



Recovery Curriculum September 2020 and Beyond

KEY: Black – Term 1 Orange – Term 2 Blue – Term 3 Green – Term 4



Why a Recovery Curriculum?

“A learning community’s well-being has a lot to do with the quality of relationships, cohesion, inter-dependence and belonging.”

Nobody quite knows how adversely affected our children have been by the absence of daily routine schools provide. From the evidence available, we can assume some will have felt acutely the anguish caused by the lack of social interaction or feel loss from not being able to undertake the informal rituals of school life - the missed school journey or end of year production, we are talking about rites of passage for young people transitioning into the next phase of their lives.

It underlines that schools are so much more than places which provide education - they are about people. Our schools are communities; we embody values; we model relationships required for modern life to function: collaboration, getting on with others, friendship.

So, as we support our pupils returning to school from September 2020, our attention shifts as much towards helping children come back to us and each other as it necessitates considering the formal curriculum. Our recovery curriculum needs to balance how to learn best with what to learn. This is summarised from the work of Barry Carpenter, taken from his Recovery Curriculum model:

He addresses the need to address the 5 losses and 5 leavers through a recovery curriculum to enable our children to be safe and ready to learn.

5 Losses

Routine - Suddenly daily routines evaporated and with it. No more rushing to get the school bag ready and running out of the door to begin the journey to school. For most children their daily goal in going to school is not just to learn but to see their friends and to feel a sense of self-worth that only a peer group can offer.

Structure - For many children the loss of structure would have been devastating. This is why parents have been encouraged to establish clear routines in home schooling their children. Children need to know what they are doing now and what will come next. If they don't, the child will become anxious and concentration levels drop; they become frustrated with themselves, and those around them.

Friendship - The loss of friendship and social interaction could trigger a bereavement response in some of our children. They will grieve for that group of peers, who not only give them angst, but also affirm them as the person they want to be.

Opportunity – The loss of opportunities available in society could cause a feeling of loss, the opportunity to learn with others and be themselves. To make choices and learn from their mistakes.

Freedom - For some, the loss of freedom is constraining. What child wants to be with their parents 24 hours a day? Their whole self-image, self-esteem, and self-concept is located in the interaction and dynamics of a peer group. They cannot test their emerging self, against the rules and routines of family life.

Without these, this can lead to increased anxiety, attachment, bereavement, and trauma.

5 Leavers

Lever 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.

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 – 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 children 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.



5 Leavers

Recovery Objective	Why?	What will we do?
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.	<ul style="list-style-type: none"> • New parent handbook for the return to school in September was shared in the summer: Term 6 to alleviate parental concerns. • Staff to give more time to building relationships with the children through different activities such as circle time and PSHE lessons. • Key Stage 2 to introduce worry boxes into every classroom. • Consistent staffing teams for structured and unstructured times will help build relationships quickly. • Well-being Team and SLT will be on the gate to support families. • Well-being Team meetings will commence to ensure support is in place. • Virtual Partnership Evenings to be held on 10th and 11th November for Year R to 6. • Regular welfare calls to families by the teacher.
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.	<ul style="list-style-type: none"> • We will continue with regular newsletters including community links. To be sent every 2 / 3 weeks. • We will continue with the development of the school's social media accounts on Facebook and Twitter • We will continue to work with Magic Breakfast to supply food parcels to any families in need.

		<ul style="list-style-type: none"> • Assemblies will be held either in bubbles or virtually. They will ensure the children understand we are still a community. • Our Marvellous Monday Celebration Assemblies will begin in October. • We are taking part in cultural events in a different way: <ul style="list-style-type: none"> *Harvest Festival - supporting our local food bank and *Black History Month - virtual assemblies and in class lessons. *BBC Children in Need Appeal using the prepared resources. *Taking part in Internet Safety Day (9th Feb) *Mental Health Week (1-5 Feb)
Transparent Curriculum	<p>For our children we have re-evaluated our curriculum and through our extra PSHE we will be consulting and co-constructing with our children to heal this sense of loss.</p>	<ul style="list-style-type: none"> • We have adjusted our timetable to accommodate different break times and lunch times and to ensure children are still receiving a broad and balanced curriculum. • Staff to revise their medium term plans for Term 1 to ensure they are building upon previous skills. This will be required over terms 2, 3 and 4. • Due to National lockdown our curriculum has been revised to allow for Remote Home Learning.
Metacognition	<p>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 children to reskill and rebuild their confidence as learners.</p>	<ul style="list-style-type: none"> • In PSHE we will be working on children's well-being and understanding of how they learn. • We will encourage children to use peer or self-marking to identify their own strengths and weakness therefore building resilience. • CPD will ensure that staff have an increased awareness of how anxiety, attachment, bereavement, and trauma will impact on children's ability to learn and retain information. <p>Planned for 1.12.20</p>

		<ul style="list-style-type: none"> • Senior Leaders to complete CPD on trauma and anxiety delivered by Ed Psychologists via TEP in term1.
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.	<ul style="list-style-type: none"> • Time has been built into our curriculum to allow for additional PSHE lessons supporting children to discuss their experiences. • Unstructured times will be used for children to rebuild their friendship groups and develop their social skills. They will be supported by staff from their bubbles to ensure continuity.



Supporting the Mental Health and Wellbeing of Pupils

Recovery Objective	Why?	What will we do?
To provide emotional support for all children moving into new classes and/or returning to school in September.	Transition is difficult during a normal year. This year, our extensive transition programme has been disrupted, and we need to consider more creative approaches to how we can support children with; returning to school, starting new classes and meeting their new teachers.	<ul style="list-style-type: none"> • Following the end of year reports for 2019.20, all teachers phoned home to speak to parents to check on wellbeing, home learning and if any other support was needed prior to September. Moving forward we plan to hold virtual parents evening on video calls or telephone calls. • Our FLO has been in regular contact since March 2020 with our vulnerable children and their families to offer support.

		<ul style="list-style-type: none"> • Our SENCO has been in regular contact with children who have an EHCP or significant needs and their families to offer advice and support. • All new class teachers and support staff made a welcome video, which showed the children their new teaching teams and classrooms prior to the start of term1. • Social stories sent home with photos of teachers and rooms in July 20 • New parent handbook created and shared in July 20 • Teachers to use strategies and activities from 'A Toolbox of Well-being' by Dr Tina Rae.
<p>To ensure availability of therapeutic support and counselling as needed.</p>	<p>Some children may have been affected emotionally by what has happened over the last few months, and may need additional support to deal with that.</p>	<ul style="list-style-type: none"> • Ongoing 'Take 5' activities in all classes • Staff to receive training in childhood anxiety, attachment, bereavement, and trauma with our Emotional Well Being Practitioner (Emma Freeman). Arranged for 1.12.20 • FLO support offered to families and children. • Refer to our Emotional Well-being Practitioner or other services as appropriate. • The school will seek to offer counselling via an external counsellor. Unfortunately our Counsellor has retired and we are currently seeking another. • Parents signposted to virtual parenting courses led by Solihull. • Support offered to children of Domestic Abuse via Choices and the Rainbow Programme. • Dog therapy back in place from October 2020.
<p>To increase the school induction period in September for children starting in our Nursery and Reception classes.</p>	<p>Normally we would have one and half weeks of induction for children starting in our Reception classes in September through shorter days. However, some children have not been in school for nearly 6 months and may require longer to settle in</p>	<ul style="list-style-type: none"> • We will have a staggered induction period for our EYFS. This will enable some children to have a phased start in September, and enable us to work with and support children to settle into the routines of school.

	and understand new school rules and routines.	
To provide support as needed for parents/carers.	Many families have found the last period of the lockdown a real challenge – emotionally and financially. We recognise that this makes it even more difficult to provide the support that children need.	<ul style="list-style-type: none"> • Our FLO will continue to signpost parents/carers to services and support for mental health, financial support, housing support, and domestic abuse as well as many other areas. • Our Flo is able to issue Food Bank Vouchers. • We will encourage parents and families to get in touch and if entitled to apply for Pupil Premium. • Any self-isolating FSM children will receive a food package from Nourish.
To provide mental health and wellbeing support for all school staff.	Staff have worked tirelessly this year, under significant strain, and having to change their job roles repeatedly throughout the year. They have also had to cope with their own family situations and personal circumstances. Staff can only provide effective support for our children if they also have the support they need.	<ul style="list-style-type: none"> • We have shared our paid into service for counselling with staff and directed if needed. • We have shared the Education Support, Citizen Advice Bureau and Samaritans website and phone number to all staff. • We have an open door policy with SLT. • We will have a reduced number of planned staff meetings over Term 1 and 2. Decision to be reviewed over Term 3 and 4. • Staff Well-being Workshop with Emma Freeman – Emotional Well-being Practitioner planned for 15 September 2020
To provide learning opportunities for children to understand their own and other's Mental Health and Wellbeing	Children are sometimes unaware of their own needs and feelings. As a school, we work hard to ensure that our children are able to identify, discuss and share their feelings and Mental Health needs.	<ul style="list-style-type: none"> • We will introduce an additional PSHE unit 'Let's Begin Again' for Autumn Term 1. • Our assemblies will be an opportunity for us to share this as a whole school. • We will continue to use our Dimensions PSHE Curriculum over Term 1 with added circle times to allow for these opportunities.

		<ul style="list-style-type: none"> • The School will begin to use the PSHE Association Curriculum from Term 2.
--	--	---



Supporting the Physical Health of Pupils

Recovery Objective	Why?	What will we do?
To continue to provide access to sports and health based activities additional to our normal curriculum.	Many children have not been active for long periods over the lockdown. Many children will not have had opportunities to play with friends and be part of sports teams.	<ul style="list-style-type: none"> • Staff will lead a game playing session in our break and lunchtimes encouraging children to take turns and play together. • Staff will continue to incorporate 'Take 5' into their in class learning times. • Children will take part in yoga and mindfulness sessions as part of their PSHE curriculum.
To provide access to more active and outdoor based learning opportunities.	Many children have not been active for long periods over the lockdown.	<ul style="list-style-type: none"> • Staff will be encouraged to revisit their curriculum and look at opportunities to develop studies outside, including using the outdoor classroom. • A timetable will be set up to allow each group a session in the outdoor classroom weekly – using the NC Outdoors by D. Lambert to support planning.
To begin afterschool clubs and sports events as soon as	Schools sports clubs and sports clubs in the community have all been closed. Pupils need the chance to engage in competitive	<ul style="list-style-type: none"> • Once school has returned and we will revisit the risk assessment to look at the opportunities we can offer.

we risk assessed and found it is safe to do so.	sports and to develop social skills by taking part in clubs and team games.	<ul style="list-style-type: none"> • We will liaise with local community opportunities and clubs and signpost children and families to these. • We have reopened our swimming pool to local businesses to support our local community.
--	---	--



Supporting the Education of Pupils

Recovery Objective	Why?	What will we do?
To assess every pupil as soon as is appropriate.	Although we have continued working with pupils throughout, we do not have the same overview of what they can do as we usually would. We need this assessment in order to best understand how to support your child over the year.	<ul style="list-style-type: none"> • We have completed hand over with previous teachers to new staff teams ready for September 20 • The data collected earlier in the year in March 20 (pre-lockdown) has been shared with staff. • We are encouraging staff to use Assessment for Learning (AfL) continuously incorporating retrieval practice questions and low stake quizzes into our learning. • There will be no need for any type of formal testing until our baseline date Week 5 in Term 1, where the previous year's Rising Stars / White Rose tests will be used to create a gap analysis. • Following this we will hold Pupil Progress Meetings (PPM's) • SLT to watch The Formative Assessment Guest Speaker Webinar Bundle from TEP over Term 1 and work with identified staff / plan CPD to cascade the information.
To provide targeted educational support for children who need it.	Despite our Home Learning programme, many of our children's education may still have been disrupted. Some children will	<ul style="list-style-type: none"> • Additional support has been placed in identified year groups: • Y6 will have additional TA support for in class support.

	<p>need extra support, particularly in English and Maths, allowing them to reach their age expectations.</p>	<ul style="list-style-type: none"> • Y1 will have an additional teacher for small group work x2days a week. • EYFS Year R will have an additional teacher x 0.5 days a week for support. • For SEN support we are developing x 2 nurture rooms in the Lower School Block and the Main Building. • School will have an additional day of SENCO support from September 2020 • Key Stage 1 will have an extra whole class RWInc. session daily. • RWInc. Consultant to visit the school on 18 November to further support our phonic teaching. • Early Work will include pre-teaching concepts, consolidating and dealing with misconceptions. • PPM's to be held Week 1 of Term 2 following Baseline Assessment. Meetings consists of SLT, SEN and Year group staff.
<p>To provide support for high quality teaching.</p>	<p>Teacher development and CPD has been disrupted. Ensuring every teacher is prepared for the new year, will achieve better outcomes for our children.</p>	<ul style="list-style-type: none"> • CPD has taken place during lockdown on the Rosenshine Principles. • CPD is planned for Term 1 • Wk1 Safeguarding and functionalities of the school day (YQ) • Wk 2 Embedding Whole Class Reading Lessons and our book corners (AF) • Wk 3 Staff Well-being, Sensory Trails and Developing a Long Term Plan for English (EF, HD & AF) • Wk 5 Progression Document for Foundation Subjects (CO & YQ) • Wk 6 Assessment & Moderation (SLT) • Wk 7 Appraisals (SLT) • Wk 8 Staff Development Day. Colourful Semantics, Resilience Toolkit, Behaviour Policy.

	Support to adapt the school's curriculum to meet the needs of the pupils	<ul style="list-style-type: none"> • English and Maths Subject Leaders to attend training with TEP looking at gaps in knowledge and understanding as a result of the school's partial closure. • Core SLs to work with teachers to support identification of gaps in learning and subsequent lesson planning.
--	--	---



Learning for the future

As we all do, we sincerely hope that we do not need to close our school again for any reason. However, it would be naïve of us not to prepare for this possible scenario again in the future.

Recovery Objective	Why?	What will we do?
To ensure a mechanism is in place to support children's home learning if a lock down is needed.	The government have warned that localised lockdowns may need to take place. We need to ensure our staff and families are aware of the system that we will follow to support home learning.	<ul style="list-style-type: none"> • Staff are to use the Oak Academy as a support to for Home Learning. Together with our subscriptions to White Rose, My Maths and TT Rock Stars. • Home Learning sheets will be sent home weekly. • Children will have to submit work to the year group email for feedback. If work is not submitted this will be followed up with the phone call from school. • A regular newsletter will be sent home to parents to keep community links. (Every 2 or 3 weeks) • A Home Learning Flow chart has been created to ensure all staff understand what should be in place.
To support all families with accessing technology	Access to technology has been a barrier to some pupils being able to access the Home Learning programme during the lockdown.	<ul style="list-style-type: none"> • We will consider sending out a parental questionnaire to see the impact of moving our homework & home learning on line. This is planned for Term 2 – week 5.

		<ul style="list-style-type: none">• Further improve the use of Teams for staff and rolling out to our children. With the aim it can be easily switched to being used at home for some children if lockdown was to occur again. The school has secured support from the DfE in order to put this in place.• Identify funding opportunities to help us to support families with access to technology and Wi-Fi. The school applied to the DfE and 26 laptops will become available should we be placed in lockdown.
To set up an electronic Home Learning platform.	Although our Home Learning programme has been successful, we want to be prepared for the future to ensure we are using all software and technology that is now available to schools.	<ul style="list-style-type: none">• Invest in the Microsoft TEAMS system initially for use by staff and Upper Key Stage 2 pupils• Research online learning opportunities over Term 1.• Send an on-line questionnaire to our families regarding remote learning.• Following analysis of these results, we have decided to use emailed home learning activities for now as the parents indicated they would prefer these rather than work being set on TEAMS.