

Recovery Curriculum 2020

Please find outlined below information about our adapted curriculum for the next academic year. We are calling this our recovery curriculum, and it has been designed to acknowledge the social, emotional and academic needs of our children as they make the transition back into school-based learning after such a long time at home. Our focus in the autumn will be upon supporting pupils to feel safe, happy and confident to learn – this will involve emotional and social learning as much as academic recovery.

Priority	How?
<p>Academic Recovery</p> <p>1) We will need to cover learning that has been lost in all areas of the curriculum</p> <p>2) We will need to assess what learning the children have retained and what their next steps are</p>	<ul style="list-style-type: none"> ● Our subject leaders have identified non-negotiable key skills and knowledge (we call them beacons) that all pupils need to understand before moving on to new concepts. These will be taught in the autumn term. ● We will continue to use and develop fluency slides for all subjects. These re-cap non-negotiable vocabulary, skills and knowledge and enable pupils to embed key concepts into their long term memory. ● We acknowledge that many children will have forgotten how to learn. In response to this, we will actively teach positive learning behaviours and keep learning sessions short and focused. This may mean, for example, two short maths lessons spread out over the day rather than one longer one. ● We will use assessment to identify gaps in key learning within classes. Teachers will use their professional judgement to determine if concepts need to be retaught to the whole class or whether small group intervention for individual gaps is more appropriate. ● We will prioritise phonics, reading, writing and key number skills, but not to the detriment of the wider curriculum. Our creative curriculum topics are designed to enhance numeracy and literacy work and promote engagement and love of learning. Our subject leaders work closely with the Herts for Learning advisors to ensure that our planning is in line with the latest guidance. ● We will hold a number of enrichment days/projects across the year which will cover national curriculum topics and key concepts that may not have been taught to the usual depth in the home learning period. ● Concept that are deemed not essential and aren't necessary for a good level of understanding will be covered through extended topic work, home learning projects and guided reading texts as deemed appropriate by the class teacher.
<p>Wellbeing</p> <p>The emotional security of our pupils is of paramount</p>	<ul style="list-style-type: none"> ● We will re-establish routines and structure to provide stability, nurture friendships and relationships and promote community spirit. Initiatives such as Golden Time, CoJo team-building sessions, Radio Peartree, friendship club and playground buddies will be used to reduce anxiety, build resilience, develop social skills and support reintegration to the school environment.

importance. Every child has had different experiences during the Covid-19 crisis and we must respond accordingly.

- 1) Actively teach strategies to promote mental and physical well-being
- 2) Quickly identify those individual pupils who are struggling emotionally and provide meaningful support

- It is vitally important that we identify any children who have had a very difficult time during lockdown early on and provide them with the support they need. This will best be achieved through talking and listening and all classes will have dedicated time built in **every day** to talk about well-being and feelings.
- Every Monday we will hold a whole school assembly with a well-being theme which will then be promoted in class throughout the week. This will be streamed to all classes using video link technology until it is deemed safe to have all the children in the hall together.
- We acknowledge the important role that physical activity plays in promoting good mental well-being. Our PE specialist teacher has developed a curriculum that teaches understanding of both physical and mental health and wellbeing. We will continue to promote the daily mile challenge and also break up the sit-down learning sessions with regular active breaks. Staff have received training in how to incorporate movement and physical activity into their daily teaching practise and we will continue to develop this over the year.