

Recovery Curriculum

Working together to ensure the very best for our pupils



We recognise that the curriculum will have been based in family homes for a long period of time. We need to listen to what has happened in this time.

We will encourage children to share their experience of school closure and express their feelings

All of our children will feel like they have lost time in learning.

We will make sure that we accurately identify any gaps in learning and focus quality first teaching to support all our children.



We can't expect our children to all return joyfully, and many of the relationships that were thriving may need to be invested in and restored. We have activities planned that aim to rebuild relationships and re-establish friendships.

Our children have been learning in different ways and in different environments.

We will take time to build children's confidence as learners and reintroduce 'learning how to learn'

Children will require space 'to be', to rediscover themselves and to find their voice on learning.

We will work hard to give our children confidence to be back in school and be able to express ideas to move towards an exciting future.

Active learning and the development of physical skills will be interwoven throughout every part of our recovery curriculum

Mr Smythe (Head teacher) introduces the video, the purpose of which is to talk parents through the school's recovery curriculum. https://www.youtube.com/watch?v=dUeYv_vRDQ

The school has worked with Chellaston Infant School and Homefields primary school to develop our recovery curriculum.

The aim of the curriculum and the general approach we are taking to re-integrating pupils into school is to ensure that we follow the five steps in a fairly sequential order. Without, for example, re-establishing relationships and sharing experiences, it would be more difficult to re-build learning skills and so on.

Mr Smythe briefly introduces each step and explains that different members of the school's senior leadership team will be taking you through each part.

Mr Smythe explains that the work has been unpinned by the work of Matthew and Barry Carpenter see... <https://www.evidenceforlearning.net/recoverycurriculum/>

Please now take a few minutes to read through the descriptions of each step above.

Mr Smythe moves on to the second slide.

Re-establish Relationships

Small group work with a focus on play therapy, friendship building and communication between individuals.

New class Dojo groups will be set up before the end of the term. Class teachers will share a video to say hello to their new class.

Once classrooms are set up on the last day of term, staff will share pictures.

Supporting our pupils to rebuild relationships and re learn how to interact with others is hugely important. This will include work on sharing; turn taking; greeting and interacting with others positively; playing alongside and with peers; and responding to familiar and new adults.

A phased return so that there is only half the class in school at a time. This will allow time of the children to begin getting to know each other and teachers will be able to quickly focus on individual needs.

Lots of team building activities to get our class teams working well together

Use of drama games to build group confidence and cohesion

Mr Smythe explains that the first thing for us all to do in the autumn term is to re-establish relationships and that we will use lots of team building activities and small group and focused play.

All children will be put into new Class Dojo teams which will mean that parents can communicate with school and vice versa.

Please now take a moment to read through the rest of the slide above

Mr Smythe now introduces slide 3

Week One								
Phased-Return 1 half classes*	Year 3 9.15am to 11.15am	Year 3 12.45pm to 2.45pm	Year 4 9.05am to 11.05am	Year 4 12.55pm to 2.55pm	Year 5 8.55am to 10.55am	Year 5 1.05pm to 3.05pm	Year 6 8.45am to 10.45am	Year 6 1.15pm to 3.15pm
Monday 7 th Sept to Thursday 10 th September	Y3 Group 1	Y3 Group 2	Y4 Group 1	Y4 Group 2	Y5 Group 1	Y5 Group 2	Y6 Group 1	Y6 Group 2
*Siblings have been organised to be in the same numbered groups (i.e. either morning for group 1 or afternoon slots for group 2). We have done all we can to coincide this with Chellaston Infant school as well. Pupils entitled to Free School Meals will bring a packed lunch home with them.								
Phased-Return 2 Almost full day NOTE LATER FINISH TIMES Friday 11 th Sept	9.15am to 2.00pm Whole class	9.05am to 2.10pm Whole class	8.55am to 2.20pm Whole class	8.45am to 2.30pm Whole class				
Week Two								
Phased-Return 3 Longer full days*	Year 3 9.15am to 3.00pm	Year 4 9.05am to 3.10pm	Year 5 8.55am to 3.20pm	Year 6 8.45am to 3.30pm				
From Week 2 Monday 14 th September to Friday 18 th September	Whole class	Whole class	Whole class	Whole class				
*We will still need to stagger start and end times due to government guidance								
Week Three onwards (From Monday 21 st September)								
The new 'normal'	Year 3 End time 3.00pm	Year 4 End time 3.10pm	Year 5 End time 3.20pm	Year 6 End time 3.30pm				
From Monday 21 st September 2020	Whole class	Whole class	Whole class	Whole class				

Mr Smythe explains that parents will receive the above timetable for the first three weeks in a letter which will have accompanied the link to the video.

Children will return to school in a phased manner. This means that children will return in half class groups named group 1 and group 2.

For the first four days, children will be in school for 2 hour blocks either in the morning session or in the afternoon session.

The rationale behind this is that we cannot admit all 509 children on day one in one go. This would not be safe.

Mr Smythe explains that the processes in place for keeping the school safe and clean will continue into the autumn term, utilising all we have learnt during the last 4 months during lockdown whilst having around 170 children in school.

All children entitled to Free School Meals will be in group 1 and they will receive a packed lunch.

We have done what we can to ensure that siblings (whether at CJS or CIS) are in the same numbered group (i.e. the morning or the afternoon slot). If parents find we have got this wrong, they should get in touch and we will ensure that we get their children in slots in the same half of the day.

From Friday 11th September, children will return to CJS for almost full days.

The start and end times for the first week are staggered to ensure that we can keep children safe.

Mr Smythe reiterates the following about the first week:

The start of school

- Children are starting in bubbles of 16 children
- All pupils will enter via the top playground gates
- Please arrive no earlier than 5 minutes before the allotted time
- We ask that parents do not come onto the school site when dropping off. Whilst waiting, please maintain social distancing,
- Teachers will meet children inside the gates and take the class in together

The end of school

- Please observe social distancing when waiting to collect your child
- The parents collecting children at allotted times will be able to come and wait on the playground in designated areas (which we will make very clear to parents when they arrive)
- Parents will enter through the normal top playground gate, collect their child and exit through either of the two side playground gates. This will all be made very clear to parents so do not worry about having to remember all of the detail.

Please try to park away from the school and walk a little way to bring your child to school and to collect them

In week 2

The start of school

- All pupils will enter via the top playground gates
- Please arrive no earlier than 5 minutes before the allotted time
- We ask that parents do not come onto the school site when dropping off. Whilst waiting, please maintain social distancing,
- Now familiar with their class location, children will come in through the gates and make their way straight to their classes

The end of school

- The arrangements for collecting at the end of the school day will not change from week 1

Arrangements for collecting children will remain the same from week two onwards.

The start of school

- The gates at the top of the playground will open at 8.35am
- **All children** can arrive from between 8.35am and 8.50am – this is a 'window' for arrival which should allow for a steady flow of pupils into school and to ease congestion
- All other morning arrangements remain the same as week two

The end of school

- The arrangements for collecting at the end of the school day will not change from weeks 1 and 2

Mr Smythe hands over to Miss Ballington (Assistant Head teacher) to talk about how and why we'll be encouraging pupils to 'share experiences'.

Share Experiences

Our children have all had very different experiences during lockdown and it is important that they have the chance to share and talk about how they have felt. Sharing positive experiences as well as embracing times that have been difficult will unburden our children and give them chance to recognise that they are not alone in their thoughts and feelings.

Collaborative artwork-pieces done separately to show personal experiences before being put together

Storytelling and writing activities to share experiences and see that other people share some of similar feelings and reactions

Something To Say boxes within classrooms will be a good way for children to share any experiences with a member of staff privately rather than in front of the class.

Opportunities to share emotions. Use of pictures, mood boards, stories and drama to voice feelings. Share the importance that all emotions are okay.

C.J.S. Inclusion Communication Teamwork Learning Confidence

Miss Ballington (Assistant Head teacher) introduces how and why we'll be encouraging pupils to 'share experiences'.

- Once we have re-established the important relationships with the children, they'll be ready to share their experiences.
- All of our children will have had different experiences during lockdown.
- It will be important for the children to share their feelings, if they can, and to tell us how they have felt.
- Some children will have had happy times but not doubt there have been struggles too.
- Sharing their experiences will help them to see they're not alone and that we will listen
- Some children will be happy to talk to the class and some ways in which we will encourage this is through story telling and writing. Children will be able to share feelings through art and pictures
- The aim is to help children to recognise that their emotions are normal and are probably shared by others.
- Those children not ready to share their experiences with the class can talk to staff or complete a 'something to say' slip and pop it in their 'something to say' box. This will be checked regularly and responded to
- Miss Ballington now hands over to Mr Beeston (Assistant Head teacher) to talk about the next piece of the jigsaw.

Re-build Learning Skills

The Learning Pit

Re-establish the growth mindset skills.

Building up the time that children are able to concentrate for – use of active lessons and regular breaks

Building gross and fine motor skills.

Classrooms will be set up to make a positive environment – clear worktops, uncluttered walls, standing desks, and space to lie down to work.

Sensory products that children can access at anytime in the classroom

Mr Beeston (Assistant Head teacher) talks about how we'll go about 'filling learning gaps'.

After the opportunities to share their experiences, it will be important for us to help the children to re-build their learning skills. We recognise that the children have had a long time away from the classroom and the learning environment. They have grown accustomed to having the freedom and flexibility about how and when they have completed the home learning. Therefore, getting used to the pace and the structure of the school day, as well as being focused for long periods of time in a classroom with 30 plus other children is a huge change.

At CJS, we know that our pupils will need time to acclimatise to these changes, before they can be effective learners once again.

Firstly, our classrooms will be set up to make a positive learning environment

- Clear worktops
- Uncluttered walls and displays
- Standing desks and space to lie down to work too
- Sensory products and displays

The children can access these at any time in the classroom.

Secondly, we will use a variety of learning approaches, building up gradually the time that children are able to concentrate for, through:

- Use of active and engaging lessons which will help capture and sustain their love of learning.
- Regular breaks throughout the day to help them focus
- Use of PSHE and mental well-being based approaches which will help to re-establish their growth-mindset skills and to rebuild the skills of resilience and perseverance.

And finally, we believe that by having a phased return, particularly in the first few weeks we we help to rebuild the vital learning skills. It will be a gradual process but one we are very much looking forward to in September.

Together, we will help rebuild our pupils into effective learners.

Fill Learning Gaps

Quickly identifying gaps in learning is essential to be able to plan effectively for our children to make up any lost learning time. Using precise assessment tools to inform our curriculum content is essential. Linking together whole class quality first teaching, focused intervention groups and 1:1 support will make sure that every child reaches their potential.

STEM LEARNING

New curriculum planned to really engage learners. Knowledge organisers given to all pupils for each science and theme topic to help with learning vocabulary and basic facts.

Geography Focus
Explore...

History Focus
Discover...

Art, DT, Music Focus
Create...

English Focus

- All pupils to have support in choosing new reading books.
- Writing for a purpose to excite and inspire our children
- Dedicated TA team to focus on reading.
- Pre-teaching of reading texts ready for whole class guided reading sessions.

Maths focus

- Dedicated time for pre-teaching maths topics to allow greater access to whole class teaching the following day.
- Daily practise of times tables and extended number facts (Strawberry Jam)
- Cyclic approach to maths topics.
- Maths taught in classes to allow for catch up moments during the afternoon.

Shine

Detailed gaps analysis and individual/group intervention plans to support pupils to fill gaps in learning.

C.J.S.

Established Relationships, Class Experiences, Quality Learning Time, 1:1 Learning Time, Review and Confidence

Mrs Price (Deputy Head teacher) now introduces the ways in which the school will look to fill the learning gaps created by the school closure for the majority of the pupils.

Once we've settled back into school routine, we'll start to be able to introduce some more subject specific learning.

Lots of you will have been used to using Bug Club and TT Rock Stars as part of your home-learning and we'll continue to use those within school too.

On top of that we're going to start thinking about using assessment tools to be able to spot any gaps in learning we might have. Some of those might be for the whole class because they have missed out on a whole section of learning. Or it could be something that small groups or individuals haven't got to grips with. It really doesn't matter because we have some many different ways that we will be able to help move our children's learning forward.

We will have very focused teaching within the whole class. We will also have lots of intervention groups run by our experienced team of Teaching Assistants.

The intervention groups will be part of catch-up programmes and they'll also focus on pre-teaching, making sure that a group of children have total confidence in their previous learning so that when they come to the lesson the next day, they're able to build on what they already know.

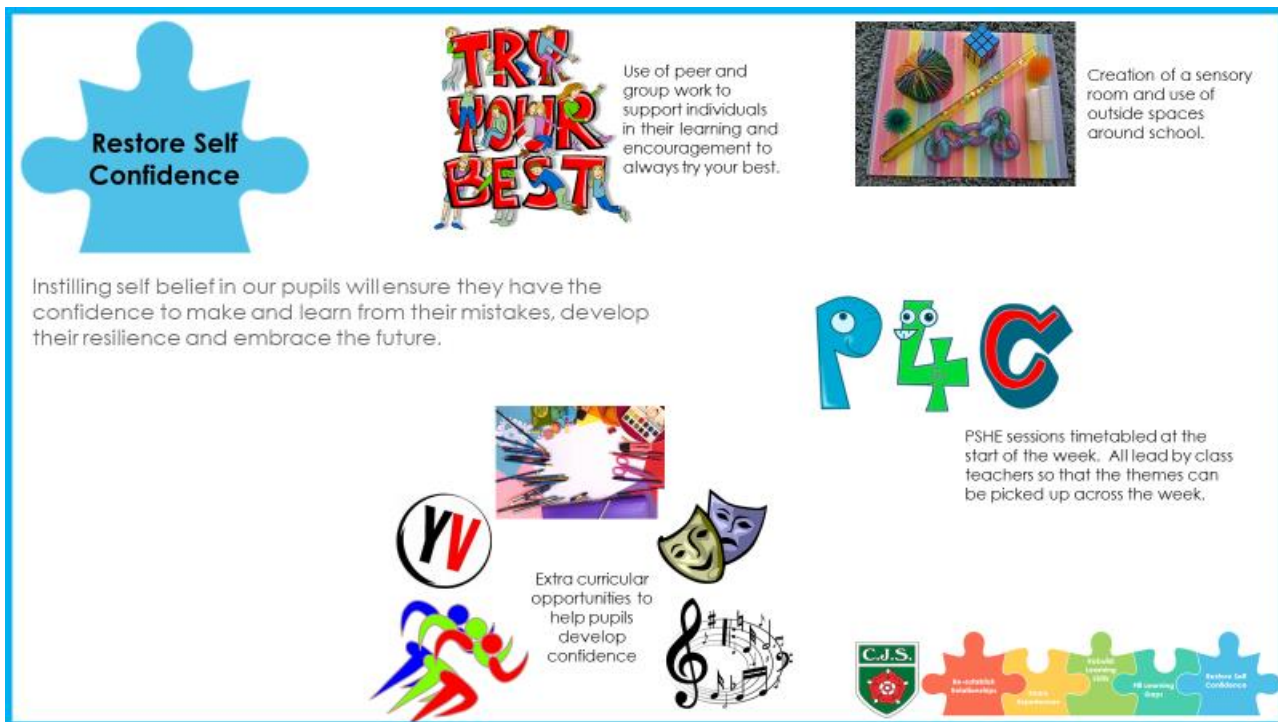
Everybody will be taking part in our daily practice such as:

- Daily reading – lots of opportunities to listen to books, having a story read as a whole school assembly and focused reading to look at a particular skill.
- Also, our maths daily practice; things like strawberry jam and lemon curd where we get to practise our times tables and extended number facts.

Obviously, the curriculum is not just about English and Maths and, at CJS, we've worked really hard during the whole of lockdown to put together a new, exciting curriculum. We're going to kick that off with a whole school focus on Geography, looking at exploring different parts of the world and seeing what else is out there.

It's really important that we bring our learning to life and make sure that we're using those reading, writing and maths skills across the curriculum so that we can ensure that everybody is totally confident and that they know what they are doing to move their learning forward.

Confidence is the final piece of the jigsaw, so I'll hand over to Mrs Stephenson (Assistant Head).



Mrs Stephenson (Assistant Head teacher) now talks about the final piece of our recovery curriculum jigsaw, restoring self-confidence.

Getting to know the children in September will be our main priority, ensuring that the children can feel happy and settled at school. Instilling self-belief in all our pupils is essential in order for them to learn. This will give them confidence so that they can:

- Learn from mistakes
- Develop resilience
- Embrace the future

We will support the children in a variety of ways and use peer and group work as part of their learning. Children will be encouraged to do their best in all aspects of learning.

From September, there'll be a sensory room which is a dedicated space for children to have some time out of the classroom or some 1:1 time with an adult.

There will also be some time-out spaces around school for children who need it.

PSHE lessons will be taught at the start of each week by the class teacher. This will create a brilliant opportunity for children to express their thoughts and feelings.

When it is safe to do so, we will offer a variety of extra-curricular activities to further develop the confidence of our pupils.

I hope you've found this presentation informative and we're looking forward to seeing all of our children back in September.