

## Carr Head Primary School Recovery Curriculum

### INTENT

Following the periods of school closure due to the pandemic, it would be naïve to think we can pick up the curriculum at exactly the same point at which we left. It is important that we plan carefully for the children’s return to school. There will have been an impact on most children although to what extent will differ from child to child. Potential impact will be academic but also in regards to wellbeing. A common thread running through current lived experiences of children is loss (anxiety, trauma, bereavement). This could also be a loss of routine, structure, social interaction / friendship, opportunity and freedom. An anxious child is not a learning child and anxiety can have a considerable impact on speech delay, emotional maturity etc.

To help us support children with this, our recovery curriculum will focus on five key levers: Relationships, Community, Transparent Curriculum, Metacognition and Space. (Ref: ‘A Recovery Curriculum: Loss and Life for our children and schools post pandemic’. Professor Barry Carpenter (2020)) (Home Learning...)

We recognise that moving forward children may require extended support as the country continues in this journey of recovery also. This recovery curriculum will be in place supporting learning of all of our pupils throughout this time. As a school team, our priorities are in supporting children to address the five levers and the health and safety of our community.

The intention of this document is to help shape a return that is responsive to the needs of your school community. It recognises that change may be needed, not only to our daily practices but to the very purpose of the education we provide.

### IMPLEMENTATION

#### 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.

Priority Area	Actions	Impact	Staff involved	IMPACT (Last review: February 2022)
Children and parents are aware of the changes made and the reasons behind the changes.	Use the values of the school to communicate new processes and procedures.	The changes made ensure that everyone is safe and children are ready to learn.	SLT	
Children feel safe in school.	Start each day with a carefully planned activity which builds familiarity and safety. Focus on activities that will rebuild trust	Children are happy to come to school and feel safe and secure.	All classroom staff	Meet and Greet is a key feature each morning within the school’s culture.

## Carr Head Primary School Recovery Curriculum

	<p>and relationships between students and staff. This should happen for at least the first two weeks as staff find out how the children are and what they have experienced.</p>	<p>Relationships are positive and contribute well to children's well-being.</p>		<p>Established routines and procedures enable children to feel safe. Adults are responsive to individual / group / class needs and provide the RSE curriculum conducive to addressing need and enabling children to feel safe. Staff are able to draw on the expertise</p>
<p>Support pupils to rebuild relationships and relearn how to interact and build relationships with others including turn taking, greeting and interacting with others positively, play alongside and with peers.</p>	<p>Opportunities within the day where the focus is on rebuilding relationships with peers and adults:</p> <ul style="list-style-type: none"> <li>• Nurture parallel and joint play,</li> <li>• Peer learning opportunities with clear expectations(adhering to the risk assessment),</li> <li>• Turn taking games and activities,</li> <li>• Intensive interaction opportunities using call and response games and songs,</li> <li>• Time where adults can give sole attention to pupils re-building relationships (possible</li> </ul>	<p>Positive relationships, key for children to thrive, are re-established across school.</p>	<p>Teachers, HLTAs</p>	<p>This aspect has been particularly affected by lockdowns in that some children continue to struggle with developing positive relationships with their peers – they need a high level of support to do so. OPAL has been purchased with the aim of addressing this need.</p>

## Carr Head Primary School Recovery Curriculum

	<p>buddy / keyworker system for those who need it)</p> <ul style="list-style-type: none"> <li>• Safety work about who keeps us safe and who can keep us safe at school and at home and in the community,</li> <li>• Safety work about how adults can help us,</li> <li>• Activities that link to children’s interests to show we are interested in them.</li> </ul>			
<p>Support pupils to understand their emotions and feelings and begin to process the experiences they have had.</p>	<p>Therapeutic approaches to support behaviour and emotions,</p> <ul style="list-style-type: none"> <li>• Regular circle time,</li> <li>• Self-regulation breaks – sensory breaks, active breaks, and use of resources which support individuals.</li> <li>• 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.</li> </ul>	<p>The curriculum on offer allows children to recognise and explore their response to the COVID situation and their return to school. Children process their experiences and are in a good place in terms of their well-being moving forward.</p>	<p>Teachers, HLTAs</p>	<p>Staff can draw on the expertise of our pastoral lead to support those pupils who especially struggle with this aspect. Teachers adapt the curriculum and daily timetables to ensure a learning environment conducive to learning.</p>

## Carr Head Primary School Recovery Curriculum

<p>Support pupils to relearn some positive behaviours which they may have forgotten being outside of school.</p>	<ul style="list-style-type: none"> <li>• Revisit Behaviour Policy with a coronavirus addendum.</li> <li>• Clear routines which are supported by visuals and clear communication which may include use of visual timetables.</li> <li>• Use of visuals to guide and support and tools (social stories) for structures and boundaries that may be different in school, e.g. social distancing and processes related to this.</li> <li>• Co-created Class Charter for Learning – new routines and boundaries can be discussed and agreed to provide reassurance children.</li> <li>• Celebrating acts that live our values.</li> </ul>	<p>Behaviour policy is evident throughout school throughout the school day.</p> <p>Behaviour for learning is a strength of the school.</p>	<p>Teachers, TAs, Welfare staff</p>	<p>Staff revisited the behaviour policy on our return to school in September. This underlies all our actions in teaching and encouraging positive behaviours.</p>
<p>Respond to familiar and new adults, seek adults to help, support and comfort me when I need them.</p>	<p>Opportunity to discuss worries and concerns on return to school. Share avenues they may take to seek support.</p>	<p>Children know who to go to when they need support.</p> <p>Time is given to children who need additional support.</p>	<p>Teachers, TAs, SENDCO</p>	<p>RSE curriculum: worry boxes. Pastoral Support Lead works with identified children.</p>
<p>Know which adults help me and can support me to keep safe when I need them.</p>	<p>Support plans in place if needed.</p>	<p>Children feel safe and secure and are helped to address any worries they may have.</p>		<p>Relationships in school are a strength.</p>

## Carr Head Primary School Recovery Curriculum

<b>Community</b>		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.		
<b>Priority Area</b>	<b>Actions</b>	<b>Impact</b>	<b>Staff involved</b>	
Support parents / carers who may be nervous about their child returning to school.	<ul style="list-style-type: none"> <li>Communicate clearly with children and parent/carers what the focus of the initial weeks back at school will be, and how pupils will be supported to re-engage with learning.</li> <li>Teachers will adapt curriculum maps accordingly.</li> </ul>	<p>Parents / carers know what to expect when their children return to school.</p> <p>Parents / carers recognise that school is doing everything it can to keep children and staff safe.</p>	SLT, Teachers	Parents receive regular updates on risk assessment changes.
Communication with parents	<ul style="list-style-type: none"> <li>Reverse Parent’s Evening.</li> <li>Dedicated transition events (virtual Meet the Teacher event – Microsoft teams).</li> <li>Develop communication links through the further development of and use of the website.</li> </ul>	Parents / carers will have opportunity to share lock down experiences with their child’s teacher. This information informs future planning for that child.	SLT, Teachers	Virtual parents evenings have been a success – positive feedback from parents. Plans for more face-to-face contact in place, e.g. World Book Week. Our Oak/Y1 parents have never been in school.
Some children / families will need additional support.	<ul style="list-style-type: none"> <li>Identify those children and families who may require more support at this time.</li> <li>Development of Family Support Worker role.</li> </ul>	Children and families are supported to ensure that children thrive.	SLT, SENDCO, FSW	Pastoral Support has developed good relationships with key families.

## Carr Head Primary School Recovery Curriculum

<p>Focused training on the effective use of technology (in case of lock down)</p>	<ul style="list-style-type: none"> <li>• Plan in place if we go into lock down again.</li> <li>• Home learning is developed and improved from previous strategy.</li> <li>• Staff are trained in the use of the learning platform.</li> </ul>	<p>Lockdown plan in place to support staff with adaptation of routines and procedures should we go into lockdown again.</p> <p>Learning platform is such that the delivery of lessons can be immediate, effective and teachers are able to feedback to children on their work.</p>	<p>SLT, Teachers, Support staff, ICT support</p>	<p>Remote learning plan has been updated on a regular basis.</p>
<p>Access to relevant agencies</p>	<ul style="list-style-type: none"> <li>• Bereavement policy is reviewed.</li> <li>• Access to outside agencies is in place if needed.</li> </ul>	<p>Children, families and staff are supported if a bereavement happens.</p>	<p>SLT, SENDCO, FSW</p>	<p>Pastoral Lead / Family support leads on this.</p>
<p>Develop Family Support Worker's role</p>	<ul style="list-style-type: none"> <li>• Assessment of families and required levels of support.</li> <li>• FSW to liaise with families (time).</li> <li>• Access to outside agencies is made available if required.</li> </ul>	<p>Children and families are supported to ensure that the child/children thrives.</p>	<p>SENDCO, FSW</p>	<p>(see above)</p>
<p>Develop use of technology for information sharing</p>	<ul style="list-style-type: none"> <li>• Up to date and relevant information is published on the website</li> <li>• Use of ParentsApp to share information</li> </ul>	<p>Information sharing is effective.</p>	<p>SLT, H. Thornley, CompTech (ICT support)</p>	<p>ParentsApp has been invaluable during these times.</p>
<p><b>Transparent Curriculum</b></p>	<p>All of our students will feel like they have lost time in learning and we must show them how we are addressing the gaps, consulting and co-constructing with our students to heal this sense of loss.</p>			

## Carr Head Primary School Recovery Curriculum

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Support transition back into school	<ul style="list-style-type: none"> <li>• Transition meetings to share information between teachers / with SENDCO to take place in Summer Term</li> </ul>	<p>Teacher is aware of individual children's needs. Children have clear targets / next steps.</p>	Teachers, TAs	Children settled into their new classes in September well.
Support great teaching	<ul style="list-style-type: none"> <li>• Review Teaching and Learning policy.</li> <li>• Key development areas identified in SIP.</li> </ul>	<p>Teaching and Learning policy is evident throughout school.</p> <p>All staff aware of key development areas and share information of and implementation of the School Improvement Plan.</p>	Teachers, TAs	CPD (virtual) took place as part of on-going school improvement. Strategies are being applied and refined in journey to improving teaching and learning across school.
Curriculum meets the needs of the children.	<ul style="list-style-type: none"> <li>• Teachers to have explicit permission to deviate from the typical curriculum where and when it is required (first two weeks).</li> <li>• Immediate pressure of 'catching up' is removed. Instead think about a curriculum that enables children and staff to feel safe and secure in the school context and re-engage pupils in learning.</li> <li>• Any assessments will not be straight away, but will give children time to settle back into school.</li> </ul>	<p>Curriculum is carefully planned to meet the needs of the children.</p> <p>Teachers recognise the need to address well-being and ensure children are ready to learn before they can fully access the opportunities given. They give time in September to focus on well-being and on welcoming the children back into school.</p> <p>Assessments give an accurate picture of where the children are up to.</p>	Teachers	Intervention in place across school with teacher leading interventions. Tutoring explored but difficulties in implementation because of the conditions that go with the funding. Assertive mentoring approach in place and continues to be developed as part of on-going school improvement.

## Carr Head Primary School Recovery Curriculum

Support Curriculum Planning	<ul style="list-style-type: none"> <li>Teachers will highlight key learning documents to show what has not been taught this year.</li> <li>Teachers use resources such as 'Essential Skills for Catch up' (LPDS)</li> </ul>	Teachers are aware of and plan effectively to fill gaps left because of lock down.	Teachers	Coverage documents shared with next teacher.
	<ul style="list-style-type: none"> <li>Expectations made clear, break tasks down to subsets and provide supportive feedback.</li> <li>Scaffold tasks and the skills required to achieve learning.</li> </ul>	Teachers are able to modify their lessons to meet the needs of the children, especially at the beginning of term.	Teachers	Feedback policy reviewed and shared.
Assessment to identify areas where pupils are likely to require additional support	<ul style="list-style-type: none"> <li>Targeted assessment to identify gaps</li> <li>High quality feedback (conferencing / DIRT / use of AFL cups)</li> <li>Assertive Mentoring approach for identified children with the intention of using it for all children</li> </ul>	<p>Assessment allows teachers to identify gaps which informs planning.</p> <p>Training on the assertive mentoring approach – September 2020.</p> <p>DIRT / conferencing is a common feature of teaching and learning in all classrooms.</p> <p>Feedback is effective and impacts significantly on progress.</p>	Assessment Lead, Teachers, Tas	Additional assessments conducted to inform planning. Teachers assess gaps at the beginning of each unit of work in English and Maths. Assertive mentoring approach in place – gaps are closing.
Phonics – children catch up and are at the expected standard.	<ul style="list-style-type: none"> <li>High focus on phonics in Y1, Y2 and Y3.</li> </ul>	Children pass the phonics screening at the required point.	Y1 / Y2 / Y3 Teachers, TAs	Phonics standards improved.

## Carr Head Primary School Recovery Curriculum

	<ul style="list-style-type: none"> <li>Phonics training for Y3 staff.</li> <li>Phonics screening for incoming year 2 pupils is administered in the second half of the Autumn Term.</li> </ul>			<p>New phonics scheme due at Easter. Training attended.</p> <p>Phonics training for all staff in March – in response to the Reading Framework document.</p>
Physical wellbeing is promoted	<ul style="list-style-type: none"> <li>Increased physical activity.</li> <li>Use of daily mile.</li> </ul>	The benefits of physical exercise on well-being is recognised and curriculum adjusted accordingly.	Teachers, HLTAs	OPAL purchased and under development.
Interventions where required, e.g. tutoring	<ul style="list-style-type: none"> <li>Use of EEF to identify most effective intervention programmes.</li> <li>Provision plan to be put in place across school.</li> </ul>	Effective interventions are delivered and have a positive impact on the child.	Teachers, SENDCO, TAs	Intervention programme in place across school. Tutoring – barriers in regards to staffing.
Opportunities for outdoor learning	<ul style="list-style-type: none"> <li>Teachers plan a greater number of lessons outdoors</li> <li>Planning materials available to support planning</li> </ul>	The benefits of outdoor learning are recognised and curriculum adjusted accordingly.	Teachers, HLTAs, TAs	Outdoor area developed. Hindered by winter weather. Ready to continue development during the spring term and onwards.
<b>Metacognition</b>	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.			
Priority Area	Actions	Impact	Staff involved	
Behaviour for Learning – Growth Mindset	<ul style="list-style-type: none"> <li>Work done so far in this area is revisited and is visible in all classrooms.</li> </ul>	Children are aware of the need for behaviour for learning.	Teachers, TAs	Clear expectations (Ready to Learn) evident.

## Carr Head Primary School Recovery Curriculum

		They know their next steps and what they need to do to achieve their goals.		Adults refer to learning pits in all classrooms.
Lesson design is based on understanding of metacognition	<ul style="list-style-type: none"> <li>• Use the 'now' and 'next' approach to guide each class as they return.</li> <li>• Teachers are encouraged to slowly reveal activities to children in chunks, rather than overwhelm them with a daily or weekly timetable initially.</li> </ul>	Lesson design allows children to tackle learning in steps. Children know what to do next.	Teachers, HLTAs	CPD – Rosenshine's Principles Subject reviews will monitor development.
Effective feedback is recognised as essential for teaching and learning	<ul style="list-style-type: none"> <li>• Conferencing / school based mentoring to develop students' metacognitive knowledge of how they learn – their knowledge of themselves as a learner, of strategies, and of tasks.</li> </ul>	Children know their next steps and what they need to do to achieve their goals.	Teachers	Feedback policy reviewed / updated.
Develop use of Knowledge Organisers / quizzes further	<ul style="list-style-type: none"> <li>• Teachers make effective use of knowledge organisers</li> <li>• Quizzes enable children to revisit and embed knowledge at a faster rate</li> </ul>	<p>A knowledge rich curriculum enables children to make links in their learning.</p> <p>Teachers implement strategies that enable children to transfer knowledge into their long-term memory.</p>	Teachers, TAs	Knowledge organisers further developed in school. Developing quizzing approaches. Curriculum / Subject Leader development will address further development.
<b>Space</b>	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.			
<b>Priority Area</b>	<b>Actions</b>	<b>Impact</b>	<b>Staff involved</b>	

## Carr Head Primary School Recovery Curriculum

Children are given opportunity, time and space.	Start of the day to be less formal – opportunity to regulate	Transition back into school is effective.	Teachers, TAs	Space allocated to pastoral support.
Children are given opportunity, time and space.	Provide a place to calm down such as a 'peaceful corner', where children can take time out in a quiet place to regain composure and reduce stimulation.	Children's individual needs are met.	All staff.	Time out space identified for those children who need it as part of ILP / behaviour plan.