

Context: Little Snoring Community 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	5	7	7
EHCP	0	0	0	0
Vulnerable	0	4	4	4
Reception	0	4	4	4
Year 1	0	2	2	2
Year 6	0	7	8	8
TOTAL	0	22	25	25

Summary of data context:

- Of the 7 key worker children, one child is also in YR and one child is in Year 1. One of our vulnerable children has now received their draft EHCP plan. One of our Reception and Year 6 children is also a vulnerable child.
- We now have a total of 25 out of 57 children in school.

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:

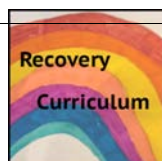
6 weeks 3 days / 7 Sept – 21 Oct 2020

Staff/Governor Responsible

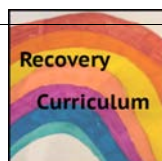
Victoria Langley HoS + staff
Standards & Curriculum Committee

Week

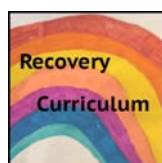
Implementation



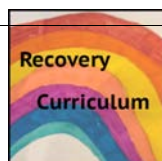
<p>Intent</p> <ul style="list-style-type: none"> To support pupils returning to school for full reopening in a social, emotional, mental, physical and academic way. To prepare pupils to be fully recovered and ready to actively and efficiently learn and achieve. <p>Impact</p> <ul style="list-style-type: 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 style="text-align: center;">1</p> <p style="text-align: center;">7th Sept 2020</p>	<p>Activities:</p> <p>BIF Introduction. BIF to be introduced to staff. Principles, action and time frames explained and explored. Opportunity to make any amendments. Assessment timeline introduced. Share timetables, routines and daily schedules.</p> <p>Safeguarding Safeguarding training on first training day with increased focus on internet safety.</p> <p>Behaviour (Reconnection & Compassion) Revision of our behaviour Blueprint, especially for new staff. Teachers to plan activities based around school rules for the first two weeks of term. Re-introduce reward systems with children and parents. Home school agreement sent out and signed.</p> <p>Staff wellbeing training (Co-creation) Staff will be exploring the PIXL well-being activities. Staff in each class will have time together to plan their well-being timetable and activities for the first half term. Daily well-being will include yoga/mindfulness, daily exercise and a daily circle time. PATHS training. Staff wellbeing social event in the first week. Start weekly staff zoom meeting and staff circle time.</p> <p>Social distancing and safety procedures (Co-creation) Ensure staff, children and parents know all safety procedures and arrangements. In class use bubble PowerPoints and 'While we can't Hug' story. Class bubble leaflets sent home July 2020.</p> <p>Curriculum Planning (Continuity) Staff meeting with teachers to monitor planning for first half term. Teachers to start with previous year group objectives for English and Maths to consolidate and strengthen prior learning. Ensure topic planning is engaging and exciting and will hook children back into a love of learning.</p> <p>Transition (Community & Engagement) The topic for the first two weeks for the whole school will be 'All About Me'. Transition 'All about me' activities to take place in the first two weeks in classes for staff and children to reconnect. Opportunity to flag up any concerns and plan progression.</p> <p>Assessment (Continuity) Conduct Letters and Sound phonics assessments 1-1 with all children, spelling assessments, Salford reading test.</p> <p>Learning Powers (Continuity) Reintroduce learning powers and focus on one a week in assemblies and class assemblies. Priorities the learning powers that link to stamina, resilience and independence. Link to high flyer of the week. Rewards in class linked to learning behaviours. Learning powers will celebrate stamina, independence and resilience. Display learning power of the week in class.</p> <p>Timetable (Continuity & Reconnection & Compassion) Begin new timetable with daily exercise, mindfulness, circle times and a focus on the wider curriculum. Virtual parent welcome meeting. Focus on rules boundaries and positive behaviour strategies and rewards. Start PATHS program.</p> <p>Assemblies (Community & Engagement) Begin virtual assemblies including celebration assembly and opportunities for bubbles to connect virtually. Assemblies will be planned for the half term, including values and learning powers. Well-being will be a high priority, focussing on teaching children how to recognise feelings, anxiety and giving them a toolkit to support them in regulation. Assembly music will be linked to the learning behaviours and positive mind set we are promoting. Values, learning powers and assembly foci will be shared with parents in newsletters.</p>
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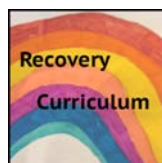
		<p>Who: All staff. Support from PSA and Verbatim.</p> <p>When: Training during first two days of term. Communication before the start of term. Weekly virtual staff meeting.</p> <p>Monitoring Impact: Conversations with staff. Evaluate wellbeing provision in class through observation and pupil voice. Assessment analysis.</p>
	<p style="text-align: center;">2</p> <p>14th Sept 2020</p>	<p>Activities:</p> <p>Assessment (Continuity) Conduct PIXL Quick Quizzes with Y3 – Y6 (Use previous year’s quizzes) Complete Y2 Teacher Checklists for Reading/ Writing / Maths EYFS-YR1 PIXL Transition Checklists Analyse results from phonics, spelling and reading assessments. Group children for daily phonics. Plan phonics catch up for children in KS2. All staff to be allocated a phonics group and phonics progression plan.</p> <p>Well-being (Co-creation) Wellbeing assessments repeated for children, staff and parents. Analyse results and plan any changes to provision, daily routines and interventions accordingly. Discuss any concerns about individual children in virtual staff meeting. Write 1-1 plans for children needing extra well-being and emotional support. Plan for emotional health and well-being interventions for each class. Use PATHS interventions and ‘Happy in my Skin’ planning and resources. Send out PSA leaflets explaining the extra support available.</p> <p>Parent Voice (Co-creation) Conduct parent questionnaires – experiences with home learning and identify areas for continued support. Use the questionnaires to map a program of parental engagement and support for the term.</p> <p>Review Timetable (Reconnection & Compassion) In virtual staff meeting review timetable from week before and make any changes. Have we seen progress? Is there are balance of curriculum led teaching and well-being support? Have we seen improvement in stamina, resilience and independence? Do we need to adapt our timetables? Are there areas that need revisiting?</p> <p>Safeguarding Discuss concerns in weekly staff meeting. Hold FSP meetings within the first two weeks back at school.</p> <p>SEN (Continuity) SLT with Verbatim at Pensthorpe socially distanced. Discuss how Verbatim can support with the recovery curriculum? What training can they offer staff from the gaps we have identified? What children are we concerned about? What resources do they recommend?</p> <p>Knowledge Organisers (Continuity) Send out new knowledge organisers and complete the ‘What I Know’ section as start of term assessment. Weekly spellings, reading tasks and handwriting to also be included alongside a section for well-being activities at home. Maths games and times tables to be set on virtual platforms. Ensure objectives, activities, aims and expectations are clear for parents.</p> <p>Displays (Continuity) Each class will have working walls for English and Maths. Each class will have a learning journey wall to track and celebrate progress in Science and topic. Each class will design and create their door decoration to give them ownership of their learning. Photos of displays, and wow work will go home in newsletters.</p> <p>Communication with parents (Reconnection & Compassion) Before lockdown we produced a weekly newsletter with updates on each classes learning that week. Restart weekly newsletters</p>



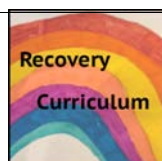
	<p>ensuring new staff are updated on expectations. This is to be published on website each week to ensure access for parents. Ensure displays outside school are updated regularly as parents will not be on site. In staff meeting discuss and explore any further ways we can communicate more effectively with parents when they are not on site.</p> <p>Who: Assessments completed in class bubbles with trusted adults. Staff wellbeing also assessed. Parent questionnaires sent home to parents. VL to reintroduce PATHS. All staff.</p> <p>When: Week beginning 14.9.20</p> <p>Monitoring Impact: Analyse phonic, spelling and Salford reading tests to the previous set completed in school. Identify gaps and plan groupings and progression for each group. Repeat wellbeing assessments and compare to the previous assessments completed before the summer. Map 'What I Know' in Science and foundation subjects. Gain pupil parent and staff voice. PSA to support in analysis of well-being assessments and parent questionnaires.</p>
<p style="text-align: center;">3 21st Sept 2020</p>	<p>Activities:</p> <p>Assessment (Continuity) Y3 - Y6 Quick Quizzes marked and QLA undertaken. Complete Teacher Checklists for Reading/ Writing / Maths. Yr1 Phonics Assessment to check EYFS sounds.</p> <p>Interventions (Continuity) Gaps will have been identified and by week 3 the SEN provision will be in place. TA's will have timetables and complete and specific assessments for interventions on order to track progress. Teachers will write and send home IEP's. Telephone call with those parents to discuss targets, action and support at home.</p> <p>Curriculum Planning (Continuity) Two week topic on 'All About Me' completed. Begin autumn term topic. Ensure cross-curricular links are strong to make learning more purposeful, enjoyable and meaningful. Ensure children are given 'real' reasons to write. Ensure all maths is CPA and maths meetings are re-introduced.</p> <p>Maths Meetings (Continuity) Discuss in staff meeting and provide training and support for new staff. Staff to observe each other's maths meetings socially distanced or virtually. Teachers to start with the format used by previous year group and progress to year group objectives after half term. Feedback from observations recorded and feedback given to teachers.</p> <p>School Council (Co-creation) Elect school council and ensure they now have well-being as part of their weekly agenda. Enable the school council to give their voice and action any changes and implement ideas.</p> <p>PSA Support (Co-creation & Community & Engagement) Ensure our PSA is able to connect to parents virtually as individuals or in groups. PSA to send home regular newsletter to offer advice and signpost services. PSA to work with any identified families that need further support and individual children with their wellbeing and emotional health.</p> <p>Learning Walks (Continuity) HoS to complete learning walks to evaluate the effectiveness of the learning environments. Are working walls current and effective?</p>



	<p>Have learning journey walls been started? Do SEN children have visual support? Are the learning powers displayed? Is wellbeing promoted? Have children visual support with rules, boundaries and behaviour regulation?</p> <p>Observations and Book Looks (Continuity) Completed by HoS. Provide teachers feedback on wellbeing provision and effectiveness of current timetable and curriculum.</p> <p>Circle Time & PATHS observations (Reconnection & Compassion) Talk to children about PATHs and circle times. Gain their voice and feelings.</p> <p>Who: HoS, all Staff, parents and children.</p> <p>When: Week beginning 21.9.20</p> <p>Monitoring Impact: Parent, pupil and staff voice. Examples of work / work scrutiny. Learning walk and observations repeated after half term. Assessments repeated at end of term. Data analysed and gaps identified in order to inform provision. Pupil voice. Wider curriculum portfolio.</p>
<p style="text-align: center;">4 28th Sept 2020</p>	<p>Activities:</p> <p>Assessment (Continuity) Pupil Review Meetings with HoF Consider attainment, identify gaps, impact of interventions and provision, identify key marginal children and plan further support and resources.</p> <p>Subject Leaders (Continuity) Learning walks and observations. Monitoring of own subjects. Assess gap and plan support provision. Develop and share action plans. Assess links between schools. Form year group working parties across the federation to share good practice.</p> <p>Friendship Focus Week (Reconnection & Compassion) Explore friendship stories. Friendship class activities. Introduce playground angels and a friendship space in each bubble. School council to discuss and action friendship ideas.</p> <p>Interventions (Continuity) SENCO to discuss intervention timetables with staff and progress so far. Identify any further resources needed or adapt provision timetable.</p> <p>Phonics (Continuity) Phonics 'drop in sessions' by HoS to ensure continuity, pace of learning and consistency. Provide feedback and suggest future action for staff.</p> <p>Staff training Playground games, PATHS de-escalation techniques.</p> <p>Who: Subject Leaders.</p> <p>When: Week beginning 28.9.20</p> <p>Monitoring Impact: Data from assessments. Subject leader monitoring forms. Pupil, parent and staff voice.</p>



	<p style="text-align: center;">5 5th Oct 2020</p>	<p>Activities: Whole School Science week (Continuity & Reconnection & Compassion) Link to Ogden Trust. Link virtually to another school and engage in a virtual learn together day. Celebrate achievements with parents virtually and via newsletters. Ensure children are able to share and celebrate learning across both schools and bubbles.</p> <p>Governor Monitoring (Continuity) Governors to observe, complete learning walks, complete book looks and talk to staff, parents and children. Governors to feedback to HoS and HoF.</p> <p>Who: Governors, staff, parents and children.</p> <p>When: Week beginning 5.10.20</p> <p>Monitoring Impact: Pupil voice. Wider curriculum portfolio evidence.</p>
	<p style="text-align: center;">6 12th Oct 2020</p>	<p>Activities: Assessment Week Yr6 Assessment 2019 National SAT Papers Repeat phonics, spelling and reading assessments. Complete final well-being assessments.</p> <p>Who: All staff, parents, children, governors.</p> <p>When: Week beginning 12.10.20</p> <p>Monitoring Impact: Wellbeing assessments, parent questionnaires, pupil, parent and staff voice, phonics, spelling, reading, PIXL assessments and quick quizzes.</p>
	<p style="text-align: center;">7 19th Oct 2020</p>	<p>Activities: Evaluation week. Monitor impact of the last 6 weeks through –</p> <ul style="list-style-type: none"> • Analysis of assessments and quizzes • Data on pupil asset • Pupil, parent and staff voice • Progress in books (book looks) • Learning walk. Compare outcomes to previous learning walks • Staff meeting discussion on each BIF target • Feedback at AIR meeting • Review pupil progress targets • PSA discussion with parents <p>Feedback to staff, children and parents, HoF, Governors and at AIR meeting. Set targets for next half term. Re-evaluate timetable and</p>



	<p>curriculum.</p> <p>Who: Staff, children, parents.</p> <p>When: Week beginning 19.10.20</p> <p>Monitoring Impact: As outlined above.</p>
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