Planning a curriculum to teach at home and at school

- A focus on English (primary schools focus on phonics and early reading) and mathematics is likely, but try to continue to offer a broad and balanced curriculum as far as is possible
- Utilise cross-curricular links to cover multiple subjects
- The importance of PSHE remains
- Some subjects are easier to teach through online home learning and hence have had a greater prominence/weighting during school closures
- Focus on core concepts in each subject, so that pupils are secure in the main ideas/non-negotiables that underpin them

Identifying and addressing gaps in pupils' understanding

- Gaps may be across complete cohorts of pupils (ie they have not covered parts of the curriculum) or may be between groups of pupils within cohorts (ie all pupils have been provided with learning, but certain groups have not accessed it, eg 'Disadvantaged' and 'Non-disadvantaged)
- Light touch approaches to assessment when pupils return to school focusing on essential knowledge, rather than formal summative assessments (identify patterns that then become mini-objectives)

Supporting staff in curriculum planning for a phased return

- Aligning what is being taught in school to what has been learnt at home
- Effective use of curriculum time (inc homework) is essential
- Work planned for pupils returning to school to be available online for those who have not returned (ie consider format of the work, so it can be accessed at home where possible)
- Be realistic and focus on what is most important
- Organise teachers into groups to support planning and reduce workload (eg in larger schools, some teachers may plan face-to-face learning, other teachers take responsibility for online learning and some teachers may be looking at the modified/catch-up curriculum for September and/or beyond)
- A clear focus on essential concepts/knowledge

Case studies: remote education practice for schools during coronavirus

- Decide what to keep and what to cut
- Focus on reading as this is a key skill to provide access to the wider curriculum
- Some aspects of the curriculum are more difficult to teach through online learning, so is it best to retain these until face-to-face is available?
- Optimise the time that pupils have with their teachers
- Adjust the focus of the curriculum, rather than changing it
- Stripping the curriculum back to the fundamentals
- Revisit and reinforce good learning behaviours from the outset

- Ensure that EHCP plans still relevant and adapt if necessary
- Focus on disadvantaged and vulnerable pupils
- Importance of maintaining communication to support well-being (one-to-one phone calls, regular text messages, birthday cards sent home, use of learning platforms, etc)
- A loan agreement when loaning IT devices to pupils for use in the home
- Support and training for staff in the use of learning platforms and other ICT tools
- The importance of feedback from teachers to pupils should not be under-estimated
- Face-to-face online lessons are also useful for promoting well-being (useful if lesson can be recorded and watched at a later time in case there are problems with access to devices in the home, eg siblings sharing a device)
- Paper work packs are sometimes required (be aware of including too much work all at once as this could be overwhelming)
- The importance of setting a routine for home learning (can the school support this?)
- Remember that many homes no longer have printers
- Parents may need support
- Primary school foundation subjects – scope for more open-ended tasks or project-based tasks
- The importance of contacting families when levels of engagement have reduced/stopped to offer support

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