

# Landscope C of E Primary

## Recovery Curriculum Plan September 2020



### Rationale/Intent

Due to the impact of the Corona virus, schools have only been able to directly support those children of key workers. All children have been designed a formal education since the national lockdown in March. However, some children, especially the more vulnerable, have experienced loss not only to their friendships, but also to their daily routines, as well as structures and the freedom of opportunities available in school.

Throughout the pandemic Landscope has supported children through an online supported learning approach using Eschools and email. Teachers provided video links to further support and enhance the learning experience, as well as providing printed packs for families who did not have access to online provision.

For some families establishing and maintaining a routine throughout this time has been challenging and we are aware that for some of our children little or no formal learning has taken place.

We have been thinking about what September might look like, how our pupils and staff might be feeling and what the curriculum should look like at Landscope. Whilst we continue to believe that our Landscovians will be ok, we do need to listen to the advice of experts.

Whether intentional or not, our children are likely to have been exposed to adults who are feeling anxious, who may have acted in a manner different to usual or who have taken on different and contradicting roles to normal. Additionally, children will be returning to a new year group possibly within a new classroom and perhaps with a new teacher. They will be experiencing a new routine and new expectations having not had the transitional opportunities that they are usually afforded at Landscope.

To support children at this time Landscope staff have been researching the latest information on the recovery curriculum for children and will staff be focusing on five levers of support:

1. Building positive relationships – re-building friendships, safety and security in school.
2. Community – understanding what our community looks like now.
3. Curriculum – including the integration of lockdown experiences.
4. Metacognition – how we can support and re-skill learners and build confidence
5. Self-realisation – to support pupils to recognise and achieve their full potential.

In September, we need to ensure that all children are able to settle back into school and to be able to share their own authentic lived experiences and learn to come together again and reconnect emotionally in a holistic way seeing themselves once again as learners.

**Research and foundations taken from: 'A Recovery Curriculum: Loss and Life for our children and schools post pandemic.' By Barry Carpenter, CBE, Professor of Mental Health in Education, Oxford Brookes University, UK .**

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

<https://thenationalcollege.co.uk/webinars/recovery-curriculum>

## Implementation

Support will include:

### THE 5 LEVERS OF RECOVERY

#### LEVER 1: RELATIONSHIPS

We will not necessarily expect our children to return joyfully. Many of the relationships that were thriving, such as with friends, teachers, supporting adults may need to be invested in and restored. We will plan for this to happen, not assume that it will.

#### LEVER 2: COMMUNITY

We will recognise that your child's curriculum will have been based at home for a long time. We will 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

Our children may well feel they have lost time with their learning at school and we want to show them that we understand this and that we will help them to become confident learners at school.

#### LEVER 4: METACOGNITION

In different environments, children will have been learning in different ways and may have developed different styles of learning. It is vital that we acknowledge this.

#### 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.

#### Lever 1 Relationships:

- Extensive relationships education using PSHE Jigsaw resources
- Time for 1: 1 and small group discussions
- Guidance from Thrive practitioners & ITH on best activities to re-establish friendships
- Staff take time to notice every individual in school and make them feel noticed, safe and welcomed

#### Lever 2 Community:

- Sharing of lockdown experiences
- Validating and attuning of concerns and worries that children held and continue to hold
- Communication with parents and carers around the needs of individuals
- Transition plans in place for return – activities and videos from teachers
- Links with after school clubs re-established when possible

#### Lever 3 Transparent Curriculum:

- Adapted curriculum to meet the needs of learners on return to school. Based on low key assessments (quizzes, discussions, questions etc)
- Sharing of planning for the term to reassure children that missed learning will be covered
- Some personalised homework linked to identified gaps in learning to be provided
- Explicit teaching about mental health and wellbeing given high priority within medium term plans
- Opportunities planned for children to voice what they have missed or forgotten

#### Lever 4 Metacognition:

- Sharing and validating learning experiences in place through PSHE
- Re-establishing school routines through role play, creation of class rules, making expectations clear
- Extensive praise awarded around learning and social interaction

#### Lever 5 Space:

- Pupil voice avenues made available so that children can share views
- Priority placed on mental health and wellbeing and pupil voice within PSHE
- Engagement with physical activity and nature/outdoor learning to support physical health and wellbeing

## The Curriculum

### Transition topic on return to school: Curriculum during the first two weeks of term

We want to spend the first two weeks of term focusing on the wellbeing and support for all children whether or not they attended school in the summer term in one of our 'bubbles'. We feel it is important for the children to re-connect with the school routines, rules behaviour and learning expectations as well as re-connecting as a whole school community and re-establish friendships and social engagement.

The children across the school will therefore be involved in a two-week unit of work called 'Here we are'. This is a literacy-based unit of work/learning that has been devised specifically for a whole school to work together using a single text to support a transition curriculum as children return to school. It aims to support reading and writing for pleasure across the school.

The age-appropriate activities will provide opportunities for children to use writing for a range of purposes including

- provide a framework for children to re-engage socially with each other and their wider community,
- suggest opportunities to engage positively with the outdoor environment,
- stimulate thinking and talk about world events and the impact of these events on individuals and the wider world,
- provide a safe forum to share thoughts, concerns, ideas and personal responses,
- use art and writing to help children respond personally to experiences they have had.

### Autumn term 2020: Wider Curriculum.

Landscape's long and medium term planning has been reviewed and revised to ensure the delivery of a high quality curriculum, which provides children with opportunities to build on prior learning and develop their knowledge and skills as they continue their educational journey.

During the Autumn terms, teachers and TA's will focus on supporting children to 'catch-up', having identified starting points and any gaps in learning due to the school closure. Appropriate support and targeted interventions will be available for children with SEND, by deploying TA's and enabling specialist staff from both within and outside the school to work with

children in different classes or year groups as appropriate. Teaching assistants may also be deployed to lead groups under the direction of the class teacher.

We will use our professional knowledge and expertise alongside advice from our Improvement & Inclusion Hub (IIH) and using the latest research advice from the Education Endowment Foundation. <https://educationendowmentfoundation.org.uk/>

- For children in our **Reception** Year, teachers will assess and address gaps in language, early reading and mathematics, particularly ensuring children's acquisition of phonic knowledge and extending their vocabulary.

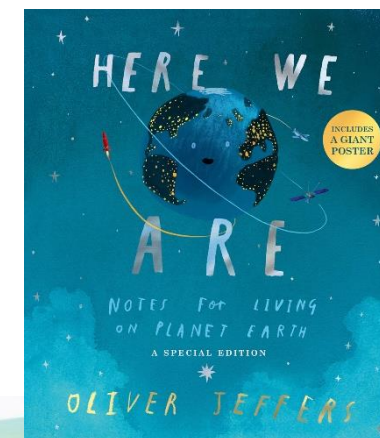
- For children in **Key Stages 1 and 2**, leaders and teachers will prioritise the identification of gaps and re-establish good progress in the essentials, such as phonics and reading, increasing vocabulary, writing and mathematics; identifying opportunities across plans so they read widely, and developing their knowledge and vocabulary. The curriculum will be adapted in the autumn term and possibly for part of the spring term to ensure we have the opportunity to meet the needs of all our learners. It will include sciences, art, PE/sport, RE and PSHE/RHE.

We also aim to block in themed weeks to support a broader curriculum entitlement.

As we move into the spring and summer our full range of subjects and topics will be reintroduced to ensure our aspirational, broad and balanced curriculum is back in place.

- **Relationships and Health education (RHE) for primary aged children, becomes compulsory from September 2020, and will be introduced into our curriculum from the Autumn term**

For further information see Appendix attached below



## Impact

Landscape uses...the keys to unlock the very best of us!

**What will the impact look like? By the time children reach the summer term they will have:**

A Sense of Community:

Children will have reconnected as a school community, recognising the important part each individual plays.

Relationships:

Friendships and positive relationships within school will have been rebuilt and strengthened.

Re-established Routines:

Everyone will have settled back into school life, adjusting well to necessary changes.

Respecting Space and Social Distancing:

We will have established a 'new normal' in relation to proximity and personal space.

Experiencing Loss:

Children will be supported as they struggle to understand their emotions.

Gaps in learning will have been closed and children will be meeting their potential.

**Staff: will have developed strategies for taking care of themselves / each other during this transitional period**

Physical	Psychological	Emotional	Workplace
Sleep well Eat well Dance Exercise Run Jog Walk Sing	Self-reflect Read for pleasure Say no! Smile Be happy in own company Be social with friends, family & colleagues	See friends Cry Laugh Praise self Humour	Take breaks Set limits Peer support in place Supervision available Use holidays for self Set own life/work balance Ask / seek (support/help)



**Appendix**  
**Meeting Needs Of Learners Autumn Term 2020**

Area of possible concern	Action	Person responsible	Cost	Evaluation
<b>Global need</b>				
To plan a rigorous and robust programme of teaching, learning, intervention and 'gap filling' to ensure all children meet potential	To use research to aid creating appropriate planning and /or intervention programmes to meet needs <a href="https://educationendowmentfoundation.org.uk/">https://educationendowmentfoundation.org.uk/</a> Using knowledge, professional expertise and research to plan effective use of addition government funding to ensure needs met (£80 per child)	Trust AH to work together on a planned Trust level approach. IIH JR & All teaching staff	Research time	
To maintain appropriate learning behaviours and resilience	Use PSHE Jigsaw to support this on weekly basis Growth mindset to continue to be developed across the school (Super Hero learners in EYFS)	All staff	-	
<b>Reception / EYFS</b>				
Ability of children to successfully transition from home to school having had 6 months out of nursery provision Usual transition plans have not taken place. Home visits will not be able to take place in September	Telephone meetings 1:1 with each family and the Reception teachers. Transition activity pack posted home for the children to then bring into school in September Introductory video on the website for all children to be able to see the class teachers and the classroom. Extended Transition period in September – stay and play sessions included and the increase in transition time spread over the first 3 weeks in September.	LF & JW	- Time	
Understanding of gaps in children's communication and language skills Lack of time with peers could widen the gap for some children	Speech and language link assessments to be completed for whole cohort in in Autumn term.	LF & JW / NK	- Time	
Ability of teaching staff to manage assessment of children	Teachers to work with EYFS Hub to ensure appropriate measure are in place for completing national baseline assessments.	LF & JW	EYFS Hub meetings	
<b>KS1 Years 1&amp;2</b>				
Ability of children to be able to access year 1 curriculum Specific children are not at ARE for Reception and likely to have regressed during closure. Specific teaching of basics of RWM and phonics will need targeted teaching and support	QFT strategies to be employed Thorough assessment of need to take place by low key methods in September FT TA available to class to allow for targeted intervention Some funding to be used to provide continuous provision to enable age/stage appropriate learning to take place	JF & SD       JR	- Planning	

Ability of children to be able to access year 2 curriculum Lack of face to face teaching since March likely to lead to gaps and regression in learning	QFT strategies to be employed Thorough assessment of need to take place by low key methods in September FT TA available to class to allow for targetted intervention Recapping Y1 learning in depth – Year 1 objectives covered within plans as well as Y2. writing promoted and revisiting basics for writing, talk for writing established in planning Revisiting basics of numbers – place value, number bonds to 10, writing numbers to 100 etc	JF & SD	Planning	
Gaps in phonic knowledge Significant gaps in phonic knowledge for all children at allability levels	Recapping session for phonics planned throughout the week Individual phonics intervention groups planned for those in particular need Phonics practice sent home to parents with individualised targets	JF	Planning	
Regression in reading skills likely due to the closure, many children will not have been reading frequently	Communication with parents early in term 1 – virtual reading /curriculum meeting. Emphasis given on home support for reading being vital Guided reading daily AR daily where appropriate Reading 1:1 where required Precision teaching where needed	JF, SD, JR(SENDCo)	Planning	
Lower KS2 Years 3 & 4				
Ability of children to be able to access year 3 curriculum Children likely to have regressed in key learning areas	QFT strategies to be employed Thorough assessment of need to take place by low key methods in September If accuracy of writing skills is a concern, particularly grammar use Pobble/literacy shed/talk for writing texts to inspire writing and recap explicit grammar learning Ensure bank of resources available to support maths learning to allow for consolidation Informal assessments to take place using short quizzes and formative techniques	AN, AS	Planning	
Ability of children to be able to access year 4 curriculum Children likely to have regressed in key learning areas	QFT strategies to be employed Thorough assessment of need to take place by low key methods in September Accuracy of writing skills is a concern, particularly grammar. Use Pobble/literacy shed/talk for writing texts to inspire writing and recap explicit grammar learning Ensure bank of resources available to support maths learning to allow for consolidation Informal assessments to take place using short quizzes and formative techniques	AN, AS	Planning	
Gaps in phonic knowledge	QFT strategies to be employed	AN, AS	Planning	

Significant gaps in phonic knowledge for all children at all ability levels Significant gaps in application of spelling rules	Thorough assessment of need to take place by low key methods in September Daily recapping session for phonics and spelling planned throughout the week Individual phonics/spelling intervention groups planned for those in particular need Handwriting will be linked to spelling / phonics as needed Spelling homework will be personalised to meet need.			
Knowledge and application of times tables Children will likely have regressed in times table knowledge	Daily use of Timestables Rockstars resources in class and at home Importance reiterated to parents and individualised practice tasks set for homework Regular (at least 3x weekly) practice in school with weekly testing and rewards.	AN, AS	Planning	
Upper KS2 Years 5 & 6				
Academic resilience Children likely to have reduced academic resilience and ability to cope with mistakes	Use of PSHE resources to teach explicitly about resilience Practicing of mistake-making and resolving this Reinstatement of responsibilities as soon as physically possible – e.g. Buddies, monitor jobs etc	KB	- DFE guidance	
Ability of children to be able to access year 5 / year 6 curriculum Children likely to have regressed in key learning areas	QFT strategies to be employed Thorough assessment of need to take place by low key methods in September Revise basics in english. recap explicitly: spelling and grammar that should be applied confidently Use Pobble/literacy shed/talk for writing texts to inspire writing Ensure bank of resources available to support maths learning to allow for consolidation Informal assessments to take place using short quizzes and formative techniques Communication about SATs to be done sensitively and included in parent communication when released from government	KB HR	Planning	
Knowledge and application of times tables Children will likely have regressed in times table knowledge	Daily use of Timestables Rockstars resources in class and at home Importance reiterated to parents and individualised practice tasks set for homework Regular (at least 3x weekly) practice in school with weekly testing and rewards.	KB, HR	Planning	
Length of time and freedom at home given around online gaming and social media Likely that children have had more exposure to gaming and	Jigsaw resources utilised in PSHE and ICT sessions to explicitly teach about issues Launch of Digital Monitors to promote healthy online habits Use of Thinkuknow website for further resources.	KB School councillors to be digital monitors	Badges for monitors?? £10??? Planning	

social media during lockdown.Parents working from home may not have been able to fully supervise this	Internet safety focus in Anti-bullying week (November)			
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