



“Learning Today for Tomorrow’s World”

Before we start teaching our curriculum in September, we need to make sure our children are emotionally settled and feel secure at school.

All of our learners will need a holistic recovery, some may need a focused recovery intervention programme, personalised to their needs; others may need a deeper and longer lasting recovery period, enabling a fuller exploration of the severity of their trauma and emergent attachment issues.

Now is the time to return to more humane approaches concerned with the fundamental wellbeing, and secure positive development of the child. Without this there will be no results that have true meaning and deep personal value to the child in terms of their preparation for adulthood.

The Recovery Curriculum on the 5 Levers, as a systematic, relationships-based approach to reigniting the flame of learning in each child. Our quest, our mission as educators, will be to journey with that child through a process of re-engagement, which leads them back to their rightful status as a fully engaged, authentic learner.

Lever 1: Relationships – we can’t expect our children to return joyfully, and many of the relationships that were thriving, may need to be invested in and restored. We will plan for this to happen, not assume that it will. We will reach out to greet them, use the relationships we build to cushion the discomfort of returning. (PSHE Curriculum / Circle Time).

Lever 2: Community – 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. (Behaviour for Learning –RRS).

Lever 3: Transparent Curriculum – all of our children 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 children to heal this sense of loss.

Lever 4: Metacognition – in different environments, children will have been learning in different ways. It is vital that we make the skills for learning in a school environment explicit to our children to reskill and rebuild their confidence as learners.

Lever 5: Space – to be, to rediscover self, and to find their voice on learning in this issue. We will give children time to talk; we will encourage them to discuss their concerns. We will work with the children to equip them with strategies to improve their mental health and consequently their learning.

Based on the work of Barry Carpenter, CBE, Professor of Mental Health in Education, Oxford Brookes University, UK and Matthew Carpenter, Principal, Baxter College, Kidderminster, Worcestershire, UK

The Recovery Curriculum is an essential construct for our thinking and our planning. At Broadbent Fold Primary School and Nursery we believe it is best for the children of our school community, informed by our inherent understanding of our children in our community.

The **Rainbow** Recovery Curriculum approach, as shown below;

Revision from previous year – (key concepts will be consolidated before new learning is introduced)

Accelerated reading – (a strong reading focus across the curriculum to accelerate progress)

Integrated learning – (cross curricular opportunities will be planned to help the children make connections across the curriculum)

Need to know not nice to know – (essential skills and learning will be identified and some less important details will not be included)

Basic skills and knowledge – (will be taught and consolidated in each curriculum area)

Oracy focus – (there will be a strong focus on speaking and listening across the curriculum)

Wellbeing and mental health focus – (this will be at the core of our curriculum – lessons will be taught explicitly as well as through all other aspects of school life)

Delivery of the recovery curriculum

- **Not every lesson the children have missed will be taught.** The whole school population is in the same position – everyone has ‘lost’ at least 4 months of education and no school will be able to re-teach every lesson a child missed.
- **We will focus on what we can control**, including smartly planned curriculum coverage and sensitive, high-quality teaching. Staff Insets each week will be on planning and assessing the next steps together.
- **For most subjects, children aren't only taught something once** – concepts reappear across year groups and key stages and are built on over time, e.g. if year 1 missed gathering and recording data in science, they will do this again in year 2.
- **Key concepts that run through our curriculum, rather than specific topics or units, will be considered:** as long as our curriculum is sequenced properly, there will be key threads running through it.
- **The most important, threshold concepts, will be focused on:** children need to understand enough of these concepts in order to access the next stage of their learning. Not knowing all the small details will not hold them back.

- **Children are entitled to a broad, balanced curriculum:** teaching all subjects will help them to get back on track (e.g. vocabulary they learned in history will impact overall learning), so foundation subjects will not be sacrificed to prioritise core ones. A broad and balanced curriculum will also allow children to feel confidence and achievement in different areas. Areas of the curriculum such as the arts will support our emphasis on mental health. We will not be ‘dropping’ subjects and we will not have a hierarchy of subjects.
- **Creativity and play - now more than ever, providing our children with a fun learning environment will be key to engaging them in their learning.** As many will have been away from the classroom and more formal learning, transition on their return will need to include opportunities for them to work practically and interactively. It may be necessary to plan shorter activities to maintain attention span and enthusiasm. There are many ways in which we can do this including cooking, making, creating as well as building on some of the outdoor learning activities we have provided during recent times and making use of the fantastic resources we have available in school.
- Our Nursery and Reception cohort and new Nursery intake will be working towards the revised Early Learning Goals across the year. The Development Matters document is also being revised and released too. It is important to acknowledge that the ELGs are not the curriculum and as a school we have relished the opportunity to design a curriculum that will meet the needs of our children and school community. We will prioritise the Prime Areas of Learning during the autumn term.
- **Year 1 will continue to work on the missed Early Learning Goals** and continuous provision will be key to an effective learning journey and a smooth transition to the National Curriculum.
- **Meaningless marking and excessive data collection will be dropped** so teachers can focus on thoughtful lesson planning, and accurately assessment of where children are and where they need to be. As a school, we feel we have already made good progress in this area but we will continue to review it. Our Inset time together will focus on this.
- Teachers will also adapt their short-term planning in light of what they are finding out about where children are (e.g. if there's one concept the majority of children in a year group are struggling with, more time will be devoted to re-teaching this). For some children, consolidation lessons won't be enough to fill these gaps. Where quizzing identifies significant gaps in individual children's knowledge, teachers will need to put measures in place to help them address these gaps quickly. They are not all SEN – please address gaps as a teacher and through high quality planning.

Continuation of the normal curriculum

At some point, we will need to start our normal 20/21 curriculum. As soon as children have mastered the key knowledge the staff have identified, the normal curriculum can be introduced. The recovery curriculum will be reviewed on a weekly basis by the Senior Leadership Team in Autumn 1 with the aim that the new academic year's curriculum starts in Autumn 2 or Spring 1. The Senior Leadership Team will consider how best to use the Catch Up funding when more information is released by the government.

English Recovery Curriculum

At Broadbent Fold Primary School and Nursery, we value the importance of literacy development and want to further raise literacy achievement by putting quality children's literature at the heart of all learning. We provide opportunities to support children to become confident, happy and enthusiastic readers and writers, with all the benefits this brings. We believe "good literacy floats on a sea of talk" (James Britton) and that's why we will be prioritising children's emotional literacy and oracy within our English lessons and across the breadth of the curriculum. As part of our recovery curriculum, we will be modelling good speaking and listening skills and empowering children with the emotional vocabulary they need to express their thoughts and feelings; time to discuss their individual experiences will be essential. Before we begin to address gaps in learning, we want to ensure children settle back in to school life and feel a sense of belonging by rekindling their love for learning through reading. Lockdown will have provided very different and may be narrow experiences for our children, but we will ensure we lift children's spirits and support their well-being as a priority in September.

During the autumn term, we will get to know our new class and identify their strengths and weaknesses through quality, meaningful discussions and activities. We will begin with a whole class text and build on this over the weeks. Whilst it is important to acknowledge the content that children have missed, it is also important to remember that our usual high quality teaching practice for English would always encapsulate revisiting content from the previous year group, to build on prior learning. All of the autumn medium term plans for English recap learning from the previous year group for spoken language, reading and writing (including composition, grammar and vocabulary). Although the coverage and content has been addressed, we expect further issues will surface for example; stamina, dexterity, independence and self-regulation. It will be important to rebuild children's confidence and skills through clear modelling and active learning. Children may have become used to completing activities quickly without the need to proof read and edit their work. Therefore, we will ensure adults use metacognitive strategies to support children's independence and self-regulation. Daily marking – self/group/teacher should take place and the pace should be increased.

Mathematics Recovery Curriculum

White Rose units will be used with the Ready to Progress documentation. There is a document for each year from Y1 to Y6 which lists the maths objectives to be covered in the year and highlights which related objectives have been missed due to the partial closure of school. These will not be taught as a block but as pre-teaching to the related topic, whenever this comes up in the academic year. However, years 4 and 5 staff need to be aware that there are objectives that were missed that do not directly relate to maths topics covered in their year and so these will need to be specifically added in.

Many of the number objectives are covered early in the school year, particularly place value and number operations. However, once covered, these skills are usually regularly revisited and practised and so it should be assumed that children will have lost some of their fluency in number.

Much of the measurement and geometry skills have not been covered due to the partial school closure and it is essential that staff are mindful of this and pace the work over the next academic year to ensure that these areas are not missed again in the summer term of 2021 due to extra time being spent on each topic, resulting in there being insufficient time to complete the whole curriculum again. Staff also need to be aware that the later topics may take longer to cover as there will be a good deal of pre-teaching needed if the topic was completely missed in the previous academic year and need to allow time for this.

The Department for Education released guidance in July which highlights the key objectives that are essential for children to acquire in each year group in order to be able to progress successfully in maths. We will deliver the whole curriculum but there will be a particular focus on ensuring that the children are secure in these key skills and maths intervention will focus on these, initially from the previous year and then from the current year.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/897806/Maths_guidance_KS_1_and_2.pdf

Science Recovery Curriculum

Science Topics

This is the intended recovery plan for 2020-21 only. It will ensure that all aspects of the KS1 & KS2 science curriculum are covered. It outlines the topics that need to be covered with the NC requirements clearly stated. Suggestions have been made on how these topics can be added into the 2020 -2021 academic year.

Some topics are able to be combined with existing work taught in that year group as they follow the same strand. Some must be taught prior to the year group's usual work as this prior knowledge/learning will be needed. Others are not looked at again and will need to be delivered in the first half term to make sure that the requirements are met. Some are not needed for prior knowledge, but will fit with the current year group's work. For example; they are both biology topics, but are about different systems in the body.

All this information has been provided for each year group.

Scientific Forms of Enquiry

It is going to be important to remember that it is not just scientific knowledge that is needed to be taught, but that scientific enquiry will need to be carried out to meet the needs of the curriculum. A reminder of the forms of enquiry are below:

- Observation over time
- Pattern seeking
- Identifying classifying and grouping
- Comparative and fair testing
- Research using secondary resources

These will need to be displayed in the classroom and all forms of enquiry will need to be used throughout the year. The NC guidance should be used as it suggests ideas for scientific enquiry that could be carried out, especially when a teacher is teaching a topic that they are unfamiliar with.

Outdoor Education

Some of our science work can be carried out during outdoor education. Many of the topics that have to be taught, especially in KS1, can be covered when learning out in the school grounds. This may mean observing plants, animals, senses, the seasons and the weather.

Well-being of Children Returning to School after Lockdown

PSHE scheme is integral to SDP this year and needs to be planned for straight away

Circle time is needed to enable pupils to review / reflect

Annafreud.org Document Coronavirus: Supporting Pupils' Mental Health and Well-Being

Well-being Journal if required for older pupils

Tools for managing emotions – de-escalation / solution focussed techniques

Mindful Listening – yoga time if needed

Brain Break Breathing

Twinkl pack for Wellbeing Ks1 pack and KS2 pack is available

Twinkl mindfulness pack is available

See VA for any bereavement support

In addition to this we have the mental health resources included in the PSHE Association.