

OUR RECOVERY CURRICULUM 2020/2021

“Returning to school is vital for children’s education and for their well-being. Time out of school is detrimental for children’s cognitive and academic development, particularly for disadvantaged children. This impact can affect both current levels of learning and children’s future ability to learn, and therefore we need to ensure all pupils can return to school sooner rather than later.” *Guidance for full opening: schools (DfE, 02 July 2020)*

We are mindful that:

- Some children will have experienced disrupted schooling since March 2020 (first COVID-19 lockdown) followed by the January 2021 (second COVID-19 lockdown).
- The National Curriculum and EYFS curriculum have not been fully taught to those pupils in school or learning from home since March 2020 and subsequently, January 2021.
- It will not be possible for children to experience fully the closure we would wish them following these two unprecedented school closures.
- Whilst some pupils will have engaged fully with remote learning from home, many will not. This will be through no fault of their own but due to a wide range of factors including:
 - Some children may have experienced a lack of IT equipment to access Virtual Learning
 - Some children may have needed to share equipment with siblings and parents also working from home (both IT and physical resources such as pens, paper, books etc)
 - Some children may be feeling the impact of anxiety and mental health issues
 - Some children may have faced illness (their own or that of family members)

Our Recovery curriculum acknowledges that there have been big losses to children during this difficult time. We acknowledge that every child in our school has had a different experience during this time and as a school we have prioritised the importance of investing and restoring relationships and providing space for pupils to rebuild their learning voice.

We shall focus on ensuring that the pupils are ready to learn and social and emotional learning will be prioritised. “The anxious child is not a learning child.” Pupils will feel anxious about the lost learning time and we hope that by being transparent about how we are addressing these gaps we will help to ‘rebuild their confidence as learners through metacognition’.

When pupils return to our school there will be a Recovery Curriculum in place which addresses not only the potential gaps in academic attainment but focuses on children's health and mental well-being, too. Research places emphasis on acknowledging the losses which they will have encountered during the COVID lockdown: loss of routine, structure, friendship, opportunity and freedom, which can trigger responses of anxiety, trauma and bereavement.

There are 5 key levers within Barry Carpenter's Recovery Curriculum. We will use some of these principles to help us create and embed our curriculum during the next academic year. These are:

Lever 1: Relationships – we should not assume that relationships will be as they were or can be picked up from this point but plan for them to be restored and renewed. 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.

Lever 2: Community – the new school, local and world 'community' will be very different to the old one prior to the crisis. We must give pupils the opportunity to learn about the new community by hearing, accepting and then learning from one another's points of view to build the new community.

Lever 3: Transparent curriculum – recognise that we have missed learning opportunities since March and this has created gaps in understanding, perhaps also that some misunderstanding and misconceptions may have arisen. We need to plan to help address these areas – not with a barren, unbalanced diet of catch-up but with a carefully planned curriculum which identifies these areas and addresses them in a way which will enable all pupils to move forward and reach their age related end points by the end of next academic year. This will make learning measured and appropriate to the needs of all learners.

Lever 4: Metacognition – acknowledge that children learn in many different ways and help them to become proficient in recognising and applying learning strategies which will help them to get the most from every learning opportunity. It is vital that we make the skills for learning in a school environment explicit to our pupils to reskill and rebuild their confidence as learners.

Lever 5: Space – to remember who they were, discover who they are now and explore who they would like to be in the future. 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.

THE 5 LEVERS

Level	Why	How
Lever 1 – Rebuilding relationships	<ul style="list-style-type: none"> Children, especially younger children, will have felt a level of abandonment from school staff, through no fault of the school. It will take time to build up their trust and restore relationships. Children will have felt the loss of their friendships; this is likely to make them feel anxious on their return. Children will need support to rebuild their relationships with others including turn taking, cooperative play and conflict resolution. 	<ul style="list-style-type: none"> Within the day there will be plenty of opportunity to rebuild relationships, allowing time for 1-1 and small group conversations. Staff will continue to nurture and support through positive words and role modelling the school values. Time and support will be given to re-establish their friendships. In class conversations will allow for thoughtful discussion surrounding the value of friendship. Shared activities, like daily exercise will bring the pupils back together into teams. PSHCE lessons will be adapted to include work on conflict resolution and friendship skills. Support pupils with approaches to improving their physical and mental wellbeing. Identify that individual pupils may need help with, drawing on external support where necessary and possible e.g. CAMHS, MIND, Anna Freud. Consideration of the support needs of particular groups we already know need additional help (for example, children in need), and any groups they identify as newly vulnerable on their return to school and refer where necessary. Referrals forms obtained from the SENCO.
Lever 2 Re- establishing community	<ul style="list-style-type: none"> Children will have experienced lockdown very differently to one another, through creating an atmosphere of openness and honesty the children will begin to reconnect with their environments and redevelop their sense of belonging within the school community. Children allowed to share their experience of lockdown and the pandemic, this may be done through talk and discussions. It is important to note that although lockdown has caused losses, it will have been a positive experience for some, allowing for quality time and child led learning. 	<ul style="list-style-type: none"> We will ensure that the pathway of support identifies the child's needs at an individual level and appropriate provision is put in place. We will create time to share our experiences of lockdown. We will create space within our day to allow for these conversations. We will encourage discussions around learning, play, relationships, social stories and worry boxes. Parents will be encouraged to communicate through the phone or email, to limit the physical interactions with staff. Pupils will have the opportunity to take part in whole-school projects that promote togetherness, for example contributing to Prom Praise Choir, Marble Arch Bid community Arts, Our Escape from Lockdown Celebration Choir and Orchestra.

Lever 3 - Transparent curriculum	<ul style="list-style-type: none"> • Being open and honest about the way in which the losses have affected us all will help children understand the emotions that they are feeling. • Children will have heard a lot about the pandemic in the media and by overhearing discussions within the environment at home/shops etc. • They may have heard about somebody dying or have member/family friend. It is important that as adults we offer the children the real facts and use open and honest dialogue to help them to problem solve. 	<ul style="list-style-type: none"> • Seek to understand what the children already know and help them to find the facts to questions like: Why did school close quickly? Why is school so different now? Why were some people allowed to return to school while others weren't? • Use www.childbereavementuk.org to ensure we recognise children's understanding of death and loss • Child counselling. • Daily check in on all pupils' mental health through ' I am feeling,,,' boxes in each class.
Lever 4 - Metacognition	<ul style="list-style-type: none"> • It is vital that children learn to love learning once again and can begin to recall the passion that they have for the process of learning. • Supporting pupils to have moments where they feel success and can engage in moments of enjoyment. • Children need to be nurtured back to feeling safe and secure within a classroom environment. • Children will have been learning in different ways through home schooling. It is essential that we re-teach the way in which we learn at school. 	<ul style="list-style-type: none"> • The process of returning to a 'normal timetable' will be a valuable learning experience for all children. • We will set out clear routine of the day, and adhering, encouraging opportunities for thinking, reflecting and evaluating. • Child-led projects and story based learning will be used to re-engage the pupils. • We will come together to create kindness pandemic activities and share them with our school and wider community later in the term. • Opportunities to engage in self-regulation activities such as with active breaks, use of resources which support individuals, either in class or with Learning Mentor or Teaching Assistant support.
Lever 5 - Space (to rediscover self and to find their voice)	<ul style="list-style-type: none"> • Supporting pupils to understand their emotions and feelings • Allowing space and time to begin to process the experiences they have had. • Supporting pupils to re-learn some positive behaviours which they may have forgotten being outside of the school. School needs to be safe and happy place before learning can begin. 	<ul style="list-style-type: none"> • PSHCE lessons and circle time will focus on managing emotions and behaviours. • The school will be re-established with the pupils, emphasising the school values that run alongside them. • Pupils will be given space to explore their feelings and seek out help to manage them. • Ensure children are provided with time and space to readjust to the new classroom layout, adult they are working with and changes that have been made (carefully explain and offer reasons for the changes). • Behaviour expectations are clearly displayed in class, shared daily and consistently supported taking account of individual needs e.g pupils struggling to overcome barriers of behaviour and attendance or who have been exposed to a range of adversity, This may include EP, Social Workers and Counsellors.

Supporting pupils to manage their physical health and wellbeing	
What this area will help children to learn	What that may look like
<p>Supporting pupils to re-engage with physical health and wellbeing routines as well as learn new routines which will support pupils to keep safe and enable infection control. This will include handwashing, social distancing, understanding of new school routines as well as supporting pupils with their personal care and tolerating differences in these routines such as use of an alternative hygiene room facility or being supported in different way for eat/drinking.</p> <p>Supporting pupils to be independent through their own dressing and undressing where needed and supporting pupils to be physically well through active sessions, use of outdoor space and understanding about keeping physically well.</p>	<ul style="list-style-type: none"> • Opportunities for pupils to explore and reinvestigate their environments to become familiar with what might be different (i.e. one way systems in school, different markings in school, different access to resources in the classroom). • We will help pupils understand these difference by supporting them with social stories, photos and pictures. • Physical health and wellbeing learning will focus on managing and coping within new processes keeping safe. This will include: understanding what is different about school and how to navigate this environment. Hand washing and hygiene measures. Keeping and maintaining social distancing. Catch it, kill it, bin it messages. Health and hygiene sessions focusing on washing, being independent and looking after yourself, facilitated through the Jigsaw ‘Recovery’ lesson programme. • Working with school nursing services to support the health and wellbeing of pupils including: sleep issues, children with complex health needs and supporting vulnerable children keep safe. • Build up and develop pupil resilience, self-esteem, recognition of emotions, and sense of community, caring for others, keeping healthy on-line safety and understanding bereavement, through focused PSHE lessons during the Autumn term and beyond.

Jigsaw Mental Health Recovery Curriculum

Why is this important for us to focus on PHSE and mental health and wellbeing?

At Hampden Gurney, we are committed to providing a curriculum that is broad, balanced and meets the needs of all pupils. Our PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

We choose to deliver Personal, Social, Health Education using Jigsaw, the mindful approach to PSHE. Jigsaw have updated their support for schools in line with the current COVID-19 situation.

At Jigsaw we are always keen to support schools using Jigsaw Programmes. Very aware that the COVID 19 pandemic has caused disruption and will have had all sorts of impact on children, we have written some additional materials that we hope may help as children return to school. Some children will be eager to get back to the safety and predictability that school provides for them, others may be anxious or not want to comeback. A safe, calm, caring, welcoming school community will offer routine and solidity. The Jigsaw 'Recovery' programme enables us to support and meet our pupils' wide ranging needs.

1.The Jigsaw Recovery Curriculum comprises of:

- A map showing which Jigsaw lessons offer support for specific topics relate to returning to school
- Lesson plans for KS 1 and KS 2
- Training for each new puzzle piece will be provided by the PSHE lead at the start of each half term. Teachers will continue teaching for the rest of term.
- Collective worships will happen within classes-themes to cover will be: feeling safe at school, reconnecting with friends, managing emotions, loss and bereavement, self-esteem, being positive and looking forward to learning.

Whatever children's home learning experience has offered them however safe, stimulating, r otherwise, the return to school after many weeks at home is going to need careful managing:

- Teachers will be adaptable and support each child with their return.
- Emphasis needs to be on wellbeing which is a continual theme throughout the Jigsaw scheme.
- The Jigsaw charter is in lesson one, this will strengthen and develop ground rules and will become the learning agreement. This has been adapted to fit the COVID-19 situation.
- Links to the 5 steps to mental wellbeing: <https://www.nhs.uk/conditions/stress-anxiety-depression/improve-mental-wellbeing/>

Learning Mentor Interventions

Read Write Inc

Transitions

Social Skills

Lunch Club

Social Stories

Emotion Cards

Play Therapy

Emotion Cards

Zones of Regulation

Role Play

In class support

Maths & English support
Positive behaviour rewards/charts

Home School Link Interventions

Anna Freud Family Centre
Monitoring attendance alongside inclusion officer for anxious attenders and reluctant returners
Parent Partnership
Parent Packs
Parent support
Safeguarding

2. Physical Health

UNICEF recognises that during lockdown, there will be a reduction in health-promoting behaviours. When children are out of school they are typically less physically active, have much longer screen time, irregular sleep patterns, and less favourable diets.

In school, Active Sports will continue to provide quality PE lessons from years 1-6 and pupils will have opportunity for team sports and games during break and lunchtimes. Nursery and Reception pupils will receive PE lessons from their class teacher. Alongside this, and in order to raise the profile of positive, daily physical activity, we want pupils to have access to ‘Fitter Future’ activities **every day**. These activities focus on physical and mental health and can be carried out in the classroom in around 10 minutes every day.

3. Assessment for Recovery

‘Many pupils will have gaps in their knowledge and understanding after an extended period of remote education. These gaps could be between pupils in the same cohort (for example, a disadvantaged gap or gender) or it could be one that relates to the curriculum at whole cohort level. With this in mind, many schools are postponing any formal, summative assessment and instead focusing on lighter-touch approaches to assessment for pupils returning to the school site’. (*Identifying and addressing gaps in pupils’ understanding, DfE 12 June 2020*)

Assessment will help teachers determine how to most effectively support their pupils. Every pupil will have been affected differently by COVID 19; setting time aside to enable teachers to assess pupils’ wellbeing and learning needs will make it easier for teachers and other school staff to provide effective support.

Identify the pupils likely to have the biggest gaps in knowledge

Even before pupils return to school, teachers start identifying those who have lost the most learning time and are likely to have the biggest gaps. We cannot assume that all pupils identified will have significant gaps, or that they will be the only ones who do.

We will look for pupils who:

- Daily Check on pupils Mental Health
- Have missed a lot of work, or have not been engaging with or accessing remote learning
- Do not have access to the technology needed, or whose home lives make home learning difficult
- Are vulnerable or have EHC plans, so learning from home may have been challenging
- Have experienced difficult family circumstances, such as bereavement, that may have been an obstacle to their learning.

Evaluate any curriculum content missed or taught remotely

Teachers will liaise with support teachers or previous teachers to identify what would have been covered in school while pupils were learning from home. We cannot assume that pupils will have had the same experience at home that they would in school and should expect all pupils to have gaps in their knowledge.

- For most subjects, pupils are taught concepts and skills more than once – concepts reappear across Key Stages and are built on over time, e.g. if Y 1 missed gathering and recording data in science, they will do this again in Yr 2; if Y 2 missed this they will have done it in Yr 1.
- We will focus on key concepts that run through the curriculum, rather than specific topics or units; pupils need to understand enough of these threshold concepts in order to access the next stage of their learning.

In the first few weeks of term, the focus should be identifying the gaps that have emerged during the outbreak. This should not take the form of formal assessment, rather a focus on light-touch, formative assessment approaches like diagnostic quizzes, formal questioning of pupils' understanding observations, etc. making pupils feel confident and secure in what they already know.

These assessment methods must inform teaching and adjustment to long-term curriculum planning and will be used to identify who will benefit from additional catch-up support. Providing pupils with high quality feedback and analysing information gained from accurate assessment will be integral to diminishing the difference.

Reading Assessment (Years 1-6)

It is imperative that reading ability is assessed at the beginning of the year to establish a baseline for pupils. This will allow for pupils to be given the correct book level to challenge their reading ability.

Intervention

- Following reading assessments, interventions and guided Reading groups can be put into place.
- Additional Guided Reading sessions twice a day for selected
- English scheme and other supplementary resources are available to Years 2 and all KS 2 classes to support the teaching

- Maths booster – pre-school boosters – timetabled

Writing Assessment

Frequent opportunities for moderation will be planned throughout the year so pupils in need of support can be assessed and identified for targeted intervention. Marking and feedback should allow the policy to ensure pupils receive consistent constructive and valuable feedback as a part of ongoing, robust monitoring processes.

Marking and Feedback

The Marking and Feedback given by the teachers will be strictly aligned with the policy in order to provide further opportunity for light-touch assessment. Encourage in-class verbal feedback to address misconceptions and previous knowledge and improve on what they have done. This could include:

- A quick prompt during independent work
- A guided writing session with the whole class to demonstrate expectations
- A mini plenary to address misconceptions
- Clarification of task expectations
- Longer dialogue with a pupil about a piece of work

We will continue to provide opportunities for whole staff moderation and standardised of teacher judgements, internally and externally.

4. Curriculum

DfE guidance states that for children in Nursery settings, teachers should focus on the prime areas of development, including: communication and language personal, social and emotional develop (PSED). For pupils in Reception, teachers should also assess and address gaps in language early reading and mathematics, particularly ensuring children’s acquisition of phonic knowledge and extending their vocabulary. We will follow updates to the EYFS disapplication guidance and consider how all groups of children can be given equal opportunities for outdoor learning.

For pupils in **Key Stages 1 and 2**, teachers will:

- prioritise identifying gaps and re-establishing good progress in the essentials (RWI phonics and reading, increasing vocabulary, writing and mathematics), identifying opportunities across the curriculum so that read widely, and developing their knowledge and vocabulary;
- curriculum will remain broad, so that the majority of pupils are taught a full range of subjects over the year, including sciences, humanities, the arts, physical education/sport, religious education and relationships and health education.
- Yr 3 & 4 – RWI phonics lesson per day focusing on revision of speed sounds, digraphs, tri graphs, blending and segmenting, reading fluency for pupils with SEND or other learning needs.

- All year groups: daily handwriting, spelling and grammar; daily sentence lesson. This is followed up with writing activities in other subjects. Each class must provide 1 piece of independent writing which demonstrates skills taught in sentence, punctuation and grammar lessons being applied each week (Big Write)

Closing the Gaps

It is crucial that after assessing the gaps in learning, teachers plan to support pupils and diminishing the difference, particularly pupils in vulnerable groups. Adjustments will be made to the way the curriculum is delivered to achieve this.

Along with modifying the current curriculum offer, provision will be made to support pupils facing the greatest need, including targeted support interventions within class bubbles and dedicated intervention teachers providing high quality teaching to identified groups of pupils, particularly vulnerable groups: EAL, SEND, PP and Disadvantaged pupils.

The Education Endowment Foundation (EEF) have indicated that effective homework can add up to five additional months of progress at secondary level and to additional months in primary. Homework has to, and can assist and support pupils in progressing.

Reading:

- Daily reading – in lower KS2 this will be reading group focused and follow the reading group progression of skills document. Upper KS 2 will be given a focus for their reading and will read independently;
- Reading group focusing on fluency initially and then moving through progression skills- See class subject curriculum maps.
- Daily wider reading opportunities are provided through the sharing of a class book and reading for pleasure.

To support a recovery approach, the English curriculum will continue to focus on these key skills and non-negotiables:

- One specific text choice which addresses change loss, etc (see list below))
- Phonics (letters and sound recognition with skills of segmenting and blending.
- Revising and rehearsing key secretarial skills of writing (handwriting, spaces between words, use of punctuation)
- Spelling and Vocabulary
- Writing and language development
- Reading fluency and comprehension and reading for meaning

Phonics

The teaching of Read Write Inc will be crucial to provide pupils with the knowledge they need to read, spell and write.

- Year Nursery, Year Reception and Year 1: Two phonics sessions daily
- Year 2 – 4 Targeted phonics interventions – two sessions daily
- Year 5 and 6 – Fresh Start Phonics Interventions

Specific Text Choice and Key Skills

The following texts will support the transition back into school life and offer pupils potential opportunities to reflect on their feelings, discuss how lockdown has impacted on them and write authentically about their experiences. Minimum length of coverage: 2 weeks. Planning addresses key skills/ non-negotiables.

Year N: The Huge Bag of Worries

Year R: Ruby's Worry

Year 1: Halibut Jackson

Year 2: The Selfish Giant

Year 3: The Fox and the Star

Year 4: Leon and the lace Between

Year 5: Street Child

Year 6: Rose Blanche

Key Principles for Recovery

Reading

- Power of Reading books with themes relating to change and loss
- Regular individual reading with TA/CT
- Encouragement of reading for pleasure
- Guided reading four times a week and individual reading daily
- Daily Phonics and comprehension interventions for pupils in vulnerable groups or with SEND
- 2x 'catch-up' phonics lessons per day- 1 lesson- RWI lesson structure- Setting where necessary and possible, 1 lesson focused on blending, segmenting, reading and writing for EYFS and Yr 1 pupils

Writing

- Developing language skills, including vocabulary, description and narrative
- Handwriting and motor skills practice linked to spelling
- Spelling strategies and rules
- Cross- curricular links for writing

Mathematics

The Inspire Maths curriculum is cumulative – each school year begins with a focus on the concepts and skills that have the most connections, and this concept is then applied and connected throughout the school year to consolidate learning. This gives pupils the opportunity to ‘master maths’; by using previous learning throughout the school year, they are able to develop mathematical fluency and conceptual understanding.

Inspire Maths have constructed Programmes of Study for each year group from Yr 1 to Yr 6 which identifies the learning that will have been missed during the Spring and Summer 2020 and Spring 2021 and where it links directly to the units of work for which the knowledge is now required (progression). Mental maths and arithmetic have also been updated and changed in order to focus on missed content.

Intervention sessions: 2 lessons per day- 1 lesson pre learning task (30 mins) + direct teaching of number (40 mins). 1 lesson focused on consolidation, quick recall and prove it type activities. 2 weeks number, 2 weeks operations, 2 weeks calculation and 2 weeks problem solving. Pupils will be exposed to Number activities every day.

Key Principles for Recovery:

- Mental maths and arithmetic’s taught daily to develop quick mental agility
- Ensuring children’s previous learning is secure before moving learning forward
- Ensuring assessment is taking place within the learning environment on a regular basis which can be evidence through marking and feedback.
- Interventions and focus tasks for vulnerable groups
- Purchase of ‘Times Table Rockstars’ and mental arithmetic resources

5. Early Years

We recognise that families may have experienced losses and many pupils will not have experienced the same opportunities at home that they would have had in an Early Years setting, particularly access to outdoor learning or quality educational resources. We therefore, need to ensure that pupils have access to a quality holistic Early Years recovery curriculum with mental health and wellbeing at the forefront.

The Early Years curriculum will continue to develop, according to the needs we assess when the pupils return. To enable a smoother transition, Yr 1 will be adopting the Early Years ethos, curriculum and assessment tool until the pupils are ready to move onto the Yr 1 curriculum. This will focus on support for those key pupils who at the start of Yr 1, have missed a significant part of the Reception curriculum.

The Early Years Recovery Curriculum will:

- Assess pupils' well-being and involvement through play and observations
- Ensure emphasis on metacognition through the characteristics of effective learning
- Provide access to outdoor learning to promote positive mental and physical health and engage with whole curriculum
- Focus on the prime areas of learning
- Identify groups of pupils who will need extra support and ensure interventions are targeted and effective.

Wellbeing and Involvement

- When Nursery and Reception pupils return following lockdown, all Early Years practitioners will help pupils to settle in and assess their well-being and involvement through observing child-initiated play. This will allow us to identify pupils who will need extra support through play and keyworker system and put measures into place to support these e.g. social stories, modelling play, etc.

Metacognition through the 'Characteristics of Effective Learning': In different environments, pupils will have been learning in different ways. It is vital that we make the skills for learning in a school environment explicit to our pupils to reskill and rebuild their confidence as learners.

- Learning Stars (appropriate praise strategies) to be in place to promote positive behaviour for learning. These are positive prompts that staff can use with pupils to discuss the kinds of learning behaviours they are observing during play. These will be taught for the first 2 weeks during carpet time in both Nursery and Reception classes to foster positive learning characteristics and attitudes.
- Learning star to be used both indoors/outdoors and made visual for both staff and pupils.

Outdoor Learning: Some pupils, especially those in vulnerable groups, have had significant time away from school and may not have had access to safe, outdoor environments. Quality outdoor learning has the following benefits in providing:

- Contribution to the mental health and well-being of pupils
- Five times greater development of language and vocabulary than indoors
- Space for risky play and physical development ' upwards' and 'downwards'
- Sensory experiences of environment textures

Opportunities for adults to develop play interactions and enhancing conversations (*emphasis on prime area of learning: communication*)

Nursery and Reception bubbles will be kept separate but be timetabled for equal access to the outdoor areas.

Focus on all prime areas of learning through planning

- EYFS staff will focus on interacting with pupils through play – made explicit through weekly timetables and focusing on prime areas of learning throughout child initiated play, which will be made explicit in Early Years planning. We will assess impact through observations on Tapestry and measure progress through individual child trackers.
- Vulnerable groups, particularly EAL, SEND PP and Disadvantaged pupils will be identified and targeted by the members of staff in group learning.
- Statements that link with COVID-19 recovery (see below) have been identified to support pupils which will be used by staff during dedicated PSED time (Jigsaw PSHE curriculum).
- Jigsaw Curriculum: PSED lessons that support pupils returning to school after lockdown. *The following topics will be covered soon after return:*
 - Feeling safe: Being me in my world (piece 2)
 - Reconnecting with friends and school: Being me in my world, celebrating difference, relationships’
 - Keeping healthy: Healthy me (piece 5)
 - Dealing with worries/anxiety: Changing me (pieces 4 & 5)

Interventions: Nursery/Reception: The following interventions will be delivered once assessments of well-being and involvement and baseline have been completed:

- Early Talk Boost: targeted communication and language intervention. 6 week programme which can accelerate up to five month’s progress.
- Fine motor skills: to support physical development (prime area)
- Phonics one-to-one or small group catch-up: for key pupils to support sound recognition
- Maths – small group (Reception): depending on cohort needs
- Word Aware intervention: to focus on vocabulary development. Supporting EAL pupils in pre teaching vocabulary for topics.

6. Recovery for Pupils with SEND

In response to the loss of education that pupils have experienced we will ensure that those with recognised additional needs have the support and resources to continue to close the attainment gap between them and their peers. A pupil with SEND, whether a learning difficulty or disability requires that special educational provision to be made for them. This is something we recognise and plan for every year. 19% of our pupils have difficulties that fit clearly into one of the four main areas: Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health and Sensory/Physical. However, we must be prepared for individuals to return to us displaying additional needs who have not done so before.

When pupils return to school, the support we will put in place will be sustained and targeted. We recognise that there is not a quick fix and that there will be pupils who have not accessed the curriculum or support available since schools closed in March 2020 and January 2021. Schools will look different when children return, and each pupil will need varying levels of preparation to be able to manage and adapt effectively. We will need to be flexible, particularly with vulnerable and SEND pupils. Suggested strategies, which may help if pupils are finding it hard to adapt to the demands of returning to the school environment are:

- Re-wording instructions and offering choices
- Mentally separating the child’s behaviour from the child as an individual and communicating this to them

- Spending time to help them settle on arrival (soft start/PSHE)
- Modelling expected behaviour more explicitly
- Increasing levels of praise and recognition of small steps progress

With all this considered we will ensure robust support for the pupils, especially those with our highest recognised needs of ASD, Speech and Language, SEMH and MLD.

Supporting pupils to close the gap in attainment	
What this area will help them to learn?	What this may look like?
<p>Speech and Language Supporting pupils to use effective language skills, which are essential to access the curriculum. In the classroom, spoken language s the primary medium through which teachers teach and pupils learn. Language development is critical to cognitive development and learning.</p>	<p>An additional interventions teacher will respond to the issues arising in September 20 and January 21 and target Speech and Language needs of pupils with SL difficulties. Capacity of SALT specialists to be sought as necessary. Speech and Language therapist to offer more capacity to see non-core pupils.</p>
	<p>Pupils need many opportunities to speak and listen. This is especially true of pupils with SEND and/or pupils with English as an additional language (EAL). Within everyday teaching, we use a range of resources to support communication; visuals, word banks, sentence stems, speaking frames. These include:</p> <ul style="list-style-type: none"> • Stile phonics • Language for Thinking • Word Aware • Lego Therapy • Narrative flashcards
	<p>Learning Mentor support for ASF pupils using social stories, visual instructions, and additional LM/ELSA support. Possible introduction of a safe space in the classroom for pupils to use when anxious. Visual timetables updated with soft start. Recognising those who have been on site in school and those who have not.</p> <ul style="list-style-type: none"> • Social stories • Mindfulness and Wellbeing activities • Calm cards • Safe zone in classroom

<p>ASD and pupils with social communication difficulties</p> <p>Supporting pupils to understand their emotions and feelings and begin to process the experiences they have had.</p> <p>Supporting pupils to relearn some positive behaviour which they may have forgotten being outside of the school environment.</p> <p>Supporting pupils to engage with self-regulation strategies and tools, which help them to feel safe and calm.</p> <p>Supporting pupils to understand the world we live in with tools and strategies to help them process what is different and what we can do to help.</p>	<p>There will be clear routines which are supported by visuals and clear communication which may include use of visual timetables so pupils know what is happening each day and at each part of the day.</p> <p>Some structures and boundaries may be different in school because of social distancing and processes related to this so tools such as social stories and use of visuals will help to guide and support.</p> <p>The structure will be supportive and provide opportunities within this that enables and allows pupils to express themselves and express the experiences they have had whilst they were not at school. We will do this by being clear with boundaries and using therapeutic approaches to supporting behaviour and emotions.</p> <p>We will also use therapeutic tools to support pupils in communicating, such as planning regular circle time, therapeutic playtimes, and tools like the use of comic strip conversations. There will be regular sessions where we explore and express emotions through talking about feeling and emotions linked to this experience alongside opportunities for pupils to engage in self-regulation activities such as with sensory breaks, active breaks, and use of resources, which support individuals.</p> <p>In addition, there will be many opportunities for pupils to practise their communication skills so that they are able to feel like they have a voice and are able to express their wants and needs.</p>
	<p>Use www.childbereavementuk.org to ensure we recognise pupils' understanding of death and loss.</p>
<p>Mild Learning Difficulties (MLD)</p> <p>Supporting pupils who have been learning in different environments, in different ways and styles. To acknowledge this and support them back into the routine of school.</p>	<p>Pupils to be supported over the year group to share the additional adults and focus I on key pupils who are struggling with their return to school.</p> <ul style="list-style-type: none"> • Pre-teaching groups • Rapid Reading • Toe by Toe • Fresh Start/RWI (higher year groups if necessary) • Write from the Start (to build on stamina for writing again).
<p>Social Emotional Mental Health (SEMH)</p>	<p>There will be opportunities within the day where the focus s on rebuilding relationships with peers and adults. This may be in the form of:</p>

<p>Supporting pupils to rebuild relationships and relearn how to interact and build relationships with others including sharing, turn taking, greeting and interacting with others positively, play alongside and with peers, respond to familiar and new adults, seek adults to help, support and comfort when they need them, know which adults help them and can support them to keep safe when they need them.</p>	<ul style="list-style-type: none"> • Independent learning to nurture parallel and joint play. • Turn taking games and activities • Sharing games and activities • Intensive interaction opportunities using call and response games • Time where adults can give sole attention to pupils re-building relationships • Games and activities where pupils can work together such as board games or outdoor PE games • Discussions about who keeps us safe and who can keep us safe at school and at home and in the community. • Discussions and activities about how adults can help us. • Activities that link to pupil's interests to show we are interested in them.
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7. Safeguarding Curriculum

Within the first 6 weeks the safeguarding curriculum will be focused on pupil's health and wellbeing and working closely with parents to ensure that pupils are happy and safe. Pupils will be encouraged to understand how to keep safe in the current climate. Topics will be identified from gathering information through parent meetings, surveys and pupil lessons, 1-1 and group sessions will be planned accordingly. Families will be supported by the schools health and wellbeing team. ICT lessons will continue to teach and reinforce safe internet use. Staff will continue to follow the same safeguarding procedures and refreshers' safeguarding training will take place for all staff in September 2020 and January 2021 as scheduled. The safeguarding policy is updated in line with KCSI updates IN September 2020.

8. Parents and Community

We are looking at developing our parent drop-in sessions (if necessary to discuss any concerns with their children) in order to comply with government guidance on social distancing and meetings of groups of people r individual. Online sessions will be provided for parent and uploading PowerPoint presentations and videos on the school website and social media for parents to access.

We will be working in close partnership with the PTA and Class representatives, CAHMS and MIND who provide course and workshops for parents.

Teachers communicate with parents via ZOOM calls, telephone or face-to-face meetings as necessary. Local agencies such as Anna Freud Centre offer practical activities, tips and resources to help us look after our pupils, parents, colleagues and ourselves.

The crisis in pupils and young people's mental health is real and it is urgent. More pupils and young adults than ever before are reaching out for help with their mental health. We will continue to promote good mental health to support our pupils and foster innovation to meet the needs of vulnerable and excluded pupils.

9. Useful Website Links to support the Recovery Curriculum.

<https://www.mentallyhealthyschools.org.uk>

<https://barrycarpentereducation.com/2020/05/11/happiness-box/>

<https://booksbeyondwords.co.uk/downloads-shop/beating-the-virus>

<https://www.pshe-association.org.uk/content/online-cpd-training-courses>