



Covid-19 Recovery Curriculum Policy

This Covid-19 Recovery Curriculum Policy is underpinned by the school's vision and values:

Be happy: aspire, believe, achieve

Happiness is... the feeling you get when you help others and contribute to the world; when you work hard at something that was difficult to begin with; when you feel safe, cared for and respected; when you feel confident in your uniqueness and know where you are going.

Philippians 4:13

'I can do all things through Christ who strengthens me.'

1. Introduction

'Schools are so much more than places which provide education – they are about people. Our schools are communities; we embody values; we model relationships required for modern life to function: collaboration, getting on with others, friendship.'

The school's initial approach to recovery post-lockdown was to support pupils back into formal education (and curriculum). Pupils' social, emotional, mental health and well-being continues to be a fundamental driver. Now that formal education has resumed, there is a necessity to ensure that the school is clear about *how to learn best* with *what to learn*.

2. Aims and Objectives

This Covid-19 recovery curriculum policy aims to:

- Outline the school's current Covid-19 recovery curriculum rationale for learning
- Provide guidelines and expectations for what is to be taught for staff, parents and carers and pupils

2.1 Our curriculum is ambitious and designed to meet the diverse needs of the children who attend Croft School. It aims to provide all pupils with the knowledge, skills and cultural capital they need to succeed in life.

Our core aim is to continue to provide a Covid-19 recovery curriculum that builds on pupils' individual talents and uniqueness and empowers our children to be:

- perseverant
- independent
- respectful

3. Teaching and Learning

3.1 Intent

Our aim is to provide a recovery curriculum that is adaptable and responsive to the diverse needs of individual learners following the recent closure of schools. Some skills will have deteriorated and, in some cases, key knowledge may not have been taught as effectively as normal. We understand that children will have been affected by Coronavirus in many different ways. We aim for our curriculum to reflect the uniqueness of our families: this will be vital during the recovery phase of our curriculum. We have also considered the need for some periods of blended learning as children may need to isolate or school could face a period of local lock down.

Rationale: Children returning to school following lockdown have experienced loss in many different forms; they may not even be aware of this loss. For example, during lockdown children lost their routines, freedom, relationships, and social interaction; as a

result, they have lived through a collective trauma which we, at Croft, wish to support them with. From loss emanates three significant dynamics that will impact majorly on the mental health of our children. Anxiety, trauma and bereavement are powerful forces. For them all to appear at once in an untimely and unplanned fashion is significant for the developing child. Our children are vulnerable at this time, and their mental-health fragile. And on top of that, they are witnessing a sea of adult anxiety, which they unwittingly are absorbing. In addition to the sense of loss, our pupils have been through a period of independent learning, without the teacher to intervene, which can lead to mistakes, misunderstandings and misconceptions going unchecked. These will vary from child to child and our curriculum plans to be flexible to support each individual and their needs.

There are several **stages of recovery** that need to be taken into account when children return:

Stage 1: Relationships - we can't expect all our children 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. Staff will use the relationships built in school to cushion the discomfort of returning. At Croft, our pupils returned to school at the end of the summer term therefore this should help the transition back into school. There will be other children who will need more support and guidance to help them smoothly return to school thus enabling them to learn effectively.

Stage 2: Community - we must recognise that children's curriculum will have been based in the home and 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. Communication between all stake holders will be key to this.

Stage 3: Transparent Curriculum - all of our children, and their parents, 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. Clear correspondence, communication, parents' meetings and use of targets will help to support this where possible.

Stage 4: Metacognition - in different environments, children 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. We also have to be mindful of our children in early years who are new to school life and need the necessary support with the new school environment.

Stage 5: Space - to be, 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 due to recent events and that we provide opportunity and exploration alongside the intensity of our expectations.

4.2 Implementation

There is a **phased approach** for our recovery curriculum. During the initial stages, the focus will be put on recovering children's relationships with school - with the emphasis put on children's wellbeing. The second phase will include gradual implementation of the curriculum, closing the gaps in learning and consolidation, followed by moving on to new learning.

Phase 1: Transition

When pupils returned to school, there was a gradual transition back into school. The first days of school were designated to work on pupils' wellbeing and transition, the sessions focused on addressing children's anxieties and their wellbeing, as well as looking forward to the new academic year and as much 'normality' as possible. This was also a time to remind children about the expectations of school, lay out clear guidelines for behaviour and remind them all about their role in keeping our school community safe. Fundamental to a successful return to school for children was to ensure that pupils feel supported by their teachers, parents and peers as they transition back into school. Upon return to school our first focus was always their wellbeing and happiness. Children need to feel happy, safe and confident to learn effectively at Croft. Each child required differing amounts of support upon their return. The first phase of transition focused on strengthening pupils' basic skills and assessment to discover where pupils' learning needs to move to next.

Phase 2: Adaptation of provision

With the support and guidance of subject leaders, teachers will need to establish which main skills and key knowledge they will focus on when delivering their curriculum. They will consider which areas, concepts and topics were missed from the previous year group and plan sequential lessons considering what missed knowledge is essential for the next steps in learning. During the teaching of foundation subjects opportunities will also be developed to reinforce the skills of reading, writing and maths.

Staff and subject leaders have identified areas of the curriculum that have suffered as a result of the pandemic.

Area	Recovery priorities
Reading	<ul style="list-style-type: none"> ▪ Comprehension skills ▪ Predicting, inferring, deducing
Phonics	<ul style="list-style-type: none"> ▪ Application of phonics knowledge ▪ Phase 5 phonics
Writing	<ul style="list-style-type: none"> ▪ Writing pace, confidence and stamina ▪ Handwriting ▪ Spelling accuracy
Mathematics	<ul style="list-style-type: none"> ▪ Knowledge and pace of multiplication and division facts ▪ Fluency and the four operations ▪ Written formal methods of calculations ▪ Fractions
Science	<ul style="list-style-type: none"> ▪ Investigational skills ▪ Science capital and how science links to pupils' own lives
History	<ul style="list-style-type: none"> ▪ Comparing and contrasting previous learning with new learning ▪ Key knowledge
Geography	<ul style="list-style-type: none"> ▪ Field work ▪ Orienteering
Art and Design	<ul style="list-style-type: none"> ▪ Art in History and Culture ▪ Basic drawing and painting skills ▪ Printing skills
Design and Technology	<ul style="list-style-type: none"> ▪ Knowledge of relevant tools, equipment and manufacturing methods ▪ Skills in working with materials ▪ Design process
PSHE	<ul style="list-style-type: none"> ▪ Understanding diversity ▪ Understanding of RSHE ▪ Making healthy choices, peer pressure, effects of alcohol ▪ Resolving conflict, expressing opinions, staying in control
RE	<ul style="list-style-type: none"> ▪ Educational visits to places of worship across different faiths ▪ Children's understanding of biblical texts
Collective Worship	<ul style="list-style-type: none"> ▪ Pupil leadership of worship ▪ Opportunities to reflect
PE	<ul style="list-style-type: none"> ▪ Team games ▪ Invasion skills
MFL	<ul style="list-style-type: none"> ▪ Basic skills: greetings, days of week, numbers etc ▪ Advanced skills: verbs, adjectives, connectives, opinions ▪ Pupil confidence
Computing	<ul style="list-style-type: none"> ▪ Online safety ▪ Programming
Music	<ul style="list-style-type: none"> ▪ Singing and choral singing ▪ Composing original pieces ▪ Music appreciation
Independent Skills	<ul style="list-style-type: none"> ▪ Listening ▪ Pride in presentation

Year 2 children who did not pass their take part in the Phonics screening check in Year 1 (due to the cancellation) will be given the necessary revision and intervention to support their knowledge and will take part in the check in December 2021. Staff will consider provision for Year 1 to cover the necessary parts of the Reception curriculum, including the change in the classroom setting. Year 1 will work less formally for the first half of the year adopting a teaching and learning style similar to an Early Years setting and there will be greater use of outdoor provision to allow pupils the opportunity to learn most effectively.

Staff will consider carefully targeted interventions to support children where needed such as with their well-being, basic maths skills or decoding skills. These interventions will be fluid and respond to the needs of individuals. Phonics recovery will be a focus

for all pupils from Early Years to Year 3 and those beyond this who need additional support. Phonics lessons will continue daily with children accessing sounds and reading books appropriate to their level. Staff will track phonics progress frequently and extra phonics sessions are to be timetabled for those who need it. Staff will continue to use phonics strategies throughout other lessons to support children's reading and writing ability.

Reading in the Autumn Term will focus on key skills such as fluency, stamina and vocabulary. Apart from teaching reading during English, individual reading sessions and guided reading, there will be opportunities for children to read and/or hear books during every school day. Teachers will, at times, choose literature that focuses on emotions and emotional language to support children's anxieties and wellbeing at the same time as their reading knowledge. Pupils in key stages 1 and 2 will be working towards targets in reading to expose all the children to the necessary skills for their current, and previous, year groups.

There will be ample opportunities for children to practise their writing during English lessons and through cross-curricular writing. Teachers and support staff will use various techniques, such as 'Talk for Writing' to help pupils improve the quality of the work produced. Staff will involve parents in their child's learning via Seesaw. Age-appropriate activities will provide opportunities for children to use writing for a range of purposes including personal response as well as shared reading and meaning-making. Work will allow teachers to focus on key skills/concepts essential for effective learning and on our core values: perseverance, independence, respect. Weekly whole school debate focusses will support this.

There were elements of the Mathematics curriculum not taught effectively due to lockdown. 'Revisit and refresh' lessons allow children to recover their lost learning and carefully planned units will begin with links to the prior year groups knowledge before gradually implementing new learning. Early teaching will focus on calculations, operations and in particular 'multiplication tables' to support fluency development appropriate to access new year group learning.

4.3 Impact

At Croft we have put our children's well-being at the centre of our thinking. We acknowledge that children will have had different experiences during this pandemic. However, the common thread running through all are our core school values: Be happy: aspire, believe, achieve. Our recovery curriculum not only focuses on the lost curriculum objectives but also on the loss of routine, structure, friendship, opportunity and freedom. With this in mind, we thought about the most effective way to support children's ability to learn. This approach encompasses and supports the academic expectations for our children and ensures that:

- Children are happy and feel safe.
- Children develop the curriculum's core aims of perseverance, independence and respect.
- Children swiftly become re-familiarised with the school routines, rules, expectations and the necessary learning skills in order for them to succeed
- Children are engaged in the learning and children are supported in rebuilding positive relationships with school staff and their peers.
- There is clear support of children's well-being with it being the main focus during the first phase.
- Gradual implementation of the new learning allows pupils to first reconnect with and revisit their prior learning and build on those skills and gaps in skills and knowledge are strengthened.
- Pupils who need to catch-up, do this rapidly through a personalised approach to teaching and learning.
- The introduction of new content and skills caters for all learners including those with special educational needs; moving children on when they are ready.
- Building a framework that is more personalised and considers the needs of children, their wellbeing and promotes positive development.

The school will measure its progress around these core criteria.