



# St Thomas More R.C. Primary School Recovery Plan 2021

Sister Judith calls us (Catholic Schools) a BEACON OF HOPE for our schools & communities

Date:- March 2021

### Research: -

There is a lot of research and opinion on the best way forward regarding Recovery Curriculum. It is essential to recognise that each schools context is different as is their community and what might work for some, will not work for others. Below is a selection of some of the research.

### Designing a Recovery Curriculum by Mike Garvey

He asks some challenging questions – Should we Maslow before we Bloom?

He explains that Carpenter(2020) wrote a think piece – Loss and Life which suggests that a Recovery Curriculum should have five levers

*This would include taking time to understand the needs of the community and engaging them 'in the transitioning of learning back into school' (Carpenter, 2020). Students will feel anxious about the lost learning time so being transparent how we are addressing these gaps and teacher should help 'rebuild their confidence as learners through metacognition'....Carpenter also refers to the importance of investing in and restoring relationships and providing space for our students to rebuild their learning voice. In essence, ensuring we should 'put [our] humanity first and foremost' and concentrate on values that really matter, rather than investing in an extensive intervention plan. We also need to factor in ways to counter the anxiety which can impede effective memory retention, spend time co-constructing the curriculum with students on their return in a transitional stage. To ease the anxiety of transition...*



5 levers - recovery curriculum.pdf





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### **Back on Track - Fewer things, greater depth – by Mary Myatt**

Mary's new book looks at doing fewer things really well. *She says the Covid 19 lockdown has shone a light on our work, revealing what is essential and what might be cut back or eliminated. She states it more than just a workload issue. It is about focussing on the most important agenda item in schools today: the development of an ambitious curriculum for every child; in every school.*

This book has a great selection of ideas to support school life after Covid 19.

### **Section 2 – The Curse of content coverage – Chapter**

This section is about curriculum coverage

'Racing through content puts a heavy strain on short-term memory, which can only hold so much information (about four items at a time). In contrast, long term memory appears to have no limits. Our best chance to help pupils shift what they are learning into their long-term memories is to focus on the concepts and bigger picture, rather than racing through the material.



Leuvan scales  
2020.docx

### **Leuvan Scales**

### **The Leuven Scale of well-being**


1. **Extremely low** – The child is clearly having a difficult time and doesn't feel happy in the setting. There are almost no instances of 'true' pleasure and they are primarily anxious or tense. Their contact with the environment is difficult and they might attack others. They are not at ease.
2. **Low** – They show elements of level one, but these are less pronounced.
3. **Moderate** – Here, they're neither happy nor unhappy. Moderate children are often indifferent and are rarely outspoken, positively or negatively. They're rarely enthusiastic, and contact with other children is pretty basic. There are not many moments of real satisfaction.
4. **High** – They show elements of level five, but these are less pronounced.
5. **Extremely High** – They feel like a 'fish in water'. They're clearly having fun, and laugh a lot. They enjoy both what the environment has to offer and the company of others, often positively affecting the group dynamic. Any anger, unhappiness, or fear quickly subsides, and mostly they're enjoying life to the full.



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## The Leuven Scale of Involvement

1. **Extremely low** – They often don't engage in activities at all. They might wander about absent-mindedly and stare a lot. Activities that do occur are short-lived and purposeless. They're easily distracted and they don't seem to take anything in, often acting without any sort of dedication.
2. **Low** – They show elements of level one, but these are less pronounced.
3. **Moderate** – On first glance, the child can seem busy, but on closer inspection it's clear they're not really absorbed in what they're doing. While they may pay attention, they're rarely fully absorbed, concentrated or show intense mental activity. They often act routinely and their activities can be short-lived as they're easily distracted.
4. **High** – They show elements of level five, but these are less pronounced.
5. **Extremely High** – These children are regularly absorbed and intensely engaged in their activities. There are strong signs of concentration, persistence, and energy. Choices come easily, and they're absorbed straight away. Even very strong stimuli don't distract them from the task at hand and they love to explore and operate right at the limit of their abilities.

<b>Curriculum for Reconnection</b>	Curriculum for Reconnection is based on Barry Carpenter's 5 Levers is called The 3Rs rather than a Recovery Curriculum we feel that the children need to reconnect with learning and each other.
<b>Social aspects</b>	Using Leuven scales for Well-being and Involvement this helps to identify children and for pastoral intervention to take place – the scales have been integrated into the Insight assessment tracker bespoke for us.
<b>Identifying gaps</b>	Using NTS assessments, this gives us a standardised score. Alongside this there is a QLA which links into the intervention programme called Shine. We have invested in INSIGHT as a tracking system which allows us to compare children and groups easily identifying who requires support. The tracking system has been adapted to be bespoke for our school context, even linking in Tapestry for EYFS.
<b>Engagement Registers</b>	STM - These have allowed us to identify clearly those children who accessed learning either in school or at home and the level of their engagement.
<b>Trauma Led approach</b>	<a href="http://www.traumainformedschools.co.uk">www.traumainformedschools.co.uk</a> The above site has lots of resources and training to support the differing needs of children  <b>preparing your child for the return to</b>



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<b>Catch up Funding</b>	<p>EEF Guide to supporting school planning</p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/The_EEF_guide_to_supporting_school_planning_-_A_tiered_approach_to_2021.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/The_EEF_guide_to_supporting_school_planning - A tiered approach to 2021.pdf</a></p> <p><b><u>Teaching</u></b></p> <ul style="list-style-type: none"><li>• Purchased Insight tracker to track all children including Early Years. The system has been made bespoke for school and includes Federation writing moderation tool.</li><li>• I pads rental for KS1 to access remote learning</li></ul> <p><b><u>Targeted Academic support</u></b></p> <ul style="list-style-type: none"><li>• Purchased SHINE which has interventions identified by the QLA from NTS assessments</li><li>• Reading for Pleasure – every child received a book chosen by the classteacher</li></ul> <p><b><u>Wider strategies</u></b></p> <ul style="list-style-type: none"><li>• Playground equipment to support reintegration and socialization</li></ul>
<b>Remote Learning</b>	<p>The remote learning plan was written at the start of lockdown and adapted in line with DfE recommendations and uploaded onto the website.</p> <p></p> <p>STM Remote Education Jan 2021.</p>