

Recovery Plan September 2020

**Intent**

Our aim is to provide a curriculum that is adaptable and responsive to the diverse needs of individual learners.

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

*We recognise that our children are vulnerable, and their mental health may be fragile.*

**Research:**

Our recovery plan is built on the following 5 levers (taken from Barry Carpenter’s Recovery Model), as a systematic relationship-based approach to re-engaging our children with school and learning.

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

Lever 1: Relationships

We can’t expect our children to return to school 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. Reach out and greet them, use the relationships we build to cushion the discomfort of returning.

Lever 2: Community

We must recognise that the curriculum has 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 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 children to heal this sense of loss.

Lever 4: Metacognition

In different environments children 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. We must provide opportunity and exploration alongside the intensity of our expectations.

**Implementation**

There is a phased approach to our recovery curriculum. During the first stage, when the children return in September, we will be putting an emphasis on recovering children’s relationships with school, with a focus on children’s wellbeing. We will use the ‘Five Ways to Wellbeing’ as a basis for this work.

The second phase will include formative and summative assessment, with the aim of identifying gaps in children’s basic English and Maths skills.

The third phase is the implementation of the curriculum, closing gaps in learning and consolidation, followed by moving on to new learning.

**Phase 1:**

The new academic year starts for our children on Thursday 3rd September. All children will be back in school in their new year group classes from this date. The children will spend the first two days rebuilding relationships with one another and members of staff. Staff will discuss with the children their thoughts and feelings about returning to school and revisit the Five Ways to Wellbeing model. Staff and children will have opportunities to discuss their hopes for the year ahead. Staff will revisit the Five Ways to Wellbeing throughout the year with the children and ensure that there are regular opportunities for emotional check-ins. Each class will have a ‘How are you feeling today?’ interactive display. Staff training in the autumn term will include revisiting the Compass Buzz mental health resources studied last year.

**Phase 2:**

The week beginning 7th September, class teachers will carry out basic skills assessments in English (SPAG and reading comprehension) and Maths (arithmetic, problem solving and reasoning).

Class teachers will meet with the headteacher/SENDCo to discuss any identified gaps and the specific needs of individual children, to ensure that any gaps are closed.

**Phase 3: Implementation of the curriculum**

**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 and Guided Reading sessions (including Reading Explorer sessions), there will be opportunities for children to read every day and opportunities for the children to hear quality texts being read to them each day.

In year 1 and 2, the initial focus will be on phonics and reading comprehension skills. Year 1 children will have additional daily phonics support from a HLTA.

In Key Stage 2, the initial focus will be on answering retrieval questions and developing inference skills. This will then extend to the use of PEE (Point, Evidence, Explain).

**Writing**

Teachers will plan additional SPAG sessions to allow for the revision of essential skills (starting with any gaps identified). Children will be given opportunities to practise their writing in English sessions and through cross-curricular writing. Teachers and support staff will model effective writing on the class English working wall and children will be encouraged to refer back to this throughout the week. Key vocabulary will also be displayed on this.

Teachers and support staff will share a variety of WAGOLLs (What a Good One Looks Like). Teachers will access and use Power of Reading resources and Talk for Writing approaches to enhance learning. They will also use pre-teaching and corrective teaching when appropriate, to ensure that the children keep up with any new learning.

**Phonics**

RWI lessons will continue 5 days a week in class 1 and 2, with children accessing sounds and reading books appropriate to their level. Additional phonics sessions are to be timetabled for year 1 children. Staff to continue to use RWI strategies throughout other lessons to support children’s reading and writing ability.

In class 3 (years 3 and 4), a phonics intervention group will be created to support specific children identified as having gaps in their phonic knowledge.

**Maths**

Teachers will plan sessions to allow for the revision of key concepts and to plug any gaps identified.

Daily additional 10 minute arithmetic sessions have been included in the school timetable. In KS1 and KS2, this will be 10 minutes at the start of each day (5 calculations each day). Teachers will pick up misconceptions and model the correct application of mathematical skills. In Early Years, number sacks will be sent home to support those children that need additional practise. In Years 1 and 2, children will have regular opportunities to apply basic arithmetic skills eg. using a number line to support with addition and subtraction.

In all year groups, teachers and support staff will make active use of a maths working wall. They will also use pre-teaching and corrective teaching when appropriate, to ensure that the children keep up with any new learning.

Additional arithmetic interventions will be put in place following assessment week, for those children that need it.

**Science**

Teachers will be encouraged to revisit the ‘working scientifically’ objectives from the previous year group and gradually build on this knowledge.

Whenever possible, the knowledge content will be revisited when teaching other subjects such as reading comprehension or PSHE.

**Foundation Subjects:**

We will continue to teach a broad and balanced curriculum through the explicit teaching of foundation subjects (following a topic-based approach) and planned whole school theme days and weeks that provide additional cross-curricular opportunities to learn.

We recognise the importance of physical activity in promoting wellbeing and self-esteem in children. From September 2020, the children across school will have access to an additional PE session each week with a focus on character development; Commando Joe’s. Commando Joe’s is a whole school programme designed to develop resilience, growth mindset and improve educational outcomes for children.

Music will continue and all children will have access to a music session every Monday afternoon, led by a specialist music teacher. These sessions will be designed to develop musical skills, knowledge and a genuine understanding and love of music.

Assemblies and PSHE sessions will continue, with children throughout the school exploring similar themes at the same time. Assemblies will be class based.