



LDBS Academies Trust

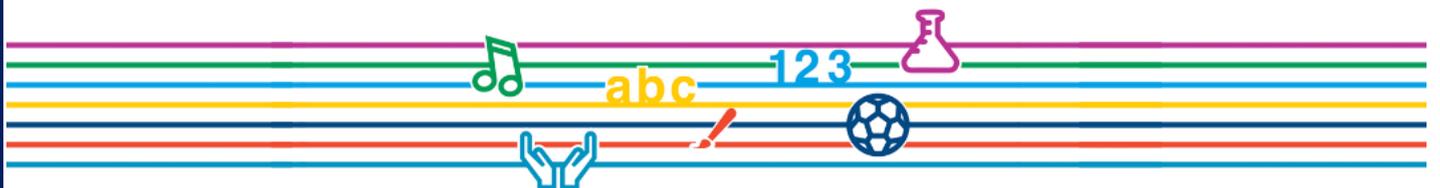
Excellence and Equity for All Children in a Christian Context

Recovery Curriculum



**ST RICHARD'S
SCHOOL**

**INSPIRING BELIEF
in God and one another**



Rationale

Nobody quite knows how adversely affected our children will have been by the Coronavirus pandemic and the closure of schools. However, the common thread running through is the loss of routine, structure, friendship, opportunity and freedom. These losses can trigger anxiety, trauma and bereavement in any child. Consequently, we have been thinking about what the curriculum needs to look like for our children returning to school in September 2020 to address both their academic and pastoral needs.

From the start of the autumn term, we will be implementing a recovery curriculum, which acknowledges that the losses experienced by our pupils will have had an impact on their mental health and well-being as well as their education. Equally, whether we have intended it or not, children will have been exposed to the media and adults who are anxious and may not be acting in their normal way.

To help us support our children with both their emotional, mental and academic recovery, our 'recovery curriculum' will focus on four key areas:

Building positive relationships with others

Supporting children to rebuild relationships and relearn how to interact with their peers, including playing, sharing, turn-taking and speaking and listening.

Supporting children in rebuilding relationships with adults, including teachers, teaching assistants, office staff, lunchtime staff and parents and family members.

Supporting staff in rebuilding relationships with each other, pupils and their parents/carers.

Supporting pupils to re-engage in acts of worship, prayer, reflection and their faith in God.

Managing feelings and behaviour

Supporting children, parents/carers and staff to understand their emotions and feelings, so that they can begin to process the experiences they have had during the pandemic.

Supporting pupils to relearn positive behaviours, which they may have forgotten from being outside of the school environment.

Supporting pupils to engage with self-regulation strategies to help them feel safe and calm.

Supporting children to understand the world we live in now: what is different and what we can learn from our experiences.

Enjoying and achieving

Supporting children to return to "the norm" by providing usual routines and structures.

Supporting children's learning by identifying gaps in skills and knowledge that have arisen due to school closure and adapting the curriculum to address these.

Supporting children in engaging positively with school-life through enjoyable and fun learning activities.

Physical health and wellbeing

Supporting children in rediscovering the physical and mental benefits of sports and games and give them opportunities to experience space and being outdoors again.

Supporting children in learning new routines in infection control, such as social distancing, handwashing and respiratory hygiene.

What will this look like?

- Parent and pupil wellbeing surveys.
- Prayer and daily class worship focussing on life after lockdown.
- An adapted daily timetable to enable a focus on wellbeing, as well as the key skills of phonics and reading, increasing vocabulary, writing and maths.
- A 2-week focus at the start of the school year on PSHE (Personal, Social and Health Education) followed by an adapted PSHE curriculum throughout the autumn term to meet children's emotional needs.
- Daily opportunities for re-focussing activities e.g. brain gym, speaking and listening games, turn-taking etc.
- An increase in outdoor learning using the extensive school grounds.
- Regular physical activity through PE lessons (2x per week) and structured activities at break times.

Action Plan

Objective/Task	Who	When	Intended Outcome	Status (RAG)
Share recovery curriculum plan with all stakeholders by email and through the school website.	SLT	Before 07.09.2020	All stakeholders will be aware of the rationale and structure of recovery curriculum and its intended impact.	
Send out parent wellbeing questionnaire to find out more about children during lockdown.	JK	22.07.2020	All stakeholders will be aware of the anticipated impact of the recovery curriculum.	
Assemblies and collective worship via live streaming to inform children of the recovery curriculum and how we are going to transition back to school.	DH	From 07.09.2020	All children will be aware of the new curriculum and timetables and why the changes have been made.	
Staff training on the rationale for and structure of the recovery curriculum, including timetables and planning resources.	JK	03.09.2020	Staff will be ready to implement the recovery curriculum over the autumn term.	
Pupil wellbeing surveys completed in class.	Class Teachers	07.09.2020	All stakeholders will be aware of the anticipated impact of the recovery curriculum.	
School council to be elected to support pupil voice and feedback on the recovery curriculum.	Class Teachers	18.09.2020	Provide a level of responsibility and ownership for pupils.	
Class assemblies will be live streamed to allow children to connect with peers in other bubbles.	Years, 1, 5, 6 and KS1 Nativity	Autumn term	Re-establish relationships and a sense of "the norm"	

Building positive relationships with others

We can't expect our students to return joyfully, and many of the relationships that were thriving, may need to be invested in and restored... 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.

Barry Carpenter and Matthew Carpenter, *A Recovery Curriculum: Loss and Life for our children and schools post pandemic*, 2020

Recovery Plan

Each class timetable will be adapted for the first 2 weeks of term. Each afternoon will have a focus on RE and PSHE. Class Teachers will choose games and activities from the resources below.

After the initial 2-weeks, each weekly PSHE lesson will follow the 3D PSHE Programme – Let's Begin Again – to help our children tackle the difficulties and losses that COVID-19 has presented.

EYFS/KS1
Activities:

3D PSHE Let's Begin Again Programme - A Sense of Community and Rebuilding Relationships
Cooking up Community!
Gratitude Jar
Happiness Tree
Magic Lamp
Mirroring
Place2Be Primary School Pack
Playground Games
String Connections
Superheroes
Wipe that Smile game

KS2 Activities:

3D PSHE Let's Begin Again Programme - A Sense of Community and Rebuilding Relationships
Circle Storytelling
Cooking up Community!
Crossing the River
Gratitude Jar
Guess Who?
Happiness Tree
Mirroring
Place2Be Primary School Pack
String Connections
Superheroes
Thank you letters
Two Truths and A Fib
Work Association Game

Managing feelings and behaviour

It is vital that we make the skills for learning in a school environment explicit to our students to reskill and rebuild their confidence as learners.

Barry Carpenter and Matthew Carpenter, *A Recovery Curriculum: Loss and Life for our children and schools post pandemic*, 2020

Recovery Plan

As part of the PSHE focus, Class Teachers will also select activities from the ones suggested below.

Using the information from the parent and pupil wellbeing surveys, specific children will be identified for ELSA support and/or have a Behaviour or Emotional Support Plan put into place.

The school rules will be re-introduced to the children with the COVID-19 measures applied to them e.g. 'Follow instructions with thought and care' will be linked to new hygiene and respiratory health procedures.

EYFS/KS1
Activities:

3D PSHE Let's Begin Again Programme - Experiencing Loss
All About Me Lapbook
Emotional Muscles
Emotions During Lockdown
Handy Helper
I am Excellent!
Lockdown Reflections
Monster Bingo
Make the Monster Better
Place2Be Primary School Pack
Stress Busters
Wellbeing Survey
What's Bee-hind you?
Worry Jar/Box

KS2 Activities:

3D PSHE Let's Begin Again Programme - Experiencing Loss
All About Me Lapbook
A-Z of Wellbeing
Classroom Meditation (Yoga with Adriene)
Desert Island Values
Emotional Muscles
Emotions During Lockdown
Handy Helper
I am Excellent!
Manifesto
Mindful Listening
My Lockdown Comic Strip
Place2Be Primary School Pack
Resilience Game
Stress Busters
Time Capsule
Wellbeing Survey (Back to School)
Worry Jar/Box

Enjoying and achieving

All of our students will feel like they have lost time in learning and we must show them how we are addressing these gaps...to heal this sense of loss.

Barry Carpenter and Matthew Carpenter, *A Recovery Curriculum: Loss and Life for our children and schools post pandemic*, 2020

Recovery Plan

Phonics

Children in KS1 and Lower KS2 will have a phonics assessment when they return to school. This will be used to organise phonics groups and catch-up programmes.

Year 2 pupils will participate in the Phonics Screening Check, which they missed in Year 1, in the second half of the autumn term. This will be administered using a past paper. Pupils who do not meet the expected standard will be re-tested in June 2021.

Daily teaching of Phonics will continue for Year 3.

Phonics will be taught twice a day in KS1 – once in the morning and again in the afternoon.

Reading	<p>In the first two-weeks of term, each child will be heard to read by the Class Teacher or Teaching Assistant on a 1:1 basis to determine their starting point. This will include an assessment of decoding skills, sight vocabulary, fluency and comprehension.</p> <p>The structure for Guided Reading will be changed with a stronger focus on the six key skills of reading through the VIPERS acronym – Vocabulary, Infer, Predict, Explain, Retrieve, Summarise. Reading will be taught to the whole class instead of groups with the Class Teacher and Teaching Assistant each working with a focussed differentiated group.</p>
Writing	<p>The focus of writing will be on structuring cohesive sentences accurately and using the age-appropriate punctuation. Missed grammar and punctuation will be taught and/or recapped through starters, modelling in English lessons and in additional explicit Grammar lessons in the afternoons in both key stages.</p> <p>Using the Spelling Shed scheme, children will be assessed on the spelling patterns from the previous academic year to determine starting points. Teachers will deliver this assessment in the first two weeks of term. Additional spelling lessons have been timetabled in the afternoons to re-teach spelling patterns.</p> <p>Grammar, Punctuation and Spelling catch-up programmes will also be delivered by Teaching Assistants in small targeted groups.</p> <p>Handwriting will be taught and practised in all year groups – daily in KS1 and Lower KS2 and three times a week in Upper KS2 – to strengthen fine motor control.</p>
Maths	<p>The school uses the White Rose Schemes of Learning, which have been updated for 2020/21 to include the revisiting of key concepts from the previous year's curriculum. Blocks of learning have also been extended to secure understanding and teach any missed content. Additional Maths lessons have been timetabled in the afternoons to allow teachers to revisit areas to consolidate.</p> <p>Times tables and their related division facts remain a school focus. Maths Shed will be used as a homework tool to reinforce learning of number facts, including multiplication and division facts. A discrete lesson on times tables will be taught each week in addition to daily and additional Maths lessons.</p>
RE	<p>The focus of RE in the first two weeks back will be on how Christian values have supported our whole school community during the pandemic. Children will be creating a range of work for display in the main school corridor.</p> <p>From the third week of term onwards, the school will resume the LDBS syllabus, revisiting content from the summer term where needed.</p>
Science	<p>Science teaching will resume from the third week of term. Missed content from the summer term will be revisited where needed. The use of quizzes at the start of the topic will be used to determine starting points and adapt future planning in Science.</p>
Topic	<p>The school will continue to follow the Topics originally planned for the 2020 curriculum. However, the lessons will be used to consolidate and reinforce key skills in English and Maths, whilst acquiring historic, geographic and scientific knowledge.</p> <p>Each topic in the autumn term will start with an 'Engage' day, which will be arts based.</p>
EYFS/KS1 Activities:	<p>3D PSHE Let's Begin Again Programme - Re-establishing Routines Back to School after Coronavirus (story and discussion) What is it?</p>
KS2 Activities:	<p>3D PSHE Let's Begin Again Programme - Re-establishing Routines</p>

A Day in Our Life
Guess the object
What is it?

Physical health and wellbeing

Inactive behaviour and low levels of physical activity can have negative effects on quality of life, health and well-being of children.

Erkan Yarimkaya and Oguz Kaan Esenturk, *Promoting physical activity for children...*, 2020

Recovery Plan

From evaluation of the children who have returned to school since June 1st, many have not participated in regular daily exercise. Furthermore, many children do not have access to a garden. Therefore, the focus is on getting children moving and outside as much as possible during the autumn term. This will benefit both their physical and mental health.

PE units for the autumn term have been changed to focus on outdoor sports and activities, where equipment can be kept to a bubble. There is also a focus on sports that require both cardiovascular and muscular strength, as well as teamwork and collaboration.

The playground and field has been zoned for each class. In each zone is a particular activity or sporting game for children to try, designed to develop co-ordination, stamina and balance. Children will rotate around each activity weekly to encourage them to be active at playtimes.

EYFS/KS1 Activities:	3D PSHE Let's Begin Again Programme - Respecting Space and Social Distancing Cosmic Kids Yoga Simon Says EYFS – Introduction to PE Unit 1 and 2 KS1 PE (Coach) – Aut1: Team Building and Aut2: Sending and Receiving KS1 PE (Teacher) – Aut1: Fitness and Aut2: Target Games
KS2 Activities:	3D PSHE Let's Begin Again Programme - Respecting Space and Social Distancing Brain Gym Human Alphabet Yoga for the Classroom (Yoga with Adriene) LKS2 PE (Coach) – Aut1: OAA Y3/4 (Outdoor Adventurous Activities) and Aut2: Team Building Y2 LKS2 PE (Teacher) – Aut1: Tennis Y3 and Aut2: Fitness Y3/4 UKS2 PE (Coach) – Aut1: Rounders Y5/6 and Aut2: OAA Y5/6 (Outdoor Adventurous Activities) UKS2 PE (Teacher) – Aut1: Fitness Y5/6 and Aut2: Badminton Y5/6

Evaluation

Recovery Timetable Example (Weeks 1-2)

	8.45 – 9.15	9.15 – 10.30		11.00 – 12.00		1.00 – 1.30	1.30 – 2.00	2.00 – 2.30	2.30 – 3.15
M O N	Phonics or Guided Reading	Spelling & English	C O L L E C T I V E W O R S H I P & B R E A K	Maths	L U N C H	Handwriting	RE	PSHE	
T U E S	Phonics or Guided Reading	English		Maths		PE with Teacher	RE	Times Tables	
W E D S	Phonics or Guided Reading	English		Maths		Handwriting	RE	PSHE	
T H U R S	Phonics or Guided Reading	English		Maths		PSHE	GPS	PE with Coach	
F R I	Phonics or Guided Reading	English		Maths		Handwriting	RE	PSHE	

Recovery Timetable Example (Week 3 onwards)

	8.45 – 9.15	9.15 – 10.30		11.00 – 12.00		1.00 – 1.30	1.30 – 2.00	2.00 – 2.30	2.30 – 3.15	
M O N	Phonics or Guided Reading	Spelling & English	C O L L E C T I V E W O R S H I P & B R E A K	Maths	L U N C H	Handwriting	English	Maths		
T U E S	Phonics or Guided Reading	English		Maths		PE with Teacher		Science		
W E D S	Phonics or Guided Reading	English		Maths		Handwriting	RE	GPS		
T H U R S	Phonics or Guided Reading	English		Maths		Times Tables	GPS	PE with Coach		
F R I	Phonics or Guided Reading	English		Maths		Handwriting	Topic			