

ESPRIT Multi-Academy Trust: Recovery Curriculum Action Plan

| This Recovery plan will be used from w/c 7.9.20. Thursday 3 rd and Friday 4 th will focus on pupil wellbeing, including transition style activities and RWI assessments. Teachers will introduce 'Meet and Greet' and class recognition boards. | | | |
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| | What is required in the guidance | ESPRIT offer | Actions by whom |
| Curriculum | <p>https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools</p> <p>The key principles that underpin our advice on curriculum planning are:</p> <ul style="list-style-type: none"> • education is not optional: all pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life. • the curriculum remains broad and ambitious: all pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment. <p>In addition we have created deficit documents to be used by all year groups to support the recovery curriculum for core subjects. Deficit areas to be addressed through focussed taught sessions.</p> | <p>EYFS</p> <p>Phase 1</p> <ul style="list-style-type: none"> • Follow induction guidance for all new to setting children, which includes a 4 week induction for Nursery. • Focus on settling the children into a school routine • Complete a baseline assessment on Educator through high quality CP activities and teacher facilitation (Rec to focus particularly on gaps in language, reading and maths) • Complete communication screens with children within the first 4 weeks • Plan equal opportunities for outdoor learning • Plan for the prime areas • Staff MUST evaluate their planning thoroughly on their planning overviews. These are to be submitted to school leaders at the end of the week. <p>Phase 2</p> <ul style="list-style-type: none"> • Re-introduction of MTP / Annual planners • Work on implementing the new early learning goals / Prime areas for Nursery <p>Key Stage 1 & Key Stage 2</p> <p>Phase 1 (approx. 4 weeks)</p> <ul style="list-style-type: none"> • Class based 'projects' for 1-2 weeks in length – to build the 'love of learning' again • Decisions for enrichment to be led by main curriculum deficit for foundation subjects / teachers passion for teaching / life skills. • These projects will be year group led and MUST meet N.C objectives and incorporate as many cross-curriculum links as possible. • Staff MUST evaluate their planning thoroughly on their planning overviews. These are to be submitted to school leaders at the end of the week. • Weekly reviews will take place with SLT at planning meetings / staff meetings where necessary <p>Phase 2:</p> <ul style="list-style-type: none"> • Re-introduction of MTP / Annual planners | <p>All staff to follow transition documentation to support new to school children</p> <p>Baseline assessments to be recorded onto Educator</p> <p>Communication screens to be timetabled</p> <p>Class teachers to plan and hand in planning & evaluations at the end of each week to (Leaders)</p> <p>Class teachers to plan and hand in planning & evaluations at the end of each week to (Leaders)</p> |

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| Safeguarding / PSHE | https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools Actions for all schools and local authorities: <ul style="list-style-type: none"> • <i>Identify those pupils who are reluctant or anxious about returning or who are at risk from disengagement</i> • <i>Develop plans to reengage them. This should involve disadvantaged and vulnerable children and young people, especially those who were persistently absent prior to the pandemic or have not engaged with school regularly during the pandemic.</i> • <i>Use the additional catch-up funding schools will receive, as well as existing pastoral and support services, attendance staff resources and school pupil premium funding to put measures in place for those families who will need additional support to secure pupils' regular attendance.</i> • <i>Work closely with other professionals as appropriate to support the return to school, including continuing to notify the child's social worker, if they have one, of non-attendance</i> • <i>Consider resuming any breakfast and after school provision</i> • <i>Schools should update the schools behaviour policy</i> Staff deployment: <ul style="list-style-type: none"> • <i>Schools may need to alter the way in which they deploy their staff, and use existing staff more flexibly to welcome back all pupils at the start of the Autumn term.</i> | <p>Wellbeing conversations to be carried out with all pupils prior to their return to school Wellbeing work to be completed weekly/daily where necessary Ideas include:</p> <ul style="list-style-type: none"> • Worry monster • Three houses • Dessert Island • Wishes and feeling work • Safety house <p>First two days of term to be dedicated to wellbeing.</p> <ul style="list-style-type: none"> • Children to learn what it means to be a 'Dalmatian, Incredible, Hufflepuff, Gryffindor, etc' • Resume Breakfast club/ BASC early on in the Autumn term where possible?? | <p>Teachers to plan onto overviews and seek support from pastoral where necessary</p> <p>Pastoral team to work with groups of 'key chn' / drop in on 'key chn'</p> |
| | <ul style="list-style-type: none"> • <i>Use the additional catch-up funding schools will receive, as well as existing pastoral and support services, attendance staff resources and school pupil premium funding to put measures in place for those families who will need additional support to secure pupils' regular attendance.</i> • <i>Work closely with other professionals as appropriate to support the return to school, including continuing to notify the child's social worker, if they have one, of non-attendance</i> • <i>Consider resuming any breakfast and after school provision</i> • <i>Schools should update the schools behaviour policy</i> | <ul style="list-style-type: none"> • All staff to ensure there is a daily 'Meet and Greet' with ALL children • Attendance officer to follow process for non - attendance, Pastoral team to support where SEMH support is needed for pupils who are struggling with the transition back to school. • Staff to create a 'Meet and Greet' menu of 5 actions for their class • Staff to plan informal conversations throughout the day to check children's emotions. Schools to decide if emotion boards are needed in each classroom. • Time out cards to be in Grove / Calm bottles in infants to ensure chn have an opportunity to take time out if needed. Staff to monitor this. | <p>All staff to implement</p> <p>Pastoral to oversee the delivery of Meet and Greet</p> <p>Leaders to timetable areas within the staff handbook</p> |
| | <ul style="list-style-type: none"> • <i>Consider resuming any breakfast and after school provision</i> • <i>Schools should update the schools behaviour policy</i> | <p>Circle times to be planned daily initially and then weekly (or as required by the class) to discuss:</p> <ul style="list-style-type: none"> • Life in lockdown • Chn's worries / anxieties <p>Staff to use the 3D PSHE curriculum to support the teaching of PSHE</p> | <p>Staff to plan onto their overviews</p> |
| | <ul style="list-style-type: none"> • <i>Schools should update the schools behaviour policy</i> | <p>Focus for the day's as part of the morning routine/end of day reflection after Meet and Greet:</p> <ul style="list-style-type: none"> • Mindfulness Monday • Terrific Tuesday (positive recognition) • Wellbeing Wednesday • Thankfulness Thursday • Feel Good Friday <p>School specific guidance for what this involves to be created</p> | <p>Staff to plan for this on their overviews</p> <p>Pastoral to gather feedback and review</p> |
| | <ul style="list-style-type: none"> • <i>Schools should update the schools behaviour policy</i> | <ul style="list-style-type: none"> • Recognition boards to be in place in all classrooms to ensure a visual representation of the classroom focus e.g. listening ears, MAGIC attitude. Children will move their names onto this board. • Class Dojo to be set up for all classes to allow staff to celebrate the 'above and beyond' | <p>Class teachers to set up class dojo and recognition boards</p> |

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| | | | Pastoral to share guidance and monitor |
| | | 'Catch it, bin it, kill it' to be taught daily initially then weekly | Staff to plan onto overviews |
| Read Write Inc | Taken from Risk assessment <ul style="list-style-type: none"> For effective teaching of phonics we will require the use of 'bubbles within bubbles', creating small ability-based phonics groups within a year group bubble. Where a phonics bubble is taught by a member of staff not working within the year group bubble, the group seating arrangements (including that of the staff member) will ensure distancing between the staff member and the children. Where possible children will sit by their usual partner. Staff and pupils will wash their hands prior to joining their phonics group and after the session. Children will have two phonics sessions a day to support catch-up. Initially, only one of these will be with their phonics ability bubble with the other being class-based | Nursery To follow implementation as advised by RWI: <ul style="list-style-type: none"> Autumn: Speaking and listening focus. Embedding MTYT, stop signal. (Falsed alternatives, Telling the story, singing, rhymes, word change) Learn a story/rhyme by heart. Daily story time. Spring: Introduce the letters Summer: Teach Phase 2 sounds | Staff to adhere to social distancing when singing |
| | | Reception – Year 2 <ul style="list-style-type: none"> Assess every child on entry using the speed sound assessment (1:1) within the first two days Reading leader to re-group the children (within year groups) Teach daily speed sounds (15/20 mins) from first full week back at school Embed the learning behaviours of RWI including MTYT, clear partner guidance (TTYP), feedback mechanisms, stop signals, etc Phase 2 <ul style="list-style-type: none"> Reassess the children after 2-4 weeks using RWI assessment 1 Reading leader to re-group for the introduction of guided reading Quarantine books for 72 hours before returning to the main storage | TA's to deliver assessments |
| | | Juniors Phase 1 (approximately 1 week) <ul style="list-style-type: none"> Assess children on entry using speed sound assessment (1:1 using RWI assessment) – to be completed in first 2 days. JS/AB to train TSA's on how to administer the tests. J Simpson to re-group children (within year groups) Teach daily speed sounds (15/20 mins) from first full week back (2 daily sessions for targeted children) Guided Reading: 5 reading sessions per week (to include comprehension) - 30 minute daily slot following previous format. Quarantine books for 72 hours before returning to the main storage Phase 2 <ul style="list-style-type: none"> Reassess the children after 3-4, then 6-8 weeks using RWI assessment 1 Reading leader to re-group for guided reading Quarantine books for 72 hours before returning to the main storage | TSAs to deliver assessments |

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| English | <p>For pupils in key stages 1 and 2, school leaders are expected to prioritise identifying gaps and re-establish good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics), identifying opportunities across the curriculum so they read widely, and developing their knowledge and vocabulary.</p> | <p>EYFS</p> <ul style="list-style-type: none"> • Complete baseline name writing with all children • Daily story times to take place • Reception to plan TFW sessions focusing on building vocabulary • High quality CP activities to be planned for and staff to facilitate • Short burst whole class teaches where appropriate | <p>Staff to complete baseline assessments</p> |
| | | <p>Key stage 1 First 2 days – every child to be assessed on the RWI speed sounds assessment.</p> <p>Phase 1 (week1)</p> <ul style="list-style-type: none"> • Class story to be identified and TFW to be carried out daily. • Props from TFW story to collected to begin forming a story telling box. • Drama and practical activities to take place from Pie Corbett daily • 15 min sessions 3 x week ‘handwriting scheme’ • Daily speed sounds session in ability groups across the year group including spelling. • Daily whole class speed sounds session (all classes) • ‘Pinny time’ at least 3 times per day involving all bubble staff • Daily quality story sessions • Class novel to begin • Curriculum deficit document used to plan for gaps in reading <p>(week 2 and week 3)</p> <ul style="list-style-type: none"> • As above • Curriculum deficit document used to plan for gaps in writing • Basic skills from previous year group assessed. • Class ‘Just Do It’ rules established and displayed. • Written outcome, quality over quantity. Use this as an informal baseline teacher assessment write in application books. <p>Phase 2 (week 4 onwards)</p> <ul style="list-style-type: none"> • As above • Red word spelling (How implementing this – homework?) • Children assessed on the RWI assessment grouped and guided reading sessions begin <p>Phase 3 English teaching circles to be planned for and implemented.</p> | <p>TA’s to assess each child in the first two days.</p> <p>Teachers to identify what areas of learning were missed during summer 2 (curriculum deficit and map out where these are taught again within the current year group.</p> <p>Children and teachers to devise ‘Just Do It’ rules.</p> <p>English leads to produce a proposal for red word spellings.</p> |
| | | <p>Key stage 2</p> <ul style="list-style-type: none"> • Implement a catch up spelling programme – RWI lessons (particularly in Year 3) – No nonsense spelling. First 2 days RWI assessments to be completed. | <p>TA’s to assess each child in the first two days.</p> |
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| | | <ul style="list-style-type: none"> • Re-introduce short bursts of guided reading / RWI within the initial timetable • Prioritise the fundamentals of writing (Just do it rules). ‘Quality over quantity’. <p>Phase 1 (approx. 2 weeks)</p> <ul style="list-style-type: none"> • Writing to be focussed around agreed year group topic to focus on fundamental key writing skills. Use deficit document and previous years expectations to inform planning. • Spelling Timetable: 20 minutes 5x weekly spelling sessions. (Use Deficit form to guide this – can use previous years no nonsense). Lower attaining children will go to their RWI group during this time. Children cannot mix year groups. • Class Read: 20 minutes per day • 20 minutes SPAG Use deficit form to support along with the writing assessment tools to cover SPAG basics (Sentence formation and punctuation/word classes) Short burst, practical activities which keep children engaged with learning. (e.g: unpunctuated texts, testbase questions, hands on matching games etc). Need to link to Science where appropriate (E.G: word classes using scientific vocabulary. • Guided Reading: 5 reading sessions per week (to include comprehension) - 30 minute daily slot following previous format. Quarantine books for 72 hours before returning to the main storage. <p>Phase 2 (approx. 3 weeks)</p> <ul style="list-style-type: none"> • 1 hour lessons - 15 minutes SPaG & 45 minutes English • The first piece of writing is to be narrative linked to the Focus Curriculum Book. This piece of writing will be the first assessed piece. We will use the new English assessment grids to support gap analysis. <p>Spelling/RWI/Guided Reading to continue as they did in phase 1. Class read: 20 mins per day</p> <p>Phase 3 (ongoing)</p> <ul style="list-style-type: none"> • Normal English lessons to commence • 1 hour lessons - 15 minutes SPaG & 45 minutes English • The second piece of writing will be a non-fiction piece linked to science. This will need to be written in the science book and assessed again using the English Assessment Grids. <p>Spelling/RWI/Guided Reading to continue as they did in phase 1. Class Read: 20 minutes per day</p> | <p>Teachers to identify what areas of learning were missed during summer 2 (curriculum deficit and map out where these are taught again within the current year group.</p> <p>Children and teachers to devise ‘Just Do It’ rules.</p> <p>English leads to produce a proposal for handwriting.</p> |
| Maths | https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/897798/Maths_guidance_introduction.pdf | <p>EYFS</p> <ul style="list-style-type: none"> • Complete baseline ‘number tracker’ with all children • High quality CP activities to be planned for and staff to facilitate • Short burst whole class teaches where appropriate <p>Phase 2</p> | <p>Staff to complete baseline assessments</p> |

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| <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/897806/Maths_guidance_KS_1_and_2.pdf</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/897799/Maths_guidance_year_1.pdf</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/897800/Maths_guidance_year_2.pdf</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/897801/Maths_guidance_year_3.pdf</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/897803/Maths_guidance_year_4.pdf</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/897804/Maths_guidance_year_5.pdf</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/897805/Maths_guidance_year_6.pdf</p> | <ul style="list-style-type: none"> Reception staff to re-introduce Power Maths lessons <p>Key Stage 1</p> <p>Inset – staff to watch the Power Maths webinar around September planning. Discussions and debates to take place. <i>‘Catch up, NOT keep up’ ethos MUST be adopted.</i></p> <p>Phase 1: (week 1)</p> <ul style="list-style-type: none"> Daily short bursts linked to mental arithmetic and basic skills – times tables, number bonds, maths games, counting forwards/backwards Daily power ups (to increase fluency) to form a short burst (15 - 20 mins) and to teach the strategies of independence & recording. Calculation policy to be used to see what strategies the children were taught within the previous year group. Use the Power ups to revisit these strategies. Curriculum deficit – plan bursts to address GAPs & differentiate lessons Daily catch up’s where necessary to close GAPs quickly <p>(week 2)</p> <ul style="list-style-type: none"> As above Introduce the Discover and Share pages from text 1A. Children to start on the Autumn 1 book for the correct year group. Use the Discover and Share page to form the remainder of your Maths session (approx. 30 mins) Discover – show children just the discover picture (not the questions). Ask questions to start engagement and deeper thinking. <div style="text-align: center;"> </div> <ul style="list-style-type: none"> Show the questions, children to work independently/in pairs to solve. Share – children to offer back their ideas and strategies, these to form debates, what other strategies have been used. What is correct? can it be done in more than one way? End of unit checks from the previous year group. Daily catch up’s where necessary to close GAPs quickly <p>Phase 2: (week 3 and week 4)</p> <ul style="list-style-type: none"> As above | <p>Teachers MUST have a deep understanding of the unit of work within the Power Maths book.</p> <p>Teachers must find the important ‘nugget’ from that unit and ensure this is what is taught.</p> <p>Teachers to identify what areas of learning were missed during summer 2 (curriculum deficit and map out where these are taught again within the current year group.</p> <p>Teachers to use calculation policy to support</p> <p>Leaders and teachers to watch power maths BBC videos for ongoing CPD</p> <p style="background-color: #00FFFF; padding: 2px;">Order Power Maths books first week back in September</p> |
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| | | <ul style="list-style-type: none"> • Introduce the Think together so children are now engaging with the Power up, Discover and Share and Think together. • Daily catch up's where necessary to close GAPS quickly <p>Phase 3: (onwards)</p> <ul style="list-style-type: none"> • Re-introduce the Power Maths workbooks for independent working and move forwards with the whole Power Maths session. • Teachers must teach the identified nuggets and ensure that all children have an understanding of this. | |
| | | <p>Key stage 2 See additional guidance Inset - staff to watch the Power Maths webinar around September planning. Discussions and debates to take place. <i>'Keep up, NOT catch up' ethos MUST be adopted.</i></p> <p>Phase 1 – (approx. 1 week) Ease children back into the basic principles of Maths, exposing them to Maths language and increasing their curiosity around the subject.</p> <p>30 minute practical Maths lesson per day</p> <ul style="list-style-type: none"> • focus around short bursts to address GAPS from deficit document. • Use Power Ups from the previous year groups. Progression in Power Ups document to be used to support. • Use whiteboards/Maths jotters and discussion around Maths language and use of practical resources. Use visualizer to reflect on use of practical resources and how to solve problems <p>15 minute times tables slot per day</p> <ul style="list-style-type: none"> • fun times table games focussed around the deficit from the previous year group using the deficit model • focus on one times table considering connections (use ideas from times tables CPD) <p>15 minute session around number bonds/number facts per day</p> <ul style="list-style-type: none"> • mental arithmetic/basic skills – focus on number bonds/facts using government guidance to support progression. Provide examples, methods and practical resources • White Rose CPD resources to support <p>Calculation policy to be used to see what strategies the children were taught within the previous year group. Use the Power ups to revisit these strategies.</p> <p>Curriculum deficit – plan bursts to address GAPS & differentiate lessons</p> <p>Phase 2 (approx. 2 weeks) This phase will focus on the child's understanding of place value. 1 hour Maths lesson per day</p> | <p>Teachers MUST have a deep understanding of the unit of work within the Power Maths book so that preteaching can begin well in advance of upcoming units.</p> <p>Teachers must find the key learning from each unit/lesson to ensure that they are clear of the intended outcomes.</p> <p>Teachers to identify what areas of learning were missed during summer 2 (curriculum deficit and map out where these are taught again within the current year group.</p> <p>Teachers to use calculation policy to support</p> |

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| | | <ul style="list-style-type: none"> Place value from the previous year groups to consolidate their understanding (eg. year 5 will use year 4 textbook A) Focus on discover, share and think together activities and language enrichment. Using the discover activity, focus on what the picture is showing, highlighting the context. Identify the possible question through encouragement of deeper thinking  <ul style="list-style-type: none"> Provide opportunities for discussion and flexible approach to ‘think together’ Ensure there is a clear link between concrete, pictorial and abstract (CPA) <p>15 minute times table slot per day</p> <ul style="list-style-type: none"> As phase 1 adding other tables as appropriate to allow children to make links. <p>15 minute Mathematical Talk session per day</p> <ul style="list-style-type: none"> pose question for children to discuss in pairs and then share reasoning as a class as the week progresses, model how to unpick a mathematical question to know what it is asking use visualizer to share different methods of calculating the same problem there are some great resources on White Rose – place value https://whiterosemaths.com/resources/schemes-of-learning/primary-sols/ use questions from previous year group to close gaps <p>Phase 3</p> <ul style="list-style-type: none"> Begin to teach book A using the typical Power Maths structure, using the text books and practice books from the current year group. Reintroduce work books for independent application of learning. 1 hour Maths lesson per day Continue to revisit key skills 15 minute times tables slot per day - continue to make links with the times tables studied so far | <p>Teachers to use support documents from Power Maths to aid progression.</p> <p>Leaders and teachers to watch power maths BBC videos for ongoing CPD</p> <p>Order Power Maths books first week back in September</p> |
| | <p>Taken from Risk assessment:</p> | <p>Infants</p> <ul style="list-style-type: none"> Stickers to be used and marked by teachers / self-assessed by chn | <p>Leaders to review marking on the SIP</p> |

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| Marking and feedback | <p>Teachers can take books however were possible staff are encouraged to live mark and mark on site.</p> | <ul style="list-style-type: none"> • Verbal feedback to be provided to children and indicated with DWC • Live marking (green's and pinks) to be used • Children to respond to teachers marking on the go • Teachers to evaluate class GAPS through marking and record this on the weekly evaluation – teachers planning and lessons to show how they are addressing these GAPS | <p>Teachers planning and evaluations to show high quality fix its</p> |
| | | <p>Juniors – marking policy to be reviewed</p> <ul style="list-style-type: none"> • Verbal feedback to be provided to children and indicated with DWC • Live marking (green's and pinks) to be used • Children to respond to teachers marking on the go • Teachers to evaluate class GAPS through marking and record this on the weekly evaluation – teachers planning and lessons to show how they are addressing these GAPS | <p>JS to propose reviewed marking policy. One teacher to trial this approach initially with support and coaching from JS. Compare impact and progress to current practice.</p> |
| Catch up | <p>https://educationendowmentfoundation.org.uk/covid-19-resources/covid-19-support-guide-for-schools/</p> <p>How to support pupils: There will be a three tiered approach:</p> <div style="display: flex; align-items: center; justify-content: center; gap: 20px;"> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; text-align: center;">1. Whole school approach</div> <div style="font-size: 20px;">➔</div> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; text-align: center;">2. Personalised response (based on individual needs)</div> <div style="font-size: 20px;">➔</div> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; text-align: center;">3. Deep Recovery (longer period of recovery and specialist support)</div> </div> <p>1. Whole school approach This will encompass the main curriculum upon our return. For most pupils, this will be sufficient to meet the aims set out above, although their journeys will happen over different time frames. From the activities planned, staff will be able to identify those who need more support in their recovery, which will lead to a personalised response.</p> | <p>EYFS</p> <ul style="list-style-type: none"> • Staff to ensure children are happy and complete small group circles times to support any children who are struggling (PSE) • Additional support to focus on speaking and listening skills (including developing vocabulary) as well as language through Nuffield in Rec and Talk boost in Nur (As recommended by speech and language) • Daily 1:1 RWI interventions in Reception | |
| | <p>Key Stage 1 Prior to September</p> <ul style="list-style-type: none"> • All children have been given the opportunity to engage in transition activities both in school and through home learning. This has also included videos shared via Class Dojo from their new class teacher. • Curriculum deficit documents have been completed by current teachers and passed to receiving teachers. • Handover information about each child has been shared with receiving teachers. • Gaps in learning documents have been downloaded from Educater (Gaps following AP2 2019-2020) and passed to the receiving teacher. • Well-being conversations/calls home have taken place between every child and their current teacher. This was a set of questions and responses have been used to form the basis of each classes PSHE curriculum planning. • Staff to watch Power Maths webinar video. • Staff to be trained on new behaviour approaches. | <p>TA timetables</p> <p>Provision maps to be created by pastoral</p> | |

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| | <p>2. Personalised response Where pupils are unable to engage in the holistic curriculum, further work will be undertaken by school staff such as the wellbeing worker and SENDco to enable them to meet the above aims.</p> <p>3. Deep recovery For pupils who have experienced severe trauma or bereavement, specialist support may be required in their recovery.</p> | <ul style="list-style-type: none"> • STEM learning packs delivered to identified children. (From Port Vale) • Implemented sight and sound trackers <p>From September</p> <ul style="list-style-type: none"> • Further implementation of Class Dojo as the school main form of communication for pastoral and educational support. • Meet and greet to implemented across the whole school, ALL staff involved. • 1:1 targeted meet and greet sessions for identified children. • Recognition boards developed and used. • Small nurture group sessions to take place where needed. • Targeted (PSHE, behaviour focused) work carried out through Forest School sessions. • Daily speed sounds session for every class rather than just year 1. • 1:1 RWI sessions for children who have been assessed below expectation. • RWI assessments used to inform 1:1 RWI session so they are tailored to individual needs. • RWI videos posted onto Class Dojo set as homework • End of unit Power Maths check from previous year used as a baseline assessment. • Phased approach to Power Maths implemented and assessment used to inform small Power Maths intervention groups. • Curriculum deficit document used to inform pre-cue teaching and planning to gaps in learning. • Home learning to form part of weekly planning to ensure that children who are self-isolating or following a local lockdown can still access learning that mirrors what is planned to take place in the classroom. | |
| | <p>Key Stage 2 Prior to September</p> <ul style="list-style-type: none"> • All children have been given the opportunity to engage in transition activities both in school and through home learning. This has also included videos shared via Class Dojo from their new class teacher. • Curriculum deficit documents have been completed by current teachers and passed to receiving teachers. • Handover information about each child is shared with receiving teachers. • Gaps in learning documents from Educater to be passed to the receiving teacher. • Well-being conversations/calls home to take place between every child and their current teacher using a set of scaled questions to allow for the collation and analysis of responses. The results will inform the basis of each class' PSHE curriculum planning and to identify any specific support required by individual pupils. | <p>TSA timetables Intervention timetables Teachers to create videos Provision maps Teachers to download and share gap analysis from AP2. Intervention registers</p> | |

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| | | <ul style="list-style-type: none">• Staff to watch Power Maths webinar video.• Staff to be trained on new behaviour approaches.• Deficit documents to be completed by each year group to inform planning and identification of gaps in knowledge.• Implemented a nurture bubble in school.• Implemented sight and sound trackers <p><u>From September</u></p> <ul style="list-style-type: none">• Further implementation of Class Dojo as the school main form of communication for pastoral and educational support.• Meet and greet to implemented across the whole school, ALL staff involved.• Recognition boards developed and used.• Small nurture group sessions to take place where needed.• Daily speed sounds session for every class as appropriate (this may be in small groups in UKS2)• Additional RWI sessions for children who have been assessed below expectation.• RWI videos posted onto Class Dojo set as homework• End of unit Power Maths check/end of year assessments from previous year used as a baseline assessment.• Phased approach to Power Maths implemented and assessment used to inform pre-teaching and any identified intervention groups.• Curriculum deficit document used to inform pre-cue teaching and planning to gaps in learning.• Home learning to form part of weekly planning to ensure that children who are self-isolating or following a local lockdown can still access learning that mirrors what is planned to take place in the classroom.• Teachers to create at least 1 class story video each week to be shared to support home learning as necessary. | |
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