

Context: Colkirk CE Primary Academy

We have been thinking about what a curriculum might look like for children when they return to school in September 2020 and have used some guidance from a researcher of education (Barry Carpenter). We will be implementing for the first half term from September 2020 a “recovery curriculum” and this will be reviewed at October half term to shape our school improvement priorities for the rest of the year. The recovery curriculum acknowledges that there have been big losses to children as they have stayed at home and that these losses can contribute to pupil’s mental health with anxiety, trauma and bereavement playing a large role. Children will perhaps have experienced these aspects all at once and in a sudden and unplanned fashion which can leave children feeling vulnerable. Equally whether we have intended to or not, children will have been exposed to adults who are anxious and may not be acting in their normal way or maintaining the normal routines which they are used to. Until we have happy and settled children in school learning will not take place in the ways it used to.

In our academy we have had staff and children:

- Staff and children who have experienced shielding and isolation due to extreme clinical vulnerability
- Loss through bereavement
- Social isolation due to where they live
- Limited access to learning equipment and reliant on school providing physical equipment
- Anxious parents who are concerned about returning to school

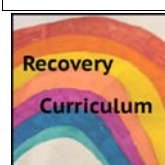
Data Profile during Lockdown and Wider Reopening:

	Lockdown / Key worker Care March- May 2020	Reopening to YrR/1/6 4 th June 2020	Review of Reopening 18 th June 2020	Closing for Summer 21 July 2020
Key worker	0	4	5	6
EHCP	0	1	1	1
Vulnerable	0	0	3	3
Reception	0	3	3	3
Year 1	0	0	1	1
Year 6	0	3	3	6
TOTAL	0	10	13	18

Summary of data context:

- Pupil numbers have increased significantly from the Lockdown period to the end of the summer term 2020. A rise from 0% of pupils in school to 35% of the total pupil population.
- Over 50% of our EYFS children have been in school but only 14% of Yr1 – there is a deficit here to tackle in September as part of the recovery curriculum.
- Only 1 of our EHCP children has been in due to medical shielding.
- Our focus has to be the new Yr6 cohort in September, due to capacity we were unable to offer wider opening to other year groups particularly Yr5 in the summer term of 2020, this cohort has a data profile lower than national expectations in RWM, and a high mobility and SEND profile with 4/9 pupils not with us in KS1 and 4-5 children with Specific learning difficulties.

To help us support children with this, our recovery curriculum will focus on four areas:



1. Supporting me to build positive relationships with others – Community & Engagement

What this area will help me to learn?

Supporting pupils to rebuild relationships and re learn how to interact and build relationships with others including sharing, turn taking, greeting and interact with others positively, play alongside and with peers, respond to my familiar and ne adults, seek adults to help, support and comfort me when I need them, know which adults help me and can support me to keep safe when I need them.

What that may look like?

- There will be opportunities within the day where the focus is on rebuilding relationships with peers and adults. This may be in the form of:
- Turn taking games and activities.
- Sharing games and activities.
- Intensive interaction opportunities using call and response games and songs.
- Time where adults can give sole attention to pupils re-building relationships
- Games and activities where pupils can work together such as board games or outdoor PE games.
- Safety work about who keeps us safe and who can keep us safe at school and at home and in the community.
- Safety work about how adults can help us.
- Activities that link to children’s interests to show we are interested in them.

2. Supporting me manage my own feelings and behaviour –Reconnection & Compassion

What this area will help me to learn?

Supporting pupils to understand their emotions and feelings and begin to process the experiences they have had. Supporting pupils to relearn some positive behaviour which they may have forgotten being outside of the school environment. Supporting pupils to engage with self-regulation strategies and tools which help me to feel safe and calm. Supporting pupils to understand the world we live in with tools and strategies to help them process what is different and what we can do to help.

What that may look like?

- There will be clear routines so pupils know what is happening each day and at each part of the day. Some structures and boundaries may be different in school because of safety guidance so stories and other tools will be used to support understanding.
- The structure will be supportive and provide opportunities within this that enables and allows pupils to express themselves and express the experiences they have had whilst they were not at school.
- There will be regular sessions where we explore and express emotions through regulation to open up discussions about emotions such as circle time which will support pupils to explore their feelings as well as modelling processing and talking about feelings and emotions linked to this experience.

3. Supporting me to enjoy and achieve – Continuity

What this area will help me to learn?

Supporting pupils to have moments here they feel success and can engage in moments of enjoyment and achievement which may feel usual to being in school. This will be within pupil’s abilities and easily accessible recognising that when pupils have experienced trauma, their abilities to learn new concepts and be challenged is less. Pupils often use schemas of learning which they are familiar to explore when processing events in their lives and planned provision will focus on what is familiar. I.e. play provision that enables schematic exploration, familiar structures in the day like what’s in the box? Relaxation time, independent learning, hello and circle time, phonics.

What that may look like?

We will use familiar curriculum type sessions that pupils will be used to that provide children with experiences that feel like “the norm”. Using what we know about schematic learning and how children process, this will look like familiar structured sessions in pupils day and opportunities to engage in play opportunities. We will be providing enjoyable activities which provide children with “fun” so that they can rejuvenate with positive endorphins and want to engage. Sessions which will feel familiar will be different for each learning bubble:

- Welcoming each day
- Curriculum sessions that provide familiar structures (like phonics, maths, guided reading)
- Independent learning where provision takes account of schematic learning.
- Learning on whiteboard where these are familiar
- Outdoor play
- Storytime

Learning in these sessions will link to previous and current topic learning or children’s key interests and motivators. Children will have missed out on many opportunities being at home that they are naturally exposed to at school like peer play, active opportunities and experiences which develop their cognition and learning and these will be built into each day to support children to have a broad range of opportunity, experience and fun.

4. Supporting my health and well-being – Co-creation

What this area will help me to learn?

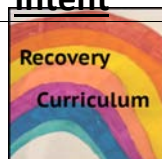
Supporting pupils to re-engage with physical health and well-being routines as well as learn new routines which will support pupils to keep safe and enable infection control. This will include hand washing, social distancing, understanding of new school routines as well as supporting pupils with their personal care and tolerating differences in these routines such as use of an alternative hygiene room facility or being supported in a different way for eating/ drinking. Supporting pupils to be independent through their own dressing and undressing where needed and supporting pupils to be physically well through active sessions, use of outdoor space and understanding about keeping physically well.

What that may look like?

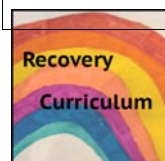
We will be planning in lots of time where children are able to explore and re-investigate their environments to become familiar with what might be different (i.e. one way systems in school, different markings in school, different access to resources in the classroom, some rooms which are closed) and understanding these differences will be supported with social stories, photos and pictures. Learning in supporting physical health and well-being will focus on managing and coping within new processes keeping safe. This will include:

- Understanding what is different about school and how to navigate this environment.
- Hand washing and hygiene measures.
- Adapting to using areas of the school that may not be usual and being in environment and with staff that are not usual.
- Keeping and maintaining social distancing.
- Catch it, kill it, bin it messages.
- Health and hygiene sessions focusing on washing, being independent and looking after yourself.

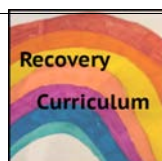
BIF TITLE: To implement the Recovery Curriculum	Timescale: 6 weeks 3 days / 7 Sept – 21 Oct 2020	Staff/Governor Responsible All Staff Standards & Curriculum Committee	
Intent	Week	Implementation	Monitoring



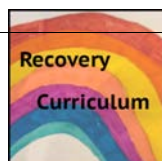
<ul style="list-style-type: none"> To support pupils returning to school for full reopening in a social, emotional, mental, physical and academic way. To prepare pupils to be fully recovered and ready to actively and efficiently learn and achieve. <p>Impact</p> <ul style="list-style-type: none"> Pupils are emotionally resilient and compassionate towards their peers. Pupils are displaying the learning behaviours, skills and stamina to actively learn. Pupils are physically safe in school, know how to stay safe and follow the guidance to keep them safe from infection spread. Pupils are receiving a consistent and continuous learning provision built around assessments on gaps and needs developed since March 2020 and lockdown. 	<p>1 7th Sept 2020</p>	<p>Activities:</p> <ul style="list-style-type: none"> Welcoming children back into class, using visual timetable so they know the routine that is being followed. (Teachers) Children introduced to 'new' norm, using those children who have been in school as models. (Teachers/TA) – hygiene, handwashing, distancing where possible As a class set the rules and expectations for the year. Use PIXL 'Same but different' resources to discuss how things may be slightly different from previous years. Plan in transition / teambuilding activities (Teachers) Introduce wellbeing element to registration- Thumbs up/down or putting names in certain place on chart . Introduce 'Worry box' – children can put messages in telling staff their concerns . Addressed anonymously as a class (GD and teachers) Through circle time, talk about experiences at home during lock down – celebrate this. Share floor book of all of our 'Lockdown learning' . Talk about any new skills learnt during lockdown and share achievements with friends. Also give them the opportunity to verbalise things that they may have found tricky. Reinforce fact that all feelings are OK and that staff are here to support/ talk to. (Teachers/TA) Introduce positive 'recovery' language during circle time /talking time . Use PIXL 'Reconnecting and engaging' and 'Our support network' to promote discussion and complete follow up activities. Short , focused lessons in the morning for maths, English and phonics / spelling 20 mins KS1, 30 mins KS2. Afternoon sessions to be more fluid, allowing children time to engage and interact with each other again as a class – team building activities (Reconnecting and engaging resources) , making a whole class mural , model making , team-building PE activities, planting . Whole school ' Back to School ' assembly . Focus on positives of being back together and rebuilding our school community – Things to look forward to in the year ahead. (GD) Celebration assembly (GD + all staff) Celebrating home achievements plus those from first few days. Celebration assembly certificates displayed in noticeboard / windows of school for parents to see as not allowed in building. (GD) Have a celebration assembly blog on Purple Mash / post on Seesaw that parents can access too. (Teachers) Have brief socially distanced staff meeting / coffee once a week after school to enable staff to share information / feelings. (All staff) Ensure staff are visible to parents outside school at the beginning and end of the day to maintain 'whole school' contact. <p>Monitoring Impact:</p> <p>Children will feel confident to share their feelings with those around them during circle time. The children will begin to settle into a 'new' norm and start to build up work stamina through short bursts of maths, English and phonics/spellings. They will understand that school is a safe place and that they can trust that staff are there to support them with whatever they need.</p>	<p>Monitor wellbeing through thumbs at registration. Immediate follow-up of any thumbs down / sad faces.</p> <p>Use feedback from wellbeing questionnaires completed in July to prompt discussion in circle time.</p> <p>Informal assessment of any noticeable gaps in learning recorded to aid future planning.</p>
	<p>2 14th Sept 2020</p>	<p>Activities:</p> <ul style="list-style-type: none"> Continue with wellbeing elements introduced in Week 1 – Registration, worry box. Increase session times for maths, English , phonics/spelling. 30 mins KS1, 40 mins KS2. Introduce class termly topic in the afternoons, with a focus on team building and creative activities. (teachers) Circle time to focus on getting on with others / being a good friend. (See PIXL 'Getting on with others ' resources) Whole school assembly – Getting on with others Celebration Assembly to celebrate achievements since back in school (GD + all staff) Put certificates in classroom windows or noticeboard for parents to see as not allowed in school. (GD) Celebration assembly blog on Purple Mash/ Seesaw which parents can access too (Teachers) Have brief socially distanced staff meeting after school to check in with staff/share information. (GD) Check in with parents to see how they are feeling and how the children are at home, how they are coping being back at school. (GD) Check in with children – their views on how things are going in school. (teachers and TA) New intake visit for 2 mornings a week – circle time, get to know each other songs, fluid mornings that allow the children to get to know each other and staff and gel as a class (JC, LF, TH) <p>Monitoring Impact:</p> <p>The children are more settled into new school routine and are building stamina through increased time spent on maths, English and phonics. They are interacting well together as a class/ school. Parents and children are able to share their views on how they feel about the new 'norm'.</p>	<p>KS2 : Complete PIXL Quick Quizzes for the year below.</p> <p>Y2: Teachers complete a checklist for reading, writing and maths.</p> <p>Y1 :- PIXL Transition checklists.</p>
	<p>3 21st Sept 2020</p>	<p>Activities:</p> <ul style="list-style-type: none"> Increase stamina by building up maths, English , phonics/spelling times to near normal timetable. (teacher/TA) Afternoon sessions now focused on class topic, but continuing to build in time for team-building, creative and outdoor activities. Continue with wellbeing check-ins during registration / worry box. Circle time to focus on Growth Mindset – building resilience and an 'I can' attitude. Use PIXL 'Being challenged' resources and Place2Be ' self efficacy' Whole school assembly – self efficacy - using place2be resources 	<p>KS2 : Quick Quizzes marked and QLA undertaken to identify gaps in learning.</p>



		<ul style="list-style-type: none"> • Have celebration assembly and put certificates in windows/ on blogs for parents to see (Teachers) • Have brief socially distanced staff meeting after school to check in with staff/share information. (GD) • New intake visit for 2 mornings a week – circle time, get to know each other songs, fluid mornings that allow the children to get to know each other and staff and gel as a class. (JC, LF, TH) <p>Monitoring Impact: Children’s stamina has increased such that they are completing full morning sessions. They are happy and confident to come into school and have a positive outlook on their strengths through work on self-efficacy. Relationships between children and children as well as children and staff have been strengthened through circle times, times to listen and sharing their thoughts through registration / worry box.</p>	<p>Y2: Finish teacher checklists for reading, writing and maths.</p> <p>Y1: Phonics assessment to check EYFS sounds.</p>
<p>4 28th Sept 2020</p>		<p>Activities:</p> <ul style="list-style-type: none"> • Morning session times are back to full timetable. Begin to focus on any gaps in learning as identified through Pixl Quick Quizzes and teacher assessments. • Afternoon sessions continue to focus on class termly topic, being mindful of any gaps identified in curriculum areas during home learning eg practical science, DT, art • Continue with wellbeing check -in at registration / addressing any concerns from worry box. • Circle Time to focus on Growth Mindset (PIXL, Twinkl and Place2Be resources) Also display and refer to frequently in lessons (teacher/TA) • Whole school assembly – promoting hope- using place2be resources - (teachers/TA) Home learning – what are your hopes for the future – home and school (GD organise) – Create a symbol of hope for classroom. • Have celebration assembly and display certificates for parents to see in windows and on blogs. • Have socially distanced staff meeting to check in with staff / share information. (GD /all staff) <p>• New intake begin for mornings only to allow Y1/2 to continue their recovery journey in the afternoons. (JC/LF/TH)</p> <p>Monitoring Impact: Children’s stamina and engagement continues to increase with morning teaching sessions back to full timetable. Children have ‘hope’ and have worked together to create a symbol of hope for their classroom. Parents, children and staff can say how they feel about school and how the children/they are doing. Children are becoming more independent with their learning and are starting to show resilience when they come across difficulties. Families engage in home learning activity related to their hopes for the future.</p>	<p>Early Pupil Review Meetings – Discuss findings from teacher assessments and PIXL Quick Quizzes. Plan class focus and interventions where necessary.</p>
<p>5 5th Oct 2020</p>		<p>Activities:</p> <ul style="list-style-type: none"> • Morning sessions back to full timetable and focussed on gaps in learning as identified through assessments and pupil review meeting. (Maths meetings, fluent in five, 10 in 10) • Afternoon sessions based on class topic , but addressing any identified gaps in curriculum areas. • Continue with wellbeing check-ins during registration / worry box. • Circle Time to focus on independence and building up skills of independent learning. <p>• Whole school assembly – Promoting gratitude – using place2be resources Create a flower picture (teachers/TA) Home learning – what were you grateful for during school closure and what are they grateful now (family and child) (GD organise)</p> <ul style="list-style-type: none"> • Have celebration assembly and display certificates for parents to see in windows and on blogs. • Have socially distanced staff meeting to allow all staff members the opportunity to catch and check in (GD set up – All staff) • Share findings of Pupil Review meeting and intervention plans with TAs as necessary <p>Monitoring Impact: Children are becoming more independent in their learning (where possible) and are able to use the Growth Mindset to support their learning. Their stamina is increasing and learning sessions are now longer. Children have shared and thought about things to be thankful for –in school and at home (community, Each class will have created a flower picture on a board to show what there is to be thankful for, this can then be referred to when things get hard. Families engage in home learning about being grateful – during closure and now.</p>	<p>Continue to record any informal assessments of gaps in learning.</p>
<p>6 12th Oct 2020</p>		<p>Activities:</p> <ul style="list-style-type: none"> • Length of lessons as normal timetable. Focus on gaps in learning identified by teacher assessments and PIXL quizzes. (maths meetings, fluent in 5, 10 in 10) • Continue with wellbeing registration check-in and worry box • Afternoon sessions based on class topic but focus on gaps in learning from lockdown. • Individual / small group interventions start where necessary (staff allowing) based on findings from assessments and pupil review meetings. <p>• Whole school assembly – promoting connectedness – using Place2Be resources - Home learning : each child to draw a picture with their family that represents them. This will then be displayed to show how we are all connected / all one community even though we come from different families. (GD to sort out)</p> <ul style="list-style-type: none"> • Have celebration assembly and display certificates on windows and class blog for parents • Have socially distanced staff meeting to allow all staff members the opportunity to catch and check in (GD set up – All staff) 	<p>Y6: 2019 SATs papers – complete set. Begin marking and QLA</p> <p>Some individual and small group interventions start (staff allowing) based on findings from Pupil review meeting.</p>



		<p>Monitoring Impact: Children are settled, happy, confident, engaged. They have a positive learning attitude and know how they can help themselves through using the growth mindset. They have increased their stamina and are able to complete full length lessons being focused and able to concentrate. They are able to work in an environment that has 'busy' noise and are more independent but are confident to ask for support if needed. Families have engaged in the home learning and are supporting their child with the tasks that have been sent home. Gaps in learning have been identified and are beginning to be addressed through focused class sessions and interventions.</p>	
	<p>7 19th Oct 2020</p>	<p>Activities:</p> <ul style="list-style-type: none"> • Full-length teaching sessions following age-appropriate curriculum. Focused sessions (eg maths meetings, guided reading/writing sessions) address identified gaps in learning. • Continue with wellbeing check-ins and worry box. • Afternoon sessions continue with topic focus but focus on any outstanding gaps in learning. • Have a class celebration day/afternoon – Children choose how they want to celebrate all their hard work and engagement. (teachers/TA) • Circle time and whole school assembly focus on Giving (see wellbeing resources) • Individual/small group interventions continue as identified through assessments (staff allowing) <p>• Pupil, parent and staff check-ins through talking in class, communicating via ps connect with parents and meeting with staff. See how everyone is doing – check wellbeing, mental health, stamina, resilience, gauge how they are feeling having been back at school for a half term (GD/CA/GY/ST)</p> <p>Monitoring Impact: Children's stamina and resilience have increased such that the full timetable is being followed. Teachers have a good understanding of the gaps that the children have and are able to use this to plan ahead for in lesson support, interventions and boosters. Interventions have begun for identified children / small groups. School has a good understanding of how the children and parents are feeling.</p>	<p>Y6: Finish marking and QLA of SATs papers.</p> <p>Identify any gaps in learning to be addressed after half term.</p>
<p>After half term</p>	<p>8 2nd Nov. 2020</p>	<p>After half term</p>	<p>KS2 : Y2-5 do actual year PIXL Autumn papers.</p>
<p>Extra information</p>		<ul style="list-style-type: none"> • All staff will have opportunities to talk to GD / ST if needed • All staff need to be mindful about the time spent in school after the children go home. • Purple Mash and Seesaw will be accessed for learning if a class is closed due to COVID. Parents will be reminded of the log in details for their children for Seesaw and Purple Mash. 	



- Purple Mash will still be used in school for some activities in KS2 so that the children remain familiar with it. Some homework activities will be set via Purple Mash. This way, if school closes again it will be a smooth transition to Home Learning.
- KS1 parents will be encouraged to still upload children's achievements from home on to Seesaw to ensure continuity.
- Regular newsletters will be sent out to ensure that parents feel informed. Information will also be shared via Seesaw and Purple Mash.

