



St. Joseph's RC Primary School

Recovery Curriculum Plan

Approved by: Pupil and Performance Committee

Date: November 2020

Review date: Autumn 2021

Statement of Intent

At St. Joseph's our aim is to provide a curriculum that is adaptable and responsive to the diverse needs of individual learners and which reflects the uniqueness of their communities. Having revised our curriculum offer during 2019-2020 we are introducing some new measures and updated curriculum documents in September 2020, however, there is now a need for a phase of recovery of the curriculum due to the Covid pandemic. This document will address how we plan to tackle this issue, aiming to get children back on track after a period of lockdown in the community.

Rationale

Children returning to school following lockdown have undoubtedly experienced loss (of routine, freedom, relationships, social interaction and structure). Nobody quite knows how adversely affected our children have been by the absence of daily routine schools provide. So, as we support all of our pupils as they return to full opening in September, our attention shifts as much towards helping children come back to us and each other, as it does the formal curriculum. Our recovery curriculum needs to balance *how to learn best* with *what to learn*. We have based our stages of recovery on mental health expert Professor Barry Carpenter's findings, all of which will be taken into account when children return to school:

- 1) **Relationships** - We recognise that many relationships that were thriving may need to be invested in and restored. We will use relationships with the children and our familiar school environment to cushion any discomfort of returning, and on the first week back will introduce children to new routines with signage throughout school to help them get used to new ways of coming into school and moving around the building. Staff will complete a well-being gap analysis tool so they can help and support children who have specific well-being needs.
- 2) **Community** - We recognise that the curriculum has been based in the community for a long period of time for some children. We need to build our Remote Learning structure so that if learning goes back into the community (bubbles isolating, lockdown situations) children are accessing the curriculum that they would access in school which is progressive and ensures coverage of key objectives. Teachers will need to liaise closely with parents to ensure support for homework as the home-school support system will need to be stronger than ever - there will be a need to send extra homework if a child is struggling with objectives in a lesson, and support from home will be needed to ensure they do not fall behind. Equally, homework will play a key part in practising and consolidating work in class for that week, and parental support will be key in ensuring this is done to a high standard and in a timely fashion.
- 3) **Curriculum** - Many of our children will know that they have lost time in learning but we feel it is important not to begin the term with high stakes testing. Teachers will carry out formative assessment during lessons and at the end of 'blocks' of work, then summative, standardised testing will take place at the end of the first half term. Those tests will be from the year before (e.g. Y6 will sit Y5 tests) and teachers will complete gap analysis grids to inform pupil progress meetings and future lesson planning and interventions. St Joseph's will however return to a normal timetable from the beginning of September to enable children to get back in a normal and familiar school routine, and recovery for each subject will be planned in a measured way.

4) **Metacognition** - In different environments students will have been learning in different ways. It is vital that we make the skills for learning in a school environment explicit to our children to re-skill and rebuild their confidence as learners. Metacognition describes the processes involved when pupils plan, monitor, evaluate and make changes to their own learning behaviours. For pupils to become metacognitive, self-regulated learners, teachers will:

- Set clear learning objectives
- Demonstrate and monitor pupils' learning strategies
- Continually prompt and encourage pupils as to what they know about their learning (e.g. "I have trouble remembering my 8x tables") and help them to understand different strategies available to them that are appropriate to a task (e.g. "If a draw a timeline, it will help me to answer this question")

5) **Space** - Children will need to rediscover self, and to find their voice on learning. It is only natural that we all work at an incredible pace to make sure this group of learners are not disadvantaged against their peers, providing opportunity and exploration alongside the intensity of our expectations.

To address all of the above, an action plan has been established. This plan is under constant review to comply with most recent government guidance, and of course will be a dynamic document that may need reviewing as the year unfolds depending on what transpires in terms of the needs of the children.

Implementation

There is a phased approach for our recovery curriculum. During the initial stages, the focus will be centred around children's relationships in school with an emphasis on children's wellbeing. Collective Worship will continue in classrooms but also Daily Prayer lessons will help children's wellbeing with a spiritual focus, a time to talk and reflect on the school year ahead, friendships, and daily time for the children to be reminded they are not alone and have many places in which they can be supported and helped if they need to reach out.

The second phase will be getting back to 'normal' in terms of familiar timetable routines and the children becoming used to new routines in terms of movement around school and handwashing etc. As Autumn term gets underway and children have completed blocks of work, teachers will be completing formative assessment and low stakes testing (such as short end of block tests in maths for example) and will begin to assess and address gaps by adapting lessons, and where needed, sending extra homework. Interventions planned before the summer will already be underway whilst new ones are in the process of being planned.

The third phase at the end of Autumn half term will focus on standardised assessments from the previous year group (e.g. Year 6 will do Year 5 tests). This will form the basis for gap analysis documents for each year group for reading, writing and maths. Gap analysis information will inform pupil progress meetings, planning for lessons and interventions.

The fourth phase will be to continue to focus on the Action Plan below and work throughout 2020 to try to get children back on track closing as many gaps as possible with quality first teaching and interventions.

Action Plan

Wellbeing

This is at the forefront of the phased approach and will continue to be an intertwined theme while we are in the recovery stages. Routine is important and children will be familiar with some routines but will need time to get used to new routines which allow us to have a Covid-safe environment.

Collective Worship and Daily Prayer are both important to a wellbeing focus in school. Monday Liturgy will set the tone for the week and has creative content such as film, story, song and animation leading to prayer and reflection. Daily Prayer lessons (provided by the Ten Ten scheme) will allow children time to think about themselves, others and reflection on matters such as their school journey ahead of them in the first week, leading on to friendship and caring for others in later weeks.

Mindfulness for all KS2 classes will take place weekly by a trained member of staff. The RE and PSHE curriculum will be followed as normal (see below) and will contribute to good mental health and wellbeing for adults and children across school.

Teachers will complete a Wellbeing Gap Analysis Tool throughout September and will focus on supporting pupils in need, both through teacher relationships with pupils, but also with support from the Family Support Worker in school and SLT.

Reading and Phonics

Research from the National Literacy Trust and Puffin has found that the reading gap between boys and girls has widened in lockdown period. Its findings show that boys have fallen further behind girls at reading daily and reading for pleasure during lockdown. The report concludes that it remains to be seen whether these changes are sustained, or whether a return to school and a degree of known-normality will help boys catch up. Further research suggests that reading generally has suffered during lockdown, especially with disadvantaged children, but also those who did not read regularly during this time, and the impact of this will be seen across the curriculum.

For this reason, reading is most high on our agenda as a priority both across school, but particularly in early reading where we have made a number of changes which will scaffold children's reading and help to accelerate progress.

During whole class reading sessions children will be given ample opportunities to develop their reading stamina as well as an understanding of the text. Children will be benchmarked at the beginning of September to ensure they are matched with a reading book suitable for their reading abilities. As Autumn progresses, the introduction of Miscue Analysis (see below) will help assess children accurately, inform teacher's planning of guided reading and inform intervention planning.

EYFS

- All classes encouraging regular reading at home and reading set for homework in all classes (including Reception and Nursery)

- New enhanced phonic resources (Twinkl Phonics Premium) supports the already robust and systematic weekly reading programme in EY
- Daily reading of sounds, words, tricky words, books modelled by teacher
- Revisit Review of sounds/words daily
- Reading Assessments weekly and immediate interventions planned accordingly and carried out systematically before next weekly assessment

KS1

- Benchmarking assessments at beginning of September matched pupils with appropriate reading books
- Initial assessments and teacher worked with DHT on catch up programme for Y1 children who had missed Reception sounds (phase 3/4)
- Catch up programme of phonics teaching in afternoons for all children (on sounds missed in Reception for Y1 and sounds missed in Y1 for Y2)
- Y1/2 mixed class therefore Y2 children who missed Y1 phonics teaching during lockdown are both revisiting sounds and preparing for the Autumn Phonics Screening Check - weekly assessments carried out in same way as Y1
- Continual weekly assessments and robust system (aligned with EY) put in place to monitor progress and look for target children to accelerate progress
- New word reading programme and book structure to support systematic learning of sounds
- Lessons are targeting specific skills that pupils unable to do
- Y2-Y6 Miscue Analysis from Autumn 2
- Y1 Miscue Analysis from Summer 2021
- Half Termly Standardised Reading Assessment from previous year group at end of Autumn 1

KS2

- Benchmarking assessments at beginning of September matched pupils with appropriate reading books
- All children doing Reading Plus (covers reading speed, reading fluency, close reading, main ideas and themes, interaction of ideas, use of language, text structure, point of view, image scaffolds, reasoning and rhetoric, comparative reading)
- Weekly reading lessons are targeting specific skills that pupils unable to do (e.g. Y3,4/5)
- Year 3, 4, 5 - question stems sent home as bookmarks to parents to enable quality questioning when children reading at home
- Y6 whole class guided reading focusing on specific domains and quality texts, and wording of questions - what is it asking us? Lots of inference work needed.
- Parents' Evening - big push from teachers on Reading Plus (4x per week at home and 3x per week in school)
- Y2-Y6 Miscue Analysis from Autumn 2 (which initially includes Salford Reading Test for every child also)
- Half Termly Standardised Reading Assessment from previous year group at end of Autumn 1

Writing

Additional grammar lessons have been included in the school timetable and Y1-Y6 are now using a new progressive grammar programme which the DHT worked on during lockdown. This means if children are finding work too challenging the teacher can modify the lesson to revisit the objectives from the previous year group then move back to the normal year group objective. Indeed, the first four-week block in every year group entitled 'Ready to Write,' is a revision of key grammar objectives from the previous year group which will allow children to cover key concepts missed in lockdown.

There will be ample opportunities for children to practise their writing during English lessons and cross-curricular writing. St. Joseph's lesson planning structure for English will help build stamina and actually lends itself to 'blocking' writing into sessions rather than expecting children to write at considerable length for a sustained period. This should allow children to settle back into writing and pick up the pace gradually. This also helps with quality of work as it allows teachers to mark the writing as the piece progresses, affording pupils the opportunity to use feedback in their next section of work, but within the same piece. The focus will be on building stamina through careful planning, and grammar will also be taught during writing lessons as well as the discrete lessons alluded to above.

Maths

The new Power Maths programme will proceed as planned from September 2020. This will ensure mastery of maths across all year groups from Reception to Year 6. The use of a CPA approach in school (concrete, pictorial, abstract) will deepen children's understanding of maths and the use of concrete resources will allow them to access year group objectives (for some SEND children, they may work on other year group objectives if necessary). Research from the National Centre for Excellence in Teaching Mathematics (NCETM) states that there is little point in trying to steam ahead through missed coverage of a previous year group when tackling the issue of 'catch-up' because it is impossible to 'squeeze' this in to a timetable, and may be too much for children to cope with. Instead, they suggest that the core concepts (which are needed to underpin and access maths topics in a particular year group) should be concentrated on, and for that reason St. Joseph's are going to use the new Ready to Progress criteria recently published by the Government alongside a 'Fluency Training Ladder' which staff have received training on from the DHT.

Ready to Progress (RTP) aims to bring greater coherence to the National Curriculum by exposing core concepts in year groups and demonstrating clear progression from Year 1 to Year 6. RTP summarises the most important knowledge and understanding within each year group and important connections between mathematical topics. For Early Years, their catch up will be centred around the six core concepts from NCETM which collectively provide a platform for everything children will encounter as they progress through their maths learning at primary school and beyond. The six key areas of early mathematics learning include; cardinality and counting, comparison, composition, pattern, shape and space, and measures.

Religious Education / Relationships, Sex and Health Education / PSHE

The long-term plan for RE will continue for all year groups as normal. Children will still receive at least 10% of their timetable dedicated towards the taught subject of RE. 'Statements to Live By' will continue for PSHE curriculum and will help children and adults think about who we are, what we believe and what we hope to become. All of the statements are linked to our RE programme and the

Catholic life of school but each one is relevant no matter what our religious beliefs are. Together we will nurture a sense of what it is to be fully human and alive as children and adults sharing in our community - locally, nationally and globally, and in the current climate this is now more important than ever for our children to learn about, discuss and reflect on, which they will have the opportunity to do as part of the circle time activities included in the programme. Evidence will still be collated through children's books and all work this year will be assessed as normal through Diocesan Instruction.

Collective Worship will still take place but in class bubbles rather than collectively in the hall. Monday Liturgy will set the tone for the week but Daily Prayer lessons will also give the children a focus for the week with time for reflection and discussion on important subjects which will be helpful to their wellbeing.

The new RSE programme will start in September 2020 following the Diocesan approved scheme from Ten Ten Resources. The two lessons in Year 6 from which parents can withdraw children, will be notified to parents in advance of those lessons taking place to ensure we have the necessary permissions.

Science, Humanities and ICT

The Science Long Term plan for the new academic year has been updated and as such the new rolling programme begins in September 2020. Science will be taught as normal but where a topic is repeated (e.g. Light) teachers will use the newly created knowledge organisers from previous year groups to help fill gaps which may exist and bring children's understanding up to a particular point so they are ready for the current year group objectives to be taught. Teachers will also revisit the 'working scientifically' targets from the previous key stage and then gradually build on that knowledge.

The Humanities curriculum will proceed as normal as national curriculum objectives are covered several times across a key stage. Teachers will pay attention to progression of skills and coverage as they teach topics using the new documents created by the subject lead.

The ICT curriculum will continue as normal, and as a progressive approach is adopted through our Purple Mash scheme, this will allow for previous year group skills to be revisited if the teacher feels it necessary.

PE

PE planning has been adapted to ensure close contact sports are not yet undertaken until it is advised it is safe to do so - we will continue to follow advice from Government regarding this. Funding from the PE budget has been set aside to ensure we continue with our coaching partnership within school, and importantly, this also allows us to continue to have a before, lunchtime and after-school clubs which are sports related. The coach will be allocated to different year groups throughout the year. We recognise children have not had the freedoms to play outside nor have they had the physical activity necessary to be healthy and happy. In year group bubbles, we have ensured each group has access to sports equipment for playtimes and lunchtime so that children can return to playing actively with their friends.

Art and DT

Art and DT will be restricted in that teaching will cover only skills which children already have equipment at home (e.g. pencil and ruler - feathering skills, drawing from photographs or through homemade 'viewfinders', drawing a vanishing point), or for DT designing an item to be made (rather than crafting, painting or making skills which parents could not be expected to buy resources for). Return to full curriculum in Summer 2021.

Impact

At St. Joseph's we have put our children's well-being at the centre of our approach. We acknowledge that children will have had different experiences during this pandemic. We have considered carefully the most effective ways to support children's ability to learn and this includes an immediate return to a broad and balanced timetable which is a familiar routine for our children. Having teachers conduct formative assessment with low stakes testing and using standardised testing once children are settled and happy in school we feel is the best approach to identifying gaps without adversely affecting children's confidence. This approach encompasses and supports the academic expectations for our children and ensures that:

- Children become re-familiarised with the school routine (and new routines necessary for Covid)
- Children are engaged in learning and are supported in rebuilding positive relationships with school staff and their peers
- There is a clear support for children's wellbeing, including the expectation that doing well with their learning will also help with confidence and settling back into school life
- A considered approach to each subject and an action plan which allows pupils to first reconnect with and revisit prior learning where necessary, and then build on those skills and that this prior learning focuses more on key concepts than individual objectives
- New initiatives all support a recovery approach and will assist in the 'catch up' of learning
- Pupils are given catch up opportunities to make accelerated progress in core subjects while still receiving a broad curriculum through initial timetable variations (e.g. phonics catch up in Year 1/2)