



COVID CATCH UP RECOVERY CURRICULUM 2020/21

Why do we need a Recovery Curriculum Plan?

The Coronavirus pandemic occurred extremely swiftly and impacted across every layer of society without discrimination. The country moved to a period of lockdown, initially schools only remained open to children of key workers or vulnerable children, and families were forced into extraordinary circumstances. The situation has been life changing and the social and emotional development of our children will have been disrupted by trauma loss and change impacting on their wellbeing.

At Quorn Hall School, we have been providing a very blended learning curriculum which has allowed us to meet the SEMH needs of pupils both in school and at home. Pupils have been able to access both academic support and therapeutic support while onsite or at home.

We have, however, reviewed current literature and evidence in order to understand how to support our pupils' post pandemic to return to school; to begin to bridge the gaps within their education, and also to help support building relationships again at school.

The return to school may be the first contact that pupils have had with each other in many weeks or months. Launching straight back into the usual timetable is likely to be challenging, as pupils have had a long period of time away from the usual daily routine. They may also have lots of thoughts and questions about their time away from school. Of course, there is also a need to make sure pupils begin catching up on work they have missed.

Gradually phasing in lessons, balancing more academic lessons with creative and vocational ones, could be one approach.

All children should be given opportunities to discuss their experiences of lockdown. This should be done through informal chats, question and answer sessions and regular discussion sessions. However, where individuals or small groups of children are in need of further support, teachers/ staff should discuss concerns with the SLT/Therapy Team. Small group mentoring sessions will be timetabled through our Head of Curriculum, Teaching and Learning.

Where more specific/ bespoke support is required, 1:1 Thrive sessions and approaches will be used or a referral to our Student Support Team may need to be made.

Each week each class will focus on a discussion around mental health and well-being in their PSHE sessions. Stories available through the Jigsaw framework for PSHE will be used with all children as a basis for discussions and reflections. Teachers should allow additional time after these assemblies for children to talk further.

To support our 'transparent curriculum', it is crucial we baseline accurately, using a variety of assessment methods to ensure we can identify each pupils' starting points and gaps in learning on their return. Unfortunately for our pupils the absence of school routine may mean many of them will fail to recall previous learning. Regular on-going assessments will need to be carried out carefully and sensitively so our pupils are not overwhelmed or become anxious.

Meetings will be held in each Key stage to establish development plans to ensure progress starting from week commencing 29th March 2021.

Subject leaders, along with consultations with pupils, will identify skills and knowledge that are not scheduled to be covered again in the curriculum and ensure these are included elsewhere within their schemes of work. Teachers need to be mindful that some skills and understanding will not be secure for pupils and ensure they plan activities and lessons where these can be recalled. 'Retrieval learning' will be highlighted by staff to the Head of Curriculum and Teaching and Learning as part of the agenda at the weekly curriculum meetings.

As we support this return, gradually and safely, our attention shifts much more towards helping children come back to us and each other with a healthy mind and body and we will provide a balanced curriculum of how to learn best with what to learn.

We will follow a nurturing principal and use the five key levers to recovery model taken from the work of Barry Carpenter (2020).

The five key levers to the recovery model:

- *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.*
- *Lever 2: Community – we must recognise that curriculum will have been based in the community for some of our pupils, for a long period of time. 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.*
- *Lever 3: Transparent Curriculum – some 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.*
- *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.*
- *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*

Barry Carpenter, CBE, Professor of Mental Health in Education, Oxford Brookes University explains why a Recovery Curriculum is necessary to successfully transition children back to school.

Click here to read more.

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

<https://barrycarpentereducation.files.wordpress.com/2020/04/loss-and-recovery-think-piece-1.pdf>

At Quorn Hall School, which is a predominately SEMH needs school, the levers described above help to provide a solid basis to what our recovery levers will be and how we will ensure we support our pupils effectively on their return:

Relationships

Supporting pupils to rebuild relationships and re-learn how to interact and build relationships with others including sharing, turn taking, and greeting and interacting with others positively, play alongside and with peers, know which adults help them and can support them. At Quorn Hall School we want to transform a child's experience at school, provide structure and ensure we are delivering content in the most effective way. It can also help rebuild relationships by fostering collaboration, empathy, confidence and self-expression.

In class, during PSHE lessons, teaching staff will teach topics that explore relationship themes. We will endeavour to apply a sequence of learning that is evident in our curriculum content so that children meaningfully revisit and build upon their knowledge, skills and understanding. During many lessons, there will be regular opportunities for children to work together on purposeful, absorbing and rewarding tasks helping to provide challenges and allow them to be innovative and find solutions. Across the curriculum teachers will be able to identify themes that can run throughout our topics and deepen pupils' understanding.

Community

Communicating with parents/carers will enable us to be sensitive to pupils' needs and enable all to support them at school. Pupils from different families and communities may have experienced the lockdown in different ways.

The curriculum can help pupils tell their stories, strengthen their sense of self, family, community, and place in the wider world. The recovery curriculum will allow time for individual pupils and families to tell their lockdown stories. We will adapt curriculum content to reflect this or be flexible with our delivery.

During our Vote for School sessions and English lessons, teachers will model good speaking and listening skills and empower pupils with the emotional vocabulary they need to be able to express their thoughts and feelings.

Regular PSHE sessions will cover themes such as identity, personal feelings, similarities and differences and community belonging. Using high quality resources, teaching staff will be able to engage pupils in stories, games, songs, discussion prompts and videos throughout the timetable, this will

reflect cultures within and beyond our community. Teaching staff will share relevant themes and discussions with parents/carers to help with the transition between home and school.

Transparent Curriculum

Our flexible blended curriculum has allowed us to help pupils to regain their confidence in learning when returning to school.

Teachers and teaching assistants will be able to identify gaps in learning and knowledge that will identify significant curriculum coverage that children have missed during the national lockdown. These include subject key skills and knowledge that need embedding within the subject's scheme of work.

Teachers will reinforce learning in key basic skills including mathematics, phonics, speaking and listening, reading and writing. The planning of the curriculum will support the steady development of the learning that has been missed or elapsed.

SLT and Area Leads will identify missed areas of development that need to be revisited during the transition back into school. These areas will be identified in the scheme of works for each subject lesson. Where and when appropriate, during Getting Ahead sessions, teachers and teaching assistants will use quizzing and child-friendly testing to assess where extra support for key skills, such as reading, are needed.

CPD training is to be organised for staff on Retrieval Learning – using research and evidence to support approaches. We will consider doing less content in the short and medium term, but in more depth in core subjects. This will help children become more secure in their understanding, knowledge and skills.

Metacognition

It is vital that teachers make the skills for learning in a school environment explicit – continuing to build on the introduction of the whole school approach for behaviours. If children are to get back on track and have self-efficacy, they will need to be aware of the skills they need to learn. Quorn Hall School will offer a curriculum pedagogy that teaches and provides ample practice for metacognition strategies. These include planning tasks that will allow pupils to identify how to solve problems, learn organisation skills, be able to self-reflect, analyse, adjust to change and more. Topics that explore positive models of human personal development, resilience, character, adapting to challenges and achievement will help our pupils to develop a growth mind-set preparing them to be ready to learn. Sharing the bigger picture with all will let pupils know about, and have a say in, the route their learning is taking. This will help to keep them motivated, give them hope, and provide a sense of purpose.

At Quorn Hall School we want to empower children with a breadth of subject knowledge and highlight the learning approaches that are useful for specific subjects.

Space

A curriculum that engages and inspires, gives children the space to adjust and minimises any disadvantages. Children deserve to experience a safe and positive environment within their learning and have the opportunity to feel secure and positive about being in school again. Lockdown may have been a narrow experience for them.

At Quorn Hall School we will set a clear pedagogy that values and promotes curiosity, deep focus, innovation and self-expression. These are not just valuable for academic development but also important for personal growth and fulfilment.

As a whole school all staff will prioritise a love of, and the skills involved in, reading as it is an essential tool for accessing the whole curriculum. All teachers will have planned a rich curriculum that broadens children's horizons. Lesson plans and topics will foster curiosity, interest, enjoyment and independence, building on their interests to develop new knowledge and skills.

Resources to support the teaching and learning at Quorn Hall School will be of high quality, pitched right, and enjoyable to use. Videos, stories, texts, physical resources and visitors – virtual or otherwise – will bring the curriculum to life for our children.

Finally, we want to rekindle the joy in teaching and begin to transition back to face to face teaching and away from the blended approach we have been using over the national lockdown period.

Virtual Learning will continue within the school if we have pupils who are required to isolate or classes need to work remotely.

In preparation for remote learning in school and at home we provided all of our pupils with a blended curriculum that would help to ensure whether in school or at home pupils had access to the subjects available on the timetable.

All pupils received a school email and access to the Google Classroom platform that allowed communication between the pupil and their teaching staff. Staff were invited to attend a CPD training session that provided them clear and concise training on how to use the Google Classroom platform effectively and encouraged pupils to access the work with ease.

If a pupil or whole class were required to self-isolate, lessons will be delivered through Google Classroom for all core subjects including phonics, speaking and listening and reading. For pupils who are not able to access an online education, SLT have identified which pupils require the loan of a digital device or prefer to have a 'paper' pack available for them to complete. Marking and Feedback will be given virtually or face to face.

Teaching staff will communicate with parents/carers at least twice a week in regards to the pupil's well-being, behaviour and academic progress for the remainder of the academic year.

Core Subject recovery plans

Baselining in all core subjects within the first two weeks is paramount in ensuring as an educational provision we can identify gaps in skills and knowledge which can aid in future planning of support or additional interventions.

English
<i>(to include phonics, speaking and listening, reading and SPaG):</i>
Intent
<ul style="list-style-type: none">● Getting ahead lessons to focus on targeted opportunities● Whole class teaching with both language and literature● Interventions – Whole class, small groups, individual● Summative assessment through phonics screening, base tests, Skills forward and independent writing
Implementation
<ul style="list-style-type: none">● Questioning, quizzes, comprehensions, guided reading, independent writing opportunities, Nesy, spellings● Identifying areas for individual/small group interventions requiring support● High quality resources● SPaG worksheets and targeted lessons● Accelerated reader and myON assessments

Impact

- Monitoring of progress
- Lessons sequenced to ensure development of understanding, knowledge and skills
- Clarify who and when support needs to be targeted
- Evaluate if the timetable needs to be adapted across the key stages/classes
- What is the focus required in English for the short term?
- Barriers to learning are identified and shared across the staff team

Mathematics

(to include mental recall, subject vocabulary and data):

Intent

- Clear and concise sequencing of lessons
- Whole class teaching with missed objectives identified
- Interventions – Whole class, small groups, individual
- Summative assessment through number, counting, mental recall, problem solving etc

Implementation

- Questioning, quizzes, speed tests, modelling, scaffolding, recognition and reinforcement
- Identifying areas for individual/small group interventions requiring support
- High quality resources
- Practical resources
- Worksheets and targeted lessons
- TT Rockstars and Numbots
- Assessment tools on Skills forward

Impact

- Monitoring of progress
- Lessons sequenced to ensure development of understanding, knowledge and skills
- Clarify who and when support needs to be targeted
- Evaluate if the timetable needs to be adapted across the key stages/classes
- What is the focus required in Maths for the short term
- Barriers to learning are identified and shared across the staff team

Weekly Curriculum meetings with teaching staff to be used to highlight and address teaching and learning across the curriculum subjects. Barriers to learning that are identified to be driven by behaviour to be shared with the Student Support Team within the school.

Additional subjects covered on the curriculum

Science, PSHE, Thematic studies, PE, Art, D of E, Learning for life/adulthood

Intent

- Targeted Interventions – Whole class, small groups, individual
- Reflective teaching practice short term to ensure subjects not scheduled to be covered again can still be recalled to a basic level by the pupils
- Clear and concise sequencing evident in lesson planning and scheme of works, highlighting additional support requirements

Implementation

- Cross curriculum opportunities to enable understanding in a broad and language rich environment
- Identifying areas for individual/small group interventions requiring support
- High quality resources
- Relating learning to life outside of the school environment

- Promoting the recalling of previous information, knowledge and skill that have been taught previously across the key stage or before
- Explore, learn, identify, recap, recall during questioning and delivery
- Retrieval learning to take place short term during starters in lessons

Impact

- Monitoring of progress
- Lessons sequenced to ensure development of understanding, knowledge and skills
- Clarify who and when support needs to be targeted
- Evaluate if the timetable needs to be adapted across the key stages/classes
- Barriers to learning are identified and shared across the staff team

Our total **Covid-19 Catch-up Grant received by the school is £11,340**, this money has been used to implement accelerator reading for all pupils to access. It has helped provide resources for support in key intervention sessions and has been used to provide key and dedicated CPD sessions for all staff to promote an efficient and broad transition programme. This ensures that the pupils who are working both on site or remotely have the best opportunities to ensure that the gaps within their knowledge and skills that were impacted on from the pandemic are met successfully and progress is made in time effectively, whilst still ensuring the pupils' SEMH needs are also met.