

Woodlea Primary School

Recovery Curriculum



The Covid-19 pandemic has affected and impacted on us all and for some of us this will be life changing. As a school we recognise that our children and families have very individual and diverse lived experiences.

Since September we have been framing our curriculum and the work we have been doing with children through engaging in the 'Recovery Curriculum'. This term is being used to describe how schools will support pupils to 'recover' from the period of lost teaching and learning as a result of the Covid-19 crisis and is a result of a piece of work by mental health expert, Professor Barry Carpenter. <https://www.evidenceforlearning.net/recoverycurriculum/>

Essentially this addresses how to help the school community recover emotionally while sensibly addressing children's gaps in learning. Our focus this term has been ensuring that pupils are ready to learn and as such social and emotional learning has been prioritised.

Academic Recovery

While the intent of our school curriculum remains the same; the way in which we implement our curriculum will be adapted. Since September, staff have been working to ensure that:

Non-negotiable key concepts, knowledge and skills all pupils need to understand and will be taught in the new academic year before starting a new concept.

Deeper concepts and knowledge we'd like pupils to learn but these are taught at a later date or covered again within the key stage

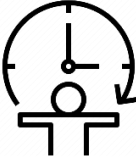



Concepts that are not essential and aren't necessary for a good level of understanding. These will be covered in a variety of ways, which included: home learning projects, reading text and writing.

It will be our priority to ensure all staff welcome and support children to re-engage with the '20-21 (Recovery) Curriculum' around 4 key elements, these are referred to as the 4R's – Routine, Relationships, Relevance and Reflection.



The **4R's** for the 2020-2021 Curriculum at Woodlea Primary School



	Key Aspects of the 'R'	What the 'R' looks like in practice	Taking ownership of the 'R'
ROUTINE  Routine to re-engage learners	Routine to re-engage learners <ul style="list-style-type: none">A clear structure to the dayHigh expectationsSafe 'meet and greet'Clear instructionsClear and relevant signage around school	<ul style="list-style-type: none">Guidance based routines (Prevent & Respond) – ensuring good health & hygiene, in line with RAHigh expectations remain – some children will need a bespoke routine but not all. Many will cope with the return to school and will benefit from structure and routine again.	<ul style="list-style-type: none">New systems and routines regarding hygiene to be given priority on start to school daySLT to clarify who the known 'vulnerable' and 'newly vulnerable' children are – clear Plans of action in place & shared with parents
RELEVANCE  Relevance to develop active learners	Relevance to develop active learners <ul style="list-style-type: none">Consider advice from the National perspectiveEnsure the 'right' curriculum is being taught – with clear meaningPersonal Development prioritisedAcademic, Physical & Creative development taking precedence	<ul style="list-style-type: none">What do the children want to learn? How will this be gathered?Big focus on language – what is the non-negotiable vocabulary each half term?Back to basics – Reading (and read some more), arithmetic, phonics, spelling & grammar, handwritingSports will continue to take priority, as will the opportunity to be creative	<ul style="list-style-type: none">Use of new curriculum systems to gather what children already know and what they want to learnVocabulary displaysA clear focus on the core curriculum remainsAfternoons likely to run differently, linked to theme but allowing more creativity
RELATIONSHIPS  Relationships to learn in innovative ways	Relationships to learn in innovative ways <ul style="list-style-type: none">Community – how can our community offer support in school?How can school offer support and rebuild links with our community?Staff ExpertiseBehaviour, friendships, and rebuilding trust	<ul style="list-style-type: none">Use of technology to facilitate communication between home and schoolFocus on speaking & listening to create opportunities to shareChances for children to work together on purposeful tasksWho might need additional support?	<ul style="list-style-type: none">Role of middle leaders – how will their role enable expertise to be shared?How can we celebrate and promote achievements?Afternoons to explore purposeful, team driven opportunities for learning.Inclusion team to create specific, individualised plans to meet high needs.
REFLECTION  Reflection to support expression	Reflection to support expression <ul style="list-style-type: none">Encouraging positive emotionsSupporting challenging choicesSupporting emotional well-beingCreating purposeful opportunitiesCelebrating accomplishment and achievement	<ul style="list-style-type: none">Development of thinking and problem solving skillsSchool based celebration eventsWhat have I accomplished this week?Revisit the Behaviour Policy – meeting individual needs	<ul style="list-style-type: none">Accomplishment wall in every classroom – added to every week.Teamwork gives children the chance to explore emotions and life skills.Individuals, vulnerable and newly vulnerable children are identified and supported

Catch-Up Funding

In August 2020, the Government announced additional funding for schools to deliver Catch- Up funding following the COVID 19 lockdown measures.

The amount allocated to Woodlea Primary School based on eligible pupils is approximately £16 000. We received £4 160 funding in October and are due another two payments one in the Spring and one in the Summer Term.

The Education Endowment Fund (EEF) has provided early research evidence around projections for the impact of school closures during lockdown, predominantly on the impact for disadvantaged pupils. The school's strategic response to devising and implementing the Catch- Up programme fully takes these findings into account.

In summary, the EEF projections for the impact of widespread school closures identify

- The disadvantaged attainment gap widens
- Assessment of lost learning is crucial
- Targeted support in addition to wider school initiatives are required
- Absence rates upon return are crucial

Effective home learning programmes have been found to mitigate the impact. Edmodo provided a standard home learning offer for all pupils. There is an acknowledgement that whilst the take up of remote learning was strong, a significant number of pupils (including disadvantaged pupils) have had a prolonged period without face to face teaching and learning.

Leaders and staff at Woodlea have used a range of assessments and observations over the last few months in order to identify children who would benefit from this funding. We have ensured that our focus has been on checking children's progress, regardless of their academic achievement. This means that all children showing reduced progress will receive additional support. In many cases, the children will not be aware of the additional support that is being provided. We feel that this is important because, in taking account of the focus of our Recovery Curriculum, we are prioritising children's well-being and their successes, rather than what they are 'missing'. We will continue to communicate closely with parents of children with SEND. The funding has been carefully planned and will be targeted in a variety of ways to ensure the best outcomes for children:

- Whole class programmes targeting cohort needs e.g. phonics, reading, spelling, grammar and aspects of maths
- Small group interventions targeting groups of children with similar specific needs e.g. arithmetic, comprehension, aspects of spelling and grammar.

At this stage the government have given us no indication as to whether this funding will be granted beyond this academic year. We are therefore committed to the best use of this money to ensure longevity and maximum impact that can be sustained going forwards. We know that our Recovery Curriculum and our 'Catch Up' work will not be a short term commitment, rather this will set the scene for our curriculum planning and support of children for a considerable time to come.

Our use of Catch Up funding will not replace our usual curriculum offer for all children where they are supported every day to achieve and progress, and our commitment to curriculum support, challenge and excellence remains unchanged.