

# Fairfield Primary School

Part of the Learning for Life Trust



## Recovery Curriculum

March 2021

**Rationale:**

At Fairfield Primary School, we anticipate that returning after the 2021 closure won't necessarily be the same as the return to school following the 2020 long-term closure. This is due to a number of contributing factors:

1. Pupils haven't experienced a summer break in-between;
2. We further developed our home-learning offer, which included new skills/topics being delivered through daily class meetings and effective teaching videos;
3. As well as providing extensive provision for all key worker children, we have been extremely proactive in ensuring that all EHCP pupils and those deemed vulnerable, have attended school full time.
4. We have recorded an extremely high percentage of engagement and participation in home-learning and as part of our extensive home-learning offer, interventions and support have continued remotely (See Appendix A).

Therefore, we feel the need is to prioritise social and emotional 'recovery' alongside explicit academic 'catch-up'.

**Our Approach:**

We have established a Recovery Curriculum rooted in pupil well-being and based upon the research of an expert from Mental Health in Education, at Oxford University.

There are five levers to our approach:

**1. Re-establish Relationships**

- We will be explicit about the joy and relief that we have returned to school and ensure that this is radiated in all that we do.
- Throughout the school day, opportunities will be provided for pupils to:
  - Raise any concerns or worries they have about returning to school
  - Talk about their personal experiences during lockdown
  - Re-connect with other members of the school within the classroom and wider school community
- An array of opportunities for play in the early stages will be prioritised.
- We will re-establish school as a place where the children feel safe and valued.
- Within the school day, we will ensure increased time is taken to talk to the children and give them opportunities to socialise, for example: circle time, class assemblies, sharing stories, safe collaboration; the use of screens will be avoided apart from when necessary to teach the Computing curriculum.
- We will use afternoon time to focus on PSHE- including refreshers on who pupils' trusted adults are and we will re-establish the ethos that it's okay to have concerns/worries.
- Within our weekly delivery, we will re-introduce our full assembly timetable in order to focus explicitly on our school values and celebrate success.

## **2. Community**

- Initially, time will be allocated to hear and validate what pupils have learnt at home, including non-academic learning, to give value to their experiences.
- Where appropriate, we will consider adaptations to the curriculum to allow for topical structured talk. For example, in UKS2, within the micro-organism delivery, a discussion regarding vaccinations might subtly lead into how children feel about the current pandemic. Linked to this, PSHE discussions will provide a platform to discuss and reflect upon coping with change, media influences and hygiene.
- In order to develop their socialisation skills, opportunities will be given for children to have class discussions.
- We will implement a class worry box in order to allow children to voice their concerns and worries in a safe and confidential manner.
- Within the initial few days of return, time will be specifically allocated for the children to become familiar again with previously established routines, this will include ensuring that adult modelling of handwashing is prioritised and practised as appropriate.

## **3. Curriculum**

- Upon the children's return, we will gradually increase curriculum content and delivery to aid a return to a full curricular timetable.
- Priority will be given to the teaching of Phonics and Reading (including the implementation of Accelerated Reader).
- Teaching through the medium of art and socialisation through collaboration and physical activity, within the parameters of our Risk Assessment to ensure and maintain safety, will be implemented into afternoon learning.
- From monitoring the engagement within our home-learning, we have noted that some parents/pupils have prioritised core subject learning. Therefore, our experienced staff will be mindful of the potential 'gaps' in knowledge from the foundation subjects and will endeavour to address such issues through class teaching and intervention strategies. For example, within Year 6, pupils may have missed activities in relation to fossil and paleontology study. To combat this, we will encourage staff to utilise opportunities within the curriculum, for example comprehension, to address aspects lost.
- In terms of assessment, initially, teaching is paramount to ensure effective curriculum delivery for all children and we want to maximise this time. Therefore, formal teacher assessments will be completed later in the academic year (at the end of May and beginning of July) as appropriate; our final assessments will inform transition discussions and handover. Staff will use teaching and learning time to work with pupils and address 'gaps' in knowledge. Where appropriate, additional intervention will be offered (including outside of the school day) in-line with our Covid Catch-Up Strategy.
- RSE will be prioritised and taught to pupils in the Spring term. As part of this, Grid Maker will be updated regularly to reflect the teaching and learning within the PSHE/ RSE curriculum and through class discussions which have been prompted by the lesson content.

#### **4. Metacognition**

- We recognise that opportunities and learning experiences will have been different for all children depending on their circumstances and we need to consider learning styles throughout all teaching and learning experiences.
- We will endeavour to make the skills for learning in a school environment explicit to our pupils to reskill and rebuild their confidence as learners, this includes: turn taking, listening to others, resilience and independence.
- All staff will help pupils to identify their own talents and strengths as independent learners by reminding them of their options and resources which can aid their learning, e.g. dictionaries, working walls etc.
- As part of daily teaching, reference will be made to the skills and attributes on our bespoke Life-Long Learning Log will be regularly referred to in order to remind pupils of what makes an effective learner in relation to their age.

#### **5. Space**

This concept is two-fold as we are referring to utilising space within the curriculum and the physical environment. Therefore, we will ask staff to consider:

- How they can maximise use of the outdoors to reestablish a sense of space that is fun and safe.
- How to create regular opportunities for debate and discussion.
- How to ensure pupils understand and are reminded of the new routines and supported to become familiar with them.
- How displays can be used effectively to support learning and promote independence.

#### **Additional Considerations:**

At Fairfield, we will re-establish our full academic intervention timetable from the first week of return in order to make maximum use of time for recovery. A key aspect of our school is our extensive pastoral care system, which will continue to operate, this includes: Counselling, Nurture Group, Well-being Workshops and specific emotional support. Staff will continue to be proactive and raise any concerns about pupils so the appropriate support can be offered. As part of re-establishing the children's routine, homework will operate as per policy but some tasks will be moved online.

We passionately feel that our research rooted recovery curriculum, will allow pupils to be happy, confident, life-long learners in a safe, rewarding and nurturing environment. The approach will allow individual voices to be encouraged and valued thus forming a collaborative community where our pupils will have the confidence and resilience to encourage each other to overcome the recent adversity.

**Appendix A: The Catch-Up Premium and WELL Project Spending: How will it continue in the current circumstances?**

<b>Intervention:</b>	<b>How it will operate in the closure:</b>
<b>Subscribing to Reading Eggs for Reception</b>	<ul style="list-style-type: none"> <li>• All children at home have their personal login details.</li> <li>• Staff are explicitly monitoring the usage.</li> <li>• Children in school have been provided with iPads to access the resource.</li> </ul>
<b>Investment in resourcing for Phonic delivery and effective staff CPD in relation to Phonics</b>	<ul style="list-style-type: none"> <li>• The phonics CPD Training was delivered virtually to 20+ staff on 06/01/21.</li> <li>• Staff feedback was overwhelmingly positive.</li> <li>• Teachers/Support Staff have taken home their new phonics resources and are using these as part of the home-learning provision.</li> </ul>
<b>Purchasing more literature for children to enjoy, including age-specific and topic-specific texts to enrich cultural capital</b>	<ul style="list-style-type: none"> <li>• We have a system in place where all children (accompanied by parents and adhering to our Risk Assessment) can come to school on allocated times/dates (weekly) to collect reading books and gather resources. In EYFS, these are specifically prepared packs for each child.</li> <li>• Those children in school provision, all have reading books and opportunities to read to adults/change books.</li> </ul>
<b>Increasing the capacity of Structured Reading and Spelling Intervention</b>	<ul style="list-style-type: none"> <li>• 4 of the children accessing this structured intervention are currently using in-school provision so the intervention will continue in the afternoon slots.</li> <li>• For the other home-learning children, specialist packs will be created (weekly), collected by the families and delivery will take place virtually, via Teams' (1:1).</li> </ul>
<b>IDL Purchased- Structured Intervention</b>  <b>IDL delivered (early mornings, small groups)</b>	<ul style="list-style-type: none"> <li>• All children in school (KS2) are using IDL in the morning.</li> <li>• All children, who were accessing IDL as part of the early morning 8.30am sessions and are now home-learning, have been sent their personal login details and a 'Parent Guide' on how to access the provision. They have also been given specific contact details, including the IDL helpline to aid any issues.</li> </ul>

	<ul style="list-style-type: none"> <li>• There has been a strong uptake on and children are continuing to progress as a result of this.</li> </ul>
<b>Increase our school counselling capacity</b>	<ul style="list-style-type: none"> <li>• Lisa Fisher is working in school.</li> <li>• She is still seeing the vast majority of her pupils (in person) as many are accessing the in-school provision.</li> <li>• Those at home, have weekly telephone calls and can be invited to an 'in-person meeting'/virtual meeting if required.</li> <li>• Lisa is continuing to support other families, via 'drop-in sessions'.</li> </ul>
<b>Additional support for Nurture Group</b>	<ul style="list-style-type: none"> <li>• Nurture Group staff have been intentionally allocated to support in specific year groups to enable them to continue to work with/keep in touch with the children they see in Nurture Group.</li> <li>• Telephone calls are being made by staff to support these children (when needed).</li> <li>• For those children in school, who access Nurture Group, staff are continuing to deliver specific activities to the children to help with their social and emotional well-being (thus enabling them to continue to strive towards their targets from Boxall Profiles).</li> </ul>
<b>Additional Support for Year 1</b>	<ul style="list-style-type: none"> <li>• Throughout the closure, we have protected the additional support to aid Year 1.</li> <li>• This will be used (in part) to release the teacher(s) to deliver virtual phonics intervention (1:4) weekly.</li> </ul>