

# Recovery Curriculum



Questions to consider	School actions
<b>Relationships &amp; Community</b>	
<p>1. How are you providing emotional security for pupils who haven't been in schools for months?</p>	<p><i>All pupils are returning to their current classroom with their current teacher for 7 schools days to ensure emotional security. Returning to a familiar setting with familiar adults will alleviate returning anxiety for a lot of pupils and parents.</i></p> <p><i>Summer School is being run by school staff during the last full week of the summer break. Pupils have been individually picked by teachers to promote emotional security.</i></p> <p><i>Our 'Take One Picture' project will be completed during this 7 day period. This is how September always starts for the children. It is a project the children always enjoy and it produces work for class and whole school display to develop a sense of pride and a sense of team.</i></p> <p><i>Staff have completed CPD during lockdown linked to emotional well-being this will be disseminated/recapped during NSET 1 to enable staff to recognise signs to support pupils further.</i></p>
<p>2. How are you providing concrete opportunities to listen to the voice of the young people about how they feel about returning to school, the experiences they have had whilst being at home including successes and challenges, and any fears and concerns they may have?</p>	<p><i>A pupil questionnaire will be completed when the children return to school to ascertain pupils feelings. This will be analysed over night and returned to teachers the next day for actions to be put in place.</i></p> <p><i>'I wish my teacher knew' boxes will be introduced on the first day back so pupils can share positives as well as worries, these will be checked daily and action taken. Any concerning worries will be shared with the DSL. The learning mentor will be utilised to support the needs of the pupils either via advise or 1:1.</i></p> <p><i>The 'Book of Happiness' will be used daily to share positivity and acts of kindness in school. Staff may want to share the Pig of Happiness video again.</i></p> <p><i>The 'Bubble Book' will be introduced on the first day back and will be checked daily.</i></p>

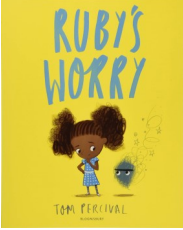
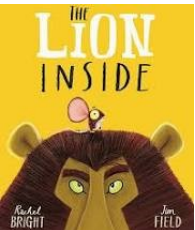
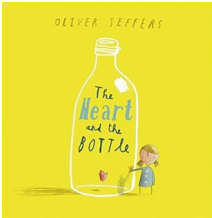
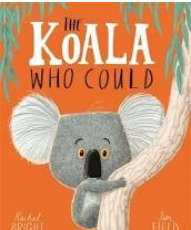
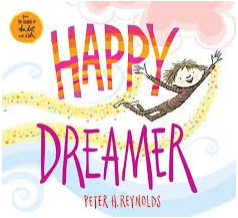

3. How are you maximising opportunities for communication and dialogue with children, young people and their families and continuing to build relationships and resilience?	<i>All children are returning to known and trusted adults initially to promote opportunities for communication and dialogue. These adults know the children best and will recognise significant changes and any concerning behaviours. Circle Time will be used throughout school to promote dialogue and share experiences, shared experiences normalise the experience and reduce anxiety.</i>
4. What is being done to ensure classroom environments reflect a strong sense of community?	<i>All children are returning to their own classroom, with their own coat pegs, their own trays, star of the week photos and last years class teacher and support staff. Activities will be planned to support the celebration of achievements. Activities will be planned to support as sense of moving forward and setting achievable targets. Activities will be planned to promote positivity as a class and whole school. Displays in class and around school will promote a sense of community and positivity.</i>
5. Have you considered practicalities and procedures to minimise contamination?	<i>School uniform will be worn (this promotes a sense of normality and belonging.) PE kit will be worn to school on PE days to reduce the amount of equipment coming backwards and forwards. Children will be expected to only have a book bag (not a backpack) as book bags are easier to store in school. All children in Key Stage 1 and 2 will be provided with a school pencil case and set of high touch equipment. Staggered start times and end times are in place. Classes have their own entrance/exit to reduce congestion. An additional exit for parents to leave the grounds has been introduced as well as a one way system in the grounds. Playgrounds are split and break times staggered. Children will sit as a class during lunchtime. Lunchtimes will be staggered to reduce congestions when washing hands and in the hall. A portable hand washing station has been purchased.</i>

## Curriculum


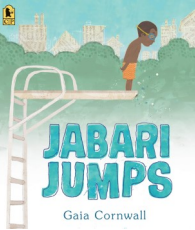

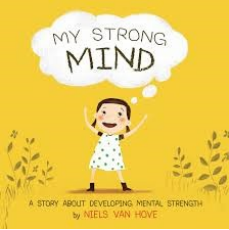
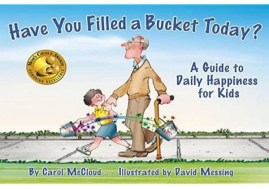
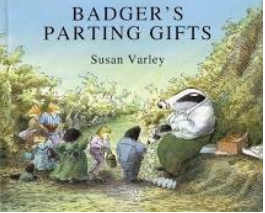
6. How are teachers establishing which gaps pupils have in their learning to help pupils catch up rapidly?	<i>Teacher Assessment will identify gaps in learning. Formal assessment and question level analysis will aid planning and next steps. Planning, teaching, interventions will all be organised to ensure pupils catch up rapidly. Clear starting points, times scales and exit data will be used to assess closing the gap progress.</i>
7. How are you and your teachers adapting the content of this curriculum for your school community?	<i>Maths Hub, Teaching School, EEF, Mental Health UK and English networks will be used by all staff to adapt the content of the curriculum. Subject leaders and SLT will share research and ways of working as children return and issues and areas for support and improvement are identified.</i>
8. What interventions are being provided, when are they and who is targeted? (see Q14)	<i>Summer School is organised to target pupils we have not seen since March and pupils we feel will find the return to school in September more of a challenge. Interventions will be planned after the return in September to respond to the questionnaire analysis, teacher assessments and data analysis. Interventions will be targeted and supported by the SENCo and Learning Mentor.</i>
9. How does your curriculum recognise that good physical, mental and emotional wellbeing is fundamental to ensuring that children and young people can engage effectively in their learning?	<i>A new PSHE scheme as been purchased to compliment our current curriculum. INSET 1 will be used to focused on this resource. Well-Being Wednesday, Feel Good Friday and Circle Time will also be used to support mental well-being. Mental Health CPD will be address during staff meeting time. Outdoor learning is strong and well resourced in school, staff will be encouraged to focus on outdoor learning and well-being during this academic year. Additional resources are currently being sourced to support outdoor learning.</i>
10. How are you ensuring pupils access to learning in a wider range of curriculum areas?	<i>A broad and balance curriculum will be planned and delivered, as always, to meet the needs of the children. The curriculum will be adapted and used to support pupils. Staff professionalism is trusted and they know how to meet the needs of our pupils and community.</i>

<p>11. How are you promoting children and young people's abilities to learn remotely and identifying opportunities to develop future skills that will help equip them for the uncertainties of the future?</p>	<p><i>School Improvement Plan 2020/21 priority I ii details the expectation and preparation to respond to remote learning in the future if required.</i></p>
<p><b>Metacognition/Learning Strategies/ Pedagogy and Provision</b></p>	
<p>12. How are you adapting different ways of learning?</p>	<p><i>EEF teaching and learning tools kit has been used to support different ways of working. Pre-teaching activities will be used more regularly to ascertain the baseline and planning will be adapted to address class, group and individual needs. Cross curricular learning will be used to ensure deep learning as well as sticky learning. Teaching School strategies from last years' school improvement plan (learning for memory and graphic organisers) will be used to support learning. Staff share 'what has worked' for them during staff meetings to ensure shared knowledge and continuity of approach.</i></p>
<p>13. How are you supporting children and young people through a variety of approaches to demonstrate their learning, skills, knowledge and understanding across the curriculum?</p>	<p><i>Lessons will be planned with clear outcomes and will be linked to well-being, British Values, strong team ethos and promoting a sense of achievement. Pre-learning, Circle Time, discussions, writing, reflection, observation, Wonderment, Outdoor Learning, high order questioning, practical activities, targeted intervention will be used across the whole curriculum.</i></p>
<p>14. How are you providing additional and appropriate support where it is most needed in order to maximise engagement with learning and continue the work to close the poverty related attainment gap?</p>	<p><i>A targeted group of pupils are returning to school a week before the start of term to support a confident September start. SLT and all staff will response to the needs of the children. The planned approach to return to familiar adults and familiar classroom will maximise engagement as will Take One Picture, PSHE, well-being activities, outdoor learning and physical activity. Staff are very keen to have their pupils back in school, they are committed to creating a nurturing, safe environment. Weekly staff meeting and SLT meetings will assess the 'recovery' process and it will be reactive to the needs of the pupils.</i></p>

**Texts to support the Recovery Curriculum**

					
<p>We have 1 copy per year group of the above book. The books is about sharing hidden worries no matter how big or small.</p>	<p>This book is about being brave, no matter what your size and finding your voice. (EM has a copy.)</p>	<p>This book is about not loosing your curiosity and excitement for life and new things. (EM has a copy.)</p>	<p>This book is about change and taking a leap of faith. (EM has a copy.)</p>	<p>This book is about having dreams and even when sometimes it is hard to be positive you can show resilience. (EM has a copy.)</p>	<p>This book is about positivity and achieving your goals when you but your mind to it. (EM has a copy.)</p>



















## Texts to support the Recovery Curriculum

					
<p>This book is about spreading kindness and has a weekly kindness challenge. (It is a bit Americanised.) (EM has a copy.)</p>	<p>This book is about facing your fears and the sense of achievement when you achieve something that worries/scares you. (EM has a copy.)</p>	<p>This book is about the emotion of sadness and about sharing feelings and how to handle them. (EM has a copy.)</p>	<p>This book is about facing and dealing with difficult situations and training yourself to be strong and have a positive attitude. (EM has a copy.)</p>	<p>This book is about daily acts of kindness and how that makes you and other feel. (EM has a copy.)</p>	<p>This book is about bereavement. (EM has a copy.)</p>

## Education Endowment Foundation

<p><b>Collaborative Learning</b></p> <p>££££££    🗝️🗝️🗝️🗝️🗝️    +5</p>		<p><b>Digital Technology</b></p> <p>££££££    🗝️🗝️🗝️🗝️    +4</p>	
<p>A collaborative learning approach involves pupils working together on activities or learning tasks in a group small enough for everyone to participate on a collective task, challenge or competitive activity.</p>		<p>Evidence suggest that technology approaches should be used to supplement other teaching, rather than replace more traditional approaches.</p>	
<p><b>Feedback</b></p> <p>££££££    🗝️🗝️🗝️🗝️    +8</p>		<p><b>Mastery Learning</b></p> <p>££££££    🗝️🗝️🗝️🗝️    +5</p>	
<p>Effective feedback tends to: be specific, accurate and clear (eg 'It was good because you...');compare what a learner is doing right now with what they have done wrong before (eg 'I can see you were focused in improving X as it is much better than last time's Y....'); encourage and support further effort; be given sparingly so that it is meaningful; provide specific guidance on how to improve.</p>		<p>Mastery learning breaks subject matter and learning content into units with clearly specified objectives which are pursued until that are achieved. Mastery learning appears to be effective when pupils work in groups or teams and take responsibility for supporting each other's progress.</p>	

## Education Endowment Foundation

<b>Metacognition and self-regulation</b>	  	<b>Outdoor Adventurous Learning</b>	  
<p>Metacognition and self-regulation approaches aim to help pupils think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring and evaluating their learning.</p>		<p>Outdoor adventurous education usually involves collaborative learning experiences with a high level of physical (and often emotional) challenge. Practical problem-solving, explicit reflection and discussion of thinking and emotion may be involved.</p>	
<b>Phonics</b>	  	<b>Reading Comprehension Strategies</b>	  
<p>The aim is to systematically teach learners the relationship between sounds and the written spelling patterns, or graphemes, which represent them. Phonics emphasises the skill of decoding new words by sounding them out and combining or blending the sound spelling patterns.</p>		<p>Reading comprehension strategies focus on the learners' understanding of the written text. Techniques can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and identifying difficulties themselves.</p>	
<b>Small Group Tuition</b>	  	<b>Social and Emotional Learning</b>	  
<p>Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. Intensive tuition in small groups is often provided to support lower attaining or those who are falling behind, but it can be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p>		<p>Interventions which target social and emotional learning seek to improve pupils' interaction with others and self-management of emotion, rather than focusing directly on the academic or cognitive elements of learning.</p>	



[Link to Education Endowment Foundation](#)

[Teaching and Learning Toolkit link](#)