

St. Gerard's Catholic Primary School Reconnection Curriculum

Walk then as children of the Light

Intent

Due to the reduction of pupils attending school during the Covid-19 pandemic, it is necessary to re-evaluate our school's approach to the provision for our children as and when they return to school. This will ensure all children have the level of support that they need to become 'effective' and 'engaged' learners who are able to access all that school has to offer.

The school has reviewed the curriculum in order to assist the recovery and reconnection process for all pupils. The school aims to restore the mental health, and rebuild the resilience, of our pupils to allow them to become effective learners again by:

- recognising the experiences had by all
- restoring trust and relationships with staff
- re-establishing friendships and social interactions
- regaining structure and routine
- rebuilding a sense of community
- regulating their emotions and managing behaviour
- re-engaging children in learning
- preparing children for transition.

The Reconnection Curriculum Framework is based upon the work of Barry Carpenter and the Evidence for Learning team, which sets out the importance of recognising the trauma and loss that children will have been through during the Covid-19 pandemic. The primary focus of the reconnecting curriculum is to 'help children to recover from their loss of routine, structure, friendship, sleep, opportunity and freedom'.

Successful transition is key for children to enable them once again to become efficient and confident learners. The way in which we do this is to acknowledge and accept the losses that we have all been through during the pandemic. It is essential that we adhere to these aims and objectives with the content we believe is best for our school community.

The Reconnecting Curriculum Framework is built on the 5 Levers, as a systematic, relationships-based approach to reigniting the flame of learning in each child.

Levers:

1. Relationships – rebuild relationships with peers and staff
2. Community – understand school context and wider community
3. Transparent curriculum – address gaps to reassure parents and children
4. Metacognition – reskill and rebuild confidence of learners
5. Space – rediscover self and find voice again through exploration

Implementation

Vision: For every child, we aspire to develop their unique gifts and personal success so that they grow as disciples of faith, hope and love.

Attributes: Our School attributes will form the basis of a reconnection curriculum: Staying power, Teamwork, Generosity of spirit, Empathy, Respect, Ambition, Resilience, Decency, Self-discipline

Behaviour Policy will be followed when pupils return to school, with a key focus on our **Be-attitudes:**

- Be generous with your things- let people share them
- Be helpful to those who need a friend
- Be caring to those who are sad and lonely
- Be gentle, patient and kind
- Be respectful to others and stand up for what is right
- Be forgiving- don't hold grudges
- Be good, polite and helpful
- Be a peacemaker- help others to make friends or be the first to say sorry
- Be close to God in prayer and song
- Be happy and positive
- You will be blessed and God will be very close to you.

The focus of the curriculum will be on:

- Personal, Social, Health, Emotional, Spiritual, Moral and Cultural education
- Understanding how to stay safe and reporting concerns
- Trying our best
- Success for all – awareness of starting points
- Teaching and learning in basic skills in all areas
- Assessment opportunities
- Next steps of learning and awareness of individual needs
- Encouraging independence
- Recognising the importance of community
- Timeframes - clear timeframes on completing work
- Extending vocabulary through use of precise and correct terminology

We aim for this holistic approach to be implemented in Autumn Term 1 2020. We intend our usual curriculum (with adaptations made to consider lost time) to commence Autumn Term 2.

During Autumn Term 1, our Medium Term Plan will be amended and from Autumn Term 2 we aim for our usual enriched wider curriculum through key learning experiences for the rest of the academic year. We will remain mindful that some groups of children and/or individuals will need ongoing tailored academic and emotional support to help them recover.

On Tuesday 1st September, teachers will be given some PPA time. From Wednesday 2nd September to Friday 4th September the children will be with their class teacher and teaching assistant in order to build relationships.

Reconnecting Curriculum Medium Term Plan (draft)

Reconnecting Curriculum Planning												
	Metacognition					Space		Relationships		Community and faith	Wider curriculum (only when children are ready)	
Date	Initial baselining	Maths	Writing	Reading/Phonics	Understand rules	Social and emotional well being	Pupil voice	PE	Outdoor	RE/SRE	Science	Topic
Week 1	Initial baseline of physical, emotional and mental health needs	Baseline of times tables/ number bonds and gap analysis Addition and subtraction	Hand writing Assessment GPS assessment (PIXL Y2+)	EYFS and KS1 phonics baseline YARC – Y1-Y6	Creation of classroom rules Discussion of school rules and Be-attitudes Pupil jobs in classroom- all pupils to be given a responsibility	Children to complete questionnaires – circle time/ discussions around feelings/events All about me – family, hobbies, favourite subjects etc	Election of head boy and head girl	Team Building activities	Relationships with Lunch Time Sup. Assistants	First topic Come and See Create own class prayer		
Week 2	Baselines and completion by staff of recovery tracking data proforma to be given to Headteacher at end of week 2	Multiplication/division and fractions test and gap analysis Times tables closing the gap 5 A Day	Baseline piece of writing based on a traditional tale. Hand writing focus	Phonics Y2/KS2 reading test and gap analysis Stories/class text to be read to children every day	School attributes and Mission statement	Personal aims/targets for this year Reinstating LORIC sheet for each child Use of LORIC Resources (PIXL)	Election of School Council, Eco-Council, Chaplaincy	Team building activities	Role of Play Leaders and Sports Crew	RE first topic Creation of school prayer	Self portrait "Wings" for display	
Week 3	Closing the gap grids to subject leaders – Eng and Maths	5 a day Olympic Maths	Focus on punctuation and sentence structure	Phonics Retrieval skills Vocabulary	Playground charter	Continued use of LORIC resources		PE curriculum to commence	Creation of a playground charter	RE first topic	Introduction of science topic Introduction of history and geography topic	

		Start White Rose maths, including closing the gap opps		Stories/class text to be read to children every day							
Week 4	Interventions to commence	5 a day Olympic Maths Maths continues alongside closing gap opps	English curriculum to commence alongside closing the gap opps	Phonics Reading lessons to commence Daily reading to children		PSHE curriculum continues		PE curriculum continues		RE topic 1 concludes	Science and History/Geography continues Introduction of MFL/Computing
Week 5		5 a day Olympic Maths Maths continues alongside closing gap opps	English curriculum to continue alongside closing the gap opps	Daily reading and phonics continue		PSHE curriculum continues		PE curriculum continues	1:1 Parent meetings	RE topic 2	Science and History/Geography continues MFL/Computing continues Introduction of Art/Music
Week 6		5 a day Olympic Maths Maths continues alongside closing gap opps	English curriculum to continue alongside closing the gap opps	Daily reading and phonics continue		PSHE curriculum continues		PE curriculum continues	1:1 Parent meetings	RE topic 2	Science and History/Geography continues MFL/Computing/ Art/music continues
Week 7		5 a day Olympic Maths Review of baseline gaps	Review of baseline gaps	Daily reading and phonics continue		PSHE curriculum continues		PE curriculum continues		RE topic 2	Science and History/Geography continues MFL/Computing/ Art/music continues

- Weekly plans as per school usual formats – Reading, Writing, Maths
- Unit plans as per school usual formats – Science, RE
- MTP for curriculum as per usual school format

Impact

Reengagement with original 20/21 planned curriculum resumed as soon as children have adjusted and are ready. The school will have journeyed with each child through a process of re-engagement, which has led each child back to his/her rightful status as a fully engaged, authentic learner.