

Abbots Farm Junior School: Recovery and Re-Engagement Curriculum – September 2020

We have been considering what the curriculum should look at like at Abbots Farm Junior School for our children in the coming year following the significant disruption to school and family life during the Coronavirus Covid-19 pandemic period. We have used guidance from a wide range of national sources as well as our own local authority to develop a “Recovery and Re-Engagement Curriculum” to help the transition of all children back to school. The “Recovery and Re-Engagement Curriculum” acknowledges that the children’s learning and progress has been significantly disrupted during the first half of this year. We are also very aware of the 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. Children will perhaps have experienced these aspects all at once and in a sudden and unplanned fashion which can leave children feeling vulnerable. Equally whether we have intended to or not, children will have been exposed to adults who are anxious and may not be acting in their normal way or maintaining the normal routines which they are used to.

To help us support children with this, our “Recovery and Re-Engagement Curriculum” will focus on promoting and developing our School values of Ambition, Healthy Body and Mind, Reflectiveness and Resilience; developing these through the themes of ‘Learning and Progress’, ‘Positive Relationships’, ‘Enjoy and Achieve’, ‘Feelings and Behaviour’ and ‘Physical Health and Wellbeing.’



From the start of the Autumn term, the school will continue to teach an ambitious and broad curriculum in all subjects. The timetable for the first two weeks will focus on supporting the children’s return to school with allocated time slots for daily reading, writing, phonics and maths, as well as a strong focus on re-engaging with friendships and developing relationships within their new year groups. The time allocated to reading, writing, phonics and maths will be a key morning focus to ensure the curriculum reflects the academic and educational needs of the children, as well as re-establishing good learning routines.

Health and wellbeing will form a significant part of our recovery curriculum, with the newly implemented relationships education taking a more prominent role within the daily life of pupils and staff. Developing a whole-class and whole-school approach to managing our mental health and building positive relationships forms a key component of children’s ability to ‘re-engage’ with school, supporting them to feel safe and secure, and to feel empowered to express themselves.

Curriculum planning will be informed by combining and comparing historical knowledge of children’s prior attainment and progress, their observed engagement during the first lockdown period and their return to school. Staff will identify further gaps in learning and retention in their knowledge and skills over the first 5-6 weeks of term by making use of assessment (for example, quizzes, observing pupils in class, talking to pupils to assess understanding, looking at children’s work, 1:1 reading). These in-class assessments will then be followed up by baseline assessments undertaken prior to half term. Following the assessment of all children, targeted and rigorous intervention will be put in place for identified children.

Learning and Progress

What will this area help the children to learn?

Time will be allocated in the daily timetable to teach an ambitious and broad curriculum in all subjects which will enable all children to learn new knowledge, skills and to catch up. Most importantly, our curriculum will be realigned to enable the use of wider curriculum topic choices to help children use and apply the key skills in English and Maths through enriched cross curricular experiences.

What that may look like?

- Children in all year groups will have the opportunity to catch up on all previously missed National Curriculum objectives for the year group they left as part of Quality First Teaching
- Assessment for all children to identify gaps and to establish in class interventions and catch up programmes
- Focus on key skills in core subjects with these being revisited and applied through cross curricular topics
- Adapted long-term plans for specific curriculum areas (e.g. PE, Music) to reflect COVID-19 guidelines and/or gaps in learning sequence
- Daily reading, writing, phonics/SPaG, maths and wider curriculum lessons
- Intervention groups in class for identified children in need of enhanced 'catch up'
- Establishing a 'blended learning' model using online learning platforms

Positive Relationships: Supporting children to build positive relationships with others

What will this area help the children to learn?

"Relationships are at the heart of creating environments which support good mental health and wellbeing for our children and young people" (Barnados, 2020).

For our children, it will be important for them to feel listened to and to process their emotional experiences of lockdown; discussing what happened, how it affected them, what sense they made of it and how they managed it. Talk time with a trusted person and in a safe environment will therefore be a crucial element of the recovery. In addition, the children will complete activities to connect with the children and staff in their class.

What that may look like?

There will be opportunities within the day where the focus is on rebuilding relationships with peers and adults. This may be in the form of:

- 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 and songs
- 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
- Weekly Get Set for PE sessions led by a specialist teacher with a focus on skills linked to mental wellbeing and social skill development (social cog)
- PSHE will have a prominent position within our curriculum enabling children to recognize their feelings, talk about their experiences and be exposed to strategies to support with this
- Safety work about who keeps us safe and who can keep us safe at school and at home and in the community
- Safety work about how adults can help us
- Activities that link to children's interests
- Working in partnership with parents/carers and providing/signposting the relevant pastoral care (regular information is disseminated on the different communication platforms)

Enjoy and Achieve: Supporting children to enjoy and achieve

What will this area help the children to learn?

It is important for the children to experience re-engagement with school life, be ready to learn and continue to have opportunities where they feel and celebrate success. This will be within the children's abilities and easily accessible. We recognise that when children have experienced loss or trauma, their abilities to learn new concepts can be more challenging so lessons, and other experiences at school, will be planned with this in mind, to enable the children to feel success in their learning. We will celebrate the children's achievements through verbal praise, stickers, certificates, merits, badges and awards like "Best Work Stamps" and "Learner of the Week."

What that may look like?

- The curriculum and school day have been designed so that pupils will be provided with opportunities to experience and re-establish familiar routines, re-connecting them with school life
- We will be providing engaging, enjoyable activities through the wider curriculum where children can build on previous learning and feel proud of their achievements
- Children will have missed out on many opportunities that they are naturally exposed to at school such as peer play, active opportunities and experiences which develop their cognition and learning. These will be built into each day to support children to have a broad range of opportunity, experience and enjoyment through both independent and collaborative learning
- Achievements of the children will be recognized and celebrated: these could be academic, individual or group achievements

Feelings and Behaviour: Supporting children to manage feelings and behaviour

What will this area help the children to learn?

Time, and established pastoral care, will be available to support children's emotional development and equip them with the confidence to manage their feelings and behaviour appropriately. This provision should enable the children to settle, to feel safe, to concentrate, to be curious and to be willing to work alongside their peers and work in collaborative ways. Through our carefully targeted pastoral care provision, we aim to encourage, develop and nurture the children's resilience. The Pastoral Coordinator and year group assigned Pastoral Support Staff will be working alongside teaching staff to provide comprehensive support to all and targeted individuals

What that may look like?

- There will be clear routines, including the use of visual timetables, so pupils know what is happening each day and at each part of the day
- There will be regular 'circle time' sessions where we explore and express emotions, supporting pupils to share their feelings as well as modelling processing and talking about emotions linked to this experience
- PSHE will have a prominent position within our curriculum enabling children to recognize their feelings, talk about their experiences and be exposed to strategies to support with this
- Experts from other professionals, such as STS/Place2Be/CAMHs, will be used to provide both group and individual sessions as necessary
- Lots of opportunities for pupils to practise their communication so that they are able to feel like they have a voice and are able to express their wants and needs

Physical Health and Wellbeing: Supporting children's physical health and wellbeing

What will this area help the children to learn?

Physical activity is key to supporting children's social and emotional wellbeing, including healthy lifestyles. Provision will ensure that the children will have opportunities to re-engage with physical health and wellbeing routines as well as learn new routines which will support children to keep safe and enable infection control.

What that may look like?

- Further embed handwashing and good hygiene practices, including "Catch it, kill it, bin it"
- Hygiene sessions built into the timetable and daily routines focusing on handwashing, being independent and looking after yourself
- As part of their return to school and transition to a new class, we will be planning in time where children are able to explore and reinvestigate their environments to become familiar with what

might be different (i.e. one way systems in school, different markings/signage in school, different access to resources in the classroom, new hygiene measures) and understanding these differences will be supported appropriately

- Adapting to new classrooms, new and different routines as well as using areas of the school that may not be familiar and being in an environment and with staff that are new
- Keeping and maintaining social distancing within the current guidelines
- Weekly Get Set for PE sessions with a focus on skills linked to mental wellbeing and social skill development
- PSHE will have a prominent position within our curriculum enabling children to recognise their feelings, talk about their experiences and be exposed to strategies to support with this. Children will be taught the vocabulary of feeling in order to talk about them
- During the first half term, we will be identifying opportunities for children to reflect and share their experiences during the pandemic, consider their mental wellbeing and offer ideas and strategies to relax and release tension. They will also be participating in additional physical activities during this time, which will vary for the different year groups