



Sinai Jewish Primary School Recovery Curriculum 2020-21

Our key aims for the year are;

- **To ensure the mental health needs of pupils are met and supported by the school.**
- **Attainment outcomes at end of 2020-21 for all year groups will be at least in line with those at the end of 2019-20.**

Mental health and Wellbeing has always been a key focus at Sinai and remains at the forefront of our recovery from the Covid-19 crisis. We acknowledge that every child will have had different experiences during this time and as a school we will approach their needs accordingly. However, the common threads running throughout the pandemic is the loss of routine, structure, friendship, opportunity and freedom.

The Recovery Curriculum, developed by Professor Barry Carpenter, is a response to Covid-19 to support pupils to 'recover' from the period of lost teaching and learning. It is an approach to support schools to help children return back into school life, acknowledging the experiences the children have had.

At Sinai we want children to be happy, feel safe and able to be engaged in their learning. We maintain the belief that relationships are at the heart of good teaching. Our absolute priority is to reach out and greet our children daily and to rebuild strong home-school links. Staff ensure that time is made to listen to the needs of all children. The first step to re-engaging our children with their learning has been through building on their confidence and capturing their interest with exciting and engaging topics.

For many children forward facing desks and seeing staff wearing masks will feel unfamiliar. For Year 1 we ensured that children had a transition afternoon so that they got to experience some of a Reception style learning environment to help support their transition back into school and to fill the gaps in experiential learning missed towards the end of their Reception experience.

For children with SEND needs, the Inclusion team met with class teachers and parents to carry out transition meetings ensuring that the individual needs of children were met. Individual transition booklets were created, which included photographs of huddles, new class teachers and teaching assistants as well as social stories so that children were fully aware of what to expect on their return. In addition to this, we have a dedicated member of staff who checks in with children on a daily basis, to ensure that they are well settled and have a good start to the school day. This time is also used as an opportunity to support children in reflecting on their behaviour and learning.

We have further developed our PSHE curriculum, introducing weekly PSHE sessions into each timetable from Nursery to Year 6. A new curriculum is in place (SCARF) which ensures a whole school approach which is vital to improving children's emotional health and wellbeing,

helping them to be safe, improve behaviour and raise achievement. Each half term focuses on a new key topic:

- 1. Me and My Relationships**
- 2. Valuing Difference**
- 3. Keeping Myself Safe**
- 4. Rights and Responsibilities**
- 5. Being My Best**
- 6. Growing and Changing**

To support a smooth transition back into school life, PSHE lessons during the first four weeks of term, focused on mental health wellbeing, identifying ways of encouraging children to settle back into school and to identify and understand their feelings. Children are encouraged to share their thoughts and feelings within a safe space and there has been a greater emphasis on ensuring children have the necessary vocabulary to do so. Lessons include circle time, role play and stories. Assemblies led by the Senior Leadership Team have focussed on topics such as Behaviour and Safety, linking closely to the PSHE curriculum.

In addition to PSHE, a monthly initiative of key Jewish values is in place, where children work together and individually. During the first half term, children were encouraged to think about 'Community Spirit' and how this can be reflected in their day to day life. These Jewish values are also taught within daily JS lessons and *Tefillah*.

We are extremely fortunate at Sinai Jewish Primary School as we have members of staff whose specific role is to support the children's mental health and well-being. Mrs Lane who leads well-being in school, supports groups of children or individual children who may need someone to talk to or for someone to monitor how they are feeling socially and emotionally. Mrs Lane also provides opportunities for groups of children to work together in social groups along with members of staff who offer social and emotional groups or 1:1 check-ins daily with children. We also put in place provisions to support children's emotional needs, whether that is regulating their behaviour or providing initial support prior to receiving support from our school counsellor. Mrs Lane works very closely with the Inclusion team to provide the best support for these children. We are also fortunate to members of staff who are Mental Health First Aiders who are there to identify children onsite who may benefit from receiving additional support from Mrs Plaskow who works as our school counsellor supporting children in a variety of ways, either in groups, family support or 1:1 support. At Sinai Jewish Primary School the child's mental health and well-being is always at the centre of our thinking. This year the Mental Health of children is now a key focus in Keeping Children Safe in Education (DFE 2020).



Sinai Jewish Primary Catch up 20.21

(For all children Nursery to Year 6)

Alongside and in addition to typical teaching and learning practices we will be;

Working through well sequenced, purposeful learning plans. We have written plans for all subjects to continue to ensure a breadth and balance of the curriculum. Lessons are planned and delivered in 6 clear parts to recap and build on prior knowledge. Progression documents have been written for all subjects to guide teachers to recap prior knowledge and support with 'catch up' teaching. MyMastery who we follow for maths have condensed their planning to ensure no learning has been missed. Previous summer objectives have been added to current units for all year groups. Planning is more concise allowing time to develop key learning and fluency.

Focus on consolidation of basic skills. Teachers will ensure the core skills which enable successful learning are increased where necessary. Extra time has been made every morning across all year groups to develop these skills. These skills include: reading skills relevant to age, phonics, handwriting, spelling of high frequency words, basic sentence punctuation, times tables recall, place value skills and basic addition & subtraction fact recall. In addition maths meetings provide opportunities at least 3 times a week to improve fluency and address and recap on key areas of learning.

Particular focus on early reading and phonics. This is always a focus at Sinai, especially in EYFS and KS1 and will continue to be in order to further develop children's reading ability and vocabulary. Reception and KS1 have daily phonics sessions with a focus in every lesson on 'revisit and review' as well as opportunities to embed sounds through reading and writing.

Additional lesson time on core teaching. Reading, writing and maths teaching may require increased teaching time in order to cover missed learning. This will be analysed by the phase leader and Deputy Headteacher to determine how much extra time should be allocated to core lessons. In Year 1 we have given extra time in the timetable to these subject areas. In Year 1 writing is also being taught in smaller groups to mirror Reception practice; to allow more focussed teacher time and to build confidence and independence. In order to keep a broad and balanced curriculum, some subject areas may be taught as blocked days rather than weekly lessons in the autumn term.

Assessment of learning and of basic skills to identify major gaps. Teachers will work to identify gaps in learning and adapt teaching accordingly. Assessment for learning takes place

during all lessons. Reading is baselined for KS2 through Accelerated Reader and in KS1 using PM benchmarking. Teachers (Years 1-6) mark writing against National Curriculum criteria every two weeks. Pre and post unit assessments are also used regularly in maths and other subjects. Teachers will use the Marking and Feedback booklet to record individual children who have not met the Learning Objective or to highlight any misconceptions. Teaching Assistants will use this information to carry out pre and post teaching and provide any additional support for individual children. A termly data drop takes place across the whole school followed by pupil progress meetings led by the Deputy Headteacher for every child.

Catch up

(for some children)

In addition to regular intervention practices;

- **Additional time to practice basic skills.** This additional time will be dependent on the needs of children in order to re-establish good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics) and there will be flexibility on timetables to allow this.
- **Additional support and focus on basic core skills.** Teachers and TAs in all year groups follow year group provision maps. These are dependent on need as identified through ongoing assessment.

In addition there is a whole school focus on 1:1 reading. Daily readers (supported by TAs) have been timetabled by SLT based on Accelerated Reader and PM Benchmarking data. These are updated at least every half term

Catch up premium funding

At Sinai Jewish Primary School, we plan to use the National catch-up premium to provide:

- Additional support staff to develop the outcomes of children who have been identified as needing “catch up” in their learning.
- Curriculum resources and materials that support “catch up” and mental health of pupils.

In the Autumn term we have utilised the catch up premium to provide additional staffing in Year 1. An extra teacher 3 days a week is providing targeted support for phonics, reading and writing.

We have bought ‘flashback 4’ to support maths meetings and a range of dyslexia material to provide individual support for identified children.