

Harby C of E Primary School

Academic Year 2020/2021



This document sets out:

- Why we have planned a **Recovery Curriculum**
- What our **Recovery Curriculum** will look like?
- How we will implement the **Recovery Curriculum**
- What our targeted **Support Programme** will look like?
- How we will implement the **Support Programme**

This document has been written in conjunction with research from EEF (Education Endowment Foundation) and other relevant educational research. Also supported by guidance from Leicestershire Primary Heads. July 2020

Why have we planned a Recovery Curriculum?

Due to the Covid-19 pandemic all children across the country will have experienced differing levels of curriculum input and home education during this time as families have needed to juggle care and education for all their children as well as working from home and supporting elderly relatives close by. We recognise that this has been incredibly difficult and that there are genuine concerns about the lack of formal education in school for a lengthy period of time. All children across the country will be in the same position and the Department for Education (DfE) have released their guidance to support schools in preparing and planning for full school opening in the autumn term. This will involve assessments to ascertain where children are now working and from this we will work hard to fill gaps in their learning and help children to make further academic progress upon their return to school. Supporting pupils' health and well-being, building relationships, a sense of community and being prepared for further potential lockdown / response to Covid-19 in the future will all be important elements too. We will continue to work together to support the ongoing education of your children as we move into a new academic year with our Recovery Curriculum.

Aims of our Recovery Curriculum

We will have five sensible 'levers' that will help the school and the children recover from the extended school closure due to the Covid-19 pandemic.

These are the factors that will help us achieve them:

1. Staff expertise

We have a team of dedicated, skilled and supportive staff. They are committed to supporting the school - pupils, families and each other - in working as a cohesive team. Staff have a broad range of skills that can be shared and used to support all.

2. Support from the local community

Harby is a wonderful village with a big heart. All our parents, whether they live in our village or outside of the village have been supportive throughout lockdown and are part of our whole school community. With school and home and the community working together we can influence and ensure the best outcomes for us all. This may be further extended with parent volunteers in school.

3. The right curriculum, tools and resources

The Recovery Curriculum is key. Having the right curriculum and the tools and resources to deliver this will ensure the best outcomes. We recognise that this will look different to our previous way of working.

4. National Provision:

We will engage with National Provision as supported by the DfE. This will take the form of additional funding for schools to use effectively and the potential of using tutoring programmes where appropriate. We will engage with DfE initiatives to support pupils during this time ensure that gaps in learning are addressed.

5. Time

We need to give ourselves time to do this. Time to learn. Time to rebuild relationships. Time to work together and make progress. The expectation from the DfE is that we will be working towards implementing our usual curriculum by the summer term 2021. We have time to do this effectively, planned in steps and stages, in a way that is supportive, engaging and enjoyable for us all to reignite and inspire children's learning in the classroom.

Our curriculum will be planned to inspire and rekindle curiosity, to reconnect and make sense of expertise and to endow knowledge and broaden horizons.

"expanding horizons, exploring potential, embracing faith"

What our 'Recovery Curriculum' will look like and how it will be implemented

Lever 1 - Relationships

Positive relationships are vital for child development. Children may have experienced loss during the pandemic, including the loss of relationships with their relatives and peers. ***They will need help to re-establish friendships, reconnect with staff and work with others.***

We will:

- Implement a clear curriculum pedagogy. This will provide structure and will ensure we are delivering content in the most effective way. It can also help rebuild relationships by fostering collaboration, empathy, confidence and self-expression.
- Teach projects that explore relationship themes.
- Plan regular opportunities for children to work together on purposeful, absorbing and rewarding tasks. We will provide challenge and allow children to innovate and find solutions.

Lever 2 - Community

Our curriculum will already be informed by our school's values, aims and the needs of the community. Children from different communities may have experienced the lockdown in different ways. ***Our curriculum will help children tell their stories, strengthen their sense of self, family, community, and place in the wider world.***

We will:

- Allow time for children and families to tell their lockdown stories.
- Model good speaking and listening skills and empower children with the emotional vocabulary they need to express their thoughts and feelings.
- Teach projects and regular PSHCE sessions that cover themes such as identity, personal feelings, similarities and differences and community belonging.
- Engage children with high quality resources, such as stories, games, songs, discussion prompts and videos. They will reflect culture within and beyond our community
- Try to have interesting and relevant themes which will also engage parents and grandparents.

Lever 3 - Transparent Curriculum

Missed learning is a complex issue and children's needs will vary; not all gaps can or should be addressed immediately. *Our curriculum will have a sequence of knowledge and skills to support our flexible route to recovery.*

We will:

- Use PSHCE and Route to Resilience as vehicles for supporting teaching and learning to support wellbeing.
- Identify significant curriculum coverage that children have missed during the spring and summer terms. These will include subject aspects and concepts that need embedding before children can move on, or that they are not likely to revisit in future projects.
- Our subject leaders can see if and where this missed coverage is to be revisited in future projects.
- Use 'low stakes' quizzing and child-friendly testing to assess where extra support for key skills, such as reading are needed.
- Content may be less in the short and medium term, but in more depth. This will help children become more secure in their knowledge and skills.

Lever 4 - Space

All children deserve to experience joy and to be engaged if they are to feel secure and positive about being in school again. Lockdown may have been a narrow experience for them, but school can lift children's spirits and provide welcome relief.

We will:

- Set a clear pedagogy that values and promotes curiosity, deep focus, innovation and self-expression.
- Prioritise a love of, and the skills involved in reading - it is the essential tool for accessing a wide curriculum.
- Plan a rich curriculum that broadens children's horizons and covers a wealth of topics and themes.
- Deliver shorter topics that cover the essential skills and knowledge needed for key topics and that are already fully resourced.
- Provide resources that are high quality, pitched right, and enjoyable to use.

Lever 5 - Metacognition

It is vital that we make the skills for learning in a school environment explicit. All children need to be aware of the skills they need to learn.

We will:

- Ensure teachers provide ample opportunities for children to practise metacognition strategies. These will include planning, identifying how to solve problems, organisation, self-evaluation, analysis, adjusting and more.
- Teach projects and topics that explore positive models of human personal development, resilience, character, adapting to challenges and achievement.
- Share the bigger picture. We will let children know about and have a say in the route their learning is taking them on. This will help to keep the motivated, give them hope, and provide a sense of purpose.

Targeted Support Programme as part of the Recovery Curriculum

As we deliver and implement our Recovery Curriculum we will be making assessments to support our knowledge of where children are and what they need to support them. We will target support to all pupils at different levels and in different areas according to need.

Teaching and whole-school strategies for all pupils

- Great teaching is the most important resource schools have to improve outcomes for our pupils. Pupils will receive Quality First Teaching in all areas.
- Teachers will set aside time to assess pupils' wellbeing and learning needs in order to provide effective support.
- Whole school focus initially will support a feeling of community, will support the exploration of the same topic, will be linked to rich texts that support and explore emotional wellbeing topics.

Targeted support for pupils as needs identified

- One to one and small group tuition creating a three-way relationship between tutor, teacher and pupil, ensuring that tuition is guided by the teacher and has regard for individual SEND plans as appropriate.
- This will be linked to the curriculum and focussed on the areas where pupils would most benefit from additional practice and feedback.
- Support may be delivered by teaching assistants, volunteers or teachers.
- Well-being support will also be provided in this way in addition to academic support.

Intervention programmes

- For children who have fallen behind furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary.
- A particular focus for intervention is likely to be on English and maths.
- Other interventions might focus on other aspects of learning, such as behaviour or pupils' social and emotional needs, or focus on particular groups of pupils with identified special educational needs or disabilities.
- The delivery of interventions will be from Learning Support Assistants and teachers.

Access to External Specialist Services

- Where appropriate and where needs indicate external support may be accessed - such as from Specialist Teaching Services or Educational Psychology - for further advice and support.

Extended school time

- In some year groups we may consider offering after school sessions to provide additional academic or pastoral support.

Supporting parents and carers

- Regular and supportive communication with families will be provided by the school
- Attendance will be monitored carefully and support will be given by the school if or when necessary.
- Parents will be signposted to useful information on our website.