



**St Teresa's Catholic  
Primary Academy**

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# **Recovery Curriculum 2020**

This policy was amended: 1/9/ 2020  
This policy will be reviewed: 10/ 12/ 2020

## Intent

Our aim is to provide a curriculum that is adaptable and responsive to the diverse needs of individual learners and which reflects the uniqueness of their communities and that will be vital during the recovery phase with a blended learning approach.

**Rationale:** Children returning to school following lockdown have experienced loss (routine, freedom, relationships, social interaction structure) and have lived through a collective trauma.

*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. And on top of that, they are witnessing a sea of adult anxiety, which they unwittingly are absorbing.*

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

Independent learning, without the teacher to intervene, can lead to mistakes, misunderstandings and misconceptions going unchecked.

There are a few stages of recovery that need to be taken into account when children return:

**Level 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 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.

**Level 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.

**Level 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 students to heal this sense of loss.

**Level 4: Metacognition** – 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 children to re-skill and rebuild their confidence as learners.

**Level 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.

To address all the above an action plan has been established. This action plan is under constant review to comply with the most recent government guidance.

## **Implementation:**

There is a phased approach for our recovery curriculum. During the initial stages, the focus will be put on recovering children's relationships with school - with the emphasis put on children's wellbeing and reminding them of how to stay safe and healthy.

The second phase will include gradual implementation of the curriculum, closing the gaps in learning and consolidation, followed by moving on to new learning.

### **Phase 1: Transition**

The new academic year starts, for our children in Y1 to Y6, on 3rd September 2020, with most pupils to be expected to attend from 7th September. Reception children start full-time on Monday 21st September – but they will be taking part in induction sessions on site from Monday 7<sup>th</sup> September.

Thursday (5th September) and Friday (6th September) are designated days to work on pupils' wellbeing, Safeguarding Curriculum and transition. The activities will focus on transition between the year groups, new routines (our Covid-19 return plan) including staggered breaks, ebug.eu education on hand washing and hopes/aspirations for the year ahead.

## Phase 2: Adaptation of provision

### General information

The adaptation of provision for children during the 2020/21 academic year consists of the following:

- ☐ Changing the Cross-Curricular approach for foundation subjects
- ☐ Changing the school timetable to include weekly foundation subject afternoons
- ☐ Creating 1 day for a DT Focus each term. Computing & Writing skills will also be applied during this day.

### **KS2 (two hours of teaching per week)**

#### Autumn 1

Week 2 Geography

Week 3 Geography

Week 4 Geography

Week 5 Geography

Week 6 Music and French

Week 7 Music and French

Week 8 DT DAY

#### Autumn 2

Week 1 History

Week 2 History

Week 3 History

Week 4 History

Week 5 Art

Week 6 Art

Week 7 Music and French

### **KS1 (one hour of teaching per week)**

#### Autumn 1

Week 2 Geography

Week 3 Geography

Week 4 Geography

Week 5 Geography

Week 6 Music

Week 7 DT

Week 8 DT

#### Autumn 2

Week 1 History

Week 2 History

Week 3 History

Week 4 History

Week 5 Art

Week 6 Art

Week 7 Art

Teachers will need to establish which 4-5 main skills (and key knowledge) they will focus on when delivering the humanities or foundation subjects in the designated afternoons.

Whenever possible, the remaining objectives should be taught during cross-curricular activities when teaching other subjects such as Comprehension, Guided Reading or English.

- ❑ Increasing the arithmetic and grammar provision. A list of objectives has been created, taking into account what children need to achieve at the end of the year and which objectives have not been met during the academic year of 2019/20 - due to the pandemic. Class weekly timetable for the autumn term has been adapted to incorporate this.
- ❑ Updating the Long Term Plans for the core subjects (Religious Education, Maths, English and Science) to include the objectives that were not met due to the pandemic.
- ❑ Revision of the provision for Year 3 children who did not pass their Phonics Screening Test in Year 1 (due to the cancellation of phonics re-takes in Y2).
- ❑ Establishing provision for Year 1 to cover the Reception curriculum, including adaptations in the classroom setting.
- ❑ Revision of the provision for Years 5 and 6 to focus on SATs preparation, which includes increasing arithmetic sessions and SATs after school clubs (when safe to commence following rigorous risk assessments).
- ❑ Adapting provision for Pupil Premium children to address any concerns regarding closing the gap in attainment. Children who need provision for achieving Greater Depth in the core subjects and for children who need additional support will have designated time (20 minutes per session) working in a small group with a TA to work on the objectives as set by the teacher.

## Adaptation of provision of the core subjects

### **Reading**

Reading focus in the autumn term will be on key skills such as fluency, stamina and vocabulary. Apart from teaching reading during English, Comprehension and Guided Reading, there will be additional opportunities for children to read. Transition units & literature has been chosen due to its focus on emotions and emotional language to support children's anxieties and wellbeing at the same time.

There will be a whole school reading age assessment (Salford or NGRT Reading Test) to establish the initial groups of children who will require reading intervention.

In Year Two, the initial focus will be on phonics and reading comprehension skills and this will be achieved by timetabling more comprehension/reading activities in the afternoon recovery lessons.

Pupils will be working towards targets in reading to expose all the children to the basic skills for their current year group.

## **Writing**

Additional Grammar sessions included on class timetables to allow for revision of essential skills. There will be ample opportunities for children to practise their writing during English lessons and through cross-curricular writing. Teachers and support staff will use various techniques to help pupils improve the quality of the work produced.

## **Maths**

The long term plan has been amended to incorporate the key objectives that were not taught because of the lockdown. 'Revisit and refresh' lessons allow children to recover the lost learning. Gradually, the new learning will be implemented. Additional arithmetic sessions included in the school timetable cater for revision of mathematical skills and fluency.

## **Phonics**

RWI lessons will continue 4 days per week with children accessing sounds and reading books appropriate to their level. In addition, two extra half hour phonics sessions per week are to be timetabled for Year 1 children. Year 2 children will have an extra hour each week dedicated to phonics, comprehension or guided reading depending on the children's abilities and needs. Staff will continue to use RWI strategies throughout other lessons to support children's reading and writing ability.

## **Religious Education**

The Long Term Plan for RE will continue for all year groups as normal. Children will still receive a least 10% of their timetable dedicated towards the taught subject of RE. Evidence will still be collated through children's individual exercise books. All work this year will be assessed as normal through Diocesan Instruction.

## **Science**

The Science Long Term plan for the new academic year will be adapted to accommodate the units of work from the National Curriculum, which were not covered before the lockdown. Teachers will be encouraged to revisit the 'Working Scientifically' targets from

the previous key stage and then gradually build on that knowledge. Whenever possible, the knowledge content can be revisited when teaching others subjects such as comprehension or PSHE.

## **Impact**

At St Teresa's, we have put our children's well-being at the centre of our thinking. We acknowledge that children will have had different experiences during this pandemic. However, the common thread running through all is the loss of routine, structure, friendship, opportunity and freedom. With this in mind, we thought about the most effective way to support children's ability to learn. This approach encompasses and supports the academic expectations for our children and ensures that:

- Children become re-familiarised with the school routine.
- Children are engaged in the learning and children are supported in rebuilding positive relationships with the school staff and their peers.
- There is clear support of children's wellbeing with its being the main focus during the first phase.
- Gradual implementation of the new learning allows pupils to first reconnect with and revisit the prior learning and build on those skills.
- The personalised style approach to introducing the new content and skills caters for all learners; moving children on when they are ready.
- Building a framework that is more personalised and considers the needs of children, their wellbeing, promotes positive development.
- Amended timetables ensure that pupils are given the opportunities to make accelerated progress in the core subjects while still receiving a broad curriculum.

## **Assessment**

St Teresa's will participate in a Baseline Assessment carried out by the CLL Team from Wolverhampton Local Authority in September/October 2020. This will enable us to identify target groups and individuals who may need additional support and it will also provide an analysis of gaps in learning to inform our detailed planning of the next phase of our curriculum recovery.