



Brinsley Primary and Nursery School, Moor Road, Brinsley, Nottinghamshire. NG16 5AZ
www.brinsley.notts.sch.uk

A Recovery Curriculum Brinsley Primary & Nursery School

September 2020 to July 2021 (and beyond)

Purpose & rationale:

As we prepare for all children to come back to school in September 2020, it would be wrong to pretend that Covid-19 and lockdown had not happened and everything would immediately return to "normal."

Without a doubt many children will come back to school changed from the way they were before. All children will have had a different experience and this will be reflected in how they react to school's return. As a school we believe that in order to 'catch-up' any potential gap in learning that many children will have, we must also address any social and emotional issues that remain from the past months. Consequently our recovery plan is twofold, as the diagram below illustrates.

We are also planning for any potential future closures with a tried and tested strategy for home learning.

What does the recovery curriculum look like?



“The devil is in the detail:”

- A Recovery Curriculum: Loss and Life for our children and schools post pandemic¹
 - o Authors:
 - Barry Carpenter, CBE, Professor of Mental Health in Education, Oxford Brookes University, UK
 - Matthew Carpenter, Principal, Baxter College, Kidderminster, Worcestershire, UK
 - o Professor Barry Carpenter has developed the Recovery Curriculum. It is a way for schools to help children come back into school life, acknowledging the experiences the children have had. At BPS we want children to be happy, feel safe and able to be engaged in their learning. We have decided that a way to achieve this for the children is to acknowledge the importance of helping them lever back into school life using the following 5 Levers:
 - **Relationships (Lever 1)**: We will not necessarily assume that children will return to school happily. Many of the previous relationships with friends, teachers and other supporting adults will need to be invested in and restored. This is all the more important as the children will have new teachers and TAs in September. We will specifically plan for this.
 - **Community (Lever 2)**: We recognise that much of the children’s education will have been based at home for a significant time. We will talk to the children and parents about this experience so that together we can transition back into school. We will also ask families about what works for them in terms of home learning.
 - **Transparent curriculum (Lever 3)**: Children may well be confused about why we are doing certain things at school. They may feel anxious that they have ‘lost precious time.’ We will seek to allay this anxiety by explaining what we are doing and why.
 - **Metacognition (Lever 4)**: The children will have been learning in a different environment, using a variety of tools and in a range of different ways. We will acknowledge these differences and cater for a range of styles of learning.
 - **Space (Lever 5)**: We will provide children the space and the time to rediscover themselves and their place in the school and in the wider world.
 - o We will identify those children (SEND, disadvantaged, Social Care involvement, etc.) who may find the adjustment on return to school the most difficult. A plan will be put in place to support this adjustment – things like social stories, a walking bus, ELSA support, etc.
 - o *It is likely that adverse experiences and/or lack of routines of regular attendance and classroom discipline may contribute to disengagement with education upon return to school, resulting in increased incidence of poor behaviour [Guidance for full opening – schools].* CPD opportunities, staff meeting time, etc. will be allocated in the Autumn term to discuss strategies and methods to appropriately meet this increase in need.
- An academic plan of recovery:
 - o The government have stated the aim: *...to return to the school’s normal curriculum in all subjects by summer term 2021: Substantial modification to the curriculum may be needed at the start of the year, so teaching time should be prioritised to address*



¹ <https://www.evidenceforlearning.net/recoverycurriculum/>



significant gaps in pupils' knowledge with the aim of returning to the school's normal curriculum content by no later than summer term 2021.

- Based on EEF: Covid-19 Support - Guide For Schools²
- The first step in any academic plan for recovery will be an analysis of any deficit in the first place. This will be done through:
 - Good transition i.e. communication between previous teacher and new teacher
 - An initial period of observation i.e. as is already good practice in the Early Years (baseline assessment). This will be adopted further up the school.
 - The use of assessments and question level analysis to identify gaps – school already use NFER tests, this would just be an expansion of that process.
- Teaching and whole-school strategies
 - We will make sure that effective monitoring supports and informs good quality CPD, which in turn supports excellent Quality First Teaching.
 - All forms of assessment (summative and formative) will be used surgically to inform teaching. Effective feedback will be used to support children in improving their own learning.
 - Teachers will find innovative ways to support transition given that a lot of the traditional ways will no longer be available i.e. video tours, letters of introduction, meet the teachers meetings (online), etc
- Targeted Support
 - One to one and small group tuition will be especially useful given the government pledge to support this financially. More detail to follow, based on the level of financial support to BPS.
 - Intervention will focus on the gaps in learning primarily around maths and English. These interventions will be delivered over an extended period of time to individuals or small groups and will support wider classroom content. The interventions we use may also focus on learning behaviours or emotional regulation i.e. ELSA, positive play, etc.
- Wider strategies
 - It will be important to support families, particularly those of disadvantaged children. There will be a chance that some families will have issues with attendance and engagement. Regular communication and support (rather than punitive, at least initially) will be needed with these families.
 - Access to technology and the ability to independently use technology to access home learning has been key over recent months. Every opportunity will be made to make sure children are confident with the different applications and platforms needed to access home learning. This will support learning in the event of closure, but also support homework.
 - Holiday programmes will also be used to benefit children, including the most vulnerable children, in terms of their social and emotional needs. This will inevitably have an impact on their academic progress. BPS will use a combination of their own staff as well as staff from Next Level Sports to deliver this.
- Home learning – a contingency plan:
 - DfE guidance states:

² <https://educationendowmentfoundation.org.uk/covid-19-resources/covid-19-support-guide-for-schools/>

- *In developing these contingency plans, we expect schools to:*
 - *use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos, and that is linked to the school's curriculum expectations*
 - *give access to high quality remote education resources*
 - *select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback, and make sure staff are trained in their use*
 - *provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access*
 - *recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support, and so schools should work with families to deliver a broad and ambitious curriculum.*
- *When teaching pupils remotely, we expect schools to:*
 - *set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects*
 - *teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject*
 - *provide frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/or videos*
 - *gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work*
 - *enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding*
 - *plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers*
- The benefit of having this plan ready is:
 1. To support learning that goes on in school at home – i.e. homework
 2. To provide an effective alternative to school if school is closed at any point in the future, insuring there is not a further significant drop in academic progress.
- Early Years/KS1: The medium term plan will easily transfer and be deliverable through home learning i.e.
 - There will be a weekly plan/timetable of what is to be achieved over the course of a week (or possibly 2 weeks)
 - Included with this plan will be spellings, phonics, worksheets, etc.
 - Class Dojo³ will continue to be used as a means of communication as well as a place to send work and receive feedback – through the portfolios.
 - There are other online tools that have been tried and tested: Bug Club (FS2), Oxford Owl (FS1), Phonics Play, White Rose maths, etc.
 - It is possible to ensure that the 7 areas of learning are covered through home/online learning.
 - Paper packs will still be available for those families without access to IT.
 - Regular opportunities will be found for face to face (Zoom, etc). Actual online teaching will also be provided/signposted by teachers, not least including the resources available from Oak Academy.⁴

³ <https://teach.classdojo.com/#/schools/573f5f59ad7044602856ad4f/story>

⁴ <https://www.thenational.academy/>

- KS2: The medium term plan will easily transfer and be deliverable through home learning i.e.
 - There will be a weekly plan/timetable of what is to be achieved over the course of a week (or possibly 2 weeks)
 - Class Dojo will still be used as the primary means of communication with parents.
 - Full lessons will be put on line through SeeSaw.
 - Other platforms will be used i.e. White Rose maths, Times Tables Rock Stars, Bug Club, Hour of Code, Myleene's Music Class, etc.
 - Feedback will occur through the SeeSaw platform.
 - Paper packs will still be available for those families without access to IT.
 - Regular opportunities will be found for face to face (Zoom, etc). Actual online teaching will also be provided/signposted by teachers, not least including the resources available form Oak Academy.⁵



⁵ <https://www.thenational.academy/>