been taught in T1)
- Full Music curriculum taught from 2:1 onwards

Term 3

- Reading and Phonics will continue to remain a key focus ensuring all children make progress in line with their targets from Easter benchmarking. Intervention groups and precision teaching will continue this term.
- All pupils accessing the full curriculum

(This Missed Learning document should be read alongside the Recovery Curriculum Statement, Recovery Curriculum Overview themed on 'Togetherness' and the Early Years Recovery Curriculum Statement)