

The Hadley Learning Community – Primary Phase

Recovery Curriculum



At Hadley Learning Community (HLC), we have considered carefully what a curriculum might look like for our children in this next phase of school. After looking at the research and guidance from Barry Carpenter's 'Recovery Curriculum', Tom Sherrington's work on 'Re-Establishing Teaching Routines' and resources from the Severn Teaching Alliance, we have created a bespoke package to help our children adjust to life back in school. We will be implementing a "recovery curriculum" which acknowledges that there have been big losses to children as they have stayed at home, and that these losses can contribute to pupil's mental health, anxiety, trauma and bereavement needs. In a time where the world has had to change around them, we are aiming to make the transition back into school as seamless as possible and nurturing our pupils as they re-establish their love of learning. We want to reassure our pupils and help them to catch-up academically as well as developing coping strategies to ease their transition back into school.

From absorbing all the information and research available, our Recovery curriculum offer focuses on supporting our children at HLC back into school, by concentrating on four key areas.

1. Supporting me to enjoy and achieve

What will this area help pupils to learn?

We want our pupils to come back to school and have moments here they feel success; engaging in moments of enjoyment and achievement which may feel usual to being in school. This will be within pupil's abilities and easily accessible, recognising that when pupils have experienced trauma, their abilities to learn new concepts and be challenged is less. Pupils often use schemas of learning that they are familiar with to explore when processing events in their lives and planned provision will focus on what is familiar. I.e. play provision that enables schematic exploration, familiar structures in the day, mindfulness and relaxation time, independent learning, hello and PSHE social and emotional literacy time and phonics.

Within this area, we are also aiming to catch the children up; to ensure that they are able to meet the age-related expectations for their year group, by the end of the year. It is important that any missed learning that has happened during lockdown is caught up as quickly and as effectively as possible. We have been so pleased with the response to our extensive home learning package and the support from parents and carers has been absolutely amazing! We will teach an ambitious and broad curriculum in all subjects from the start of the autumn term but make use of existing flexibilities to create time to cover the most important missed content. Teachers will consider how all subjects can contribute to the filling of gaps in core knowledge. Our ultimate aim is to return to the school's normal curriculum in all subjects by summer term 2021. Teachers will plan on the basis of the educational needs of pupils. Our Curriculum planning will be informed by an assessment of pupils' starting points and addressing the gaps in their knowledge and skills, in particular making effective use of regular formative assessment (for example, quizzes, observing pupils in class, talking to pupils to assess understanding, scrutiny of pupils' work.)

During this time, the school will have a remote learning package on offer for children who are shielding at home. Our teachers will plan and deliver physical home learning packs to children who are learning from home and lessons will be sequenced and progressive to enable good progress to be made. The school has a clear plan in place for remote learning, if the school has to go back down into a lockdown situation.

What this may look like?

We will use familiar curriculum type sessions that pupils will be used to that provide children with experiences that feel like "the norm". Using what we know about schematic learning from Rosenshine's principles and how children process, this will look like familiar structured sessions in pupils' day and opportunities to engage in learning opportunities. We will be providing enjoyable activities which provide children with "fun" so that they can rejuvenate with positive endorphins and want to engage. Teachers will sensitively consider, and address missed

learning and develop all children's confidence in their own abilities through a range of techniques and learning opportunities.

For children in our Nursery, our teachers will focus on the prime areas of learning, with a particular focus upon communication and language, personal, social and emotional development (PSED) and physical development. For our pupils in Reception Year, teachers will also assess and address gaps in language, early reading and mathematics, particularly ensuring children's acquisition of phonic knowledge and extending their vocabulary. We have clear, planned outdoor lessons and time outside which will be in every child in EYFS and KS1's day. In Year 1, teachers have planned to adopt a continuous provision approach to teaching to ease transition from EYFS and help catch children up. The children will be using Learning Journeys and a play approach as they settle back into the school routine.

Sessions which will feel familiar will be different for each learning bubble and class group, but ideas will be:

- Continuous "low stake" assessment of children to take place to identify any gaps in learning.
- Year 1 to adopt an EYFS approach to learning during Autumn term.
- Interventions target children specifically to ensure that they understand a concept.
- Assessments to take place in Autumn term.
- Music/songs as the children enter school.
- Greeting times/social times.
- Curriculum sessions that provide familiar structures (like phonics, maths, guided reading).
- Independent learning where provision takes account of schematic learning.
- ICT songs and learning on whiteboard where these are familiar.
- Outdoor play
- Storytime and Mindful Moments.
- Stepping away from planned lessons when appropriate to address anything that comes up.
- Knowledge organisers to concentrate on key knowledge and concepts as well as weekly quizzes.
- Children will experience success early on so that they are motivated to continue.
- Pre-learning and post-teaching exercises/activities/tasks.
- After school catch up clubs.

Learning in these sessions will link to previous and current topic learning or children's key interests and motivators. Each year group of teachers has carefully planned their Medium Term plans with key thinking around how to transition the children into the school and finding what they know and what they already know. Their first topic will have opportunities for the children to think about how the world has changed and what it is like in our world through the PSHE topic- Being Me in My World. Transition will occur for the final two weeks of term where half of each class will come back on alternate weeks. This will help them to become familiar with their new classroom, teacher, LSM and routine. The teacher will begin to informally assess the pupils and identify support needs in order to enable the children to catch up. During this transition time, teachers have a transition meeting with the child's previous teacher. In this meeting, any SEND and additional support is shared, the child's strengths and weaknesses and learning behaviours. Through this, teachers can be better prepared to welcome the children into the classrooms in September.

To fully ensure that any gaps in children's learning are recognised and taught, teachers are completing a handover document where the learning objectives for the year are identified as being taught or not yet taught. This is then passed onto the next teacher. In the weekly planning, teachers will look back at this document and see whether they need to go back and teach the previous year's learning objective before moving on. This will be signalled in children's books with the use of a green sticker and will be intense and time limited. Teachers will continually informally assess pupils. Interventions will happen during the school day as well as teacher-led catch up time after school for identified pupils so that teachers can support and plug any particular gaps in their learning. We will ensure that we continue to offer appropriate challenge for the pupils working close to and at Greater Depth, and this will be specified in teachers planning. Formal assessments will take place in Autumn 2 after pupils have had half a term to adjust to school life. Key exam year groups will have practice papers later in Autumn 1 (week 6). Additional resources and games will be used to support pupils into lessons and any equipment they need, particularly with regards to their SEND need, will be catered for. If you have any queries about this, please get in touch with our Assistant Headteacher and SENDco, Mrs Bray.

Relationships and health education (RHE) for primary aged pupil schools and relationships, sex and health education (RSHE) for secondary aged pupils becomes compulsory from September 2020. This is covered through our PSHE curriculum and will be delivered during the topics “Relationships” and “Changing Me” that will take place in Summer term. Teachers will take into consideration missed learning in RHE and then plan accordingly to ensure that lessons directly address them throughout these topics.

2. Supporting them to build positive relationships with others

What will this area help pupils to learn?

Supporting pupils to rebuild relationships and re-learn how to interact and build relationships with others is important. This includes learning how to share, take turns, greet and interact with others positively, play alongside and with peers, respond to familiar and different adults, seek adults to help, find support and comfort when they need it and know which adults help them and can support them to keep safe.

What this may look like?

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.
- Mindful moments.
- Intensive interaction opportunities using call and response games and songs.
- Time where adults can give sole attention to pupils re-building relationships.
- Games and activities where pupils can work together and build relationships such as board games or outdoor PE games.
- Safety work that is focused around 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 them when they are struggling with emotions.
- Activities that link to children’s interests to show we are interested in them.
- Social time
- Snack time to stave off hunger
- Opportunities to speak with peers and share lockdown experiences - identifying both positive and difficult experiences.
- Thinking about what we appreciate after lockdown.
- Jigsaw topic during Autumn 1 to focus on ‘Being me in my world’ with teachers adapting resources and lessons to reflect the current climate.
- Future in Mind resources.

3. Supporting me to manage my feelings and behaviour

What will this area help pupils to learn?

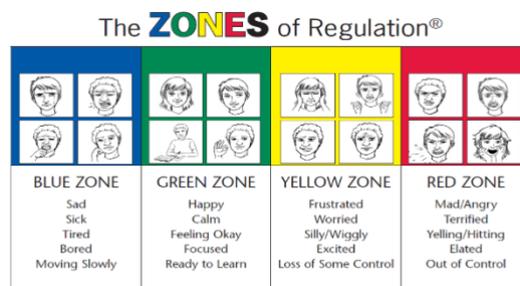
This will focus upon supporting pupils to understand their emotions and feelings and begin to process the experiences they have had. We plan to support pupils to relearn some positive behaviours which they may have forgotten being outside of the school environment. Supporting pupils to engage with self-regulation strategies and tools, will help them to feel safe and calm in school. We plan to aid pupils in developing their understanding of the world we live in with tools and strategies to help them process what is different and what we can do to help.

What this may look like?

There will be clear routines which are supported by visual timetables and clear communication, 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. We will always give the children prior notice to any changes we make and some tools we will use are social stories and use of visuals to guide and support them. At the start of the term, the class teacher will remind the children of our school rules and values and the children will have time to discuss with the class why they are important. Teachers will also use the BOSS strategy to promote independence in the classroom - this is something that the children are familiar with using and will help them to build up their confidence.

The structure of our day will be adaptable, 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 support behaviour and emotions. We will also be using therapeutic tools to support pupils in communicating with us such as building in regular time for talking, additional therapeutic play times, physical and brain breaks and use of comic strip conversations. We believe that it is important to re-establish routines and structure in school in order to provide children with security in a time where things are changing around them.

Zones of Regulation will be introduced as a whole school strategy for developing children’s social-emotional literacy. Weekly lessons will be delivered to engage pupils in meaningful discussions and activities focusing on identifying and managing big emotions. Tools will be provided, including mindful moment activities to support children to self-regulate independently. The Zones of Regulation will provide a structure to guide children and support them to identify and regulate their emotions in varied environments.



Our PSHE lessons (through the Jigsaw scheme) will support pupils to explore their feelings as well as modelling processing and talking about feelings and emotions linked to this experience. Below shows the key discussion questions that will be covered and adapted to support pupils as they transition back to school.

Being me in my world

PSHE- Jigsaw Scheme of Work

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Separating from my parent/carer. Playing alongside others. Speaking to other children in nursery.	Transition to school – settling into school Following school routine Developing classroom rules. Character muscles: Independence / Imagination Becoming an independent learner when selecting resources. Learning how to play in groups and share resources.	How do we make our school a welcoming place for everyone to learn?	How do we make our class and school a safe place for everyone to learn together?	Why are rules needed and how do they relate to rights and responsibilities for all children?	Who is in the school community, what are their roles and how do you fit in?	How do the rewards and consequences support you with the choices you make about your own behaviour?	How does democracy and having a voice benefit everyone in the school community?

There will be regular opportunities for pupils to engage in self–regulation activities such as sensory breaks, physical breaks, and use of resources which support individuals. In addition to this, there will be lots of 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. The children will also engage in daily mindfulness sessions both inside and outside the school building.

4. Supporting my physical health and wellbeing

What will this area help pupils to learn?

Through this area, we aim to support pupils to re-engage with physical health and well-being 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. 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 are also things we are planning for as we move back into school.

What this may look like?

We will be planning in lots of time where children are able to explore and re-investigate their environments to become familiar with what might be different (i.e. one way systems in school, different markings in school, different access to resources in the classroom, some rooms which are closed, zones on the playground, new entrances and exits from school) and understanding these differences will be supported with social stories, photos, tours and pictures.

Learning and supporting their physical health and well-being 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.
- PE booster for targeted pupils.
- Hand washing and hygiene measures.
- Adapting to using areas of the school that may not be usual and being in environment and with staff that are not usual.
- 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.
- Additional, timetabled play times and spaces to play.
- Not sharing equipment and maintaining hygiene around resources.
- Beam resources- sleep and anxiety reducing strategies.

With regards to physical activity and lessons, pupils will be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups and contact sports will be avoided. We will prioritise outdoor sports where possible, and large indoor spaces used where it is not. Teachers will maximise distancing between pupils and paying scrupulous attention to cleaning and hygiene before and after the activity. We understand that this is particularly important in a sports setting because of the way in which people breathe during exercise. Activities such as active miles, making break times and lessons active and encouraging active travel help enable pupils to be physically active while encouraging physical distancing. External facilities, including the Swimming Pool, will be used in line with government guidance.

Sources:

<https://barrycarpentereducation.com/2020/04/23/the-recovery-curriculum/>

https://teacherhead.com/2020/05/29/re-establishing-teaching-routines/amp/?_twitter_impression=true

<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/meta-cognition-and-self-regulation/>

Severn Teaching Alliance-Guidance for Recovery Curriculum

School Leaders- Key Support- School reopening: how to accelerate catch-up learning for pupils who've fallen behind

<https://schoolleaders.thekeysupport.com/>

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

<https://www.sportengland.org/how-we-can-help/coronavirus>

<https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-phased-return-of-sport-and-recreation>

<https://www.afpe.org.uk/physical-education/wp-content/uploads/COVID-19-Interpreting-the-Government-Guidance-in-a-PESSPA-Context-FINAL.pdf>

<https://www.youthsporttrust.org/coronavirus-support-schools>

<https://educationendowmentfoundation.org.uk/covid-19-resources/covid-19-support-guide-for-schools/>

Appendix

Recovery Curriculum Review 2020

As part of our recovery curriculum, we have reviewed (October 2020) how we are addressing the gaps children have due to the National Lockdown. We refer to this curriculum as our 'back on track' curriculum which sits within the Recovery curriculum. We have put together several initiatives in order to close those gaps and return to our normal teaching cycle by the end of Spring term, at the earliest.

Academic:

Back on track: Using the data from Autumn 1 (NFER/SATs QLA,) conversations with previous class teachers, our spiral learning approach to our curriculum has allowed us to revisit and teach specific gaps in children's learning before moving them on.

Back on Track: Further to the Click4Teaching training about targeting key areas of Mathematics and English, staff have planned their lessons to start on the previous year's curriculum before moving the children forward as quickly as possible. Each teacher has an assessment grid based on the basics of the Mathematics and English - assessing where the children are at and which essential knowledge they have missed which means that they would struggle to gain the next year groups knowledge and skills. Teachers use this to inform planning on a daily basis. Success Criteria labels are used to support children's learning and allow for a brief assessment opportunity, where relevant. This is labelled as Catch-up curriculum. Children who struggle with this, are then targeted in class or supported by the LSM, work is adjusted to suit.

All of the 'back on track' academic work is stickered with a green dot in the books to signal where the child has gone back to previous year groups learning.