



There are many matters to consider when planning and preparing the return to school for pupils and the wider school community. As well as the overriding need to ensure the **safety** of pupils and staff, there is a growing recognition of the psychological impact of COVID - 19 and the wellbeing of pupils and adults. It is important that **wellbeing** forms the foundation of any approach to reopening schools. On this firm foundation, **future learning** will stand.

This document will act as a living document - one that is returned to and reflected upon as time moves on. It will help shape a return that is responsive to the needs of our pupils, staff, parents and community.

What has been lost? Much research (evidence based the Schools, Students and Teachers network SSAT) indicates 5 losses through COVID - 19, which will cause a significant deterioration of the mental health state of our pupils and therefore future learning and recovery will be lost. These losses are:

Routine: such as the start of the school day, travelling to school, arriving at your classroom, 5-day week.

Structure: such as when and how pupils learn, when lunchtime is, when to sleep.

Friendship and Social Interaction: such as being together, a sense of belonging, the everyday use of language and interpretation.

Opportunity: such as the sticky knowledge that we can impart, experiences, skills and networks to access the next phase of learning and education.

Freedom: such as the time and space to be themselves, the sense of control especially within EYFS provision.

The strategy/ roadmap plan is split into three sections. The first column 'Reset' will fall mainly under the remit of the business manager **Jill Kerrigan**, so that new structures around safety and routines for following new hygiene measures can be adopted.

The second column 'Recover' is to be given to **Nicola Nield** and **Beth Royle** our pastoral lead and PSHE/ well-being lead.

The third column 'Rebuild' is to be given to Key stage leads (**Gemma Callaghan, Hannah Kerrigan, Beth Magan and Chris Gould**) and will concentrate around issues of curriculum and teaching and learning.

The final column 'Reclaim' is to be the responsibility of **Chris Jones** (Executive Headteacher) and the **local governing body**.

This strategy/ roadmap is also split horizontally into three tiers.

Recovery Curriculum 2020 - 2021

On this page you will find our adapted curriculum for the next phase of our school as we welcome back **all** pupils in September. We are calling this our recovery curriculum, which acknowledges that there have been losses to children as they have stayed at home. The focus for schools in the autumn will be upon ensuring that pupils are ready to learn and as such social and emotional learning will be prioritised. The act of recovery is at least as much an emotional and social one as it is academic, and our ability to recognise and plan for this will be at the heart of our learners' eventual success. All of our subject leaders have prepared plans for the autumn term.

Academic Recovery Curriculum

These have been divided into 3 main groups, we will continue to use knowledge organisers and develop retrieval quizzes to support assessing what the children have retained:

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 each 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 include: using Teams for homework activities through the term breaks updating personalised reading texts and writing.

Wellbeing

Wellbeing is at the forefront of our recovery from the Covid-19 crisis. Every child in our school has had a different experience during this time and as a school we have prioritised what the children will need on their return to school.

During the first week, every year group will hold a HeartSmart session where all aspects of our HeartSmart scheme will be introduced. The aim of HeartSmart is to provide children with strategies to support them with their physical and mental wellbeing. We will introduce methods that encourage socialising, movement, holding an interest, learning and engaging in tasks. Every child is different and so we use a range of resources to enable them to use what benefits them the most.

Every morning children will be asked to place their name on a feelings chart within their classroom and verbalise their feelings to their teacher. Expanding wellbeing vocabulary is essential in supporting children, as well as staff, to improve their wellbeing. 'Circles times' to discuss these feelings, as well as other topics, will be increased to allow children to speak and be heard amongst their peers and staff.

All classes will participate in their normal weekly PE lessons to ensure children continue to follow the national curriculum for this subject.

Maths

Our long-term overview takes in to account learning objectives missed and those that need revising, within this we have referred to the DfE Mathematics Guidance to ensure all pre-requisites are covered during our mathematics lessons. The use of extra tuition for year groups (starting with years 5 and 6) will also be used. A baseline of assessment will be done within the first 2 weeks to establish areas for catch up. All years with then use the following document to Ready to Progress document below - **Mathematics guidance: key stages 1 and 2 (June 2020)**

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/897806/Maths_guidance_KS_1_and_2.pdf

[Maths recovery plan](#)

English - Reading and Writing

[English recovery plan](#)

Our recovery curriculum for English focuses on structuring cohesive sentences accurately, using accurate punctuation relevant to each year group. Aspects of SPaG have also been identified to be taught through explicit lessons and focused on through scaffolding and writing. The use of extra tuition for year groups (starting with years 5 and 6) will also be used.

In terms of reading the focus will be on question types and analysing the texts in different ways with specific attention paid to the pace of children's reading alongside expression and sight-reading skills. This will be done in the same structure as before – shared reading, whole class. We will continue to use personal reading libraries and reading plus

Art

[Art recovery plan](#)