



St Michael's RC Primary Recovery Curriculum Rationale

September 2020



INTENT

At St Michael's School, the essence of our curriculum has always been to prepare our pupils for the future by supporting them in building strong foundations, making learning purposeful, developing life skills and most importantly to inspire an importance and love of learning. To support pupils return to school in September 2020, we have devised a plan to support pupils emotionally and academically re-join school after missing a significant amount of education. These will be supported by a weekly topics, that will enable us to rebuild as a community and bring back to the forefront the St Michaels' Family that we are all part of.

Reading, Writing and Maths

We have chosen within the first term of the pupil's return to support children to academically move forward focusing on Reading, which underpins the entirety of the curriculum; Letters and Sounds, to ensure these building blocks are well taught so that children can thrive across the whole of the curriculum; daily Maths and Writing (with a particular focus on SPaG) providing opportunities for the core skills to be further embedded and applied. Each year group will initially follow the previous years learning objectives (for example Year 3 will do the Year 2 reading objectives that haven't been covered or that we feel need revisited). In addition to this the previous teacher has given the new teacher a document sharing the curriculum not covered. This will give the children 4-5 weeks of intensive key skills focus that should enable the children to start to access their curriculum with the skills and knowledge to build upon from the previous year or Phase for phonics.

The curriculum has been carefully mapped and designed to ensure that crucial objectives are covered each day and builds upon prior learning.

EYFS will continue to work on the EYFS curriculum and Year 1 will also use this as their starting point offering extended transition building upon the EYFS curriculum through continuous provision.

The programme will start on Wednesday 7th September, with the first 3 days of school being used as 'Moving Up' days, the children will return to their old classroom and teacher to help them return to a familiar setting. We will plan transition visits to their new teacher and classroom which will help our children get to know their new teachers, routines and classrooms, alongside some much-needed catching-up with friends and staff.

Recovery Curriculum / Pupil Wellbeing

At St Michael's we believe that the pupil's wellbeing is developed and secured after what would have undoubtedly been, at least for some pupils, quite a challenging time. The staff at St. Michael's are always inherently conscious of their students' wellbeing and have demonstrated over many years their overwhelming regard for this. We believe a return to 'normality', to 'routine', will best serve the children in our community.

Our CORE SKILLS will continue to be fundamental and foundational as the pupils return to school: these will be interwoven in all aspects our recovery curriculum! **Catholic values, Historic Environment, Resilience, Initiative, Subject knowledge and Tolerance** in addition to promoting being empathetic, aspirational and happy we hope will help our children to thrive in their learning.

Each Year group, including EYFS will have a twice weekly PHSE sessions to ensure that the wellbeing of the pupils is a focus. One of these sessions will be a class focus based on the needs of the specific class that the bubble staff have identified. This will be evidenced in our class big books. We will continue with our RSE programme throughout the summer term.

RE Curriculum

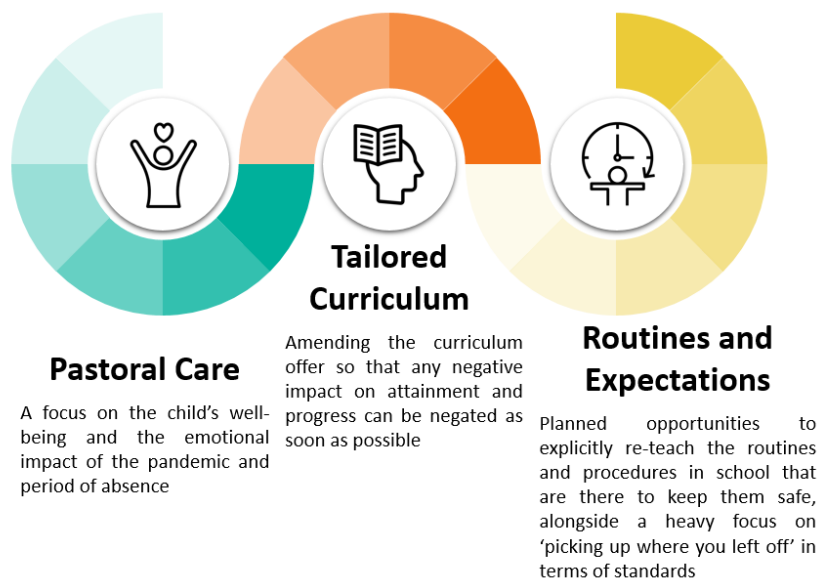
The RE Curriculum expectation will continue, children should be taught their year groups curriculum in an engaging and creative way as week topic focus following the Come and See Curriculum, this will be linked to their English lessons whenever possible.

Wider Curriculum

The rest of the timetable will be given over to the wider curriculum, there will be 2 lessons of PE for each class and then the opportunity to celebrate the children's skills in a variety of curriculum areas taught in a weekly topic focus and recorded in individual books and in class big books.

Regular meetings of staff will help to ensure consistency across the school.

IMPLEMENTATION



At St Michael's School our September curriculum will focus on the 3 elements above. We are going to commit time during September to ensuring that routines and expectations, standards, relationships and values are quickly re-established. At the heart of these plans, getting children 'back-on-track' in both an academic and emotional sense is the absolute priority.

It is important to note from the outset that during the implementation of this Catch Up/recovery curriculum, staff will receive training, support and guidance throughout. In terms of expectations, all lessons will still be required to demonstrate the 'St. Michael's Principles of Teaching and Learning' and teachers will continue to adhere to the relevant marking code for their Key Stage.

As a school, we will regularly review the curriculum delivered to our children to ensure we are meeting the needs and wellbeing of our children and community. This will be led, through weekly staff meetings, by our SLT team, SENCo and Wellbeing Lead.

As a school, we have adapted our Long-Term Plan to implement this curriculum. We are teaching our foundation subjects as a weekly topic and will look for opportunities to develop our maths and English skills through the topic focus. We will review this decision during Autumn 2 but would like to give children opportunities to have time to enjoy, succeed and achieve throughout the whole curriculum. Rather than teach weekly lessons on each subject we are grouping our topic work into 1 week (where possible) in order to simulate the children's ideas and imaginations in order for them to engage, enjoy and succeed in their first few weeks back in school. **Each Year group will access the**

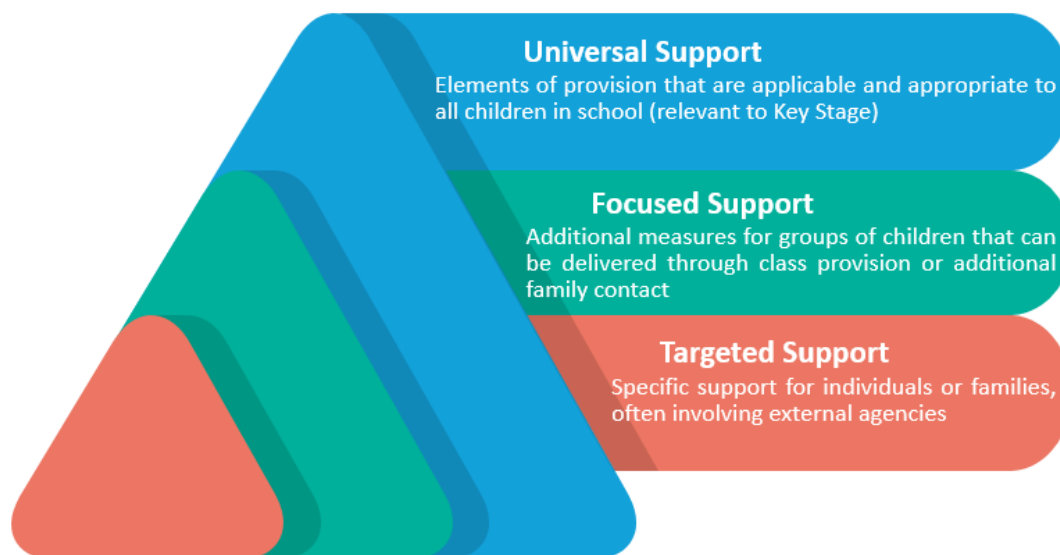
previous years objectives and activities at the start of the week and revisit this (e.g. Year 3 will follow the Y2 objectives).

Theme lessons are an opportunity for children to feel success and achievement through a variety of activities, including practical, skill-based activities, however, we will look for opportunities for some extended writing at an appropriate level linked to the topic. The planned activities will be discussed, and quality assured by curriculum leaders to ensure the focus remains linked to our progression document and correct curriculum coverage is taking place. By following a weekly topic focus, this will also support home learning for those children who are not in school as the topic will promote opportunities for research and cross curricular learning.

Usually in the Autumn term, we have a whole school topic of ‘Durham’ to enable children to experience and get to know with local area and environment. With current guidance and restrictions in place, we have decided to move the Durham themed week to the Summer term. This will allow additional time for planning and making the necessary arrangements to visit key places and landmarks in the local area, which with the current restrictions and social distancing measure in place, would not be achievable.

Key Principles of the ‘Catch-up curriculum’

Within each bubble we will target support in maths and English in a tiered approach.



Universal Support will be delivered by the class teacher and when possible a teaching assistant. Staff are to use the opportunity of two staff in the classroom to deliver lessons bespoke to the needs identified.

Focused support will be through set interventions for children on the SEND register and flexible interventions for those children who have found the learning focus difficult that week/lesson.

Targeted support will be organised by Mrs Parker who will refer individuals for specific support.

Pastoral Care

Universal Support	Focused Support	Targeted Support
<ul style="list-style-type: none"> ➤ Children who demonstrate changes in behaviour are to be referred to DSL through CPOMS ➤ Maintain communications with parents to maintain that ‘connection’ through facebook and twitter and postcards home ➤ PSHE to focus on change, anxiety and mindfulness – any 	<ul style="list-style-type: none"> ➤ Staff not able to come to school to speak to families who have experienced trauma/change in circumstances – what help do they need? ➤ Ring-fenced whole-class reading sessions – focussed conversations on vocabulary and emotional literacy using books 	<ul style="list-style-type: none"> ➤ Bereavement support for those children/families identified ➤ Referrals to external agencies where concerns have been identified ➤ Provide/receive an update for CP/CIN/Early Help/Vulnerable families through contact with

<p>cause for concern to be referred to the Pastoral Team (CPOMS)</p> <ul style="list-style-type: none"> ➤ Environments to celebrate achievements of children as a motivator ➤ Establish up-to-date contact details (especially emails) from parents 	<p>about perseverance, resilience and mindfulness</p> <ul style="list-style-type: none"> ➤ Acknowledge children who need respite from 'work' and need extra space i.e. time out to read and relax or movement breaks/happiness boxes ➤ Where teachers feel it is appropriate for whole-class 'down-time' then provide children with mindfulness activities or to go outside ➤ Where a specific issue/concern has been identified – staff to deliver dedicated PHSE lessons 	<p>social worker and other external bodies</p> <ul style="list-style-type: none"> ➤ School nursing referrals for children returning with additional/altered medical concerns (not neglecting mental health)
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Tailored Curriculum

Universal Support	Focused Support	Targeted Support
<ul style="list-style-type: none"> ➤ Teaching staff to be mindful that any perceived 'drops' in standards are not deliberate. ➤ A focus on handwriting to quickly re-establish high standards ➤ Phonics to be delivered regularly and with rigour, revising sounds that children may have forgotten. ➤ Regular reading lessons that foster the love of reading and book enjoyment, but that focus on discussion and promote speaking and listening. ➤ Writing is to be regular and across the curriculum. Lots of short-burst writing to promote writing stamina, but also revision of sentence structures. ➤ Maths to follow the White Rose Curriculum ➤ TT Rockstars and Numbots to be accessed regularly to support automaticity of recall – retrieval practice heavily used also. ➤ Computing curriculum to focus on online safety ➤ PE curriculum to focus on fitness – children are to actively increase their activity levels, beyond 'games' 	<ul style="list-style-type: none"> ➤ SENDCO to contact families to discuss provision this year for their return to school and teachers to share SEND plans so they know what support their child will be receiving. ➤ Child voice is to be acknowledged and consideration given to the wishes of the child in terms of pace of learning (SEND) to ensure they are not further disengaged. ➤ Promote independent learning for those that have become particularly reliant on an adult (through home-learning). ➤ Ensure that appropriate groups receive curricular support but that scaffolding is withdrawn quickly so that emphasis is placed on children being independent learners. ➤ Gaps in non-core curriculum to be addressed at the commencement of new topics i.e. where children have missed out on learning about the Romans, they will receive a lessons on this prior to learning about the next aspect on Romans ➤ Teachers are to identify lessons on Oak National Academy that could be used to share with 	<ul style="list-style-type: none"> ➤ Specific external support to identify and focus on specific children. This is to be reflected in the SEN plan and results of which are evident in intervention activities and SEN support. ➤ Appropriate adults to work safely with children, by way of intervention –through agreement with the Classteacher about the child's priority learning.

➤ No 'baseline' tests until November and then to be spread out over the month

parents as pre-learning for non-core.

- Catch up sessions focussing on basic skills are to be offered to Y1 – Y5 and delivered by teaching assistants
- Year 6 booster session will start in September rather than October

Curriculum Focus

Reading:

EYFS/KS1:

- Daily Letters and Sounds sessions
- Reading a range of appropriately pitched texts, which engage and expose the pupils to new vocabulary

KS2:

- Children receive two reading lessons each week: a comprehension lesson and a whole class guided reading session, which will also combine SPaG and writing elements, following the schools Progression Documents.
- Regular shorter guided reading sessions throughout the week.
- Various opportunities to read in other areas of the curriculum.
- Use of high-quality texts carefully chosen to engage and challenge the pupils
- Use of precise questioning
- Children will be listened to regularly in guided reading sessions; SEND, vulnerable children and those identified as needing further support will have 'booster reading sessions' each week.

Writing (with a focus on SPaG)/Phonics:

- Weekly SPaG lessons will be taught with a specific focus on basic language features, punctuation and sentence structure, to address core skills and concepts from the previous year group and to ensure gaps in knowledge are quickly identified and closed.
- Writing lessons will continue to include high quality modelling and children will be supported through the use of scaffolding when completing independent writing.
- High quality texts to be used for teaching
- Lessons will have a focus on shorter pieces of writing, with text types being studied in smaller parts, in more detail
- Weekly opportunities to apply skills taught across the curriculum (see Wider Curriculum Focus)
- Letters and Sounds sessions in EYFS and KS1 (some pupils in Year 3 due to Covid 19)
- Each class will learn spelling rules for their year group as well as the statutory spelling lists and revise last years spellings in the catch up session.
- Any children identified as requiring further support with spelling will receive individualised spelling lists to meet their needs and address gaps in knowledge, as well as receiving further support in class or through interventions.

Maths Principles:

- Each class to have a weekly TT Rockstars (KS2) or Numbots (KS1) slot
- Teachers to deploy their TAs/support staff supporting learners who struggle with the initial concepts in lessons
- Flexible interventions
- Practise develop expert embedded to give children autonomy over their own learning.
- White rose maths used for long, medium, and short term planning as well as resources
- Mastery for teaching approach (use of concrete, pictorial and abstract)
- Conceptual variation to deepen understanding
- Procedural variation to develop fluency skills
- Units will have a incorporate core skills and concepts from the previous year group to ensure gaps in knowledge are quickly identified and closed whilst keeping on track with the current Year group curriculum.

- Short pre-learning tasks used to identify weaknesses and misconceptions
- White Rose end of block assessments used

Wider Curriculum:

- For the first three days, there will be a focus on rebuilding children’s resilience, attitudes etc through transition activities focused around PSHE
- Each week, pupils will have a particular focus from the long term plan
- Weekly themes will have some flexibility in the focus of the learning and associated writing opportunity.

Assessment:

- Pupils will not undergo baseline assessments until November and this will not take the usual format of a ‘test week’. Instead staff will look at spreading the assessments over the month. This is to aid children’s well-being. As well as this, pupils have missed a large proportion of the previous year’s learning thus reducing the need for formal assessments.
- By completing assessments in November, we believe that children will have settled into more usual routines by then. These assessments will help teachers to identify gaps in learning.

Specific points for Early Years Foundation Stage

Pupils in Reception will focus on the prime areas of learning, including: communication and language, personal, social and emotional development (PSED) and physical development. Staff will assess and address gaps in language, early reading and mathematics, particularly ensuring pupil’s acquisition of phonic knowledge and extending their vocabulary.

Music

Existing advice is to limit singing and playing wind instruments – even at a distance. Therefore, all Curriculum music lessons and singing assemblies will be suspended until further guidance is given. However, chanting will be allowed as this is an important part of learning, especially in the early years.

Individual music tuition will take place with specialist teachers. These will take place within bubbles and socially distanced with no children facing each other. The room will be set up in accordance with the latest guidance and be well ventilated throughout the session.

PE

PE lessons are still to take place. Where possible, they are to take place outside as transmission of the disease is reduced in the outdoors.

The systems of control will still need to be applied during these sessions. Pupils will be kept in consistent groups and sports equipment will be cleaned thoroughly between each use by different groups. Hand hygiene and respiratory hygiene is paramount due to the nature of exercising and the way people breathe as a result. Hands must be washed thoroughly after completing a PE session. Contact sports are to be avoided.

To avoid, additional items coming in from home, on a class’s PE day, pupils will come to school dressed in their PE kit: they will not need school uniform for that day.

Routines and Expectations

Universal Support	Focused Support	Targeted Support
<ul style="list-style-type: none"> ➤ Pre-recorded whole school assembly from JB to re-establish the school’s values and behavioural expectations linked to the Gospel. 	<ul style="list-style-type: none"> ➤ Develop the use of family groups to foster good learning behaviours and attitudes to one another. Relate these to the school values and new protective measures. 	<ul style="list-style-type: none"> ➤ Provide additional personal and social interventions ➤ If individuals stand out as being unable to quickly return to the ‘St Michael’s way, contact with parents is to be made and a

- Re-visit the school values and 'over-communicate' this in correspondence with children.
- Children to come to an agreement about what the school values will look like in their classrooms.
- Staff to explicitly refer to the hygiene procedures.
- All staff to be responsible for the behaviour and attitudes of all children, whilst also acknowledging an adjustment period.
- At the start of term, expectations of behaviour will be revisited and discussed so that the ethos of the school does not change. The climate and culture needs to remain one of high expectations and respect for one another.
- The current approved behaviour policy coronavirus amendment will still apply.

- Regular reminder for those struggling to distance and follow hygiene procedures. Again, this is everyone's responsibility. If children are not seen adhering, we are all to address it.
- Specific group conversations or assemblies (distanced) as required if there are pockets of children that are not following expectations.
- Quickly identify groups of children that are not attending as regularly as expected.
- St Michael's school will ensure that pupils receive appropriate wellbeing support. PSHE sessions will need to provide children with the opportunity to rebuild friendships and social engagement and address issues linked to coronavirus. These will be delivered through following our PHSE scheme and in response to class issues.

- behaviour risk assessment is drawn up
- Specific praise needs to be given to those children that have adapted well (in their own context). This praise can be awarded in class, through virtual assemblies or through messages to parents on Facebook; star of the week or postcards home
 - Where issues arise, Miss Carey and Mrs Blakey will be informed so that they can plan specific interventions, the bubble teaching assistant will deliver this support as part of their daily interventions.

At all stages, we must acknowledge that some children will need more time than others to adjust and 'return as normal'.

IMPACT:

After the first fortnight:

- Pupils will feel happy, safe and will be settled in to their new classes.
- All adults will have begun to build positive relationships with all of the pupils in their class.
- Pupils will be in good routines and will be responding to the rigour of the recovery curriculum.
- Pupils will have been provided with an opportunity to reflect on their experience of partial school closure, to process their experience and to realise what they have learned during this time.
- Teachers and teaching assistants will have established clear expectations for learning behaviours and pupils will have started to rise to these.

After the first half-term:

- SLT, and teachers will have identified the key areas in children's learning and specific interventions will be planned to ensure these can close the gap
- Teachers will have met the emergent needs of their new class and learning behaviours will be excellent.
- Pupils will be increasingly confident, attentive, motivated and perseverant in their approach to their learning.
- A large majority of each class will have made notable progress – either in an emotional, relational, well-being or academic capacity.
- Parents will feel secure and will have confidence in the school's chosen approach: parental relationships will have been strengthened over this time.
- Attendance will be good – above 96% for the first half-term.
- School life will feel like it has some normality to it. Routine will be well established!
- Pupils will have made progress in their learning.
- Pupils, staff and parents will have formed highly effective collaborative relationships

