



ULEY C. OF E. PRIMARY SCHOOL

COVID RECOVERY CURRICULUM PLAN

They are like trees that grow beside a stream that bear fruit at the right time and whose leaves do not dry up. They succeed in all they do. Psalm 1:3

The Covid-19 pandemic will have affected and impacted on us all and for some of us this will be life changing. At Uley School we recognise that our children and families will have very individual and diverse lived experiences. This is at the forefront of how we have planned our recovery curriculum. This plan was written in readiness after the first lockdown as but as the pandemic moves and changes, so do we and we learn more about the staff, children and families and how we all have to adapt and change.

From experiences with our Reception Year 1 and Year 6 children from the first lockdown and the critical worker and vulnerable children from the latest lockdown and the children at home remote learning, we have seen the incredible resilience of our children and families and children's ability to adapt and change. They have brought a joy with them into school and from home through the hardest of times. Throughout these unknown times we have learnt the importance of not planting worries in our children's minds and to only address them when or if they arise, therefore with each national lockdown, with each class self-isolating and with each individual family self-isolating; we see each circumstance as forever changing and adapt support accordingly.

However, we know that for some of our children, they will be bringing with them experiences of loss, anxiety, change and in some cases the fear of the unknown and the existence of the virus.

As we plan for the return of the children after each lockdown, we need you to be aware that these are plans that may be subject to change, as they hinge on Government guidelines, the operational capacity of school and the needs of the children and families. The basis of our recovery curriculum however, will not be as uncertain. We empathise with each family circumstance and plan for the wellbeing of all pupils. Providing support to transition all pupils back into our school is our priority.

Filling children's gaps is key, but what gaps are we filling? And what are we catching up to? These are questions that Uley school is constantly asking itself. At the heart of our approach will be the children's wellbeing. We know that children will return to us at a different places, and not just academically but socially, emotionally and mental health and well-being too. We envisage all children will have gaps whether they have been in school or at home remote learning.

We will continue to empathetically develop a recovery curriculum to help our children make sense of their lived experiences and to make the transition back after each lockdown to being efficient and effective learners within school which enables all children to Live, Learn and Flourish. .

Barry Carpenter, CBE, Professor of Mental Health in Education, suggests that a recovery curriculum for the COVID 19 pandemic, should be underpinned by the notion of loss. Here he outlines the 5 key losses which he feels may have impacted children during the Covid 19 pandemic.

Our School Vision

Live – Learn – Flourish

-  Live: at home, in school, and in our local community
-  Learn: about self, others, and our ever-changing world
-  Flourish: be the best we can be in all that we do

Our School Mission

-  We give all – pupils and staff – the opportunities and encouragement to be the best that they can be
-  We create an environment that has the right balance of challenge and support
-  We deliver a curriculum that is right for our school, inspiring and motivating all, and embracing new ideas
-  We apply our core Christian Values of Trust, Friendship, Compassion and Wisdom in all that we do
-  We develop strong and effective partnerships between pupils, staff, governors, parents and the wider community
-  We strive to ensure that all flourish within a moral framework built on Christian values and the Diocesan vision “I have come that they may have LIFE, and have it to the full”. (John 10:10)

ETHOS STATEMENT

We believe that everyone should be given the opportunity and encouragement to be the best that they can be. To this end, we strive to create the right environment, deliver the right content, and embrace new ideas. We apply our school values of trust, friendship, compassion and wisdom to enable every individual to flourish within a moral framework built on Christian values. We believe that this can only be achieved by developing partnerships between pupils, staff, governors, parents and the wider community.

Our value of Friendship

Lever 1: Relationships – Supporting pupils to rebuild positive relationships and re learn how to interact and build relationships with others including; sharing, turn taking, greeting and interact with others positively. This will be achieved through plenty of positive social interaction for example; team games, games and activities which require turn taking and sharing, as well as learning to keep safe and secure in school

- Pre-return communication with pupils and parents (transition resources) / updated website information.
- Review safe hands and the adults that keep us safe.
- Scarf Resources.
- Ed Psychology Team Resources and toolkit.
- Structured transition for Reception pupils to replace missed opportunities such as seeing the school building.
- Team building group opportunities within class bubbles.
- Worship schedule targeting values where the school staff deem a priority such as hope/courage and/or our Christian School values – friendship, trust, wisdom, compassion
- Provide opportunities to talk about shared experiences.
- Use school positive behaviour policy and a restorative approach.
- Provide a predictable and secure routine and timetable.
- Prepare children who have remained on site for the arrival of others.
- Teachers are open to supporting pupils who want to talk about their experiences during lockdown and remain aware of the importance of these discussions.
- Model friendship skills for new starters in the Early Years.
- Educate children about the virus to address potential bullying.
- Ensure you let children know why pupils are not back to let them know that they are safe.
- Have regular check-ins with pupils about their hopes and worries to normalise their emotions and manage expectations. Be optimistic about the future but also realistic.
- Develop the use of areas in school to increase interaction among students and staff. This could involve facilitating discussions on various health and mental health related topics pertinent to the crisis.
- Provide additional pastoral care for those who require it.
- Build relationships or reconnections with key adults
- Provide support to the most vulnerable children and young people in school that are not emotionally stable and resilient.
- To develop relationships between buddies across the school with particular focus on Year 6 and reception, by providing opportunities for buddy time virtually and outside.
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<p>Our value of Compassion Lever 2: Community– We recognise that your child’s learning has been based at home for a long time. We will listen to what has happened in this time.</p>	<ul style="list-style-type: none"> • Support families to manage sleep/ wake routines and gradually return these to normal prior to starting at school again. • Encourage them to talk about things they enjoyed at school and have fun activities to look forward to when they get home, spending time together as a family. • Ensure clear communication to families and use social stories for those who need them. • Identify pupils whose social and emotional wellbeing might have been adversely affected. • Build in community lockdown learning to create a meaningful link into the curriculum for pupils. • Provide support for parents who may have continued anxiety regarding return to school. • Teach safe practises for social distancing, hand washing, movement around the school, catch it – kill it – bin it and safe use of resources to set boundaries and expectations. • School uniform to be worn to re-build whole school community and the strong ethos of Uley as a team (compassion shown for those unable to acquire new uniform and may need some support). • Look to provide wrap around care where possible whilst maintaining social distance guidelines. • Support parents to understand the statutory guidelines regarding attendance. • Share information regarding contingency plans for regional lockdowns, class/individuals self-isolating.
<p>Our value of Wisdom Lever 3: Curriculum – Staff will plan their reintegration, taking into account child and family experiences and what is important to each individual.</p>	<ul style="list-style-type: none"> • Allow a period of re-engagement before starting any formal assessment through our Live, Learn and Flourish opportunities. • Plan against what children remember and what they’ve forgotten rather than what they should have learnt during this time. • Use track back documents for literacy and maths to support planning. • Refer to DFE Teaching Mathematics in Primary School document and school progression sheets for subjects. • Build in 30 minutes active exercise each day (Jumpstart Jonny/daily mile etc). • SENCO to provide social stories to pupils (as required) with SEND/Mental Health needs (Routines/environmental changes). • Teachers will maintain a broad and ambitious curriculum for all pupils. • Areas of the curriculum including RE, are evaluated by each year group to establish a re-starting point and whether subjects need a development plan going forward. • Strong focus on teaching phonics, reading, vocabulary, writing and mathematics more often and through a cross-curricular approach.

	<ul style="list-style-type: none"> • The school will prioritise outdoor sports. • The school will resource catch-up support for identified and vulnerable pupils via the government’s scheme. <p>In the event of teaching a remote curriculum teachers will (see Remote Learning Policy):</p> <ul style="list-style-type: none"> • Set an ambitious, well sequenced curriculum to build up knowledge and skills incrementally. • Use consistent online tools. • Provide printed resources where needed or the loan of technology. • Work with SEND families to support access to a broad and balanced curriculum. • Teach in a purposeful way using a mixture of resources including the use of resources or videos and the continued use of some of the Oak National Academy and BBC resources where appropriate. <ul style="list-style-type: none"> • Reception children and current Year 1 will not have participated in the ‘usual’ school events or had access to the whole school building – to be sensitive and compassionate by considering this for when we eventually open up to some normality. <ul style="list-style-type: none"> • Some children will not have had the opportunity to participate in whole school worships, church services etc. A plan to be considered and created to develop a period of transition once schools can begin to re-open and mix classes.
<p>Our school value of Trust Level 4: Metacognition – The Recovery Curriculum has been specifically designed to focus on and support the development of key learning skills that are likely to have been impacted in recent months, e.g. listening and attention skills and social communication and interaction. The Recovery Curriculum will be key to developing students’ confidence, self-esteem and resilience.</p>	<ul style="list-style-type: none"> • Plan clear routines, share these in advance, include phased returns, with gradual increase in structured routines to allow pupils to be able to understand and plan their learning. • Provide predictable routines through the provision of visual timetables at a whole class level and, where applicable, at an individual level as well. • Be explicit about what is new and what is different and explain why, where possible. This will help them to make the connection between the two and reassure children as there are things that they can hold onto. • Set clear expectations for students. For example, this can be supplemented by the use of timers, now and next boards and providing information about the number of questions to answer or sentences students are expected to write. • Use mind-mapping to revisit and formatively assess prior learning / learning remembered. • Teachers will re-build focus slowly and provide short periods of focus which are broken up with mindfulness/sensory breaks for all pupils.

	<ul style="list-style-type: none"> • Weekly small group, individual and whole class check-in. • Re-establish RAG rating at morning and afternoon registers – pupil check-ins
<p>Lever 5: Space – Creating space to allow for creative elements of the curriculum such as creative arts and sport.</p>	<ul style="list-style-type: none"> • Staff deliver a consistent message that we’re learning rather than catching up. (Children have not fallen behind). • Support pupils to set their own realistic targets (SMART). • Recognise new possibilities (e.g. use of technology). • Focus on personal strength (e.g. maintaining personal wellbeing during lockdown). • Learn from spiritual change (e.g. appreciating the small things). • Teachers will use praise consciously to support the regrowth of pupil’s confidence in learning. • Use of SCARF resources to continue the school’s importance on positive mental health and wellbeing. • Build opportunities for success across the curriculum. • Recognise individual strengths. • Build space for pupils to celebrate their successes with the school community. • To utilise the outdoor space and allow time for the children to access outside in order to appreciate the world. • To increasingly use the community space if it is safe to do so – millennium field and church grounds for children to make links with the community that haven’t been able to happen due to lockdown.