

Recovery Curriculum

DDAT
Derby Diocesan Academy Trust



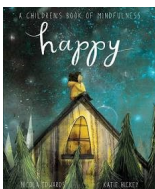

Questions to consider	School actions
Relationships & Community	
<p>1. How are you providing emotional security for pupils who haven't been in schools for weeks?</p>	<p><i>Children have been prepared for the return to school during Teams Meetings and through their learning. Screen Free Friday was introduced several weeks ago to support and develop well-being and positive mental health. All pupils are returning to their current classroom with their current teacher. Returning to a familiar setting with familiar adults will alleviate returning anxiety for a lot of pupils and parents. The last whole school challenge will be a 'Heart Bomb' to celebrate retuning to school and appreciating what we love.</i></p> <p><i>The all year groups (Nursery—Year 6) will be teaching a whole school project when we reopen for all pupils. 'Happy' by Nicola Edwards will be the focus of our return to school project. "Mindfulness is all about connection with ourselves and the world around us."</i></p> <p><i>This poetically-written introduction to mindfulness touches upon the most important aspects of life—feeling, discovering, smelling, listening, and all the things that bring the world to life. With every soothing read and practice, children are better equipped to understand and control their own emotions...and discover an appreciation for the beautiful world around them.</i></p> <p><i>A whole school 'Wild in Art' project is also planned to re-establish our whole school team. Get Griffe Fit, The Big Pedal and Beat the Street will also be promoted to improve fitness and well-being.</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 discussed 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 discussed on the first day back and will be checked daily.</i></p> <p><i>All of these initiatives support pupil voice and the sharing of feelings, successes and fears.</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. School systems and procedures are the same to maintain a sense of familiarity. 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>

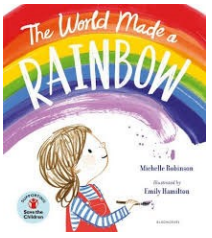

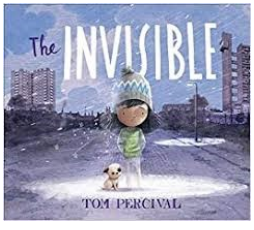
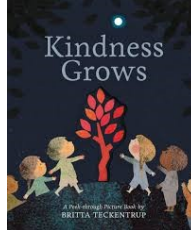

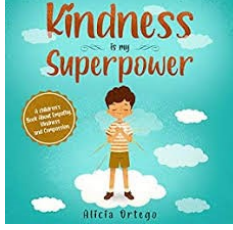

Curriculum

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. Team teaching will be utilised initially in Year 3 and then in Year 1.</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>Interventions will be planned respond to the questionnaire analysis, teacher assessments and data analysis. Interventions will be targeted and supported by the SENCo and Learning Mentor. Investment in Team Teaching will be a very effective targeted intervention to close the gap.</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, this has continued during lockdown as part of school learning and home learning. Motivational Mondays, 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. A new outdoor orienteering course has been installed during lockdown.</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>

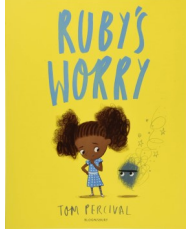
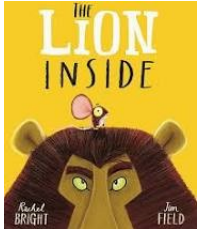
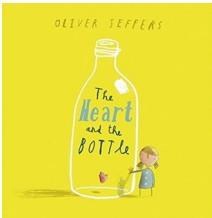
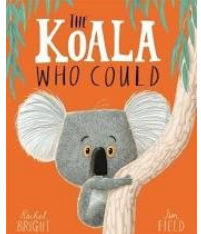
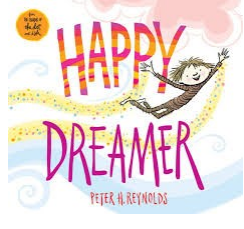
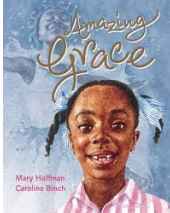
<p>11. How are you promoting children and young people's abilities to learn remotely and identifying opportunities to develop future skills that will help equip them for the uncertainties of the future?</p>	<p><i>School Improvement Plan 2020/21 priority I ii details the expectation and preparation to respond to remote learning in the future if required.</i></p>
<p>Metacognition/Learning Strategies/ Pedagogy and Provision</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>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 our focus book 'Happy', 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>

<p>Whole School Projects to support the Recovery Curriculum</p>	
	<p><i>'Happy' by Nicola Edwards will be the focus of our return to school project. "Mindfulness is all about connection with ourselves and the world around us."</i></p> <p><i>This poetically-written introduction to mindfulness touches upon the most important aspects of life—feeling, discovering, smelling, listening, and all the things that bring the world to life. With every soothing read and practice, children are better equipped to understand and control their own emotions...and discover an appreciation for the beautiful world around them.</i></p>
	<p><i>Wild in Art animals (Owls and Gorillas) have been purchased. A whole school competition to design and decorate the animals will be held. All children in school will take part in decorating the chosen designs. The focus of the competition will be community, school, friendship, what are we grateful for?</i></p>


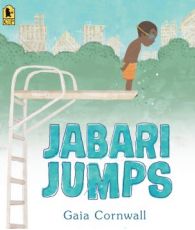

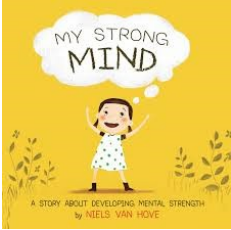
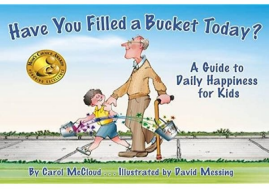
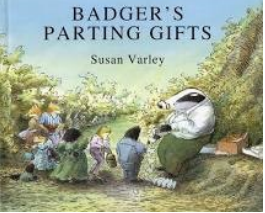
New texts to support the Recovery Curriculum 2021

						
<p>This beautiful, reassuring picture book is the perfect reminder of fun, hope and togetherness. (EM has a copy.)</p>	<p>This lyrical text with enchanting illustrations bring each emotion to life to help children understand different feelings. (EM has a copy.)</p>	<p>A tender, important story about really seeing those around us-and how we all have a right to belong. (EM has a copy.)</p>	<p>Angry words cause a crack to open up and widen, but find out what happens when kindness begins to blossom. (EM has a copy.)</p>	<p>A masterful picture book that will remind readers of all ages that Life begins when you get back up. (EM has a copy.)</p>	<p>A children's book about empathy, <i>kindness</i> and <i>compassion</i> (EM has a copy.)</p>	<p>A book about a very special little girl with magical hair. It changes colour with her emotions. <i>Lucy</i> wakes up and her hair is <i>blue</i>, and she doesn't understand why. (EM has a copy.)</p>

Previously suggested 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>



















Previous 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>Collaborative Learning</p> <p>££££££ 🗝️🗝️🗝️🗝️🗝️ +5</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>Digital Technology</p> <p>££££££ 🗝️🗝️🗝️🗝️🗝️ +4</p>	<p>Evidence suggest that technology approaches should be used to supplement other teaching, rather than replace more traditional approaches.</p>
<p>Feedback</p> <p>££££££ 🗝️🗝️🗝️🗝️🗝️ +8</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</p> <p>££££££ 🗝️🗝️🗝️🗝️🗝️ +5</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

Metacognition and self-regulation	  	Outdoor Adventurous Learning	  
<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>	
Phonics	  	Reading Comprehension Strategies	  
<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>	
Small Group Tuition	  	Social and Emotional Learning	  
<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](#)