



## Shaffesbury Primary School

### Recovery Curriculum

Following the periods of remote learning that children have experienced during the COVID-19 pandemic, we recognise that our pupils' needs and learning experiences will be more varied than before. As a result, we will continue to implement our "recovery curriculum" which acknowledges that there have been big losses to children as they have stayed at home and that these losses can contribute to pupil's mental health with anxiety, trauma and bereavement playing a large role. Our recovery curriculum has been written based on advice from experts in the fields of education and children's well-being, combined with our knowledge and understanding of the school community.

While the intent of our school curriculum remains the same; the way in which we implement our curriculum will need to be adapted and relevant to how our students need to be supported in response to the trauma associated with the global pandemic of COVID-19. We believe that children need to feel safe and secure with a clear emphasis on relationship building providing a consistently high standard of support during this journey of reconnection, recovery and building resilience for our school community. We want all of our children to achieve their potential both personally and academically. Our teaching focus will continue to include ongoing assessment of key skills, consolidating what they have learnt during the period of remote learning and focusing on the basic concepts which underpin English and Maths. In addition, through assessment we will identify areas of learning that may need extra intervention.

Our recovery curriculum needs to balance *how to learn* best with *what to learn*. This is summarised from the work of Barry Carpenter, taken from his Recovery Curriculum model.

*Think Piece. A Recovery Curriculum: Loss and Life for our children and schools post pandemic.*

**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.

**Feeling safe and secure**

How will this help our pupils learn?	What might this look like in school?
<p>Children and adults need to be aware that it's ok and perfectly normal to feel anxious. It can also be useful for pupils to understand that things might change; but if they are worried, they can speak to identified key adults in their life (both at school and at home) about how they are feeling. This will help children to relax and prepare to learn.</p>	<p>Children are taught to identify their physical signs of anxiety and be aware of the key people they can turn to for support.</p> <p>Support to identify positive coping strategies that help children to manage their anxiety, such as taking regular breaks, doing physical activity, practicing breathing exercises, talking about or expressing their emotions, having a regular routine and connecting with others.</p> <p>Praise and reward small (and big) successes when children face their anxieties, encouraging them to remain positive.</p> <p>Create a sense of safety in school by providing structure, routine e.g. bubble</p>

	<p>groupings, different break times and lunchtimes.</p> <p>Talk about coronavirus and related worries, use this as an opportunity to correct inaccurate information.</p> <p>Ensure academic needs are met but don't put too much academic pressure on children.</p> <p>Support teachers and families with their own stresses and anxieties, which will in turn help pupils.</p> <p>Flexible and supportive approach when applying behaviour policies.</p> <p>Finding time to listen and explore emotions.</p>
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At Shaftesbury, our Behaviour Policy reflects our understanding of our pupils' needs and their influences. We focus on creating and developing supportive relationships with the children in our care. Promoting positive learning behaviours reduces the need to manage misbehaviour. To do this, as a consistent, whole-school approach, we use software called Trackit Lights to record points for positive behaviours and to record negative behaviours when required. This consistent approach and celebration of positive behaviours has supported pupils to abide by school routines and rules, promoting the safe, calm and focused environment that is vital for our pupils.

The RE curriculum has been adapted to include 'loss' and 'mental health'. Children need support dealing with 'loss'. Hence, some lessons in RE have used these topics to focus on. It was important to understand that a child's understanding will depend on many things, including their age, stage of development, family background, personality and previous experience so all MTPs for RE have been adapted for all year groups.

Collective Worship has enabled the school to address pressing issues related to Covid. It has been adapted to include topics/ issues to help the children understand and help deal with the pandemic. Many different books like 'The Little Germ that travelled the World', 'The World that made a Rainbow', 'The Sad Swan' and many more have been introduced to the children that relate to Covid, loss, change, family, adaptation, feelings etc. The Collective Worship sessions have really helped us identify and address things that are worrying the children.

Both RE and Collective Worship has enabled the adults to speak with the children on a daily basis and allowed them to express themselves. Identifying key adults in their life (both at school and at home) about how they are feeling has also been emphasised. This is helping children understand and deal with their thoughts and feelings.

At Shaftesbury Primary school, we found that it is exceptionally difficult to gauge the full impact of the pandemic on the children and young people's mental health and wellbeing, and it is therefore vital that we taught and prepared the children how to emerge from it. To support pupils through their experiences during the pandemic, we celebrated and actively took part in Mental health days/weeks throughout the year. The first Mental Health Week took place during the lockdown and we therefore set activities for children on Google Classroom, focusing on raising awareness about the fact that they are not alone and coping mechanisms on how to deal with feeling down, lonely, stressed or depressed. It was crucial that we used the live teaching model and the facility of Google Meet so pupils could still feel connected to their teachers and peers. This certainly reduced the feeling of isolation and many parents reported that this had been beneficial. Teachers were able to send inspirational quotes on Google Classroom, such as sayings from 'The Boy, The Mole, The Fox and The Horse' by Charlie Mackesy and use them as small gestures of kindness.

In addition, we provided weekly top tips on how to cope with one's mental health and wellbeing on the school weekly newsletter.

Furthermore, we provided fun yet healthy recipes for the children to try at home during the lockdown which they could attempt during their off-screen time every Wednesday afternoon. Our P.E. Coach was uploading daily activities that children could do at home and to keep them active including his own videos, again so the children could feel connected to their school and community. We were very aware that this would be an issue whilst staying at home for such a long period of time and have taken this into account with additional timetabling for P.E. We took part in the National Day of Reflection where pupils were given daffodils as a symbol of new beginnings and positivity, as well as taking part in a fun range of Art, PSHE and Science activities linking to the Marie Curie charity. Children also held a minute silence to show respect for the lives lost during this period.

Continuing into the new academic year, we took part in Hello Yellow day, encouraging people to wear yellow to raise awareness of the importance of maintaining positive mental health and to challenge the stigma around the topic. Pupils from EYFS to UKS2 drew self-portraits containing images of things that make them happy. In addition, pupils completed wellbeing calendars, completed with challenges they set themselves to carry out on a daily basis to support their own wellbeing. All the pupils and staff at Shaftesbury Primary are actively aware of why we take part in particular awareness days which are embedded into our curriculum through various subjects. Content is explicitly recorded into books, particularly PSHE. The pupils' and staff's mental health and wellbeing will remain at the forefront of priorities at Shaftesbury and we will continue to develop strong, resilient individuals, who are well-equipped to deal and cope with difficult and challenging situations with an understanding that their happiness in life is crucial.

## Wellbeing

As a trust we have purchased the health assured EAP programme (Employee assistance program). This provides staff with 24/7, 365 days a year helpline to contact that are answer by experienced counsellors. They also offer a smartphone app and online personalised well being content, including videos, webinars, mini health checks and health coaching. The programme details are emailed to staff monthly along with a Motivation Monday email which includes motivational messages for staff along with handy tips for wellbeing. At Shaftesbury, we also have a wellbeing board located in our staff room that has lots of useful information that staff can access including leaflets that staff can take away for advice and a snack box for staff to access if they need a pick me up. Over the last two years, the school have introduced wellbeing champions within the school, Shaftesbury have 7 across the school that have either been voted in by staff or have put their name forward for the role. The purpose of the wellbeing champions is to help implement and support the school's wellbeing through raising awareness of the wellbeing information within the school, promoting health lifestyles and positive mental health. Our wellbeing team meet termly to discuss ideas that they want to put in place and to bring up any suggestions that staff may have raised with them. Currently the wellbeing champions have out the following in place at school;

- Monthly wellbeing raffles
- Month/ fortnightly motivational emails
- Weekly inspirational messages on the staff board
- Staff breakfast morning (Hoping to hold a staff Christmas quiz this year)
- Having a wellbeing suggestion box in the staff room
- Staff been given thank you notes to give out to other staff members across the year

**Lever 2: Community** – 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.

## Relationships and Community

How will this help our pupils learn?	What that may look like?
<p>Many pupils will have been unable to see their friends, extended families, teachers and other trusted adults. As relationships are an important part of social and developmental growth, any disruption to relationships can greatly impact children's well-being. Relationships will be a key part of helping children and young people to reintegrate into school life.</p>	<p>Maintaining the same staff as much as possible.            We will take care in putting pupils into groups and regularly review how these groups are working.            Sharing experiences of lockdown.            Activities planned to ensure children feel a sense of belonging to their group.            Provide time and space for pupils to reconnect with each other and with school life.            Pupils are aware of the support options available to them, both internally and externally to the school. This will help to foster a sense of trust and containment that will be important for relationship building</p>

Families have access to the school's FSW who is a long-standing member of staff. Parents are happy to seek support. Meetings and reviews are being held face to face or over the telephone. Parents are regularly updated on the services/ support groups in Newham and nationally via Marvellous Me. Through rigorous monitoring of attendance and welfare/ wellbeing home visits, we can identify children that may be facing difficulties and thus be supported via in school or external services depending on the level of need. Any children facing additional difficulties are supported by the Learning Mentor for well-being sessions/ wellbeing referral to Ark in the Park.

**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.

## Curriculum

How will this help our pupils learn?	What that may look like?
<p>Year groups will design their timetable carefully considering the experiences of the cohort as well as individual needs to ensure it is relevant and accessible by all. Routine is important to our students so elements of core learning skills such as English and Maths will be introduced early on for those who are able to access this.</p> <p>We aim to provide opportunities to boost the children's self-esteem and support them to recognise their strengths and prepare them for learning as 'normal'.</p>	<p>Asking pupils about their experiences of remote learning– what did they like and not like?</p> <p>Some pupils may struggle to maintain the level of concentration required in school and there may be a need for movement breaks to help with this.</p> <p>Finding ways for teachers to reconnect and reach out to their pupils before expecting them to engage in learning.</p> <p>Exploring ways in which they could help pupils to feel comfortable and safe in their classrooms, with their peers and teachers, before the emphasis moves to academic learning.</p> <p>Use of a range of informal assessment for learning strategies in order to provide targeted support.</p> <p>Being active daily, even for a short period of time.</p>

### Clubs

We currently have 14 clubs running for pupils in years 1 - 6 across the week, Reception will attend clubs from the summer term. We were able to offer every child that applied on time a space in a club this term, it has been our highest number we have had so far. 7 of the clubs are run by Premier Sports and the other 7 by our Sports coach or Music teacher, in addition to the current clubs we will have two more after half term starting that will be ran by our teachers (Girls &

Boys football). Alongside our daily sports or music clubs we have breakfast club that runs daily in the school theatre from 8am.

Our physical education (PE) curriculum will continue to maintain a focus on pupils' mental and physical health through building on pupils' confidence, self-esteem and resilience in sport. We have included additional PE activities into the timetable such as daily mile and yoga to increase body awareness and mindfulness. We have been using assessments to identify pupils that would benefit from extra physical activity and offer them first refusal to sports clubs. A Mini Mermaid club has been created with a particular focus to increase participation from girls who are from a disadvantaged background and are reluctant to take part in sports activities. Pupils working at the expected levels and higher attaining pupils are selected for inter-school sporting events. We recognise that pupils who establish healthy lifestyle patterns at a young age will carry them - and their benefits - forward for the rest of their lives.

**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.

**Metacognition**

How will this help our pupils learn?	What that may look like?
Shaftesbury Primary School’s Recovery Curriculum has been specifically designed to focus on and support the development of key learning skills that are likely to have been	Designing specific tasks which help the children to discover their own abilities as a learner, understand which strategies are effective and available within their classroom. Use carefully chosen scaffolding questions to facilitate independent learning.

<p>impacted in recent months, e.g. Speaking and listening skills, learning behaviours and social communication and interaction.</p> <p>Metacognition is the awareness of one's own thought process and will be used to help children become more aware of what helps them learn best. The Recovery Curriculum will be key to developing students' confidence, self-esteem and resilience.</p>	<p>Creating an opportunity to share successes and achievements or to reflect on and process some of their experiences.</p> <p>Celebrating achievements and offering reassurance will help to support pupils during this transition, as some may be worried about not having kept up-to-date with schoolwork.</p> <p>Frequent verbal feedback from staff and peers and discussions about new learning and progress.</p> <p>Addressing common misconceptions and modelling thought processes.</p> <p>Setting goals and targets.</p>
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At Shaftesbury, we prioritise the progression of reading skills through our systematic synthetic phonics programme (Read write Inc), early language development and promoting the love of reading. Our staff receive regular training to enable them to deliver the teaching of phonics confidently. Our systematic assessments are conducted every half term and allow us to recognise progress or identify learning gaps which are immediately acted upon in a form of 1:1 tuition or smaller-group focus teaching that takes place daily. We have equipped all year groups including KS2 with decodable storybooks to ensure phonics is being consolidated by pupils who are still receiving the RWI intervention and to build their confidence whilst learning to read. Currently, YR, Y1 and Y2 pupils are being taught phonics in ability groups to allow them to develop their decoding and comprehension skills at their own pace. In Year 2, pupils participate in daily booster sessions in preparation for Phonics Screening Check. Children are exposed to and have access to a wide variety of books to develop a love of reading. We source our pupils with high quality texts that are

taken home to further supplement the reading practice and extend their vocabulary.

**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.

### **National Tutoring Programme**

At Shaftesbury we have taken advantage of the National Tutoring Programme (NTP) where we can deploy highly qualified teachers to those pupils whose education has been most affected by the Covid-19 pandemic. Currently we have two tutors who work with small groups of pupils on a 1:3 ratio for maximum individual teaching and guidance. The tutors are working within our curriculum but against identified gaps in pupils' learning. Through intense teaching slots they are working over the next six weeks to diminish the gap between a pupil's ability and that of their peer group so that learning is accelerated and they are more on track for expected levels within their year group. Evidence shows that tutoring can boost progress by up to five months, with extensive evidence showing that tutoring is one of the most effective tools to support learning and accelerate pupil progress.

### **Isolation**

Some pupils may still be affected by self-isolation therefore, we continue to renew our online learning and support. We will continue with our remote provision by providing English, maths, reading and topic activities. Teachers will plan and provide resources for those at home mirroring what is being taught in school and all of this information can be accessed via Google Classrooms or as a hard copy home learning pack, if preferred. Teachers or teaching assistants will continue to make calls home to ensure connections are not lost. At all

stages, we will endeavour to continue to liaise closely with those families affected, so that we can provide the very best education during the period of isolation.

This recovery curriculum will be in place supporting learning of all our pupils throughout this time. As a school team, our priorities are supporting children both academically and emotionally and the health and safety of our community.