



**St Teresa's Catholic
Primary Academy**

Recovery Curriculum 2020-2021

This policy was amended: January 2021
This policy will be reviewed: April 2021

Intent

Our aim is to provide a curriculum that is adaptable and responsive to the diverse needs of individual learners which reflects the uniqueness of our community. This will be vital during the recovery phase during - and following - the COVID-19 pandemic with a blended learning approach.

Rationale: Children returning to school following local or national 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 on recovering children's relationships with school and each other - with the emphasis put on children's wellbeing and reminding them of how to stay safe and healthy. This phase will also be focused on their 'sense of belonging' in our school community.

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

Following the third national lockdown in January 2021, the return date for all pupils is still unknown. Once informed by the Department for Education, we will begin a focused transition phase for different year groups.

These designated days will re-focus on pupils' wellbeing, our Safeguarding Curriculum and transition from remote education to being educated back on school site. The activities will focus on new routines and procedures, including a return to staggered break times, reinforces education on hand washing and hopes/aspirations for the rest of the academic year and beyond.

Phase 2: Adaptation of provision

General information

The adaptation of provision for children following the third national lockdown in January 2021 will consist of the following:

- Continuing with the Cross-Curricular/carousel approach for foundation subjects which focuses on key skills and knowledge required for subsequent learning
- Reviewing the school timetable to include weekly foundation subject afternoons to make additional time available for core subject recovery lessons
- Allocating one day for a Design and Technology focus each term focusing on key skills. Computing and writing skills will also be applied during this day.

Recovery curriculum – Foundation subjects:

KS2 (two hours of teaching per week)

Spring 1		Spring 2	
Week 1	Geography	Week 1	History
Week 2	Geography	Week 2	History
Week 3	Geography	Week 3	History
Week 4	Music and French	Week 4	Music and French
Week 5	Music and French	Week 5	Music and French
Week 6	DT Day	Week 6	Art Day

KS1 (one hour of teaching per week)

Spring 1		Spring 2	
Week 1	Geography	Week 1	History
Week 2	Geography	Week 2	History
Week 3	Geography	Week 3	History
Week 4	Music	Week 4	Music
Week 5	DT	Week 5	Art
Week 6	DT	Week 6	Art

Teachers will establish which 4-5 main skills (and key knowledge) will be focused on when delivering the foundation curriculum in the designated afternoons.

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

Additional adaptations for the recovery curriculum:

Following the baseline assessment in October (and the end of term assessment in December) analysis took place to identify gaps in learning. Class timetables for the spring term have been adapted to incorporate additional 'recovery sessions' for these target objectives following the gaps analysis.

Long Term Plans for the core subjects (Religious Education, Maths, English and Science) have been adapted to include key objectives/skills which were not met due to the first national lockdown in March.

Long Term Plans have been adapted in History and Geography to move some key units into the following year group (e.g. Y1 London unit in History) so that key knowledge is learnt to allow for further acquisition of knowledge to be built on in subsequent learning.

Additional 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).

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 Teaching Assistant to work on the objectives as set by the teacher.

Adaptation of provision - core curriculum

Reading

The reading focus in the spring term is on key skills such as fluency, stamina and vocabulary. Apart from teaching reading during English, Comprehension and Guided Reading, there are additional opportunities for children to read. Key texts have been chosen with a focus on emotions and emotional language to support children's anxieties and wellbeing at the same time.

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

Pupils continue to work towards targets in reading to expose them to the basic skills for their current year group.

Writing

Additional grammar sessions, identified on class timetables allow for revision of essential skills. There should be ample opportunities for children to practise their writing during English lessons and through cross-curricular writing in foundation subjects. Teachers and support staff will use various techniques to help pupils improve the quality of work produced, as outlined in writing targets.

Maths

The long term plan has been amended to incorporate the key objectives that were not taught due to the first lockdown in March 2020. '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 in the afternoons, cater for revision of mathematical skills and fluency.

Phonics

RWI lessons will continue 4 days per week (through remote education or on site) with children accessing sounds and reading books appropriate to their level. In addition, two extra 30 minute phonics sessions per week are timetabled for Year 1 children. Year 2 children 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.

Fresh Start intervention sessions should continue to take place for current Y3 pupils who were not expected to pass Y2 phonics re-take in 2020.

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 (or remote education books). All work for the rest of the academic year will be assessed as normal through the Diocesan expectations.

Science

The Science Long Term plan for the new academic year has been adapted to accommodate the units of work from the National Curriculum, which were not covered due to the March 2020 lockdown. Teachers are encouraged to revisit science targets from the previous key stage and then gradually build on that knowledge. Whenever possible, the knowledge content should be revisited when teaching other subjects - such as comprehension or PSHE.

Impact:

At St Teresa's, we have put our children's wellbeing at the centre of our thinking. We acknowledge that children will have had different experiences during this pandemic (and they may be different experiences during all three national lockdowns). However, the common thread for all is the loss of routine, structure, friendship, opportunity and freedom. With this in mind, we have 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 retain 'a sense of belonging' and a willingness to return to school.
- Children become re-familiarised with the school routine.
- Children are engaged in their learning and are supported in rebuilding positive relationships with the school staff and their peers.
- There is clear support of children's wellbeing with it 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 and 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 participated in a Baseline Assessment carried out by the CLL Team from Wolverhampton Local Authority in September/October 2020. This enabled us to identify target groups and individuals who needed additional support (through first quality teaching and through intervention identified on the COVID-19 Catch Up Strategy). A 'gaps analysis' of this baseline assessment informed our detailed planning of the next phase of our curriculum recovery, including any possible requirement to adjust long term plans.

Upon the full re-opening of schools following this third lockdown (which started in January 2021), the same process will continue with a further 'baseline assessment' to be implemented.

This document will be reviewed upon the completion of this next baseline assessment.