



What is Recovery Curriculum?

Professor Barry Carpenter has developed the Recovery Curriculum. It is a way for schools to help children come back into school life whilst acknowledging the experiences the children have had. We want children to be happy, feel safe and able to be engaged in their learning. We have decided that a way to achieve this for the children is to acknowledge the importance of helping them lever back into school life using the following 5 Levers. Recovery is a systematic, relationships-based approach to reigniting the flame of learning in each child.

The plan below outlines how we propose to do this.

Considerations	Action	Time/person responsible
<p>Lever 1:</p> <p>Relationships – how do we rebuild?</p>	<ul style="list-style-type: none"> • Learning support provision explained to all pupils –system for asking for time with the support personnel. Teachers to report any concerns to the safeguarding lead immediately. • Staff meeting discussion to identify common themes across classrooms. • Model and reward resilience, positivity and perseverance. Allow time to talk freely about concerns, celebrate successes and model how to recognise feelings and provide strategies for dealing with them. • Build on promoting values in Weekly celebration assembly (via Zoom). 	<p>September 20 ongoing</p> <p>All staff</p>
<p>Lever 2:</p> <p>Community – how do we engage?</p>	<ul style="list-style-type: none"> • Review work completed remotely during lockdown • Reflect on all communications with families – emails, messages on Seesaw/Tapestry/Evidence Me and phone calls. • Regular communication with families to talk through new procedures, curriculum intentions, home schooling and learning action plans. Discussions with pupils and families will contribute significantly to initial planning for each pupil’s return to routine. Continuity of approaches to learning used at home will be talked about and considered in school where appropriate to support this transition. • Messages and updates from each class teacher, (via Microsoft Teams) photos and a section for reflection during lockdown if and when it occurs (aimed at parents to promote good mental health and wellbeing). • Continued sharing of information with parents remotely. • Face to face interactions at the start and end of each day (socially distanced). 	<p>July 20</p> <p>All Staff</p> <p>September 20 Head</p>

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<p style="text-align: center;">Level 3:</p> <p style="text-align: center;">Transparent Curriculum – where are children/pupils at?</p>	<ul style="list-style-type: none"> • Transition conversations between teachers to discuss where the children were pre lockdown, what had not been taught and sharing of any other relevant information. • Assessment & progress records completed and handed up to the next teacher – this identifies where the children were assessed to be in March 20. • Coverage documents shared – teachers highlighted areas of work not taught or embedded as a result of lockdown to keep the next teacher informed. • Carry out timely assessments of all pupils in September to ascertain knowledge at this point. Use tests which will provide standardised scores in maths and reading. Identify gaps in knowledge. • Employ an open and honest approach with children to acknowledge their feelings about missed school and learning, explain how we are going to help them to succeed and move forward from this point. By adopting an open dialogue, pupils will hopefully engage and be an active part of the process. • Adapt the timetable to allow time for retrieval of knowledge and skills before accessing current curriculum. Catch-up plan through timetabling – please see diagrams below: 	<p>July 20</p> <p>All Staff & Head</p> <p>September 20</p>
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Phased return to normal curriculum

	Aut 20		Aut 2		Spr 21		Spr 21		Sum 21		Sum 21	
	Half term 1		Half term 2		Half term 3		Half term 4		Half term 5		Half term 6	
A	Retrieval Aut 19/ Spr 20		Summer 20		Aut 20		Spr 21		Sum 21		Sum 21	
B	Consolidate Spring 20/ Start sum 20		Sum 20	Aut 20	Aut 20	Aut 20	Spr 21	Spr 21	Spr 21	Sum 21	Sum 21	Sum 21
C	Summer 20		Aut 20		Spr 20		Summer 20		Summer 20		Summer 20	
Catch up is retrieval/ consolidation of Aut/ Spring												

<p style="text-align: center;">Level 4:</p> <p style="text-align: center;">Metacognition – what makes a good learner?</p>	<ul style="list-style-type: none"> • Make the skills for learning in a school environment explicit to our students to reskill and rebuild their confidence as learners. • Focus on and support the development of key learning skills that are likely to have been impacted in recent months, e.g. listening, maintaining their attention, sensory regulation and social communication and interaction. 	<p>September 20 & ongoing</p> <p>All teachers & Head</p>
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<p>Metacognition is actively monitoring one's own learning and, based on this monitoring, making changes to one's own learning behaviours and strategies.</p>	<ul style="list-style-type: none"> • Set clear learning objectives. • Demonstrate and monitor pupils' metacognitive strategies. • Continually prompt and encourage their pupils along the way. • Consider use of knowledge organisers, retrieval quizzes. • Share information with staff about Rosenshine's 10 principles of instruction. 	
<p style="text-align: center;">Level 5:</p> <p>Space – time and space to do it?</p>	<ul style="list-style-type: none"> • Involve pupils in discussions and identify pupil's engagement factors. • Space will also be a central element for our pupils, including outdoor learning, breaks, break out spaces, Forest School and PE. • Fortnightly timetables used to allow time to have lessons with time enough to deepen understanding and explore concepts further. • First half term – focus will be on wellbeing of staff and children, retrieval of knowledge, identifying gaps in knowledge and adapting teaching to cover this. • Timely intervention/support will run alongside the recovery curriculum to accelerate learning and close gaps. • Ensure that all pupils (from year 1 onwards) and staff are familiar with Microsoft Teams. • Where individual pupils or year group bubbles are isolated, that Microsoft Teams is used to replicate as far as possible, the learning experience in the classroom. • Teachers should ensure that all pupils have the technology at home (hardware and internet access) to access Microsoft Teams. At least one piece of homework should be set to test whether pupils can access Microsoft Teams. • As far as possible remote learning should replicate learning in school. There should be a focus on Basic Skills and each day this should include one English, one maths and one other activity (which might be a part of a longer-term project). Pupils should also be directed to read and to practice multiplication tables and number bonds. • Early Years children should be provided with the equivalent curriculum via Tapestry/Evidence Me 	<p style="text-align: center;">September 20 & ongoing</p> <p style="text-align: center;">All Staff & Head</p>

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SEND/ Disadvantaged pupil considerations		
Legal changes for EHCP	<ul style="list-style-type: none"> • EHCPs reviewed by staff to ensure that needs are being met. • Annual reviews organised – socially distanced or via Microsoft Teams. • Communication with SEND Manager (SENCO) to ensure additional needs are being met in accordance with EHCP. • SENCO to risk assess and submit to the LA in the event of another lockdown. 	July & ongoing Senco & Head
Communication with parents	<ul style="list-style-type: none"> • Staff to communicate with parents via email or telephone. 	Teachers & Head
Updating profiles of pupils	<ul style="list-style-type: none"> • Whole school review meeting to be held in first half of autumn term where each child will be discussed. Any other children who are of concern will be discussed and plan of action regarding assessments or interventions agreed. 	All teachers & Senco
Missed interventions/ support	<ul style="list-style-type: none"> • Review of IEPs/Pupil Passports and EHCPs – specific objectives, have they been achieved? • Create catch-up plan for any missed intervention content. 	All teachers and Head
External agencies (limited access)	<ul style="list-style-type: none"> • External agencies can come into school but must adhere to our social distancing and COVID procedures. This will be by prior appointment only. • School is happy to liaise remotely and attend any online meetings with external agencies – this can include reviews. 	Deputy & Senco
Pastoral support/ recovery curriculum/ therapeutic input	<ul style="list-style-type: none"> • Emotional support provision for pupils and their families to receive additional support on a 1:1 basis or small group. • Jigsaw resources used – assemblies, games, activities and mindfulness strategies employed on a regular basis. • Family Support Worker available if needed. • SEND Manager has access to a wide range of professionals to provide support where needed. 	Teachers/Learning Mentors

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Strategic Priorities for Catch Up Programmes 2020-2021 across Stretton and Burghill				
Major Theme	Direction	Key Outcomes	Time	Person with oversight
Identify children who would benefit from catch up	Screening using baseline assessments	Children identified Level of need identified	Return to school	Deputy/Head
Identify programmes	Prepare range of activities and/or interventions to address need	Programme of action to support interventions	September	Deputy/Head
Prepare protocols/systems for recording outcomes of tests	Establish set of criteria which trigger intervention beyond the curriculum	Remove the debate that child requires further support	September	Deputy/Head
Identify additional staff required for intervention and programmes	Identify what additional funding can be used for – prioritise activities and fund most important	Staff in place asap Changes in contracts or agreement for timesheet additional hours	ASAP	Deputy/Head
Identify children who have no access to technology – if a second wave of home schooling	Children identified and information from parents sought	Children identified have quick access to school equipment – ‘contracts’ in place.	November	Deputy/Head
Each child to have access to Teams to enable remote learning	All logins and appropriate training in place	All children with login Staff trained	September	Deputy/Head