

Recovery Curriculum

September 2020



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Why do we need this?

Professor Barry Carpenter has developed the Recovery Curriculum, as a response to the losses incurred by the Covid-19 pandemic:

- 1. Loss of routine
- 2. Loss of structure
- 3. Loss of friendship
- 4. Loss of opportunity
- 5. Loss of freedom

A Recovery Curriculum is a way for a school to help children come back into school life, acknowledging the experiences the children have had but also a time to reconnect with pupils and staff. We want our pupils to be happy, feel safe and able to be engaged in their learning. We have decided that a way to achieve this for the children is to acknowledge the importance of helping them lever back into school life using the following 5 Levers.

- 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 – some 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.

Barry Carpenter, CBE, Professor of Mental Health in Education, Oxford Brookes University explains why a Recovery Curriculum is necessary to successfully transition children back to school. Click here to read more.

<https://www.evidenceforlearning.net/recoverycurriculum/>


<https://barrycarpentereducation.files.wordpress.com/2020/04/>




Every Child Needs a Champion


TedTalk by the late, great Rita Pierson





★  James Comer: "No significant learning can occur without a significant relationship."

★ Kids don't learn from people they don't like 

Human Connection is key 

★ Teacher: "You were chosen to be in my class!" 

★  Student: "You made me feel like I was somebody"

★ Teaching and learning should bring joy 

★  TEST 100% 2✓ **BRAVO!** 

★ Every child deserves an adult who will never give up on them

 YOU CAN DO IT!!

★ This job is tough but we can do it. We're educators and we were born to make a difference. 

@sylvia duckworth



	Curriculum	What does it look like at St Mary's	When can it take place?
Lever 1: Relationships	Supporting pupils to rebuild relationships and re learn how to interact and build relationships with others including sharing, turn taking, and greeting and interact with others positively, play alongside and with peers, know which adults help me and can support them.	<p>Implement a clear curriculum pedagogy. It transforms a child's experience at school, provides structure and ensures we are delivering content in the most effective way. But it can also help rebuild relationships by fostering collaboration, empathy, confidence and self-expression.</p> <p>Teach projects that explore relationship themes. Try to avoid ad hoc lessons and resources. Sequence your curriculum content so that children meaningfully revisit and build upon their knowledge, understanding and skills.</p> <p>Offer regular opportunities for children to work together on purposeful, absorbing and rewarding tasks. Provide challenge and allow them to innovate and find solutions.</p> <p>Identify overarching human concepts and themes that can run throughout your curriculum and deepen children's understanding.</p>	<p>Morning greeting PSHE HOW? 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 and songs. 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. Safety work about how adults can help us. Activities that link to children's interests to show we are interested in them.</p>



<p>Lever 2: Community</p>	<p>Communicating with parents and the local community will enable us to be sensitive to pupils needs and enable staff to support them at school.</p> <p>Children from different communities may have experienced the lockdown in different ways. The curriculum can help children tell their stories, strengthen their sense of self, family, community, and place in the wider world.</p>	<p>Allow time for individual children and families to tell their lockdown stories. You can adapt curriculum content to reflect this or be flexible with delivery.</p> <p>Model good speaking and listening skills and empower children with the emotional vocabulary they need to express their thoughts and feelings.</p> <p>Teach projects and regular PSHE sessions that cover themes such as identity, personal feelings, similarities and differences and community belonging. Engage children with high quality resources, such as stories, games, songs, discussion prompts and videos. They should reflect cultures within and beyond your community.</p> <p>Interesting, relevant themes will also engage parents.</p>	<p>RE</p> <p>PSHE</p> <p>Mindfulness breaks</p> <p>HOW?</p> <p>School Foodbank</p> <p>Grangetown Project</p>
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<p>Lever 3: Transparent Curriculum</p>	<p>A flexible curriculum that allows pupils to regain their confidence in learning. To be able to identify gaps in learning and knowledge that will need supporting. Teachers will reinforce learning in key basic skills of mathematics, communication, reading and writing. The planning of the curriculum will support the steady development of the learning they have missed or elapsed. There are clear established routines for the pupils and minimal ad hoc activities within the day to day learning.</p>	<p>Identify significant curriculum coverage that children have missed during the spring and summer terms. These include subject aspects and concepts that need embedding before children can move on, or that they are not likely to revisit in future projects.</p> <p>SLT and class teacher will identify missed coverage that is to be revisited in the near future. If not, add it to plans.</p> <p>Where and when appropriate, use 'low stakes' quizzing and child-friendly testing to assess where extra support for key skills, such as reading are needed.</p> <p>Consider doing less content in the short and medium term, but in more depth in core subjects. This will help children become more secure in their knowledge and skills.</p>	<p>All subjects</p> <p>HOW?</p> <p>Baselining Target setting Identify the gaps Interventions with specific focus Focussing on key basic skills Adaptive planning</p>
<p>Lever 4: Metacognition</p>	<p>It is vital that we make the skills for learning in a school environment explicit. If children are to get back on track and have self-efficacy, they will need to be aware of</p>	<p>Offer a curriculum pedagogy that teaches and provides ample practice for metacognition strategies. These include planning, identifying how to solve problems, organisation, self-evaluation, analysis, adjusting and more.</p>	<p>Skills for life</p> <p>How?</p> <p>Use step-by-step instructions. Dual Coding Self-assessment</p>



	<p>the skills they need to learn.</p>	<p>Teach projects that explore positive models of human personal development, resilience, character, adapting to challenges and achievement.</p> <p>Share the bigger picture. Let children know about and have a say in the route their learning is taking them on. This will help to keep them motivated, give them hope, and provide a sense of purpose.</p> <p>Empower children with subject knowledge and highlight the learning approaches that are useful for specific subjects.</p>	<p>Frequently check with the student for understanding.</p> <p>Question the student on his/her process of problem solving.</p> <p>Model effective problem-solving strategies.</p> <p>Teach how to appropriately ask for help.</p> <p>Have the student vocalize his/her thoughts.</p> <p>Use computers and assistive technology</p> <p>Working Wall</p> <p>Timer</p> <p>Scaffold</p> <p>Checklists</p>
Lever 5:Space	<p>A curriculum that engages and inspires, gives children the space to adjust and minimises any disadvantages. Children deserve to experience joy and to be engaged if they are to feel secure and positive about being in school again.</p> <p>Lockdown may have been a narrow experience for them, but school can lift children's spirits and provide welcome</p>	<p>Again, set a clear pedagogy that values and promotes curiosity, deep focus, innovation and self-expression. These are not just valuable for academic development – they are important for personal growth and fulfilment.</p> <p>Prioritise a love of, and the skills involved in, reading – it's the essential tool for accessing a wide curriculum.</p> <p>Plan a rich curriculum that broadens</p>	Curriculum Drivers



	relief.	<p>children's horizons and covers a wealth of topics and themes. Exciting subjects spark the imagination so choose projects that your children will enjoy and that build on their interests.</p> <p>Deliver shorter projects that cover the essential skills and knowledge needed for key topics and that are already fully resourced.</p> <p>Provide resources that are high quality, pitched right, and enjoyable to use. Videos, stories, texts, physical resources and visitors – virtual or otherwise – will bring the curriculum to life for your children.</p> <p>Rekindle the joy in teaching. Use workload-saving curriculum tools, plans and resources that are flexible and need only minimal adaptation. These relieve pressure and free up time to enjoy teaching.</p>	
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Actions for Autumn Term 1

Let them talk – the return to school may be the first contact that pupils have had with each other in many weeks or months. Launching straight back into the usual timetable is likely to be challenging, as pupils have had a long period of time away from the usual daily routine. They may also



have lots of thoughts and questions about the time away from school. Of course, there is also a need to make sure pupils begin catching up on work they have missed. Gradually phasing in lessons, balancing more academic lessons with creative and vocational ones, could be one approach.

To support Level 3, a 'transparent curriculum', it is crucial by the end of September we baseline accurately using a variety of assessments to ensure we can identify each pupils starting points and gaps in learning. Unfortunately for our pupils the absence of school routine may mean many of them will fail to recall previous learning. Assessments will need to be carried out carefully and sensitively so our pupils are not overwhelmed or become anxious. To support this all assessments will be completed by 25th September 2020.

Additional Support with Communication

Due to the long absence from school for most of our pupils, you may introduce ways which can be a helpful way to share experiences and re-establish skills like listening to others, turn-taking, and concentration. Or offer opportunities to talk by doing things a group may help repair lost connections, it is important to make sure that pupils who need it have a chance to talk to you individually. Even those who may have had a relatively straight forward experience of the lockdown may appreciate the chance to reconnect.

An early intervention for some of us would be to ensure pupils under the Speech and Language therapist can continue working with them and strategies reinforced in the classroom environment. The use of Makaton is re-established for some pupils to enhance their communication.

Additional Phonic and Reading

After baselining, identify the areas that need intensive input in the Autumn term. You may consider to increase the number of phonics lessons you plan in a week or may concentrate on reading the 100 most frequently used words with fluency. You may have identified individuals requiring an additional reading focus and may benefit from regular one to one reading sessions throughout the autumn term.

You may need establish timely routines with:

- Reading letter sounds, CVC words or common exceptions words
- Practise reading phonic sounds, familiar and unfamiliar words
- Same day intervention
- Whole class reading approach in KS2, using 'Control the Game' and ABC questioning
- Improving reading via shared reading, guided reading and individual reading.

Additional English Writing



There may be groups of pupils that will need intervention with different areas of writing. After initial assessments pupils may be inconsistent in;

- Spelling cvc words or common exception words
- Use of Phonics to spell words
- Writing simple or compound sentences
- Use of basic punctuations or SPAG
- Use of capital letters for proper nouns
- Letter formations

Maths Recovery Plan

Baselining is essential to establish starting points for each individual. Gaps in skills and mathematical knowledge will need to be identified and can support future planning.

Additional Number Skills

After baselining, identify where pupils need additional support where gaps have been identified focussing on the fundamental number skills. Some strategies that can be used daily to support pupils or targeted intervention for a small group of pupils;

- Using Numicon to recognise numerals and reinforce counting
- Using practical resources to support early additional and subtraction
- Using websites to improve recalling timetables (TTR)
- Daily problem solving challenges
- Using WRM booklets in preparation for blended learning

Marking and Feedback

Marking and Feedback of books will be adapted to suit the curriculum offer and may consider the following;

- Verbal feedback
- Use of stamps
- Self-assessment checklist



- Next steps on Post it notes
- Whole=class marking sheets to address common misconceptions

Classroom based resources, such as books and games, can be used and shared within the bubble; these should be cleaned regularly, along with all frequently touched surfaces. Pupils and teachers can take books and other shared resources home, although unnecessary sharing should be avoided, especially where this does not contribute to pupil education and development.

Government Guidelines

Preparing for Remote Learning

To support a blended learning approach, which incorporates paper-based and digital learning platforms.

Years 2-6: Google Classroom, support pupils to independently access digital platforms

Year 1: Seesaw, parents can email photos or completed task back to the teacher.

EY: Tapestry, parents can email photos or completed task back to the teacher.

