

# Fairfield Primary School

Part of the Learning for Life Trust



## Recovery Curriculum

March 2022

## **Rationale:**

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

1. Pupils hadn'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 were extremely proactive in ensuring that all EHCP pupils and those deemed vulnerable, attended school full time.
4. We recorded an extremely high percentage of engagement and participation in home-learning and as part of our extensive home-learning offer, interventions and support also continued remotely (See Appendix A).

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

## **Our Approach:**

In March 2021, we 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. The sections below show what our intentions were based around the five key levers of our approach and our evaluation of where we are on our journey to full recovery (March 2022).

### **1. Re-establish Relationships (our intentions March 2021)**

- 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.

### **Re-establish Relationships (our evaluation March 2022)**

- All children have now fully returned to school and are engaging with their peers (including across different year groups again).
  - Opportunities have been provided (and continue to be in place through our extensive pastoral support system) for children to raise any worries or concerns. We allow children returning from isolations to share their experiences to help re-build their confidence in returning to the classroom. Moreover, our home-learning offer continues to provide opportunities for isolating children to join live teaching lessons and celebrations. Our pupils have reconnected with their fellow peers through lunchtimes, playtimes (being mixed once more), trips, residential, councils as well as our extensive after-school club offer and music provision returning to the curriculum.
  - In EYFS, play was prioritised: this clearly had a positive impact with an average of 88% of pupils on track to achieve GLD this year. Play will continue to be prioritised to further develop self-regulation, which staff report (through Pupil Progress Meetings) is an area of on-going concern.
  - Our effective safeguarding pupil conferencing and monitoring across the school highlights the fact that pupils feel safe and valued, following their return.
  - Children have ample opportunities to socialise, for example: circle time, class assemblies, sharing stories and through collaboration activities within their year groups. The time provided for these activities does differ (depending on the age and need of the children), for example, there are three designated story time sessions in EYFS per day, whereas in KS2, one thirty-minute, daily session is provided.
  - We have gradually re-introduced screen-time (at a manageable rate) following the return to school last March. We are now in a position where children are fully utilising all resources once again as part of our broad and balanced curriculum. As part of this, we have fully reviewed the delivery of Computing, which now happens in classrooms weekly- each child having their own device. Our bespoke curriculum for Computing balances research, practical skills and investigation thus reducing the overall screen-time.
  - Upon their return, pupils engaged in afternoon PSHE lessons- including regular refreshers on who pupils' trusted adults are. This occurred for the initial few weeks. Since then, we have implemented a new, bespoke PSHE Curriculum, which is taught weekly and teaches the children a whole-host of knowledge and skills to be resilient, reflective and respectful citizens of the future. The ethos of 'it's okay to have concerns and worries' is echoed in every aspect of the school and we have fully reestablished our Well-being Workshops as part of our pastoral provision, which since last March have benefited 186 pupils (approximately) across the school. In addition, we have continued to adhere to the commitment of increasing our counselling service capacity by 4 hours per week and running an additional Nurture Group session for Reception pupils.
  - We have successfully re-introduced our full assembly timetable in order to focus explicitly on our school values and celebrate success. Currently, these are still being held virtually and we would like to see these return in-person, starting with our Key Stage Assemblies in March 2022.
- 2. Community (our intentions March 2021)**
- 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.

### **Community (our evaluation March 2022)**

- Suitable adaptations have been made to the curriculum to allow pupils a platform to discuss their feelings and emotions. Although this has mainly been through PSHE study, we have ensured that staff have been provided with suitable resources to lead discussions and make wider links between topics of study and the pandemic we face. For example, in Science, hygiene has been an aspect which has been linked to the 'Animals including Humans' topic in Years 1-4.
- Collaboration has been purposely incorporated into all aspects of the curriculum. This is to help build pupils' social skills and interaction (linked to their social and emotional well-being). Collaboration/teamwork is one of our school values and so this work will continue post pandemic.
- All classrooms have a worry box and method of discussing the content of the boxes at regular intervals (age-appropriately and sensitively). If certain trends develop, we address these through whole-school assemblies or through indirect class teaching/discussion.
- Despite reminders still being required, pupils are re-establishing themselves with the efficacy of learning in a classroom. The classroom dynamics are very different to the home environment so we ensure that adequate time is spent on key reminders of the ethos of a Fairfield classroom and conduct around school. Overall, staff report that children are now settling back in to the established routines of the working classroom (Settling-In Pupil Progress Meetings- October 2021).

### **3. Curriculum (our intentions March 2021)**

- 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.

**Curriculum (our evaluation March 2022)**

- Following the return, we quickly re-established our core and foundation subjects. Staff feedback suggested that pupils were ready, academically, to engage in a full timetable and this was re-introduced as of March 2021. Since then, we reimplemented aspects of the curriculum which had fallen victim to the constraints placed on school, as a result of the pandemic. For example, we now have all subjects being delivered to their maximum including all practical aspects of PE, Drama, DT, STEM Music and Art. As of May 2021, we were able to reestablish wider enrichment activities, including trips, clubs and peripatetic music tuition. This is an area, which we are continuing to prioritise in order to fully return to our curriculum offer: our next priorities are re-establishing our full offer of peripatetic tuition and embarking on residential (planned for the Summer term, 2022).
- We prioritised the teaching of reading and phonics and invested a lot of financial and staff resources into this area, including the implementation of Accelerated Reader and a new Systematic Synthetics Phonics Program. We feel this commitment has been beneficial as initial reports (September 2020) suggested reading was an area which had suffered as a result of the first long-term closure. The results (below) demonstrate that our pupils are now above/significantly above national standard in reading/phonics and we have a full ‘Wave Model of Intervention’ (Appendix B) in place to aid catch-up of those identified in our lowest 20%.

<b>Reading- Current Attainment (Autumn 2021/22):</b>						
<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
86%	78%	78%	89%	76%	84%	88%
<b>Reading- Previous Attainment (2020/21):</b>						
<b>Year 1 Phonics Results: 94%</b>		<b>KS1 Reading Results: 82%</b>		<b>KS2 Reading Results: 81%</b>		

- We recognised the importance of Art and socialisation as a key part of the return in March 2021. Therefore, we undertook an in-depth research study into Art & Design, which resulted in the launch our brand-new, bespoke Art Curriculum- rooted in artistic study, median

development and skill progression. Like all other aspects of learning, it is purposely aspirational in intent.

- Due to our initial analysis showing that in some cases, core subject home-learning was prioritised by parents/guardians, teaching staff have dedicated time in lessons to revise and recap prior knowledge, in-line with our Teaching and Learning Policy. This has provided an opportunity for teachers to assess prior learning and 'plug the gaps' in relation to knowledge and skills in the foundation subjects. Our subject leaders are now tracking the attainment and progress of pupils, with the initial analysis looking positive (in terms of both coverage and pupil understanding). Teaching staff have also been creative in maximising all aspects opportunities for learning and cross-curricular learning, in order to secure understanding of previously taught concepts. For example, in Year 2, it was noted that instructional writing (as part of a cooking DT project) in Year 1 was 'missed' for some home-learning pupils. Therefore, staff implemented this aspect into Year 2 in order to secure understanding.
- Since the return in March 2021, children have been formally assessed in May 2021, July 2021, and December 2021 (using summative assessments). As of September 2021, we returned to our standard assessment calendar, with pupils being assessed at the end of each term in core subjects. Staff are now assessing foundation subjects throughout a child's learning journey. In September 2021, we introduced a new platform for assessment (FFT).
- Following the EEF's guide to effective implementation, last year, we further expanded and sustained the previous year's delivery of our expanded school day model to provide high-quality tuition in core subjects identified as areas of 'catch-up'. 78% of disadvantaged pupils participated in at least one of these groups and the attendance at the sessions was an average of 96%, which was very pleasing. This directly correlated to the fact that 80% of disadvantaged pupils met age related expectation in Maths and 78% in Reading. It is worth noting that within our Structured Reading and Spelling and Reading Intervention provision (delivered 1:1), pupils made an average of 2 years 5 months progress (Reading Intervention) and 2 years 4 months progress (Structured Reading & Spelling): this included 6 pupils from disadvantaged backgrounds. Our records indicate that 48% of all pupils engaged in a form of intervention from March 2021-July 2021. Moreover, we have further strengthened our intervention delivery through all facilitators of targeted interventions completing the National School-Led Tutoring Programme accredited training. In addition, we have expanded further and now offer Writing Workshops after-school. This stemmed from the initial Pupil Progress Meetings in October 2021, which highlighted across the school, teaching staff felt 'writing' was now the core area of focus (specifically writing at length and basic SPaG). As well as offering the additional intervention after-school, we have directed staff to initially take longer in the scaffolding and drafting process of a longer piece (in-line with our Teaching and Learning Policy) and all daily SPaG sessions include a recap of basic, key skills (age appropriate). We are continuing to closely monitor writing attainment and progress through moderations (both internal and external), staff training, Pupil Progress Meetings and subject lead monitoring exercises, including pupil conferencing and work reviews.
- RSE has been fully taught and all objectives covered since the March 2021 return.

#### **4. Metacognition (our intentions March 2021)**

- 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.

#### **Metacognition (our evaluation March 2022)**

- We dedicated specific sessions at the start of this academic year to ‘settling-in’ the children and making the expectations of the learning environment explicit to children. Classes developed ‘class charters’ and displayed these as reminders to pupils.
- As ever, we have passionately celebrated pupils’ success in order to raise self-esteem and self-belief. This has been through the use of Dojo Points, our rewards systems, verbal and written feedback to pupils (mirroring our Marking and Feedback Policy) and celebration assemblies. Pupils’ independence was an area, which the majority of teaching staff, particularly in EYFS and KS1, flagged as a concern during Pupil Progress Meetings in October 2021. However, our most recent round of reviews (February 2022) indicated that independence concerns appear to have quelled in the majority of the school, apart from Nursery, where specific strategies and sufficient interventions are in place to aid pupils of concern. Nursery practitioners are focusing on independence and self-regulation.
- Reference is being made to our bespoke Life-Long Learning Log, in order to celebrate the skills and attributes of an effective learner. However, in-line with our SIP, this is an area which remains in need of further development. Our PSHE leader (Mrs. G. Harris) is currently trialling different approaches within her classroom with the intention to roll-out a consistent approach in Summer 2022.

#### **5. Space (our intentions March 2021)**

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.

#### **Space (our evaluation March 2022)**

- Outdoor learning has been fully re-established across the curriculum, including Forest Schools, Geography fieldwork, Physical Education and Active Mathematics. Pupils have

learnt/recapped, through our safeguarding curriculum, how to keep themselves safe outdoors.

- In appropriate subjects, such as: English, PSHE, RE, History, Geography, Science and Computing, pupils have actively participated in debate and discussion in order to build their resilience and re-establish key speaking and listening skills. Staff continue to proactively implement such activities and evidence is gathered in books and photographs shared via Dojo.
- In all classrooms, working walls have been implemented to showcase relevant scaffolding, prompts, reminders and vocabulary to assist pupils with their work. Staff discussions indicate that these techniques have been especially beneficial in Maths and Writing (especially writing at length).

#### **Additional Considerations:**

At Fairfield, we proactively and efficiently implemented 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 continued to operate at an increased capacity to cope with the projection in demand for the services (lined to our analysis outlining that social and emotional well-being was our key area of recovery) this includes: Counselling, Nurture Groups, Well-being Workshops and specific emotional support. Staff 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 has operated as per policy. Initially, in Spring 2021, we trialed setting certain homework activities online. However, upon review, all homework (with the exception of specific EYFS Dojo Portfolio tasks) now operate in a paper form again, with specific books.

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



**Appendix A: The Catch-Up Premium and WELL Project Spending: How it continued in the school closure period.**

<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,</li> </ul>

	<p>including the IDL helpline to aid any issues.</p> <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>

## Appendix B: The Reading 'Wave' Model of Intervention.

