



## **St Chad's Catholic Primary School**

# **Recovery Curriculum**

This policy was amended: June 2020

This policy will be reviewed: December 2020

## **Intent**

Our aim is to provide a curriculum that is adaptable and responsive to the diverse needs of individual learners and which reflects the uniqueness of their communities and that will be vital during the recovery phase with a blended learning approach.

**Rationale:** Children returning to school following lockdown have experienced loss (routine, freedom, relationships, social interaction structure) and have lived through a collective trauma.

*From loss emanates three significant dynamics that will impact majorly on the mental health of our children. Anxiety, trauma and bereavement are powerful forces. For them all to appear at once in an untimely and unplanned fashion is significant for the developing child. Our children are vulnerable at this time, and their mental-health fragile. And on top of that, they are witnessing a sea of adult anxiety, which they unwittingly are absorbing.*  
<https://www.evidenceforlearning.net/recoverycurriculum/>

Independent learning, without the teacher to intervene, can lead to mistakes, misunderstandings and misconceptions going unchecked.

There are a few stages of recovery that need to be taken into account when children return:

**Level 1: Relationships** – we can't expect our children 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.

**Level 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.

**Level 3: Transparent Curriculum** – all of our children 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.

**Level 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 children to re-skill and rebuild their confidence as learners.

**Level 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.

To address all the above an action plan has been established. This action plan is under constant review to comply with the most recent government guidance.

## **Implementation:**

There is a phased approach for our recovery curriculum. During the initial stages, the focus will be put on recovering children's relationships with school - with the emphasis put on children's wellbeing.

The second phase will include gradual implementation of the curriculum, closing the gaps in learning and consolidation, followed by moving on to new learning.

## **Phase 1: Transition**

The new academic year starts, for our children in Y1 to Y6, on 7<sup>th</sup> September 2020, with most pupils to be expected to attend from 7<sup>th</sup> September. Reception children start on Thursday 17<sup>th</sup> September – but they will be taking part in short induction sessions on site from Monday 7<sup>th</sup> September, accompanied by one parent only.

## **Phase 2: Adaptation of provision**

### General information

The adaptation of provision for children during the 2020/21 academic year consists of the following:

- Changing the school timetable to include additional time dedicated to English (reading writing and GPS and spelling) and Maths

Teachers will need to establish which main skills (and key knowledge) they will focus on when delivering Science and the foundation subjects in the lessons. Whenever possible, the remaining objectives should be taught during cross-curricular activities when teaching other subjects such as Comprehension, Guided Reading or English.

- During the first week of term children will complete their previous year groups summer assessment, this will then be used to inform future teaching.

- Increasing the arithmetic and grammar provision: by working collaboratively with teachers across all year groups, teachers will have an understanding of the objectives which need to be taught which were missed in the previous year.
- Revision of the provision for Year 3 children who did not pass their Phonics Screening Test in Year 1 (due to the cancellation of phonics re-takes in Y2).
- Establishing provision for Year 1 to cover the Reception curriculum, including adaptation of the classroom and KS1 area.
- Revision of the provision for Years 5 and 6 to focus on SATs preparation, which includes increasing arithmetic sessions and SATs after school clubs (when safe to commence following rigorous risk assessments).
- Adapting provision for Pupil Premium children to address any concerns regarding closing the gap in attainment.

## Adaptation of provision of the core subjects

### **Reading**

Reading focus in the autumn term will be on key skills such as fluency, stamina and vocabulary. Apart from teaching reading during English, Comprehension and Guided Reading, there will be opportunities for children to read at the end of every school day. Teachers will be encouraged to choose the literature that focuses on emotions and emotional language to support children's anxieties and wellbeing at the same time.

There will be a whole school reading age assessment (NTS) to establish the initial groups of children who will require reading intervention.

In Year Two, the initial focus will be on phonics and reading comprehension skills and this will be achieved by timetabling more comprehension/reading activities in the afternoon recovery lessons.

Pupils will be working towards targets in reading to expose all the children to the basic skills for their current year group.

## **Writing**

Additional SPAG sessions included in the school timetable allow for revision of essential skills. There will be ample opportunities for children to practise their writing during English lessons and through cross-curricular writing.

## **Maths**

There will be a whole school maths assessment (NTS) to establish the initial groups of children who will require maths intervention.

Additional arithmetic sessions included in the school timetable cater for revision of mathematical skills and fluency.

## **Phonics**

RWI lessons will be introduced with children accessing sounds and reading books appropriate to their level. Children in EYFS and KS1 will have extended phonics sessions where they are able to apply new knowledge and embed new skills.

## **Religious Education**

The Long Term Plan for RE will continue for all year groups as normal. Children will still receive a least 10% of their timetable dedicated towards the taught subject of RE. Evidence will still be collated through children's individual exercise books. All work this year will be assessed as normal through Diocesan Instruction.

## **Science**

Teachers will be encouraged to revisit the 'Working Scientifically' targets from the previous key stage and then gradually build on that knowledge. Whenever possible, the knowledge content can be revisited when teaching others subjects such as comprehension.

## **Impact**

At St Chad's, we have put our children's well-being at the centre of our thinking. We acknowledge that children will have had different experiences during this pandemic. However, the common thread running through all is the loss of routine, structure, friendship, opportunity and freedom. With this in mind, we thought about the most effective way to support children's ability to learn. This approach encompasses and supports the academic expectations for our children and ensures that:

- Children become re-familiarised with the school routine.
- Children are engaged in the learning and children are supported in rebuilding positive relationships with the school staff and their peers.
- There is clear support of children's wellbeing with its being the main focus during the first phase.
- Gradual implementation of the new learning allows pupils to first reconnect with and revisit the prior learning and build on those skills.
- The personalised style approach to introducing the new content and skills caters for all learners; moving children on when they are ready.
- Building a framework that is more personalised and considers the needs of children, their wellbeing, promotes positive development.
- Amended timetables ensure that pupils are given the opportunities to make accelerated progress in the core subjects while still receiving a broad curriculum.

## **Assessment**

St Chad's will participate in a Baseline Assessment in September 2020. This will enable us to identify target groups and individuals who may need additional support and it will also provide an analysis of gaps in learning to inform our detailed planning of the next phase of our curriculum recovery.