

The Spire Federation
Recovery Curriculum – Autumn 2020
‘Empowering all to flourish & succeed’

Introduction

We recognise that over the last few months that our pupils will have had many difference experiences. In terms of their education, we are planning that pupils will have progressed at different rates and will have different needs. This, however, *‘should not mean that the curriculum narrows or becomes backward-looking, but is more agile and responsive’*. (James Durran, July 2020)

The government guidance (issued 2 July) states:

“Teach an ambitious and broad curriculum in all subjects from the start of the Autumn term, but make use of existing flexibilities to create time to cover the most important missed content.”

In shaping our curriculum, we have reflected on the work of Prof John Hattie (2020) where he shared the experiences from the Christchurch earthquake in New Zealand (where there was a prolonged closure of schools) and the work of Prof Barry Carpenter.

Recovery Curriculum Concepts

We are planning phases of the recovery curriculum:

- Holistic – recovery for all
- Focussed recovery – a personalised, needs led approach
- Deep recovery – enabling a longer period of exploration of the trauma

Our recovery curriculum is built on compassionate leadership, informed by our school values: Thankfulness, Peace, Trust, Forgiveness, Compassion and Friendship.

We recognise that over this period children will have experienced the 5 losses - loss of routine, structure, friendship, opportunity and freedom.

We know that loss regenerates 4 consequences: bereavement, attachment, anxiety and trauma.

Therefore, our recovery curriculum is a personalised response with the child's needs at the heart of everything we do. We want to build a secure attachment as we know that this will have positive impact on well-being and learning. *Reducing anxiety will be key, as anxiety is a block to learning.* (McCulloch, 2008).

Key to our delivery of the Recovery Curriculum will be 5 levers:

Lever 1: Relationships – we can't expect our students to return joyfully, and many of the relationships that were thriving, may need to be invested in and restored. We need to plan for this to happen, not assume that it will. Reach out to greet them, use the relationships we build to cushion the discomfort of returning.

Rebuild relationships and re-establish friendship at the heart of learning

Lever 2: Community – we must recognise that curriculum will have been based in the community for a long period of time. We need to listen to what has happened in this time, understand the needs of our community and engage them in the transitioning of learning back into school.

Allow children to share their experience of school closure and express their feelings

Lever 3: Transparent Curriculum – all of our students will feel like they have lost time in learning and we must show them how we are addressing these gaps, consulting and co-constructing with our students to heal this sense of loss.

Reassure children that any loss of learning is understood by the teachers and will help to address any gaps

Lever 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 students to reskill and rebuild their confidence as learners.

Reintroduce 'learning and how to learn' and building children's confidence as learners

Lever 5: Space – to be, to rediscover self, and to find their voice on learning in this issue. 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.

Give children confidence to be back in school and able to express their concerns and ideas

Source : Professor Barry Carpenter, A Recovery Curriculum 2020

Over the early weeks, we will ensure that we build on our pandemic register of significant events by having 121 conversations with all our pupils so that staff are informed of any significant events that could be causing trauma for

a pupil. This has proven successful in the New Zealand Earthquake experience.

Our recovery curriculum aims to:

Enable our pupils to continue to develop their emotional resilience; developing their self-regulation and learning how to learn in the school environment once again.

As we reconnect with the curriculum, we will be aiming for engaging and motivating pupils – reigniting, where necessary, the love of learning.

We recognise that relationships are the key to ensuring success:

'The more healthy relationships a child has, the more likely he will be able to recover from trauma and thrive. Relationships are the agents of change and the most powerful therapy is human love' (Bruce D Perry)

Action Undertaken

Our staff have all commenced training on the Recovery Curriculum. A shared understanding has been established. In addition, staff have received training on Trauma Informed Practice.

Our PSHE scheme of work has been analysed against the Recovery Curriculum and key themes have been established. From this we have developed target lessons for Autumn term. These lessons, together with resources collated to support pupil mental health and well-being which are saved on our shared drive, will provide staff with resources to support the delivery of our Recovery Curriculum.

As a starting point, the subject leaders have assessed the missed learning during the lockdown period, but rather than identifying these as 'gaps' and the need to 'catch up', we are using positive language – building on, securing, consolidating, moving forwards and stepping up. We will be 'reconnecting' with the curriculum, with school and classroom learning.

Whilst we realise certain aspects may have been 'covered' during lockdown, our teachers have also questioned which learning may be less secure even though it has been 'covered'.

We will not be focusing our instruction on the 'gaps' but what pupils actually need.

Making Assessments

In order to establish what children need, we will continue our practice of continuous assessment. This will involve for example, low stakes retrieval activities, quizzes, and cold tasks along with talking to the children and seeing how they respond to ongoing teaching. Before the end of Autumn 1, we may also undertake summative tests to support teacher assessments.

Curriculum Planning

As described above, our PSHE scheme is a key component of our Recovery Curriculum. PSHE, in some form, will take place daily. There will be distinct lessons during the week, but more importantly well-being will be integral to every lesson. We will respond to pupils needs and, where necessary, more detailed support will be available. We have Emotional Literacy Support Assistants in both of our schools, and they will not only deliver 121 support, but also support colleagues.

For English and maths, we will start our curriculum as we normally would in September. Reading, writing, number and the 4 operations will be priorities. Teachers will consider previous years' expectations and adapt lessons as appropriate based on pupils' needs. This consolidation and revision practice will be addressed via new content – challenging, striving for depth and expanding pupils thinking.

Maths - We will use the Power Maths scheme of work. In addition, we will use the government guidance

<https://www.gov.uk/government/publications/teaching-mathematics-in-primary-schools> to support our plans as it aims to:

- *bring greater coherence to the national curriculum by exposing core concepts in the national curriculum and demonstrating progression from year 1 to year 6*
- *summarise the most important knowledge and understanding within each year group and important connections between these mathematical topics*

English – We have mapped out the National Curriculum for all year groups in a quick reference format so that staff can see prior learning. We have then developed this further by showing which areas of the curriculum should be revisited. In order to ensure all areas are covered, we have developed a long term planning framework which will ensure that all learning is covered over the year.

We have considered the Cornerstones projects and revised the projects for 2020/21 to ensure that key aspects of the National Curriculum are taught. Our Long Term plan has been amended to account for this. Where appropriate focus weeks will be introduced to ensure comprehensive coverage of the National Curriculum e.g. science week.

Our PE plans have been reviewed and we will follow government guidance whilst accessing relevant support material e.g. the Association for Physical Education Risk Assessment guidance and Youth Sport Trust information. We will be holding additional staff training sessions in the Autumn term and a bank of resources has been collated to support staff.

We have also considered changes in pedagogy – the layout of the furniture, restricted teacher and pupil positioning, movement around the room. This has meant that some elements of practical work have been made more virtual/theoretical until further easing of restrictions.

Blended Learning

We are planning that by the end of September we will have our remote education plans in place. Our aim is that the 'in school' and 'remote' education offers will be consistent so that pupils get the same learning experience wherever they may be.

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