Christ the King Catholic Primary School

Recovery Curriculum
September 2020

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Recovery Curriculum Guidance
September 2020

When pupils return to school there must be a Recovery Curriculum in place which addresses not only the potential gaps in their academic attainment but health and mental well-being, too. Research places emphasis on acknowledging the losses which children may have encountered during the COVID lockdown: loss of routine, structure, friendship, opportunity and freedom, as these can trigger responses of anxiety, trauma and bereavement.

Returning to school is vital for children's education and for their wellbeing. Time out of school is detrimental for children's cognitive and academic development, particularly for disadvantaged children. This impact can affect both current levels of learning and children's future ability to learn, and therefore we need to ensure all pupils can return to school sooner rather than later.

Guidance for full opening: schools (DFE, 02 July 2020)

The Recovery Curriculum

The **Recovery Curriculum Framework** considers the work of Barry Carpenter and the Evidence for Learning team, which sets out the importance of recognising the trauma and loss that **children may have experienced** through during the Covid-19 pandemic. Successful transition for children to enable them to once again become efficient and confident learners is key. The way in which we do this is to acknowledge and accept the losses that we have all been through during the pandemic. **When our children return fully we will have a clearer picture as to how they are emotionally.**

Loss of routine: means that we are likely to have at some point had disrupted sleep patterns, change in coping mechanisms, worried or become confused at lack of routine. **We will quickly establish routines as a priority to enable children to settle back into school life more easily.**

Loss of structure: would indicate that we may not have been following the same structures for learning that we have previously been accustomed to, we may have worries over lack of control and in particular change, we may have lost out on our right to carry out important transitions in our lives such as SATS, secondary school visits, end of year parties, moving onto the next year group when Y6 and 11 leave school.

Loss of friendship: whilst we haven't lost friendships and those people still remain in our lives we will not have been able to interact with them in the way we were previously used to. Therese need to be built upon when the children return

Loss of opportunity: many children and adults may not understand why school was closed, why we were no longer able to meet up with our friends and had to remain at home and indoors for most of the day. They may not understand fully why the decisions were made and for children in particular, they do not have the understanding that the Government made the decisions to partially close schools and that it wasn't their teachers or other school staff who took those decisions. For this reason, it is vitally important that we help children to understand that their safety was and is our primary concern.

Loss of freedom: for some children and adults school offers a place of escape, somewhere that they can be who they want to be and allows a sense of freedom to explore, make mistakes and to learn from them.

The consequence of loss may mean some of our pupils will require support dealing with **bereavement, attachment, anxiety and trauma.**

The primary focus of the recovery curriculum is to 'help children to recover from their loss of routine, structure, friendship, sleep, opportunity and freedom.

Those five losses, of routine, structure, friendship, opportunity and freedom, can trigger the emergence emotionally of anxiety, trauma and bereavement in any child.

Naturally we recognise that pupils may have a loss of knowledge, but this does not recognise the scale of impact. If we consider the definition of a relevant curriculum as the 'daily lived experience' we will plan for experiences that provide the space for recovery.

The Recovery Curriculum Framework is built on the 5 Levers, as a systematic, relationships-based approach to reigniting the flame of learning in each child. Some children may return to school disengaged. School may seem irrelevant after a long period of isolation, living with a background of silent fear, always wondering if the day will come when the silence speaks and your life is changed forever. Our quest, our mission as educators, should be to journey with that child through a process of re-engagement, which leads them back to their rightful status as a fully engaged, authentic learner.

Lever 1: Relationships – we can't expect our students to return joyfully, and many of the relationships that were thriving, may need to be invested in and restored. We need to plan for this to happen, not assume that it will. Reach out to greet them, use the relationships we build to cushion the discomfort of returning.

Lever 2: Community – we must recognise that curriculum will have been based in the community for a long period of time. We need to listen to what has happened in this time, understand the needs of our community and engage them in the transitioning of learning back into school.

Lever 3: Transparent curriculum – all of our students will feel like they have lost time in learning and we must show them how we are addressing these gaps, consulting and co-constructing with our students to heal this sense of loss.

Lever 4: Metacognition – in different environments, students will have been learning in different ways. It is vital that we make the skills for learning in a school environment explicit to our students to reskill and rebuild their confidence as learners.

Lever 5: Space – to be, to rediscover self and to find their voice on learning in this issue. It is only natural that we all work at an incredible pace to make sure this group of learners are not disadvantaged against their peers, providing opportunity and exploration alongside the intensity of our expectations.

The Recovery Curriculum Framework is an essential construct for our thinking and our planning. Each school must fill it with the content they believe is best for the children of their school community, informed by your inherent understanding of your children in your community.

1. Mental health and wellbeing support for pupils

There is clear uncertainty as to how adversely our pupils have been affected by the absence of the daily routine our school provides. Our pupils may be experiencing a variety of feelings in response to the COVID-19 outbreak but the common thread that runs through the current lived experiences of our children is loss. Not just loss of the formal curriculum, but also losses in terms of mental health and wellbeing (daily interactions with friends, peers and their key adults). All of these losses can contribute to pupils' mental health, with anxiety, trauma, attachment and bereavement playing a large role. Pupils will perhaps have experienced these aspects all at once and in a sudden and unplanned fashion which can leave them feeling vulnerable. They may also have been exposed to adults who are anxious and may not be acting in their usual way or maintaining the typical routines which they are used to. However, it is important to understand that these are normal responses to an abnormal situation.

For most children school is so much more than a place which provides education – it is about people. Our school is a community; we embody our values; we model relationships and demonstrate friendship. We cannot underestimate the impact of the loss of that social interaction and structure. Pupils may also wonder whether relationships can be re-established and whether school will be the safe place it was.

Our responses to our pupils' return will include a focus upon wellbeing and pastoral care to support health alongside consideration of the formal curriculum. It is about positive reintegration and recovery, with wellbeing and mental health being one aspect of this.

Many schools are considering the work of Barry Carpenter (researcher in mental health in education) to shape their mental health and wellbeing recovery curriculum with a focus on routine, structure, friendship, opportunity and freedom**. The actual damage of and impact of Covid cannot be known until our children return to their lessons and to their school and**

the school will need to be adaptive. It is important we don't presume too much. The children have not a complete absence from routines and school life, during, Covid. Pupils were engaged through online learning with work being set and marked daily. Regular google meets enabled staff to continue their relationships with pupils and families. Disadvantaged pupils were visited regularly by key staff and welfare visits were a common occurrence. For pupils without internet access learning packs were taken to their homes. Some disadvantaged pupils were provided with computers to aid their learning. Families were visited and telephoned regularly and lunches were taken to homes. Many families provided structure and routine for the children. Social media was used to engage with children and parents and to celebrate all they were doing. It is important to remember that in the summer term the school went to great lengths to get children back to school with approximately 150 children back at school before the summer term ended.

We will use our knowledge across the whole school community to support wellbeing in pupils and staff during and beyond this pandemic by recognising that individuals will have responded and will be affected in different ways.

 We will monitor all the children returning to implement support for any child who returns with anxiety. Pupils identified as having high complex needs will also continue to receive interventions within school and we will work with external agencies where needed.

Supporting pupils to build positive relationships with others	
What this area will help them to learn	**What that may look like**
Supporting pupils to rebuild relationships and re-learn how to interact and build relationships with others including sharing, turn taking, greeting and interact with others positively, play alongside and with peers, respond to familiar and new adults, seek adults to help, support and comfort when needed.	There will be opportunities within the day where the focus is on rebuilding relationships with peers and adults. This may be in the form of: • Independent learning to nurture parallel and joint play • Turn taking games and activities • Time where adults can give sole attention to pupils rebuilding relationships • Sharing games and activities where pupils can work together such as board games or outdoor PE games. • Safety work about who keeps us safe and who can keep us safe at school and at home and in the community. • Activities that link to pupils' interests to show we are interested in them. • Support pupils with approaches to improving their physical and mental wellbeing. • Identify that individual pupils may need help with, drawing on external support where necessary and possible, e.g. CAMHS. Early Help • Consideration of the support needs of particular groups we already know need additional help (for example, children in need), and any groups they identify as newly vulnerable on their return to school

	and refer where necessary. Implementing a programme of additional Jigsaw 'Recovery' lessons to support returning to school (see below).

Supporting pupils to manage their feelings and behaviour	
What this area will help them to learn	**What that may look like**
Supporting pupils to understand their emotions and feelings and begin to process the experiences they have had. Supporting pupils to relearn some positive behaviour which they may have forgotten being outside of the school environment. Supporting pupils to engage with self-regulation strategies and tools, which help them to feel safe and calm. Supporting pupils to understand the world we live in with tools and strategies to help them, process what is different and what we can do to help.	• New routines are explained and daily timetables which are supported by visuals are displayed if necessary. • Daily reminders that some structures and boundaries may be different in school because of social distancing and other processes • Opportunities provided that enable and allow pupils to express themselves and express the experiences they have had whilst they were not at school, such as building in regular circle time, play times. Regular sessions to explore and express emotions through talking about feelings and emotions linked to this experience. These will be facilitated through the additional Jigsaw 'Recovery' lesson programme • Opportunities for pupils to practise their communication so that they are able to feel like they have a voice and are able to express their wants and needs through regular practice of Restorative Justice • Use www.childbereavementuk.org to ensure we recognise children's understanding of death and loss if necessary • Child counselling with Bungalow if needed • Behaviour expectations are clearly displayed in class, shared daily and consistently supported taking account of individual needs. Support for pupils, particularly the vulnerable, who struggle to overcome barriers of behaviour and attendance or who have been exposed to a range of adversity. This may include EP, Social Workers and Counsellors.

Supporting pupils to manage their physical health and wellbeing	
What this area will help them to learn	**What that may look like**
Supporting pupils to re-engage with physical health and wellbeing routines as well as learn new routines which will support pupils to keep safe and enable infection control. This will include hand washing, social distancing, understanding of new school routines as well as supporting pupils with their personal care and tolerating differences in these routines such as use of an alternative hygiene room facility or being supported in a different way for eating/ drinking. Supporting pupils to be independent through their own dressing and undressing where needed and supporting pupils to be physically well through active sessions, use of outdoor space and understanding about keeping physically well.	• Opportunities for pupils to explore and reinvestigate their environments to become familiar with what might be different (i.e. staggered plays and lunches, different markings in school, different access to resources in the classroom). • Physical health and wellbeing learning will focus on managing and coping within new processes keeping safe. This will include: understanding what is different about school and how to navigate this environment. Hand washing and hygiene measures. Keeping and maintaining social distancing. Catch it, kill it, bin it messages. Health and hygiene sessions focusing on washing, being independent and looking after yourself. • Working with school nursing services if necessary to support the health and wellbeing of pupils including: sleep issues, children with complex health needs and supporting vulnerable children keep safe. • Build up and develop pupil resilience, self-esteem, recognition of emotions, and sense of community, caring for others, keeping healthy, on-line safety and understanding bereavement, through focused PSHE lessons during the autumn term and beyond.

In class Interventions

Transitions

Social Skills

Lunch Club

Social stories

Visuals

Role play

In class support

Maths & English support

1:1 wellbeing chats

Friendship groups

Mental Health

Attitude towards learning

Fine motor skills

Restorative justice

 Positive behaviour rewards/charts

Home School Links

Social media

Google Classrooms

Marvellous Me

Reading texts shared

2. Jigsaw Recovery Curriculum

Why is it important for us to focus on PSHE and mental health and wellbeing?

'Children returning to school are going to experience a range of emotions. This may include a mixture of excitement, happiness and relief but may also include anxiety, fear and anger. In most cases a whole community response aimed at promoting positive reintegration and building resilience will help to resolve their difficulties, for others the use of school based social emotional and mental health resources and expertise will help.'
(Back to School: Using Psychological Perspectives to Support re-engagement and Recovery by the British Psychological Society, 28/05/20)

We are committed to providing a curriculum that is broad, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum should:

• Promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and

• Prepare pupils at the school for the opportunities, responsibilities and experiences of later life.

In our school we choose to deliver Personal, Social, Health Education using Jigsaw, the mindful approach to PSHE. Jigsaw have updated their support for schools in line with the current COVID 19 situation.

'At Jigsaw we are always keen to support schools using Jigsaw Programmes. Very aware that the Covid 19 pandemic has caused disruption and will have had all sorts of impact on children, we have written some additional materials that we hope may help as children return to school. Some children will be eager to get back to the safety and predictability that school provides for them, others may be anxious or not want to come back. A safe, calm, caring, welcoming school community will offer routine and solidity. The Jigsaw 'Recovery'

Package is our contribution to supporting schools through the crisis.' (*Jigsaw PSHE 2020)*

What is this going to look like?

This Recovery Package comprises:

- The Introduction from Jan Lever
- A map showing which Jigsaw lessons could offer support for specific topics related to returning to school
- Separate packs for KS1 and KS2, each including a class assembly acknowledging the COVID-19 situation, drawing out the positive themes from it e.g. community spirit, helping others, Colonel Tom, NHS, etc. and supporting British Values and togetherness.
- Lesson plans focusing on welcoming pupils back to school and a temporary Jigsaw Charter to support respect for personal space (social distancing), hygiene, etc.
- Belonging and feeling safe at school
- Reconnecting with friends at school
- The Coronavirus explained and keeping safe and well
- Managing worries, fears and anxieties
- Being positive and looking forward to learning
- Gratitude and appreciation
- Loss and bereavement

The recovery package will be used alongside and complements the original Jigsaw curriculum version 2 (new for September 2020)

- There are 2 packs, one pack for KS1 and one pack for KS2.
- Each year group has access to the Jigsaw curriculum (V2)

- Please see timetable below – this focuses on the Recovery curriculum for the first 8 days
- Teachers will continue teaching the Jigsaw curriculum for the rest of the first term (Puzzle piece 1 – 'Being me in my world').

- Assemblies will happen within classes – themes to cover will be: feeling safe at school, reconnecting with friends, managing emotions, loss and bereavement, self-esteem, being positive and looking forward to learning.

- Teachers will be adaptable and support each child with their return.

- Emphasis needs to be on wellbeing which is a continual theme throughout the Jigsaw scheme.

- The Jigsaw charter is in **lesson one**, this will strengthen and develop ground rules and will become the learning agreement. This has been adapted to fit the COVID 19 situation.

- Links to the 5 steps to mental wellbeing - https://www.nhs.uk/conditions/stress-anxietydepression/improve-mental-wellbeing/

Jigsaw Timetable

<u>These lessons must take priority for children's wellbeing on return.</u>

KS1

Recovery 8 lessons	Wednesday 2nd	Wednesday 2nd	Thursday 3rd	Friday 4th
	<u>Class Assembly</u> Welcome back	<u>Lesson 1</u> Welcome back Our new charter	<u>Lesson 2</u> Coronavirus	<u>Lesson 3</u> Belonging and feeling safe at School
Monday 7th	**Tuesday 8th**	**Wednesday 9th**	**Thursday 10th**	**Friday 11th**
<u>Lesson 4</u> Reconnecting with friends	<u>Lesson 5</u> Being positive and looking for forward to learning	<u>Lesson 6</u> Managing worries and fears	<u>Lesson 7</u> Gifts of gratitude	<u>Lesson 8</u> Loss – Bereavement

KS2

Recovery 8 lessons	Wednesday 2nd	Wednesday 2nd	Thursday 3rd	Friday 4th
	<u>Assembly</u> Welcome back	<u>Lesson 1</u> Coming together again	<u>Lesson 2</u> Coronavirus	<u>Lesson 3</u> Belonging and feeling safe at School
Monday 7th	**Tuesday 8th**	**Wednesday 9th**	**Thursday 10th**	**Friday 11th**
<u>Lesson 4</u> Reconnecting with friends	<u>Lesson 5</u> Being positive and looking for forward to learning	<u>Lesson 6</u> Managing worries and fears	<u>Lesson 7</u> Gifts of gratitude	<u>Lesson 8</u> Loss – Bereavement

3.   Physical Health

During lockdown, there will be, for many children, a reduction in health-promoting behaviours. When children are out of school they are typically less physically active, have much longer screen time, irregular sleep patterns, and less favourable diets. Prior to the lockdown many of our children regularly took part in some extracurricular sporting activity and many more were active through school. It is likely that we will see an increase in obesity and an impact on children's mental health as a result of reduced exercise and poor nutrition, and both may have long-term effects lasting into adulthood.

In school, our sports partnership with Jamie Poole and other providers will continue to provide quality PE lessons and pupils will have opportunity for active play during break and lunchtimes. Nursery and Reception pupils will receive PE lessons from their class teacher. Alongside this, and in order to raise the profile of positive, daily physical activity, we want pupils to have access to structured after school sports clubs provided by the school.

4. Outdoor Play

We believe that outdoor play should be made a priority, especially as some children have not had access to a quality outdoor environment since lockdown. Some of our families do not have garden areas or have very limited outdoor space. The outdoors allows children to reconnect with friends, to be active after a long period of confinement and to use play to process their thoughts and feelings. Play is important for all children, but is particularly beneficial to those who have had difficult experiences during lockdown.

Playground bubbles: Each bubble will be allocated a place in the playground for both break and lunch time where they must remain and not mix with another bubble. Playground equipment e.g. climbing frame, trim trail will be cleaned by staff after each use.

Fortunately the school has invested significantly in its outdoor facilities across the school so the children have access to quality provision.

5. Assessment for Recovery

'Many pupils will have gaps in their knowledge and understanding after an extended period of remote education. These gaps could be between pupils in the same cohort (for example, a disadvantage gap or gender), or it could be one that relates to the

curriculum at whole-cohort level. With this in mind, many schools are postponing any formal, summative assessment and instead focusing on lighter-touch approaches to assessment for pupils returning to the school site'. (*Identifying and addressing gaps in pupils' understanding*, DfE, 12 June 2020)

Assessment will help teachers determine how to most effectively support their pupils. Every pupil will have been affected differently by Covid-19; setting time aside to enable teachers to assess pupils' wellbeing and learning needs will make it easier for teachers and other school staff to provide effective support.

Identify the pupils likely to have the biggest gaps in knowledge

Even before pupils come back to school, we will be identifying those who have lost the most learning time and are likely to have the biggest gaps. We cannot assume that all pupils identified will have significant gaps, or that they will be the only ones who do.

We will look for pupils who:

- Have missed a lot of work, or have not been engaging with or accessing remote learning
- Do not have access to the technology needed, or whose home lives make home learning difficult
- Are vulnerable or have EHC plans, so learning from home may have been challenging
- Have experienced difficult family circumstances, such as a bereavement, that may have been an obstacle to their learning

Evaluate any curriculum content missed or taught remotely

Teachers will liaise with the class's previous teacher to identify what would have been covered in school while pupils were learning from home. We cannot assume that pupils will have had the same learning experience at home that they would in school and should expect all pupils to have some gaps in their knowledge.

- For most subjects, pupils are taught concepts and skills more than once – concepts reappear across Key Stages and are built on over time,
- We will focus on key concepts that run through the curriculum, rather than specific topics or units; pupils need to understand enough of these threshold concepts in order to access the next stage of their learning

In the first few weeks of term, the focus should be on identifying the gaps that have emerged during the outbreak. This will take some form of formal assessment, informal questioning of pupils' understanding, observations etc. making students feel confident and secure in what they already know.

These assessment methods must inform teaching and adjustment to long-term curriculum planning and will be used to identify pupils who will benefit from additional catch-up support. Providing pupils with high-quality feedback and analysing information gained from accurate assessment will be integral to diminishing the difference.

Reading and Maths Assessment (Years 1 – 6)

It is imperative that reading and maths ability is assessed at the beginning of the year to establish a baseline for pupils. This will allow for pupils to be given the correct colour of book to challenge their reading ability.

Interventions
- Following reading assessments, interventions and Reading Support Groups can be put in place.
- English recovery sessions to be timetabled for each day
- Maths recovery session timetabled daily

Writing Assessment

Frequent opportunities for moderation will be planned for the autumn term so pupils in need of support can be assessed and identified for targeted intervention. Marking and feedback should follow the policy to ensure pupils receive consistent, constructive and valuable feedback as a part of ongoing, robust monitoring processes.

Marking and Feedback

The Marking and Feedback given by the teacher will be strictly aligned with the policy in order to provide further opportunity for light-touch assessment. Encourage in-class verbal feedback to address misconceptions and previous knowledge and improve on what they have done. This could include:

- A quick prompt during independent work

- A guided writing session with the whole class to demonstrate expectations

- A mini plenary to address misconceptions

- Clarification of task expectations

- Longer dialogue with a pupil about a piece of work

We will continue to provide opportunities for moderation and standardisation of teacher judgements.

6. <u>Curriculum</u>

DFE Guidance states that for children in **nursery** settings, teachers should focus on the prime areas of learning, including: communication and language, personal, social and emotional development (PSED) and physical development. For pupils in **Reception**, teachers should also assess and address gaps in language, early reading and mathematics, particularly ensuring children's acquisition of phonic knowledge and extending their vocabulary.

For pupils in **key stages 1 and 2**, teachers will prioritise identifying gaps and re-establishing good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics), identifying opportunities across the curriculum so they read widely, and developing their knowledge and vocabulary. The curriculum should remain broad, so that the majority of pupils are taught a full range of subjects over the year, including sciences, humanities, the arts, physical education/sport, religious education and relationships and health education.

Closing the gaps

It is crucial that after assessing the gaps in learning, teachers plan to support pupils and diminish the difference, particularly pupils in vulnerable groups. Adjustments will be made to the way the curriculum is delivered to achieve this.

Along with modifying the current curriculum offer, provision will be made to support pupils facing the greatest need, including targeted support interventions within class bubbles and dedicated intervention teachers providing high quality teaching to identified groups of pupils, particularly vulnerable groups: EAL, SEND, PP and disadvantaged pupils.

The Education Endowment Foundation (EEF) have indicated that effective homework can add up to five additional months of progress at secondary level and <u>two additional months at primary.</u> Homework has to and can assist and support students in progressing.

a. <u>English</u>

To support a recovery approach, the English curriculum will continue to focus on these key skills and non-negotiables:

- One specific text genre each fortnight.

- Phonics (letter and sound recognition with skills of segmenting and blending)
- Revising and rehearsing key secretarial skills of writing (handwriting, spaces between words, use of punctuation)
- Writing and language development
- Guided Reading and comprehension and reading for meaning
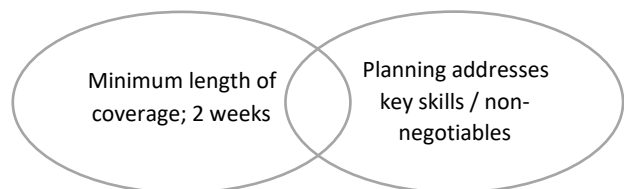
Phonics

The teaching of Phonics will be crucial to provide pupils with the knowledge they need to read, spell and write. This includes children at Key Stage 2

- Year N, Year R and Year 1: **Two** phonics sessions daily
- Year 2 – 4: Targeted phonics interventions

Specific Text Choice & Key Skills

The new English scheme texts will support the transition back into school life and offer pupils potential opportunities for children to reflect on feelings, discuss how lockdown has impacted on them.

Minimum length of coverage; 2 weeks

Planning addresses key skills / non-negotiables

Key principles for recovery:

Reading
- Regular individual reading with TA / CT
- Encouragement of reading for pleasure
- Daily phonics and comprehension interventions for pupils in vulnerable groups

Writing
- Developing language skills, including vocabulary, description and narrative
- Handwriting and motor skills practice linked to spelling
- Spelling strategies
- Cross-curricular links for writing

Key areas to be revised/taught

YEAR 1	
Listening and Attention	Maintain attention, concentration and sit quietly during appropriate activity. Two-channelled attention – can listen and do for a short span.
Early Learning Goals	*Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.*
Understanding	Respond to instructions involving a two-part sequence. Understand humour, e.g. nonsense rhymes, jokes. Able to follow a story without pictures or props. Listen and respond to ideas expressed by others in conversation or discussion.
Early Learning Goal	*Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.*
Speaking	Extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Use language to imagine and recreate roles and experiences in play situations. Link statements and stick to a main theme or intention. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Introduces a storyline or narrative into their play.
Early Learning Goal	*Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.*

Reading	Continue a rhyming string. Hear and say the initial sound in words Segment the sounds in simple words and blend them together and know which letters represent some of them. Link sounds to letters, naming and sounding the letters of the alphabet. Begin to read words and simple sentences. Use vocabulary and forms of speech that are increasingly influenced by their experiences of books. Enjoys an increasing range of books. Know that information can be retrieved from books and computers.
Early Learning Goal	*Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.*
Writing	Give meaning to marks they make as they draw, write and paint. Begin to break the flow of speech into words. Continues a rhyming string. Hear and say the initial sound in words. Can segment the sounds in simple words and blend them together. Link sounds to letters, naming and sounding the letters of the alphabet. Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Write own name and other things such as labels and captions. Attempt to write short sentences in meaningful contexts.
Early Learning Goal	*Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.*
Physical Development- Moving and Handling	Begin to form recognisable letters. Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed.

Early Learning Goal	*Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.*

YEAR 2	
Reading	Will consist of familiarisation with key reading skills, support interventions, daily reading practise, increased time discussing and exploring appropriate texts Phonics intervention and initial assessment

Spelling	Prefix words un – untidy, unhappy, unwell
	     Consonant blends - ph, wh, tch, ch , nk
	     Digraphs - ff,ll,ss, ck

Handwriting	Begin to form lower case letters in the correct direction, starting and finishing in the right place
	     Ensure individual letters are formed correctly with control of size and shape
	     c a o d g q e s f
	     l i t u j y
	     r b n h m p
	     v w x z

Grammar	Past tense Verb tense
Word Classes	Revision of object, verb, subject Alphabet revision Vowels and consonants
Punctuation	Word class – adjectives and verbs

YEAR 3	
Reading	Will consist of familiarisation with key reading skills, support interventions, daily reading practise, increased time discussing and exploring appropriate texts Phonics assessment for vulnerable readers
Spelling	Adding -es to nouns ending in y Adding s or es to words eg cat/cats catch/catches dge, ge , g sounding 'j' – edge/age/gem y sounding – cry, reply al and el endings – eg tunnel, metal Link spelling to handwriting
Handwriting	Ensure individual letters are formed correctly with control of size and shape c a o d g q e s f l i t u j y r b n h m p v w x z Teacher to decide after assessing
Grammar	Command sentence Question sentence Exclamation sentence Statement sentence
Word Classes	Conjunctions and noun phrases
Punctuation	Apostrophe of possession, apostrophe of contraction

YEAR 4	
Reading	Will consist of familiarisation with key reading skills, support interventions, daily reading practise, increased time discussing and exploring appropriate texts
Spelling	Assess common exception words Year 4 Y sounding like an I – mystery Different ou sounds – shout, young, tour ei,eigh, ey sounding eg vein, eight, obey Handwriting and spelling to be linked
Handwriting	Focus on accuracy and size with clear entry strokes al, et,sh,ch,mb,ed, il, wh, eb, ft, rk kn, ly, hi. Ki, lo, la, ta, to, ha
Grammar	Singular possession – use of apostrophe Progressive and perfect tense – I am writing. I have been writing.
Word Classes	Coordinating and subordinating conjunction Use of clauses
Punctuation	Apostrophe of possession, apostrophe of contraction Commas in lists

YEAR 5	
Reading	Will consist of familiarisation with key reading skills, support interventions, daily reading practise, increased time discussing and exploring appropriate texts
Spelling	Assess common exception words Year 5 Sure ture cher endings Hue sounding – league etc Que ending – unique Near homophones – bury/berry, accept/except Sc sounding eg scheme
Handwriting	Diagonal joiners with and without ascenders ai, ee, ea , er in al,el,eb, ef,rk etc Horizontal joiners with and without ascenders on, oo, eu, er kn, lg,hi, le etc Handwriting and spelling to be linked
Grammar	Reporting clause – use of direct speech to explain who is peaking and how it is spoken
Word Classes	superlative and comparative
Punctuation	Commas – after a reporting clause and after a fronted adverbial Apostrophe – plural possession

YEAR 6	
Reading	Will consist of familiarisation with key reading skills, support interventions, daily reading practise, increased time discussing and exploring appropriate texts
Spelling	Assess common exception words Year 5 Endings which sound like 'shus' Endings which sound like 'shl' – cial tial Silent letters eg doubt,island Words with the ee sound but spelt with ei after the c Year 5 homophones
Handwriting	Diagonal joiners with and without ascenders Horizontal joiners with and without ascenders Handwriting and spelling to be linked
Grammar	Use of synonyms and antonyms Use of passive and active voice
Word Classes	Use of auxiliary verbs
Punctuation	Ellipsis Hyphens

b. <u>Maths</u>

The Mathematics curriculum is well established and pupils are highly engaged in lessons. Assessment will take place to enable teachers to identify key concepts to recover and re-explore to enable pupils to catch up to previous levels.

Each year group from Year 2 to Year 6 will identify the learning that will have been missed during the summer term 2020 and where it links directly to the units of work for which the knowledge is next required.

A baseline assessment will take place as soon as the children settle into routines during the first week back to identify key areas they have learned and also lost.

At the beginning of each new unit area in maths the previous year's unit assessment is used to identify gaps within that unit to inform teachers as to common gaps which need to be recovered and addressed within lesson or in recovery sessions.

Key principles for recovery:

- Ensuring children's previous learning is secure before moving learning forward
- Ensuring assessment is taking place within the learning environment on a regular basis which can be evidenced through marking and feedback
- Interventions and focus tasks for vulnerable groups

Key areas to be recapped and taught:

YEAR 1	
Number	Count objects to 10, and begin to count beyond 10.
	Count out up to six objects from a larger group.
	Select the correct numeral to represent 1 to 5, then 1 to 10 objects.
	Count an irregular arrangement of up to ten objects.
	Estimate how many objects they can see and check by counting them.
	Use the language of 'more' and 'fewer' to compare two sets of objects.
	Find the total number of items in two groups by counting all of them.
	Say the number that is one more than a given number.
	Find one more or one less from a group of up to five objects, then ten objects.
	In practical activities and discussion, begin to use the vocabulary involved in adding and subtracting.
	Record, using marks that they can interpret and explain.
	Begin to identify own mathematical problems based on own interests and fascinations.
Early Learning Goal	Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

YEAR 2	
Place Value	Counting forwards and backwards within 20 Tens and ones within 20 Counting forwards and backwards within 50 Tens and ones within 50 Compare numbers within 50 Count in 2s Count in 5s Count in 10s
Addition and Subtraction	Add by making 10 Subtraction - crossing 10 Find and make number bonds
Tables	2,5,10 X tables

YEAR 3	
Place Value	Represent numbers to 100 Tens and ones using addition Number line to 100
Addition and Subtraction	Add and subtracts 1s Subtract a 1-digit number from 2-digits - crossing 10 Add two 2-digit numbers - crossing 10 - add ones & add tens Subtract a 2-digit number from a 2-digit number - crossing 10 - subtract ones & subtract tens
Tables	2,3,5,10x tables

YEAR 4	
Place Value	Numbers to 1,000 100s, 10s and 1s (1) Number line to 1,000 Find 1, 10, 100 more or less
Addition and Subtraction	Add two 3-digit numbers - not crossing 10 or 100 Add two 3-digit numbers - crossing 10 or 100 Subtract a 3-digit number from a 3-digit number - no exchange Subtract a 3-digit number from a 3-digit number – exchange
Tables	2,3,4,5,6,10x tables

YEAR 5	
Place Value	1,000s, 100s, 10s and 1s Rounding to the nearest 10 Rounding to the nearest 100
Addition and Subtraction	Add two 4-digit numbers - one exchange Add two 4-digit numbers - more than one exchange Subtract two 4-digit numbers - one exchange Subtract two 4-digit numbers - more than one exchange
Tables	All tables

YEAR 6	
Place Value	Numbers to 10,000 Numbers to 100,000 Numbers to a million Round numbers to 10, 100 and 1,000
Four Operations	Add whole numbers with more than 4 digits (column method) Subtract whole numbers with more than 4 digits (column method) Inverse operations (addition and subtraction) Multi-step addition and subtraction problems Multiply 4-digits by 1-digit Multiply 2-digits (area model) Multiply 2-digits by 2-digits Multiply 3-digits by 2-digits Divide 4-digits by 1-digit Divide with remainders Factors
Tables	All tables

e. **Moving Learning Forward**

The approach of this recovery curriculum is about building on prior learning and not recovery of 'lost' knowledge. Pupils will still have some of the skills previously however they will not be as developed as expected in a usual academic year. We cannot presume every child will have huge areas of lost learning.

The key focus of the school will be to focus on what is lost but on what can be learned. We don't want to try to recap and recover all of the summer curriculum because some pupils did access this and learn on Google classrooms etc and we don't want to focus too much on the summer term's learning as the children will lose their autumn term too. We need to get back to an ethos of resilience and challenge as soon as possible so the children can engage quickly with the curriculum and go forward with their learning.

Key principles for recovery:

- Revisit previous gaps and concepts within lessons as much as possible while still teaching the autumn curriculum
- Current guidance states that singing is not permitted and sharing of musical resources would be challenging. The school is exploring a new approach using 'Charanga' to deliver the music curriculum.
- Not to presume only the negative and to presume all children will have lost learning. We must support the pupils as to their Individual needs

Teachers are always adapting lessons to suit the requirements of learners – this has not changed. There may be knowledge gaps which will need to be pre-taught before addressing a new concept. Not all pupils will have had the same learning experience at home and may not have covered all online work set, but many will also have new skills to bring to the learning environment they can share. It is important pupils do not feel they have missed any learning opportunities and are reassured that there are so many exciting activities for everyone to be part of this year.

7. <u>Early Years</u>

We already have a strong Early Years transition package for both nursery and reception pupils. However, we recognise that families may have experienced losses and many pupils will not have experienced the same opportunities at home that they would have had in an Early Years setting, particularly access to outdoor learning or quality educational resources. We therefore need to ensure that pupils have access to a quality holistic Early Years recovery curriculum with mental health and wellbeing at the forefront.

This Early Years recovery curriculum will continue to develop, according to the needs we assess when the pupils return. To enable a smoother transition, Year 1 will adopt the Early Years ethos, curriculum and assessment tool. This will focus support for those key pupils who at the start of year 1, have missed a significant part of the reception curriculum.

The Early Years recovery curriculum will:

- Assess pupils' well-being and involvement through play and observations
- Ensure emphasis on metacognition through the characteristics of effective learning
- Provide access to outdoor learning to promote positive mental and physical health and engage with whole curriculum

- Focus on the prime areas of learning
- Identify groups of pupils who will need extra support and ensure interventions are

  targeted and effective

  Well-being and involvement:

- When nursery and reception pupils start in September all early years staff will help pupils to settle in and assess their well-being and involvement through observing child-initiated play. This will allow us to identify pupils who will need extra support through play and put measures into place to support these. E.g. social stories, modelling play etc.

Metacognition through the "Characteristics of Effective Learning": In different environments, students will have been learning in different ways. It is vital that we make the skills for learning in a school environment explicit to our students to reskill and rebuild their confidence as learners.

Outdoor learning: Some pupils, especially those in vulnerable groups, have had significant time away from school and may not have had access to safe, outdoor play environments**.** Quality outdoor learning has the following benefits in providing:

- Contribution to the mental health and well-being of pupils
- Five times greater development of language and vocabulary than indoors
- Space for risky play and physical development 'upwards' and 'downwards'
- Sensory experiences of environmental textures
- Opportunities for adults to develop play interactions and enhancing conversations *(emphasis on prime area of learning: communication)*

  Nursery and reception bubbles will be kept separate but be timetabled for equal access to the outdoor areas.

  Focus on all prime areas of learning through planning

- Staff will be focusing on prime areas of learning throughout child initiated play, which will be made explicit in Early Years planning. We will assess impact through observations on and measure progress through individual child trackers.
- Vulnerable groups, particularly EAL, SEND, PP and disadvantaged pupils will be identified and targeted

Interventions: Nursery/Reception: The following interventions will be delivered once assessments of wellbeing and involvement and baseline have been completed:

- Fine motor skills: to support physical development (prime area)
- Phonics one-to-one or small group catch up: for key pupils to support sound recognition.
- Maths – small group (Reception): depending on cohort needs

8. Recovery for Pupils with SEND

In response to the loss of education that pupils have experienced we will ensure that those with recognised additional needs have the support and resources to continue to close the attainment gap between them and their peers. A pupil with SEND, whether a learning difficulty or disability requires that special educational provision to be made for them. This is something we recognise and plan for every year. Some of our pupils have difficulties that fit clearly into one of the four main areas: Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health and Sensory/Physical. However, we must be prepared for individuals to return to us displaying additional needs who have not done so before.

When pupils return to school, the support we will put in place will be sustained and targeted. We recognise that there is not a quick fix and that there will be pupils who have not accessed the curriculum or support available since schools closed in March. School will look and feel different when they return, and each pupil will need varying levels of preparation to be able to manage and adapt effectively. We will need to be flexible, particularly with vulnerable and SEND pupils. Suggested strategies, which may help if pupils are finding it hard to adapt to the demands of returning to the school environment are:

- Re-wording instructions and offering choices
- Spending time to help them settle on arrival- staggered and phased starts for the younger children
- Modelling expected behaviour more explicitly
- Increasing levels of praise and recognition of small steps of progress

With all this considered we will ensure robust support for the pupils, especially those with our highest recognised needs of ASD, Speech and Language, SEMH and MLD.

Supporting pupils to close the gap in attainment	
What this area will help them to learn?	**What this may look like?**
Speech and Language Supporting pupils to use effective language skills, which are essential to access the curriculum. In the classroom, spoken language is the primary medium through which teachers teach and pupils learn. Language development is critical to cognitive development and learning.	Pupils need many opportunities to speak and listen. This is especially true of pupils with SEND and/or pupils with English as an additional language (EAL). Within everyday teaching, we use a range of resources to support communication; visuals, word banks, sentence stems, speaking frames.
ASD and pupils with social communication difficulties We may have children joining our schools who have ASD who have found lockdown particularly difficult. If this is the case we will support them to understand their emotions and feelings and begin to process the experiences they have had. Supporting pupils to engage with self-regulation strategies and tools, which help them to feel safe and calm. Supporting pupils to understand the world we live in with tools and strategies to help them process what is different and what we can do to help.	There will be clear routines which are supported by visuals and clear communication which may include use of visual timetables if necessary so pupils know what is happening each day and at each part of the day. Some structures and boundaries may be different in school because of social distancing and processes related to this so tools such as social stories and use of visuals will help to guide and support. The structure will be supportive and provide opportunities within this that enables and allows pupils to express themselves and express the experiences they have had whilst they were not at school. We will do this by being clear with boundaries and using therapeutic approaches to supporting behaviour and emotions. In addition, there will be many opportunities for pupils to practise their communication skills so that they are able to feel like they have a voice and are able to express their wants and needs

Moderate Learning Difficulties Supporting pupils who have been learning in different environments, in different ways and styles. To acknowledge this and support them back into the routine of school.	Pupils to be supported over the year group to share the additional adults and focus in on key pupils who are struggling with their return to school. • Pre-teaching groups • Same day interventions • Phonics and reading intervention
Social, emotional and mental health Supporting pupils to rebuild relationships and relearn how to interact and build relationships with others including sharing, turn taking, greeting and interacting with others positively, play alongside and with peers, respond to familiar and new adults, seek adults to help, support and comfort when they need them, know which adults help them and can support them to keep safe when they need them.	There will be opportunities within the day where the focus is on rebuilding relationships with peers and adults. This may be in the form of: • Independent learning to nurture parallel and joint play, • Turn taking games and activities, • Sharing games and activities, • Intensive interaction opportunities using call and response games, • Time where adults can give sole attention to pupils re-building relationships, • Games and activities where pupils can work together such as board games or outdoor PE games. • Discussions about who keeps us safe and who can keep us safe at school and at home and in the community. • Discussions and activities about how adults can help us. • Activities that link to pupil's interests to show we are interested in them.

9. **Parents and Community**

Relationships with parents are key to the success of our school and have always been a strength.

Staff will still be present before and after school to speak to parents.

Google classrooms enables parents to engage with learning and have access to homework.

Social media enables the school to share the life of the school with many parents.

The Marvellous Me app will provide ongoing communication with parents sharing learning achievements.

A new parental communication system, Arbor, will be developed to further engage parents.

Mental Well-being

Relationships are key in developing trust so young people can talk if they have concerns or worries. The school must be a safe place for children and staff. We are not trained counsellors but we have the capacity to be supportive and to create an environment that is conducive to positive mental health. We work closely with parents and pupils to signpost them to professional help if needed to to create an environment where mental health and well being are values so that those in need of support feel comfortable to share concerns and worries. We need to make sure that all in our community get the best possible mental health support to develop the resilience to overcome life's difficulties.