



Post Covid-19 Recovery Curriculum

St Mary the Virgin Primary School

September 2020

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.

Our Vision

At St Mary's Church Aided Primary School, we aim to establish a happy and thriving community, living our core values of Love, Strength, Faith, the love of God and one's neighbour. Every child will have a love of life-long learning through high-quality teaching and excellent achievement, resilience, respect for all, equality and inclusion.

Love

Love and respect yourself and all others, treating them as you would like to be treated.

Luke 10: 25-37

Strength

Recognise people's strengths and use your own to be resilient and the best you can be in all you do.

John 6: 1-14

Faith

Have faith in yourself and others and be honest and truthful. Believe that you never know what you can achieve until you try.

Luke 5: 1-11

Following in the example of Jesus.

Achievement for All, Learning Together, Learning for Life



This document has been created with the Governors, leaders, teachers and support staff of St Mary the Virgin CE Primary School. The aim is to quickly identify the needs of children on their return to St Mary the Virgin CE Primary 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 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.

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.

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>	<p>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 Eye Thrive – staff take time to notice every individual in the school and make them feel noticed and welcomed.</p>	<p>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</p>	<p>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 Eye Thrive – staff take time to notice every individual in the school and make them feel noticed and welcomed.</p>
<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>	<p>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 back with school clubs/extra-curricular activities and club leaders</p>	<p>Invitation from school for parents to share home learning experiences – both positive and negative. Engage with the child in the transition activities.</p>	<p>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>
<p>Lever 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>	<p>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</p>	<p>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.</p>	<p>Support in assessing gaps through short quizzes and formative assessment Resources purchased to allow for ease in planning personalised homework tasks Time to plan with colleagues and gain advice from Thrive lead and practitioners</p>

		<p>Opportunities planned for children to say what they feel they have missed or forgotten</p> <p>Explicit teaching about mental health and wellbeing given high priority within medium term plans</p>	<p>Sharing of information from DfE as appropriate</p>	
<p>Lever 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>	<p>Sharing and validation of learning experiences in place through PSHE sessions</p> <p>Re-establishing school routines through role play, creation of class rules, making expectations clear.</p> <p>Extensive praise awarded around learning and social interaction.</p> <p>Development of individual pupil passports and teacher: pupil conferences to share and identify what helps individuals learn.</p>	<p>Re-establishing school routines identified through school communication to parents</p> <p>Rationale provided for decisions made and Parent Forums created for this purpose</p> <p>Re-sharing of policies and signposting these on the website to ensure clarity</p> <p>Parents involved with creating passports and information shared with all who work with the pupil</p>	<p>Re-sharing of school policies with staff to ensure clarity</p> <p>Support from SLT with daily challenges and individuals posing specific challenges or displaying specific needs.</p>
<p>Lever 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>	<p>Pupil voice avenues made available so that children can share views on processes</p> <p>Priority placed on mental health and wellbeing and pupil voice within PSHE sessions.</p>	<p>Questionnaires made available so that parents and carers can share views</p> <p>Support for families signposted through website and newsletters</p>	<p>Questionnaires made available to allow staff to share thoughts and feedback</p> <p>Processes evaluated in staff meetings</p>

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	-	HOS/AHTs/CTs	1.9.2020	
	Use of Whole school approach for Thrive with activities and approaches made explicit for each age range.	-	SL	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	
Reception					
Concern	Action	Cost	Person responsible	Date to be completed	Evaluation
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	Phonecalls with each family and the Reception teacher. Transition activity pack posted home for the children to then bring into school in September	None	LM/RB	18.9.2020	

<p>Attachment and leaving parents to stay at school.</p>	<p>Introductory Power point and school video on the website for all children to be able to see the staff and the school. Extended Transition period in September – stay and play session included and staggered start for all children. Adapt and be flexible with the first couple of weeks with individual children in discussion with parents. Nursery and pre-school settings have been contacted by phone call by class teachers.</p> <p>Class rep has set up a group to be able to connect digitally and make connections as and when is possible over the summer.</p>				
<p>Understanding of gaps in children’s communication and language skills 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>Cost free provided by CITES this year</p>	<p>LM/RB/SL</p>	<p>14.12.2020</p>	
<p>Year 1</p>					
<p>Concern</p>	<p>Action</p>	<p>Cost</p>	<p>Person responsible</p>	<p>Date to be completed</p>	<p>Evaluation</p>
<p>Gaps in phonic knowledge</p>	<p>Use of the phonics tracker to carefully assess children’s retention within first 2 weeks</p>	<p>Time – extra phonics sessions</p>	<p>KW/EK/NF</p>	<p>Assessment w/b 19.10.2020 to assess progress</p>	

Significant gaps in phonic knowledge for all children at all ability levels	Recapping session for phonics planned throughout the week – double phonics sessions daily Individual phonics intervention groups planned for those in particular need Phonics practice sent home to parents with individualised targets				
Writing Confidence and use of phonics in writing Less practise with fine motor and writing throughout the year	Use of phonic knowledge and confidence to do so independently. Review and reinforcement of resources to support this- sound mats and talking through words. Fine motor control and development- use of EYFS resources.		EK/NF/LJ/SL		
Maths Gaps in concrete understanding of quantity and numeral recognition	Review of teen numbers to 20 and adding and subtracting to 10 and beyond. Reviewing doubling and counting in 2's 10's.		EK/NF/LJ/SL		
Ability of children to maintain appropriate behaviours for year 1 classroom	Awareness of attachment issues after long periods at home, gentle start of day required and regular routines.	Support staff hours?	EK/NF/LJ/SL	Ongoing	

<p>Transition to Cherry Classroom environment. Due to 6 month gap out of EYFS learning environment.</p>	<p>Outside space of Cherry Class updated to provide an aspect of free flow TA support in as many afternoons as timetable allows</p> <p>Additional space and time to allow for free choice/ child led learning choices.</p>			01.09.2020	
<p>Understanding of gaps in children's communication and language skills 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>Additional time for reiteration for in instructions may be required, particularly for children that have been out of school.</p>	Cost free provided by CITES this year	EK/NF/LJ/SL	23.10.2020	

Year 2

Concern	Action	Cost	Person responsible	Date to be completed	Evaluation
<p>Gaps in phonic knowledge 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>	Time – extra phonics sessions	KW/EK/NF	Assessment w/b 19.10.2020 to assess progress	

	Phonics practice sent home to parents with individualised targets LA Y2 to join HA Y1s for phonics if necessary.				
Ability of children to be able to access year 2 curriculum	Small focus groups while Year 1 are using free-flow provision. Baseline assessments in T1 to highlight gaps and focus points.	Support staff hours?	EK/NF/LJ	Ongoing 23.10.2020	
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	EK/NF/LJ/SL	23.10.2020	

Year 3

Concern	Action	Cost	Person responsible	Date to be completed	Evaluation
Gaps in phonic knowledge Significant gaps in phonic knowledge for all children at all ability levels	Use of the phonics tracker to carefully assess children's retention within first 2 weeks Recapping session for phonics planned throughout the week – double phonics sessions daily (small intervention group) Individual phonics intervention groups planned for those in particular need Phonics practice sent home to parents with individualised targets (homework)	Time – extra phonics sessions	KR/BH KR/MN	Assessment w/b 19.10.2020 to assess progress	

			KR		
Knowledge and application of times tables	<ul style="list-style-type: none"> - Ensure all children set up on Timestable Rockstars (TTRS) with tables set to their year group - Weekly tests to ascertain starting point for teaching new tables - Motivators to encourage practising at home and school (badges, stickers etc.) - Times Table League 	Time TTRS subscription	KR/BH	1.9.2020 Tests to begin in week 2 (2-3 times weekly)	
Length of time and freedom at home given around online gaming and social media	<ul style="list-style-type: none"> - Brain breaks to support building concentration time - Encourage group work if possible - Encourage use of textbooks etc. for research rather than laptops - Mindfulness time - Encourage art work, team activities, group games during free time rather than computer games 	Time – timetabling	KR	Ongoing	
Ability of children to be able to access year 3 curriculum	<ul style="list-style-type: none"> - Use of the windscreen assessments - Transition chat with teachers to try and address any clear gaps - Before and after assessments/mind-mapping for new topics - Highlighting behaviour for learning using the learning powers (and recap what these are) - Baseline assessments (R,W,M) 	Time	KR	20/7/20 KWL etc. September '20 WB 28.9.20	

	<ul style="list-style-type: none"> - Online Safety lessons - Spelling Bee to encourage spelling practise 		KS2	Sep/Oct T2-3	
Understanding of gaps in children's communication and language skills Lack of time with peers could widen the gap for some children	<ul style="list-style-type: none"> - 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	KR/BH/MN/SL	23.10.2020	
Year 4					
Concern	Action	Cost	Person responsible	Date to be completed	Evaluation
Knowledge and application of times tables	<ul style="list-style-type: none"> - Ensure all children set up on Timestable Rockstars (TTRS) with tables set to their year group - Weekly tests to ascertain starting point for teaching new tables - Motivators to encourage practising at home and school (badges, stickers etc.) - Times Table League 	Time TTRS subscription	KR/BH	1.9.2020 Tests to begin in week 2 Ongoing (2-3 times weekly)	
Length of time and freedom at home given around online gaming and social media	<ul style="list-style-type: none"> - Brain breaks to support building concentration time - Encourage group work if possible - Encourage use of textbooks etc. for research rather than laptops - Mindfulness time 		KR	Ongoing Sep/Oct	

	<ul style="list-style-type: none"> - Encourage art work, team activities, group games during free time rather than computer games - Online Safety lessons 				
Ability of children to be able to access year 4 curriculum	<ul style="list-style-type: none"> - Use of the windscreen assessments - Transition chat with teachers to try and address any clear gaps - Before and after assessments/mind-mapping for new topics - Highlighting behaviour for learning using the learning powers (and recap what these are) - Baseline assessments (R,W,M) - Spelling Bee to encourage spelling practise 		KR	<p>20/7/20</p> <p>KWL etc. September '20</p> <p>WB 28.9.20</p> <p>T2-3</p>	
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	KR/BH/MN/SL	23.10.2020	
Year 5					
Concern	Action	Cost	Person responsible	Date to be completed	Evaluation
Knowledge and application of times tables	<ul style="list-style-type: none"> - Ensure all children set up on Timestable Rockstars (TTRS) with tables set to their year group - Weekly tests to ascertain starting point for teaching new tables 	Time TTRS subscription	AB	<p>1.9.2020</p> <p>Tests to begin in week 1</p>	

	<ul style="list-style-type: none"> - Motivators to encourage practising at home and school (badges, stickers etc.) 		All staff to highlight badges etc. in passing		
Length of time and freedom at home given around online gaming and social media	<ul style="list-style-type: none"> - Brain breaks to support building concentration time - Encourage group work if possible - Encourage use of textbooks etc. for research rather than laptops - Mindfulness time - Encourage art work, team activities, group games during free time rather than computer games - Online Safety lessons 		AB	20/7/20 KWL etc. September '20 WB 28.9.20 Sep/Oct	
Ability of children to be able to access year 5 curriculum	<ul style="list-style-type: none"> - Use of the windscreen assessments - Transition chat with teachers to try and address any clear gaps - Before and after assessments/mind-mapping for new topics - Baseline Assessments (R,W,M) - Spelling Bee to encourage spelling practise 		AB	20/7/20 KWL etc. September '20 WB 28.9.20 T2-3	
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	AB/SL/CT	23.10.2020	

Year 6

Concern	Action	Cost	Person responsible	Date to be completed	Evaluation
Academic resilience	<ul style="list-style-type: none"> - Small intervention groups to build stamina and speed - Wellbeing/mindfulness/reassurance to rebuild growth mindset and resilience - Slower paced lessons/coverage 		AB/BH	<p>1.9.2020</p> <p>Tests to begin in week 1</p>	
Length of time and freedom at home given around online gaming and social media	<ul style="list-style-type: none"> - Brain breaks to support building concentration time - Encourage group work if possible - Encourage use of textbooks etc. for research rather than laptops - Mindfulness time - Encourage art work, team activities, group games during free time rather than computer games - Online Safety lessons 		AB	<p>Ongoing</p> <p>T2/3</p>	
Ability of children to be able to access year 6 curriculum	<ul style="list-style-type: none"> - Use of the windscreen assessments - Transition chat with teachers to try and address any clear gaps - Before and after assessments/mind-mapping for new topics - Baseline Assessments (R,W,M) - Spelling Bee to encourage spelling practise 		AB	<p>20/7/20</p> <p>KWL etc. September '20</p> <p>WB 28.9.20</p> <p>T2-3</p>	

