

## ESPRIT Multi-Academy Trust: Recovery Curriculum Action Plan

This Recovery plan will be used from w/c 8.3.21			
	What is required in the guidance	ESPRIT offer	Actions by whom
Curriculum	<p><a href="https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools">https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools</a></p> <p>The key principles that underpin our advice on curriculum planning are:</p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul> <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><b>EYFS</b></p> <p><b>Phase 1</b></p> <ul style="list-style-type: none"> <li>Focus on settling the children into a school routine</li> <li>Assess children in Phonics (Nur &amp; Rec) and Maths (Rec)</li> <li>Complete NELLI Interventions</li> <li>Plan equal opportunities for outdoor learning</li> <li>Plan for the prime areas</li> <li>Staff <b>MUST</b> evaluate their planning thoroughly on their planning overviews. These are to be submitted to school leaders at the end of the week.</li> </ul> <p><b>Phase 2 (After Easter)</b></p> <ul style="list-style-type: none"> <li>Re-introduction of MTP / Annual planners – this can be an adaption of Spring or new for Summer</li> </ul>	<p>Class teachers to plan and hand in planning &amp; evaluations at the end of each week to leaders</p> <p>Baseline assessment to be shared with leaders</p>
		<p><b>Key Stage 1</b></p> <p><b>Phase 1 (approx. 4 weeks)</b></p> <ul style="list-style-type: none"> <li><b>Teaching to focus on Phonics, Reading, Writing, Maths, PE, Enrichment and Well-being only (No ICT, Music, Science, etc however you can make cross-curricular links). Staff to ensure this has a creative focus.</b></li> <li><b>Build the 'love of learning' again whilst closing pupils gaps in the subjects above.</b></li> <li>Enrichment to be planned by class based staff</li> <li>Staff <b>MUST</b> evaluate their planning thoroughly on their planning overviews. These are to be submitted to school leaders at the end of the week.</li> <li>Staff to use curriculum deficit documents to inform planning and teaching</li> </ul> <p><b>Phase 2 (After Easter)</b></p> <ul style="list-style-type: none"> <li>Re-introduction of MTP including wider curriculum / Annual planners – this can be an adaption of Spring or new for Summer</li> </ul>	<p>Class teachers to plan and hand in planning &amp; evaluations at the end of each week to leaders</p>
		<p><b>Key Stage 2</b></p> <p><b>Phase 1 (approx. 4 weeks)</b></p> <ul style="list-style-type: none"> <li><b>Teaching to focus on Phonics, Reading, Writing, Maths, PE, Well-being, Science only (No ICT, Music, etc).</b></li> <li><b>Build the 'love of learning' again whilst closing pupils gaps in the subjects above.</b></li> <li>Staff <b>MUST</b> evaluate their planning thoroughly on their planning overviews. These are to be submitted to school leaders at the end of the week.</li> <li>Staff to use curriculum deficit documents to inform planning and teaching</li> </ul>	<p>Class teachers to plan and hand in planning &amp; evaluations at the end of each week to leaders</p>

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		<b>Phase 2 (After Easter)</b> <ul style="list-style-type: none"> <li>• Re-introduction of MTP including wider curriculum / Annual planners</li> </ul>	
<b>Safeguarding / PSHE</b>	<p><a href="https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools">https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools</a></p> <p>Actions for all schools and local authorities:</p> <ul style="list-style-type: none"> <li>• <i>Identify those pupils who are reluctant or anxious about returning or who are at risk from disengagement</i></li> <li>• <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></li> <li>• <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></li> <li>• <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></li> <li>• <i>Consider resuming any breakfast and after school provision</i></li> <li>• <i>Schools should update the schools behaviour policy</i></li> </ul> <p><b>Staff deployment:</b></p>	<p>Wellbeing work to be completed weekly/daily where necessary</p> <p>Ideas include:</p> <ul style="list-style-type: none"> <li>• Worry monster</li> <li>• Three houses</li> <li>• Desert Island</li> <li>• Wishes and feeling work</li> <li>• Safety house</li> </ul>	<p>Pastoral team to work with groups of 'key chn' / drop in on 'key chn'</p>
		<ul style="list-style-type: none"> <li>• All staff to ensure there is a daily 'Meet and Greet' with ALL children</li> <li>• 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.</li> <li>• Staff to plan informal conversations throughout the day to check children's emotions. (Grove to continue to use wellbeing scale at beginning and end of school day as a non-negotiable).</li> <li>• Grove have 2 mental health first aiders</li> <li>• Grove pastoral team to continue offering referrals to MHST for intensive support'</li> <li>• Grove pastoral team to offer Early Help support to any families requiring intervention'.</li> </ul>	<p>All staff to implement</p> <p>Pastoral to oversee the delivery of Meet and Greet</p>
		<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"> <li>• Life in lockdown</li> <li>• Chn's worries / anxieties</li> </ul> <p>Staff to use the 3D PSHE curriculum/PSHE association curriculum to support the teaching of PSHE. Staff to also use <a href="#">Home - Combined Wellbeing</a> to support parents and pupils.</p> <p>Grove – PSHE evidence to be added to floor books.</p> <p>Grove - PSHE linked to school behaviour policy</p> <p>'Grove pastoral team to continue offering referrals to MHST for intensive support'</p> <p>'Grove pastoral team to offer Early Help support to any families requiring intervention'.</p>	<p>Staff to plan onto their overviews</p>
		<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"> <li>• Mindfulness Monday</li> <li>• Terrific Tuesday (positive recognition)</li> <li>• Wellbeing Wednesday</li> <li>• Thankfulness Thursday</li> <li>• Feel Good Friday</li> </ul>	<p>Staff to plan for this on their overviews</p> <p>Pastoral to gather feedback and review</p>

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	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Class Dojo to be set up for all classes to allow staff to celebrate the 'above and beyond'</li> </ul> <p>'Catch it, bin it, kill it' to be taught daily initially then weekly  'Hands, Face, Space' to be taught daily initially then weekly  Bubble rules to be taught daily initially then weekly</p>	<p>Class teachers to set up class dojo and recognition boards</p> <p>Pastoral to share guidance and monitor</p> <p>Staff to plan onto overviews</p>
<p><b>Read Write Inc</b></p>	<p><b>Taken from Risk assessment</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>Staff and pupils will wash their hands prior to joining their phonics group and after the session.</li> <li>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</li> </ul>	<p><b>Nursery</b></p> <p>To follow implementation as advised by RWI:</p> <ul style="list-style-type: none"> <li>Autumn: Speaking and listening focus. Embedding MTYT, stop signal. (Forced alternatives, Telling the story, singing, rhymes, word change) Learn a story/rhyme by heart. Daily story time.</li> <li>Spring: Introduce the letters</li> <li>Summer: Teach Phase 2 sounds</li> </ul>	<p>Staff to adhere to social distancing when singing</p>
		<p><b>Reception – Year 2</b></p> <ul style="list-style-type: none"> <li>Assess every child on entry using the RWI assessment 3 (1:1) within the first two days</li> <li>Reading leader to re-group the children (within year groups)</li> <li>Teach daily RWI sessions using grouping as set during remote learning/end of term groupings. After re-grouping teach children in new groups.</li> <li>Embed the learning behaviours of RWI including MTYT, clear partner guidance (TTYP), feedback mechanisms, stop signals, etc</li> <li>Include an afternoon speed sounds session daily (Year 1 groups / Rec &amp; Year 2 whole class)</li> </ul> <p><b>Quarantine books for 72 hours before returning to the main storage</b></p>	<p>TA's to deliver assessments</p>
		<p><b>Key Stage 2</b></p> <ul style="list-style-type: none"> <li>J Simpson to re-group the children (within year groups)</li> <li>Teach daily RWI sessions</li> <li>Guided Reading: 4 reading sessions per week - 30 minute daily slot following agreed format. Must include ITMOR skills and comprehension.</li> </ul> <p><b>Quarantine books for 72 hours before returning to the main storage if using physical books</b></p>	<p>TSAs to deliver assessments</p>
<p><b>English</b></p>	<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</p>	<p><b>EYFS</b></p> <ul style="list-style-type: none"> <li>Complete baseline name writing / draw a picture with all children</li> <li>Daily story times/vocab to take place using Talk through stories</li> <li>Reception to plan TFW sessions focusing on building vocabulary</li> <li>High quality CP activities to be planned for and staff to facilitate</li> </ul>	<p>Staff to complete baseline assessments</p>

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	<p>opportunities across the curriculum so they read widely, and developing their knowledge and vocabulary.</p>	<ul style="list-style-type: none"> <li>• Short burst whole class teaches where appropriate</li> </ul> <p><b>Key stage 1</b></p> <ul style="list-style-type: none"> <li>• Within first week – all children to have completed a narrative to be used for assessment of basic skills</li> <li>• TFW/narrative to be the focus for teaching until MTP is re-introduced</li> <li>• Daily ‘high quality’ story times to be in place to develop a love of reading</li> <li>• 15 min sessions 3 x week ‘handwriting scheme’</li> <li>• Curriculum deficit document used to plan for gaps in writing</li> <li>• Basic skills to be planned for with a key focus on spelling</li> <li>• Class ‘Just Do It’ rules established and displayed</li> </ul>	<p>Children and teachers to devise ‘Just Do It’ rules.</p>
		<p><b>Key stage 2</b></p> <ul style="list-style-type: none"> <li>• Implement a catch up spelling programme – RWI lessons (particularly in Year 3) – No nonsense spelling.</li> <li>• Prioritise the fundamentals of writing (Just do it rules). ‘Quality over quantity’.</li> <li>• 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.</li> <li>• Spelling Timetable: lesson warm ups to include spelling activities (Use Deficit form to guide this – can use previous years no nonsense)</li> <li>• Class Read: at end of each lunchtime</li> <li>• Guided Reading: 4 reading sessions per week (to include comprehension) - 30 minute daily slot following previous format. <b>Quarantine books for 72 hours before returning to the main storage if using physical books.</b></li> <li>• 1 hour lessons – including spelling warm up</li> <li>• We will use the new English deficit assessment grids to support gap analysis.</li> <li>• Basic skills to be planned for with a key focus on spelling</li> <li>• Class ‘Just Do It’ rules established and displayed</li> </ul>	<p>Children and teachers to devise ‘Just Do It’ rules.</p>
<p>Maths</p>	<p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/897798/Maths_guidance_introduction.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/897798/Maths_guidance_introduction.pdf</a></p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data</a></p>	<p><b>EYFS</b></p> <ul style="list-style-type: none"> <li>• High quality CP activities to be planned for and staff to facilitate</li> <li>• Short burst whole class teaches where appropriate</li> <li>• Reception staff to re-introduce Power Maths lessons</li> </ul> <p><b>Key Stage 1</b></p> <ul style="list-style-type: none"> <li>• Assess all children using White Rose Autumn term Maths arithmetic paper and complete a GAP analysis</li> </ul>	<p>Staff to complete baseline assessments</p> <p>Staff to complete baseline assessments and share GAP analysis with leaders</p>

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	<p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/897806/Maths_guidance_KS_1_and_2.pdf">ta/file/897806/Maths_guidance_KS_1_and_2.pdf</a></p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/897799/Maths_guidance_year_1.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/897799/Maths_guidance_year_1.pdf</a></p>	<ul style="list-style-type: none"> <li>• Daily short bursts linked to mental arithmetic and basic skills – times tables, number bonds, maths games, counting forwards/backwards (Using Numbots)</li> <li>• Daily power ups (to increase fluency) to form part of lessons.</li> <li>• Curriculum deficit to be used. Staff to plan lessons (using White Rose and Power Maths as a support for planning) to address GAPs &amp; differentiate lessons.</li> <li>• Daily catch up's where necessary to close GAPs quickly.</li> <li>• Calculation Policy to be used to inform strategies.</li> </ul>	
	<p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/897800/Maths_guidance_year_2.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/897800/Maths_guidance_year_2.pdf</a></p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/897801/Maths_guidance_year_3.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/897801/Maths_guidance_year_3.pdf</a></p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/897803/Maths_guidance_year_4.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/897803/Maths_guidance_year_4.pdf</a></p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/897804/Maths_guidance_year_5.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/897804/Maths_guidance_year_5.pdf</a></p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/897805/Maths_guidance_year_6.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/897805/Maths_guidance_year_6.pdf</a></p>	<p><b>Key Stage 2</b></p> <ul style="list-style-type: none"> <li>• Assess all children using White Rose Autumn term Maths arithmetic paper and complete a GAP analysis.</li> <li>• Curriculum deficit to be used to identify 'golden nugget' basic skills that are a priority for catch up and closing the gap.</li> <li>• Using the updated deficit documents staff to plan identified priority areas of number and calculation so contain most key skills. Revisit previously taught skills to check retention.</li> <li>• Use 'Power ups' which facilitate the children to apply these skills in a range of contexts and develop improved fluency.</li> <li>• Use pre-requisite guidance and suggested lessons from the previous unit to secure prior knowledge before continuing.</li> <li>• Use the Strengthen activities linked to the Prerequisite units.</li> <li>• End of Unit checks from the Textbook can also be used as activities to find gaps or weaknesses.</li> <li>• Use the following link <a href="#">Teaching Mathematics in Primary Schools</a> to support in planning for the focussed deficit sessions in the afternoons. This document is government guidance relating to 'Ready-to-Progress' criteria which identifies the key learning that children need to acquire in each year group in order to progress successfully.</li> <li>• Times tables to also be a focus.</li> </ul>	<p>Staff to complete baseline assessments and share GAP analysis with leaders</p>