



Post-Covid19 Recover Curriculum

Chiddingly Primary School

September 2020



Our Vision



We aim to establish a happy community school, where every child is provided with a toolkit for life-long learning through high quality teaching. We have a love of learning with high standards of achievement, fostered through traits of resilience, respect for all, equality and inclusion.

Respect

We expect outstanding behaviour; promoting respect, kindness, patience and friendship to all.

"Treat others as you would like to be treated"

Enjoyment

We value a happy, safe, secure and purposeful environment in which children feel comfortable in their learning.

"Be happy at school and make the most of every day"

Excellence

We pursue excellence in all we do. We expect outstanding teaching and standards of achievement.

"Be the best you can be"



Working Together

We recognise the importance of collaboration and inclusion. Celebrating everyone's talent in order to develop high self esteem in all, enabling all to flourish.

"We are all special, unique and talented"

Resilience



We foster resilience and a love of learning through an exciting creative curriculum utilising new technologies.

"You never know what you can do until you try"

Creativity

We develop responsible creative thinkers who are self motivated with a curiosity for learning.

"Understand your learning and how to improve"

Achievement for all  Learning Together  Learning for Life

This document has been created with the Governors, leaders, teachers and support staff of Chiddingly Primary School. The aim is to quickly identify the needs of children on their return to Chiddingly School in September 2020 and to design the curriculum around those needs, taking the following information into account:

- Mental health and emotional wellbeing of the individual children.
- Celebrating successes (both academic and non-academic) achieved during the lockdown period, extended school closure and summer holidays.
- Gaps developed through minimised social interaction with peers
- Re-establishing of routines, expectations for behaviour for learning and learning resilience.
- Lack of transition period into new classes with staff who are new to the children.
- Gaps in learning for core and foundation subjects across the curriculum

This document considers needs for each year group, as well as the global needs of all children in the school.

Recovery Curriculum

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/>

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.

*The common thread that runs through the current lived experiences of our children, is **loss**. From loss emanates three significant dynamics that will impact majorly on the mental health of our children. Anxiety, trauma and bereavement are powerful forces. For them all to appear at once in an untimely and unplanned fashion is significant for the developing child. Our children are vulnerable at this time, and their mental-health fragile. Those 5 losses, of **routine, structure, friendship, opportunity and freedom**, can trigger the emergence emotionally of anxiety, trauma and bereavement in any child. The overall impact cannot be underestimated. It will cause a rapid erosion of the mental health state in our children. The Recovery Curriculum is built on the 5 Levers, as a systematic, relationships-based approach to reigniting the flame of learning in each child. The loss the children experienced during this pandemic will have caused issues around attachment – in their relationships in school that they have forged over years; these will be some of the strongest relationships the young people have, but bereft of the investment of those daily interactions, will have become fragile. Our relationships curriculum must restore the damage of neglect; it must be a Curriculum of Recovery.*

Levers of Recovery	What the research says	What this means for Pioneer Schools – Pupils	What this means for Pioneer Schools – Community	What this means for Pioneer Schools – Staff
<p>Lever 1: Relationships</p>	<p>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.</p>	<ul style="list-style-type: none"> • Extensive relationships education using PSHE Jigsaw resources from previous year group planning • Time for 1:1 and small group discussions • Guidance from Thrive practitioners around Whole School and Whole Class Thrive activities to re-establish friendships • Re-establish/establish Eye Thrive - staff take time to notice every individual in school and make them feel noticed and welcomed 	<ul style="list-style-type: none"> • Signposting of support for families • DSL support where required • Re-establishing of relationships on school playground – SLT to be available to families for discussion and sharing of concerns • Openness from the school regarding procedure and policy in place 	<ul style="list-style-type: none"> • Signposting of support – SLT available to provide emotional support to staff. • Re-training of use of Jigsaw resources and SLT support with planning activities for different year groups • Time given for liaison with parents, 1:1 and small groups. • Safeguarding training reissued in INSET day with reference to Recovery Curriculum. • Re-establish/establish Eye Thrive - staff take time to notice every individual in school and make them feel noticed and welcomed
<p>Lever 2: Community</p>	<p>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.</p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Invitation from school for parents to share home learning experiences – both positive and negative. • Engage with the child in the transition activities. 	<ul style="list-style-type: none"> • Time given to allow for meetings with individual parents as needed around children's specific needs • SLT available to listen to staff needs and support with planning for reshaping of tasks

<p>Level 3: Transparent Curriculum</p>	<p>All of our students 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 students to heal this sense of loss.</p>	<ul style="list-style-type: none"> • Sharing of planning for the term to reassure children that missed units of work 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 	<ul style="list-style-type: none"> • Sharing of Recovery Curriculum plan and Medium Term Planning with parents via newsletters to ensure transparency • Parent Forums in place to discuss curriculum going forward. • Sharing of information from DfE as appropriate 	<ul style="list-style-type: none"> • Support in assessing gaps through short quizzes and formative assessment • Resources purchased or sourced to allow for ease in planning personalised homework tasks (e.g. Google classrooms, My Maths etc) • Time to plan with colleagues and gain advice from Thrive lead and practitioners
<p>Level 4: Metacognition</p>	<p>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</p>	<ul style="list-style-type: none"> • Sharing and validation of learning experiences in place through PSHE sessions • Re-establishing school routines through role play, creation of class rules, making expectations clear. • Extensive praise awarded around learning and social interaction 	<ul style="list-style-type: none"> • Re-establishing school routines identified through school communication to parents • Rationale provided for decisions made and Parent Forums created for this purpose • Re-sharing of policies and signposting these on the website to ensure clarity 	<ul style="list-style-type: none"> • Re-sharing of school policies with staff to ensure clarity • Support from SLT with daily challenges and individuals posing specific challenges or displaying specific needs.
<p>Level 5: Space – to be, to rediscover self, and to find their voice on learning in this issue</p>	<p>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.</p>	<ul style="list-style-type: none"> • Pupil voice avenues made available so that children can share views on processes • Priority placed on mental health and wellbeing and pupil voice within PSHE sessions. 	<ul style="list-style-type: none"> • Questionnaires made available so that parents and carers can share views • Support for families signposted through website and newsletters 	<ul style="list-style-type: none"> • Questionnaires made available to allow staff to share thoughts and feedback • Processes evaluated in staff meetings

Global Needs of all children					
Concern	Action	Cost	Person responsible	Date to be completed	Evaluation
Ability of children to manage feelings and behaviour whilst in school Children have spent so long without school routines that they may display behaviours not accepted in school	Review of behaviour policy	-	HOS/ExH/Govs	1.9.2020	
	Development of assembly and collective worship plans around school rules, expectation and behaviour	-	HOS	1.9.2020	
	Review of PSHE curriculum with emphasis on relationships and reasonable behaviour, use of Jigsaw Recovery curriculum resources.	-	HOS/AHTs/CTs	1.9.2020	
	Use of Whole school approach for Thrive with activities and approaches made explicit for each age range.	-	Sian L	18.9.2020	
New children in the classes due to mixed age groupings Children may be anxious about the new cohort they spend their day with	Team building activities to bond the group Circle time activities around getting to know each other PSHEe lessons around respecting others and their differences	None	HOS/CT/TAs	18.9.2020	

	Use of Philosophy for Children resources.	None	HoS		
<p>Regression in learning skills</p> <p>Children have spent varying times in and out of school and will have had differing experiences of learning at home.</p>	<p>Links to a variety of optional activities to be sent to parents via website – prep for your new class in September</p> <ul style="list-style-type: none"> - Oxford Owls - Nessy - Twinkl <p>Reading buddies set up across the bubble.</p> <p>Relaunch of reading rewards for reading at home</p> <p>Book swap baskets in each classroom</p> <p>Publish information on the website class area – Reader of the week etc</p>	None	Class teachers	Online by 20 th July	
<p>Assemblies</p> <p>Whole school assemblies are a key time to share experiences and messages. These may not be possible.</p>	<p>Design of assembly plans needs to be around PSHE, Reading, whole school reading books</p> <p>First 2 weeks of assembly to be immersive reading. Internalising</p>	None	HOS	1.9.20	

	<p>stories and poems including PHSE (Jigsaw assemblies)</p> <p>Need designing for use in the classroom</p> <p>Use Jigsaw assemblies</p>				
<p>Transition from home</p> <p>Those who have not been in school are likely to find the transition back challenging</p>	<p>Reissue the transition PowerPoint from school with specifics for September.</p> <p>Children with particular concerns or anxieties to be communicated to new teacher during teacher transition meetings so that provision can be put in place.</p> <p>Vulnerable children to be allowed to visit the classroom prior to the first day back in September to alleviate anxieties.</p> <p>Photos of classrooms to go on the website during the September INSET days</p>	None	CTs	5.9.2020	
Reception					
Concern	Action	Cost	Person responsible	Date to be completed	Evaluation

<p>Ability of children to successfully transition from home to school having had 6 months out of nursery provision</p> <p>Usual transition plans have not taken place. Home visits will not be able to take place in September</p>	<p>Virtual meetings 1:1 with each family and the Reception teacher.</p> <p>Transition activity pack posted home for the children to then bring into school in September</p> <p>Introductory video on the website for all children to be able to see the class teacher and the classroom.</p> <p>Extended Transition period in September – stay and play session included and the increase in time spread over a 2-week period.</p>	<p>None</p>	<p>EB/HOS</p>	<p>18.9.2020</p>	
<p>Understanding of gaps in children’s communication and language skills</p> <p>Lack of time with peers could widen the gap for some children</p>	<p>Language link assessments to be completed for whole cohort in T2. Complete earlier for anyone demonstrating high levels of concern.</p> <p>Speech link for those identified as demonstrating high levels of concern.</p>	<p>Cost free provided by CITES this year</p>	<p>EB/HOS/SENCO</p> <p>EB/ HOS/SENCO</p>	<p>14.12.2020</p>	

Year 1					
Concern	Action	Cost	Person responsible	Date to be completed	Evaluation
<p>Gaps in phonic knowledge</p> <p>Significant gaps in phonic knowledge for all children at all ability levels</p>	<p>Use of the phonics tracker to carefully assess children's retention within first 2 weeks</p> <p>Recapping session for phonics planned throughout the week – daily phonics sessions</p> <p>Individual phonics intervention groups planned for those in particular need</p> <p>Phonics practice sent home to parents with individualised targets</p> <p>Continuous provision with phonic specific activities</p> <p>T1 phonics intervention groups with Y1/2/3</p>	<p>Time – extra phonics sessions</p>	<p>CF/EM/CF/HOS</p>	<p>Assessment w/b 19.10.2020 to assess progress</p> <p>End of term 1</p>	
<p>Understanding of gaps in children's communication and language skills</p>	<p>Language link assessments to be completed for those previously a concern or those under speech and language guidance.</p>	<p>Cost free provided by CITES this year</p>	<p>CF/EM/HOS/SENCO</p>	<p>31.10.2020</p>	

Lack of time with peers could widen the gap for some children	Speech link for those identified as demonstrating high levels of concern.				
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Year 2

Concern	Action	Cost	Person responsible	Date to be completed	Evaluation
<p>Gaps in phonic knowledge</p> <p>Significant gaps in phonic knowledge for all children at all ability levels</p>	<p>Use of the phonics tracker to carefully assess children's retention within first 2 weeks</p> <p>Recapping session for phonics planned throughout the week – double phonics sessions daily</p> <p>Individual phonics intervention groups planned for those in particular need</p> <p>Phonics practice sent home to parents with individualised targets</p> <p>Continuous provision with phonic specific activities</p> <p>T1 phonics intervention groups with Y1/2/3</p>	Time – extra phonics sessions	KW/EM/CF/HOS	Assessment w/b 19.10.2020 to assess progress	

Ability of children to be able to access year 2 curriculum	<p>Curriculum planning to incorporate use of T4W strategies.</p> <p>Use of outdoor areas to promote discussion/ imagination and understanding of the world.</p> <p>Hook morning/afternoon for beginning and end of topics.</p> <p>Parent reading meeting/letter sent home on the impact of reading at home</p>				
<p>Understanding of gaps in children's communication and language skills</p> <p>Lack of time with peers could widen the gap for some children</p>	<p>Language link assessments to be completed for those previously a concern or those under speech and language guidance</p> <p>Speech link for those identified as demonstrating high levels of concern.</p>	Cost free provided by CITES this year	CF/EM/HOS/SENCO	31.10.2020	
Year 3					
Concern	Action	Cost	Person responsible	Date to be completed	Evaluation

<p>Gaps in phonic knowledge</p> <p>Significant gaps in phonic knowledge for all children at all ability levels</p>	<p>Use of the phonics tracker to carefully assess children's retention within first 2 weeks</p> <p>Recapping session for phonics planned throughout the week – double phonics sessions daily</p> <p>Individual phonics intervention groups planned for those in particular need</p> <p>Phonics practice sent home to parents with individualised targets</p> <p>T1 phonics intervention groups with Y1/2/3</p>	<p>Time – extra phonics sessions</p>	<p>HC/EP/HOS</p>	<p>Assessment w/b 19.10.2020 to assess progress</p>	
<p>Knowledge and application of times tables</p> <p>Children will likely have regressed in times table knowledge</p>	<p>Use of Timestables Rockstars and Purple Mash resources in class and at home</p> <p>Importance reiterated to parents and individualised practice tasks set for homework</p> <p>Regular (at least 3x weekly) practice in school with weekly testing and rewards.</p> <p>CGP timestables books</p>	<p>None additional (Purple Mash subscription in place)</p>	<p>ML/KV/HR/HOS</p>	<p>Throughout the year</p>	

<p>Length of time and freedom at home given around online gaming and social media</p> <p>Likely that children have had more exposure to gaming and social media during lockdown. Parents working from home may not have been able to fully supervise this</p>	<p>Jigsaw and Purple Mash resources utilised in PSHE and ICT sessions to explicitly teach about issues</p> <p>Launch of Digital Monitors to promote healthy online habits</p> <p>Use of Thinkuknow website for further resources.</p> <p>Internet safety focus in Anti-bullying week (November)</p>	<p>Badges for monitors - £10</p>	<p>HC/HOS</p>	<p>Throughout the year</p>	
<p>Ability of children to be able to access year 3 curriculum</p> <p>Children likely to have regressed in key learning areas</p>	<p>Recapping of Y2 curriculum during units of work – covering Y2 objectives with planning and teaching</p> <p>Accuracy of writing skills is a concern, particularly grammar. Use Pobble to inspire writing and recap explicit grammar learning</p> <p>Ensure bank of resources available to support maths learning to allow for consolidation</p> <p>Informal assessments to take place using short quizzes and formative techniques</p>	<p>None</p>	<p>HC/HOS/BH/VL</p>	<p>Throughout the year</p>	

<p>Understanding of gaps in children's communication and language skills</p> <p>Lack of time with peers could widen the gap for some children</p>	<p>Language link assessments to be completed for those previously a concern or those under speech and language guidance</p>	<p>Cost free provided by CITES this year</p>	<p>HC/HOS/SENCO</p>	<p>31.10.2020</p>	
<p>Transition to KS2 classroom</p> <p>Ability of children to be able to cope in a classroom with different structure</p>	<p>Sensory circuits timetabled in as frequently as needed</p> <p>Resources that mimic year 2 (individual packs including Numicon, sound mats)</p> <p>Now and next boards and/or individual timetables for children who need them.</p> <p>Support for transition to school in the morning – sensory circuits first thing, coming in early if required.</p>	<p>Time cost for staff</p>	<p>HC/ST/SB/Sian</p>	<p>Organised for 7/9/2020 and continued throughout the year</p>	
<p>Year 4</p>					
<p>Concern</p>	<p>Action</p>	<p>Cost</p>	<p>Person responsible</p>	<p>Date to be completed</p>	<p>Evaluation</p>
<p>Knowledge and application of times tables</p>	<p>Use of Timestables Rockstars and Purple Mash resources in class and at home</p>	<p>None additional (Purple Mash subscription in place)</p>	<p>HC/KV/SB</p>	<p>Throughout the year</p>	

Children will likely have regressed in times table knowledge	<p>Importance reiterated to parents and individualised practice tasks set for homework</p> <p>Regular (at least 3x weekly) practice in school with weekly testing and rewards.</p>				
<p>Length of time and freedom at home given around online gaming and social media</p> <p>Likely that children have had more exposure to gaming and social media during lockdown. Parents working from home may not have been able to fully supervise this</p>	<p>Jigsaw and Purple Mash resources utilised in PSHE and ICT sessions to explicitly teach about issues</p> <p>Launch of Digital Monitors to promote healthy online habits</p> <p>Use of Thinkuknow website for further resources.</p> <p>Internet safety focus in Anti-bullying week (November)</p>	Badges for monitors - £10	HC/HOS	Throughout the year	
<p>Ability of children to be able to access year 4 curriculum</p> <p>Children likely to have regressed in key learning areas</p>	<p>Recapping of Y3 curriculum during units of work – covering Y3 objectives with planning and teaching</p> <p>Accuracy of writing skills is a concern, particularly grammar. Use Pobble to inspire writing and recap explicit grammar learning</p> <p>Ensure bank of resources available to support maths</p>	None	HC/HOS/BH/VL	Throughout the year	

	learning to allow for consolidation Informal assessments to take place using short quizzes and formative techniques				
Understanding of gaps in children's communication and language skills Lack of time with peers could widen the gap for some children	Language link assessments to be completed for those previously a concern or those under speech and language guidance	Cost free provided by CITES this year	HC/HOS/SENCO	31.10.2020	
Year 4 behaviours for learning Children will need to become role models for Year 3 Bonding the class together as a team	Listening games Team building activities Class rules established	None	HC/SB	Planned for 7/9/2020 and then throughout the year	
Year 5					
Concern	Action	Cost	Person responsible	Date to be completed	Evaluation
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	None	NC/EW/HOS	Throughout the year	

	<p>Come in early mornings for boosters with reward of shared breakfast at end of term</p> <p>Reinstatement of responsibilities as soon as physically possible – e.g. Buddies, monitor jobs</p>				
<p>Knowledge and application of times tables</p> <p>Children will likely have regressed in times table knowledge</p>	<p>Use of Timestables Rockstars and Purple Mash resources in class and at home</p> <p>Importance reiterated to parents and individualised practice tasks set for homework</p> <p>Regular (at least 3x weekly) practice in school with weekly testing and rewards.</p>	<p>None additional (Purple Mash subscription in place)</p>	<p>NC/KV/EW/HOS</p>	<p>Throughout the year</p>	
<p>Length of time and freedom at home given around online gaming and social media</p> <p>Likely that children have had more exposure to gaming and social media during lockdown. Parents working from home may not have been able to fully supervise this</p>	<p>Jigsaw and Purple Mash resources utilised in PSHE and ICT sessions to explicitly teach about issues</p> <p>Launch of Digital Monitors to promote healthy online habits</p> <p>Use of Thinkuknow website for further resources.</p>	<p>Badges for monitors - £10</p>	<p>HC/HOS</p>	<p>Throughout the year</p>	

	Internet safety focus in Anti-bullying week (November)				
Ability of children to be able to access year 5 curriculum Children likely to have regressed in key learning areas	Recapping of Y4 curriculum during units of work – covering Y4 objectives with planning and teaching Ensure bank of resources available to support maths learning to allow for consolidation Informal assessments to take place using short quizzes and formative techniques	None	HC/HOS/BH/VL	Throughout the year	
Understanding of gaps in children’s communication and language skills Lack of time with peers could widen the gap for some children	Language link assessments to be completed for those previously a concern or those under speech and language guidance	Cost free provided by CITES this year	NC/HOS/SENCO	31.10.2020	
Ability of children to display appropriate Year 5 behaviours	Friendships developed through PSHE Class rules agreed	Free	NC/EW	From 7/9/2020	

	Responsibilities given to ensure they feel they are at the top of the school				
Ability of children to manage the change of building and cloakroom. Children move building and now use the cloakroom. This different set up may be challenging	Behaviour for learning lessons completed early on in the term Responsibilities given to ensure they feel they are at the top of the school Walking round the new building to explain rules for different areas	Free	NC/EW	From 7/9/2020	

Year 6

Concern	Action	Cost	Person responsible	Date to be completed	Evaluation
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 Come in early mornings for boosters with reward of shared breakfast at end of term	None	NC/EW/HOS	Throughout the year	

	Reinstatement of responsibilities as soon as physically possible – e.g. Buddies, monitor jobs				
<p>Length of time and freedom at home given around online gaming and social media</p> <p>Likely that children have had more exposure to gaming and social media during lockdown. Parents working from home may not have been able to fully supervise this</p>	<p>Jigsaw and Purple Mash resources utilised in PSHE and ICT sessions to explicitly teach about issues</p> <p>Launch of Digital Monitors to promote healthy online habits</p> <p>Use of Thinkuknow website for further resources.</p> <p>Internet safety focus in Anti-bullying week (November)</p>	Badges for monitors - £10	NC/HC/HOS	Throughout the year	
<p>Ability of children to be able to access year 6 curriculum</p> <p>Children likely to have regressed in key learning areas</p>	<p>Recapping of Y5 curriculum during units of work – covering Y6 objectives with planning and teaching</p> <p>Ensure bank of resources available to support maths learning to allow for consolidation</p> <p>Informal assessments to take place using short quizzes and formative techniques</p> <p>Communication about SATs to be done sensitively and included in parent communication when released from government</p>	None	NC/HOS/BH/VL	Throughout the year	

