

Fiskerton CE Primary School

The Recovery Curriculum

September 2020

As a school, we have been thinking about what a curriculum might look like for children in this next phase of school and have used our school context as a guide for this.

Our aim will be to implement these ideals for the first few terms in the form of a “recovery curriculum.” These will form the focus for our learning:

- For all pupils and staff to recover - mentally and emotionally - from the effect of being absent from school for a long period
- For all pupils to make accelerated progress so they achieve at their expected year group level
- For Years 5 and 6 pupils to achieve within their expected year group level by the time they leave Fiskerton CE Primary School

We acknowledge 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. In addition, 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.

In order to support this, we intend to approach our curriculum to address this through:

- PSHE/Nurture curriculum, linked to COVID/school return, will be in place for all pupils
- Initial focus on identified gaps and key concepts and knowledge
- Timeline for adopting current year curriculum
- Learning environments reflect current learning
- Spaced learning activities to learn/revise agreed key ‘non-negotiable’ concepts
- Knowledge organisers contain agreed key ‘non-negotiable’ concepts
- 1:1 tutoring (Catch up premium) – linked primarily to social and emotional well-being.
- Monitoring of progress of recovery curriculum.

Autumn 1

- Continue daily focus on reading for the whole school.
- Non-core subjects to be taught alongside Core subjects – depending on the needs of the group. An aim will be to maintain a broad and balanced curriculum as much as possible.
- Introduction of REAL PE across the school – aim to promote social and emotional skills through physical activity.
- EYFS: use baseline assessments to inform planning
- Year One follow EYFS curriculum to plug the gaps; use of outdoor learning environment, plus phonics, writing, number group sessions.

Years 1 to 6:

- Main focus on social and emotional learning and ensuring children have the appropriate mindset for learning.

- Use of outdoor learning and PHSE curriculum to support well-being and return to school activities.
- English: recovery of previous year's knowledge, linking to the previous year's spelling and grammar objectives as a starting point.
- Maths: recovery of previous year's knowledge, done through homework and small daily catch up of key objectives.
- To follow the revised plans for RE – focusing on the Locally agreed syllabus for RE.
- Pre-learning activities, e.g. quizzes, inform short term planning / flexible groupings
- Summative assessments in phonics, reading, writing and mathematics to inform next term's planning
- 'Catch up' groups identified; provision plans in place: ready for the second half term.

Autumn 2

- Continue high focus on reading – use of Lexia will support the children through this. It will be linked to children's abilities and supplies evidence of those who may need further support.
- EYFS: continue Early Years curriculum; plus phonics, writing, number group sessions within own year group
- Year One continue to plug the gaps, continued use of outdoor environment, plus structured phonics, writing, number group sessions

Years 1 to 6:

- Focus on core subjects and PSHE/Nurture
- Use of outdoor learning to support wellbeing
- English: start the current year's curriculum with revised non-negotiables – with a clear focus on spelling and grammar skills.
- Maths: start the current year's curriculum with revised non-negotiables – mental maths support and weekly times tables lessons (in year 3/4)
- Pre-learning, quizzes, inform short term planning / flexible groupings
- Summative assessments in phonics, reading, writing and mathematics
- 'Catch up' groups reviewed; provision plans in place

Our longer term impact:

- Pupils' emotional well-being is recovered, and pupils become confident learners again
- One whole year of our new curriculum has been taught
- Pupils have learnt the non-negotiable concepts and knowledge
- Pupils are working at least at their expected level – based on prior data
- Pupils are secondary ready by the end of Year Six