



Recovery Curriculum 2020 – 2021

On this page you will find our adapted curriculum for the next phase of our school as we welcome back all pupils in March. We are calling this our recovery curriculum, which acknowledges that there have been big losses to children as they have stayed at home. The focus for schools in the autumn will be upon ensuring that pupils are ready to learn and as such social and emotional learning will be prioritised. The act of recovery is at least as much an emotional and social one as it is academic, and our ability to recognise and plan for this will be at the heart of our learners' eventual success. All our subject leaders have prepared plans for the spring and summer term.

Mental Health and Wellbeing

Wellbeing is at the forefront of our recovery from the Covid-19 crisis. Every child in our school has had a different experience during this time and as a school we have prioritised what the children will need on their return to school.

All classes will participate in the daily mile as often as possible to ensure children have regular breaks from lessons so that they can physically move around and engage with their peers. Every Friday afternoon will continue to be used for Skills Academy. Clubs this term will have more a focus on well-being and physical activity.

Forests schools will form an integral part of the curriculum for allocated year groups and geo-domes will be built for use during forest schools and for growing plants, fruit and vegetables.

All of these activities are used to reduce anxiety, build resilience and support reintegration to the school environment.

Rebuilding relationships

We believe that positive relationships are vital for child development, especially after a series of lockdowns. Children may have experienced loss during the pandemic, including the loss of relationships with their peers. They will need help to re-establish friendships, reconnect with staff and work with others.

Using our curriculum to rebuild relationships

1. Our curriculum pedagogy is simple – our curriculum captures the wonder of learning. It transforms our children's experience at school, provides structure and ensures we are delivering content in the most effective way. It also helps rebuild relationships by fostering collaboration, empathy, confidence and self-expression.
2. Our curriculum content is sequenced so that children meaningfully revisit and build upon their knowledge, understanding and skills.

- 2 We offer regular opportunities for children to work together on purposeful, absorbing and rewarding tasks. We provide challenge and allow them to innovate and find solutions.
- 3 Our curriculum incorporates overarching human concepts and themes and deepens children's understanding. We use Cornerstones **10 Big ideas**, which include humankind and change, across subjects and year groups.

Using our curriculum

Our curriculum will help our children tell their stories, strengthen their sense of self, family, community, and place in the wider world.

1. We will allow time for individual children and families to tell their lockdown stories. Where possible we will adapt curriculum content to reflect this or be flexible with delivery.
2. Lessons will model and encourage good speaking and listening skills and empower children with the emotional vocabulary they need to express their thoughts and feelings.
3. We will teach projects and regular PSHE sessions that cover themes such as identity, personal feelings, similarities and differences and community belonging.
4. Our use of high-quality resources, such as stories, games, songs, discussion prompts and videos, will engage the children. They should reflect cultures within and beyond our community.
5. Interesting, relevant themes will also engage parents and carers.

A transparent curriculum to allow us to know, acknowledge and address the gaps in learning

Missed learning is a complex issue. Children's needs will vary and not all gaps can – or should – be addressed immediately. However, our curriculum has a sequenced knowledge and skills framework, allowing us to plan a flexible route to recovery.

Using our curriculum to recover

1. We will identify significant curriculum coverage that children have missed during the spring and summer terms. These include subject aspects and concepts that need embedding before children can move on, or that they are not likely to revisit in future projects.
2. Our subject leaders can then see if and where this missed coverage is to be revisited in future projects. If not, it will be added to plans. Our online system tracks actual coverage, allowing us to identify and reassign gaps very easily.
3. Where and when appropriate, we will use 'low stakes' quizzing and child-friendly testing to assess where extra support for key skills, such as reading are needed.

4. We may offer less content in the short and medium term, but in more depth, through our knowledge rich projects. This will help children become more secure in their knowledge and skills.

Ensuring the children continue to develop the skills for learning (metacognition)

If children are to get back on track and have self-efficacy, they will need to be aware of the skills they need to learn.

Using our curriculum to recover

1. We offer a curriculum pedagogy that teaches and provides ample practice for metacognition strategies. These include planning, identifying how to solve problems, organisation, self-evaluation, analysis, adjusting and more.
2. We will teach projects that explore positive models of human personal development, resilience, character, adapting to challenges and achievement.
3. Sharing the bigger picture - we will let our children know about and have a say in the route their learning is taking them on. This will help to keep them motivated, give them hope, and provide a sense of purpose.
4. We will empower children with subject knowledge and highlight the learning approaches that are useful for specific subjects. For example, with older children, we will explain how geographical enquiry might look different from historical enquiry.

A curriculum that engages and inspires, gives children the space to adjust and minimises any disadvantages

Our children deserve to experience joy and to be engaged if they are to feel secure and positive about being in school again. Lockdown may have been a narrow experience for them, but our school can lift our children's spirits and provide welcome relief.

1. Our pedagogy values and promotes curiosity, deep focus, innovation and self-expression. These are not just valuable for academic development – they are important for personal growth and fulfilment.
2. Our curriculum prioritises a love of, and the skills involved in, reading – it is the essential tool for accessing a wide curriculum.
3. Staff plan a rich curriculum that broadens children's horizons and covers a wealth of topics and themes. Exciting subjects spark the imagination and our children will enjoy and build on their interests.
4. We will deliver shorter projects that cover the essential skills and knowledge needed for key topics and that are already fully resourced, such as our knowledge-rich projects.

5. The resources we provide are high quality, pitched right, and enjoyable to use. Videos, stories, texts, physical resources and visitors – virtual or otherwise – will bring the curriculum to life for our children.
6. By providing workload-saving curriculum tools, plans and resources that are flexible and need only minimal adaptation, we will relieve pressure and free staff up to enjoy their teaching.

Scientific, historical and geographical knowledge that has not been taught due to the school closures will be timetabled weekly during the summer term. The children will be taught the basic and most important elements of the topics that they have missed during these sessions.

Additional details of our school recovery curriculum and catch-up plan can be found in the COVID-19 catch up funding plan.