



Ormiston Rivers Academy closed to all students due to the COVID 19 pandemic on 20<sup>th</sup> March 2020. Excluding normal school holidays students were provided work through Google Classroom. Initially this was given as written tasks due to uncertainty of the length of the lockdown. As it became clearer that school closure would last more than a few weeks the use of Google Classroom was strengthened to go some way to limiting the educational disadvantage suffered by students. This involved a move to video lessons and the introduction of challenge and other practical tasks by departments. Submissions were marked by teachers, feedback given and the level of engagement monitored for each individual student individually. Students who did not engage were identified, supported and supplied with alternative materials where necessary.

While some departments were able to carry on with their intended curriculum through this portal, some subjects, including practical ones needed to adjust their curricula quite radically. While students continued to learn, this had an impact on how and what would need to be taught in the following year. Some vocational subjects also had many units awarded through the Centre Assessed Grade process.

On the approach to re-opening of schools in August, arrangements were announced as to how school could safely open for students and staff. This involved 'podding'. At ORA we were able to do this quite effectively due to the size and layout of our building. While giving maximum security in terms of viral transmission, it had another huge impact on curriculum. Subjects now had to be taught outside of specialist rooms. Again, this had a huge impact on the teaching of practical and other subjects requiring specialist equipment. Resources also were in short supply to distribute to various pods for academic subjects.

In this time, OFQUAL announced that many subjects would be assessed differently in the coming year to account for ongoing restrictions in movements and difficulties in schools. Adaptations for vocational qualifications are still yet to be announced.

Subjects were required to re-think and re-organise their curriculum individually to ensure that students were able to catch up due to lost time and minimise the impact of changes, available school facilities and exam board requirements. Funding was available to support departments through the COVID-19 recovery fund. Each departments actions are detailed below:

Department	Actions
English	<p>We are focusing on Language in-class and Literature as home learning/intervention/super six. This will change after the first set of PPEs, therefore we expect it to be until early Spring that the interleaving of learning can work effectively, with minimal gaps.</p> <p>New key stage 3 curriculum in place that has been re-designed.</p> <p>AQA confirmed removal of one set text from Literature syllabus, therefore</p>



	<p>more time to focus on the other texts.</p> <p>AQA confirmed removal of speaking and listening recording from English Language, using only teacher assessment instead.</p> <p>1 p/t English tutor, working in small groups with Year 11 and Year 10.</p> <p>1 new full time English tutor, working 1-1 in small groups with students from years 8-10 (soon to include 7 &amp; 11). Focusing on key literacy skills and also providing phonics tutoring to Years 7 &amp; 8 students.</p> <p>Accelerated Reader still running with Years 7 &amp; 8, providing accurate and up-to-date data for students' reading ages and informing intervention</p>
Maths	<p>Mathematics curriculum was re-designed for KS3 and KS4. 3-years curriculum feeds into KS4. Both are based on reasoning and problem solving. Curriculum takes into account the gaps the students have in their knowledge as a result of a 6 months lockdown. The curriculum reflects the need to use problem solving and reasoning rich content at both key stages. It has knowledge at the heart to close knowledge and vocabulary gaps and create resilient learners who are able to make conceptual links.</p> <p>Mentor interventions for year 11 focusing on exam skills. 3 Maths teachers run the interventions between Monday and Wednesday each week.</p> <p>Rigorous routine in setting homework and good use of IT digital platform (Hegarty Maths), that contains various engaging quizzes. That helps to address the gaps in students' knowledge.</p> <p>Developing Numeracy programme. Each year group has 25 minutes of activities and quizzes every week. That helps to master basic numerical skills.</p> <p>Super-Six interventions. Students are engaged and attendance is very high.</p>
Science	<p>Scheme of work has been altered to suit each year group's needs. Year 10 and 11 can continue along the same path. Y11 course was mostly done until lockdown - lessons are starting from paper 1 biology where there are fewer practical lessons. Y10 will complete the course over the 2 years. Y9 has been re-designed as a transition up to GCSE level. Biology is being studied now as few practicals are completed. Y8 has been reordered to do ecology now - weather is good for outdoor lessons so practicals can take place. Y7 will lead on from KS2 work - spellings and meanings need to be taught (google classroom).</p> <p>Excellent attendance at super 6. Supportive staff within the department. Tassomai has been launched and used well.</p> <p>Patrick is working with targeted students from top, mid and bottom sets. Mentor time arrangements to focus on the exam questions.</p>



Humanities	KS3 curriculum altered so that it compliments and feeds into KS4. History one unit dropped from the exam so catch up easier. (Unit studied in lock down)
MFL	Continue with planned scheme of learning and provide grammar support as needed. Exam boards have adapted the GCSE exam to remove the speaking exam (using teacher assessments instead) and have increased the number of topic questions on the writing paper so students can avoid topics they might have missed or be less secure on.
Social Science	<p>Sociology have not needed to adapt their curriculum delivery plan and is using structured assessments to assess any gaps in student knowledge and put in tailored interventions and teaching strategies to address these.</p> <p>Health and social care and Child Development are already back on track with missed learning addressed and students working through coursework.</p> <p>Adaptations have been made to ensure practical work can continue but with increased hygiene standards.</p> <p>Psychology has adjusted their curriculum plan to revisit AS topics at the start of Autumn curriculum to ensure the foundation needed for A2 is solid.</p> <p>For Law the content of SOL has been adjusted to account for topics that may need additional time due to knowledge lost during school closure. The Year 12 content is being revisited to ensure students are able to access the Year 13 content.</p>
Business and ICT	<p>Computing now has some unplugged lessons for GCSE courses allowing us to focus on key theoretical content in lessons with no IT access. This has helped student understanding. The addition of a second specialist computing teacher has ensured improved delivery for students.</p> <p>At key stage 5 we have introduced a new Level 3 IT course to ensure students can follow a pathway in computing through to University, apprenticeships or employment.</p> <p>A new computing club has been set up for Year 7 and a STEM club for year 9. In Media the latest exam board guidance means that Year 11 students will be able to have assessed grades for Year 10 units and will be required to complete 3 units rather than 4 for their course. This means students have sufficient time for the remaining units and are not disadvantaged by the lockdown and their inability to do coursework from home as stated by exam board regulations.</p> <p>NCFE and LIBF students will be back on track by October half term due to tailored interventions and virtual learning.</p> <p>The addition of a new member of staff in the Business team has added to the expertise in the subject area.</p>



PE	<p>The athletics curriculum missed in Summer term due to lockdown is now being delivered in lessons to students to ensure key skills are taught and to ensure students are improving their physical fitness.</p> <p>Sixth form students are ahead in their coursework due to the focus on this in place of practical sessions during lockdown. Students are in a positive position.</p> <p>A range of PE enrichment is being offered to each year bubble that complies with current Government guidelines so that students can still embrace their interests.</p> <p>Curriculum adjustments are being made to ensure students have access to practical lessons that aid their physical and mental health whilst still complying with current guidelines.</p>
ADT	<p>KS3: Curriculum has been re-designed with a new topic of textiles introduced to account for lack of specialist rooms available due to podding. Cost for new equipment has been drawn from the recovery fund. Art is now being taught with relative normality with distributed materials around school. Extra materials provided by the recovery fund. Engineering being taught through new problem solving projects. Practical is restricted to simple joining activities but should cover similar overall content. No food taught in year 8, only food science in year 9 due to lack of practical space. Will need to be addressed in the future</p> <p>KS4: Art continues as above but with less opportunities for more adventurous methods. Engineering y10 runs on a similarly adapted new curriculum as for KS3. y11 largely unaffected due to CAG and exam content only. Food curriculum has been adapted to run on lack of facilities to cook. Equipment for demonstrations in rooms has been provided from fund. Google classroom homework to facilitate cooking from home.</p> <p>KS5: Art distributed materials as above, T02 used as studio where messy work is needed. Engineering y13, T02 used as practical space for unit 5. Software provided for student PC's for unit 4. Food curriculum adapted for no access to food rooms, as above. Students cooking from home. MVT specialist room available, job records completed in T02 as per normal.</p>
Performing Arts	<p>No practical resources/rooms for KS3 - bought ukuleles. Covering in depth music theory. Drama covering the PSHE curriculum until access to performing spaces is restored.</p> <p>KS4 - Year 11, access to resources excellent. Many students received centre assessed grades last year so we are in a strong position. Delivery of</p>



	<p>curriculum is unimpeded.</p> <p>Website <a href="https://joe-priddle.wixsite.com/riverspa/music-performance">https://joe-priddle.wixsite.com/riverspa/music-performance</a> - built to be used for home learning in music and accessing this site on their mobile devices in lessons. Learning can continue at home in the case of a local lockdown. Drama and Dance are currently working through as much of the remaining practical tasks as possible so that in the case of a lockdown, they can complete the written/theory work.</p> <p>Year 10 - working on getting practical space and getting resources/software to cover curriculum adequately. Paper based resources being used currently</p> <p>KS5 - No issues for year 13 MUT with several units receiving centre assessed grades.</p>
PSHE and Citizenship	<p>New curriculum in place for PSHE being taught through mentor sessions and additional lessons for Year 7, 8 and 9 in Drama that meets the new statutory requirements for RSE and Health education.</p> <p>Drop down days for PSHE to facilitate the more delicate subject matter to allow for specialist delivery.</p> <p>Citizenship is now being taught through mentor time and is also set up to meet the statutory guidance.</p> <p>Careers sessions are also set to run in mentor time.</p> <p>New PSHE and Citizenship Lead in place. PSHE and Citizenship mentor sessions have been designed with a well-being focus for Autumn 1 to address student needs in relation to lockdown and Covid.</p>





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Academy

# Curriculum Recovery

## Pastoral Concerns

Part of our duty of care for the wellbeing of students involves supporting them emotionally as well as academically. As such, student wellbeing has become a concern which is addressed through lessons as well as in pastoral times. Students are monitored from a subjective viewpoint by teachers to spot concerning behaviours or distress. Mentors are encouraged to engage with all of their mentees to act as an early warning system for developing issues. These issues are collated centrally via a spreadsheet to try and spot any developing trends over time. The pastoral team have identified students at high risk and have implemented interventions for their support. The concerns list is used by departments to adjust teaching and learning strategy where appropriate.