

The Willows Primary School Recovery Curriculum **March 2021**

1. Creating a safe environment for ALL

- The Willows is working in accordance with guidance from Public Health England, The Department for Education and the Local Authority
- Risk assessments with regards to Covid-19 have been carried out, agreed with governors and staff and published on the school's website
- The risk assessments will be reviewed regularly (e.g standing item in staff meetings, response to change in DfE & PHE guidance)
- The Willows is able to respond quickly to guidance change and will check guidance documents regularly
- Information about keeping safe in school is displayed on walls, toilets, in newsletters and on the school website
- Staff, pupils, governors and parents are provided with regular updates about how the Willows is maintaining safety measures
- Staff will explain fully to pupils how you are helping to keep them safe. This will be reiterated regularly. Staff will model expectations clearly, especially to younger children
- Staff understand that pupils will want to talk about the risks of Covid-19 and will give them space and time to do so

Links

Public Health England Guidance

<https://www.gov.uk/coronavirus>

Education and Childcare- Government Guidance

<https://www.gov.uk/coronavirus/education-and-childcare>

Trafford Council Covid-19 guidance and updates for schools

<https://secure2.sla-online.co.uk/v3/Resources/Page/17109>

Implementing protective measures in education and childcare settings guidance document

<https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings>

NHS Covid-19 information on symptoms and testing

<https://www.nhs.uk/conditions/coronavirus-covid-19/> 5

2. Mental Health and Wellbeing

- The impact that the pandemic has had on the mental health of our pupils, staff and community is always at the first consideration in all we do
- All staff are well informed about the potential impact that lockdown has had on the mental health of pupils, parents, themselves and their colleagues
- The Willows continues to implement its Mental Health and Well Being Policy
- 'Enjoyment' and 'engagement' will be at the front and centre in curriculum planning and delivery
- The Willows will enhance the PSHE curriculum to address the impact of Covid-19 on pupils' mental health by implementing JigSaw, 'A Mindful Approach to PHSE'
- Mental health and well-being will appear on the agenda for all staff meetings
- Additional CPD has been offered through TTSA courses for staff, in light of COVID, to identify and address pupils' mental health
- Regular purposeful reference to mental health and wellbeing will be made in assemblies, displays, newsletters, website etc. Reiterate and emphasise access to support services (e.g. NSPCC, Childline)
- The Willows will continue to build and foster an ethos in school that encourages pupils/students to talk about their worries, feelings and fears.
- The school will provide / facilitate enhanced and/or specialist support to address the needs of pupils with complex mental health and wellbeing needs
- Staff have access to support and counselling

Links

Mental Health Foundation – overview of child mental health indicators

<https://www.mentalhealth.org.uk/a-to-z/c/children-and-young-people>

Mental Health Foundation Covid-19 guidance – 'Returning to School'



<https://www.mentalhealth.org.uk/coronavirus/returning-school-after-lockdown>

Young Minds. Coronavirus advice and support

<https://youngminds.org.uk/>

Professor Barry Carpenter: Lectures on child wellbeing and curriculum recovery (ideal for staff-meetings. Several recorded webinars of between 30 and 60 minutes)

<https://youtu.be/Bvx0-mjT9Tc>

Education Support – free 24hr helpline for those working in education

<https://www.educationsupport.org.uk/coronavirus-support>

Time to Change: ending mental health discrimination <https://www.time-to-change.org.uk/about-us> **Keeping Children Safe in Education; Linking Safeguarding with child mental health; paragraphs 4, 34-38 (For Information Only. Comes into force on 1/9/2020).**

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/892394/Keeping_children_safe_in_education_2020.pdf

Trafford Child and Adolescent Mental health Services- Healthy Young Minds

<https://mft.nhs.uk/community/trafford-services/healthy-young-minds/>

Trafford Council Graduated Response Guidance (SEND support in education provision)

<https://www.trafforddirectory.co.uk/kb5/trafford/fsd/advice.page?id=6uHRIwbYTJY>

‘Never the Same’ School Leadership Resources for Grief, Bereavement and Loss based on the Church of England Vision for Education

<https://www.churchofengland.org/sites/default/files/2020-05/%27Never%20the%20Same%27%20-%20School%20Leadership%20Resources%20for%20Grief%2C%20Bereavement%20and%20Loss%20based%20on%20the%20CofE%20Vision%20for%20Education%20-%20May%202020.pdf> 7

3. Re-engaging with learners, parents and staff.

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.”

Prof. Barry Carpenter

- Revisit ‘Willows Values’ of Care, Self belief, Challenge and Responsibility
- Learning bubbles staffed by consistent adults including PPA
- Staff will be proactive in supporting children to build new friendships in learning bubbles e.g circle times, non contact sports, games over playtime boundaries etc...
- Relationships with existing and especially new families to the Willows to be developed through newsletters, day to day meet and greet, telephone calls and Zoom meetings and their needs met
- PTA to continue to function (remotely), appropriate events to be planned

A secure and celebratory space

“The organisation of the learning environment is important both in reducing anxiety for children. How we use our classrooms, corridors, dinner halls and playgrounds may be very different, both in how they are arranged and managed and how children can use them when they return to school. Making school a secure base will require a pro-active and consistent approach.”

Dr. Chris Moore

- The Willows learning environment to continue to give the key messages of warmth, welcome and wonder that are needed to promote a sense of value and motivate and re-engage the children and staff in their learning

Classroom interactions

“Classroom interaction will be a key thing that students jhave missed so it’s going to be important to press a giant re-set button and re-establish all the routines again, balancing a big warm welcomewith some sensible rehearsal and reinforcement. It’s going to be important to make it feel really good to be back; not too weird; not too heavy-handed – just nicely reassuringly welcoming and orderly. Calm. Normal. Friendly”.

Tom Sherrington

- All staff are aware of the need to prioritise opportunities for children to talk and be listened to
- Staff will ensure children are reminded of the essential classroom protocols and management strategies that were previously embedded in the culture and expectations of the school.

4. Metacognition or Re-learning learning to learn skills

- There will be considerable difference in the way that children have been learning during lockdown. It is likely that our children will need a refresher and time to rebuild their confidence as learners. So, it will be vitally important that we make the skills for learning explicit to the children to re-skill them. (See Thought for the Day – Week 15 29th June to 3rd July 2020)
- There will be planned opportunities to celebrate the successes and achievements children have accomplished in their learning during lockdown as well as acknowledging the challenges they faced (See Pupil Home Learning Feedback Form)
- Teachers to explore the learning strategies that children have used least and what have they used that has worked well for them. See it as an opportunity for growth – what new skills might they have developed?
- Staff to identify and use every opportunity they can for individual and collective recognition and positive affirmation to rebuild the sense of place and purpose for the individual and the collective. These opportunities need to be planned as formal elements within our curriculum offer and within wider day- to-day structures and routines e.g house points, golden apples, certificates etc..
- Staff to promote lots of purposeful opportunities for talking and listening in our curriculum planning. This is something that they will have missed! Prioritise and quickly re-establish the systems and protocols for classroom talk, for example: Everyone Listening (Signal. Pause. Insist) to Everyone talking (Turn to your partner/Think-pair, share). Make sure **all children** are able to contribute and be systematic in that.
- Staff to plan for all children to experience success in their learning as early as possible. Nothing builds confidence so much as ‘getting it right’. Children will need that validation and experience of success to re-ignite their motivation. Steadily and incrementally raise our expectations of challenge and pupils’/students’ autonomy. Better to scaffold learning and build confidence gradually through success than induce failure and lack of confidence by providing too much challenge too soon
- Staff to use assessment for learning strategies to judge when pupils/students are ready to embrace challenge, choice, and more autonomous ownership of learning & learning goals.

Links

A Recovery Curriculum: Loss and Life for our children and schools post pandemic. Prof Barry Carpenter, Evidence for Learning.

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

Supporting post-lockdown education using the 6 principles of Nurture Dr Chris Moore, EPInsight

<https://www.epinsight.com/post/supporting-post-lockdown-education-using-the-6-principles-of-nurture>

Golden Rules for Engaging Students in Learning Activities Nicolas Pino-James, Edutopia

<https://www.edutopia.org/blog/golden-rules-for-engaging-students-nicolas-pino-james>

Re-establishing teaching routines Tom Sherrington, Teacherhead

<https://teacherhead.com/2020/05/29/re-establishing-teaching-routines/>

Ideas for Supporting Working Memory Dr Chris Moore, EP Insight

<https://www.epinsight.com/post/working-memory-ideas-for-the-classroom>

5. Identifying Gaps and Setting Goals

- Staff to use the first three weeks to 'assess' what gaps exist. Pupils will be able to demonstrate their learning through discussions, writing opportunities, reflection activities, observations and practical activities. Use quizzes, Q/A, group work, discussions and peer and self-assessment (see Ollie Lovell's Blog in the links for ideas)
- Consider Michael Chiles Approach to assessment – CRAFT (June 2020) – Condense the curriculum (what must they know/be able to do), Reflect (give time for pupils/students to reflect on their learning), Assess (what do they know/can they do? Formative assessment) – Feedforward (plan curriculum opportunities to address needs/gaps) – Target Set (Agree priority areas for individual pupils/students)
- Staff meeting to reflect on assessments and identify children who need intervention and support programmes
 - Key areas: Phonics/spelling, Reading, Writing, Number, Reasoning & problem solving
 - Groupings: SEND, EHCP, SpLD, EAL, PP, nurture
 - Delivery: in class, withdrawal, 1:1
- Teachers to use formative feedback to support our pupils learning. Consider the type of formative feedback that is given to our children. High quality feedback will be essential in supporting pupils/students learning and progress.
- Consider how parents and carers can support pupils'/students' learning. Careful communication at parents evenings
- Consider funding implications that are there to support the identification and closing of gaps

Links

DfE Guidance– Identifying and Addressing Gaps

<https://www.gov.uk/guidance/identifying-and-addressing-gaps-in-pupils-understanding>

DfE – Identifying and Addressing Gaps in Pupils Understanding (Case study)

<https://www.gov.uk/government/case-studies/organising-mixed-ability-pupils-in-smaller-groups-and-helping-those-who-need-to-catch-up>

Trafford Council Graduated Response Guidance (SEND support in education provision)

<https://www.trafforddirectory.co.uk/kb5/trafford/fsd/advice.page?id=6uHRlwbYTJY>

EEF National Tutoring Programme

<https://educationendowmentfoundation.org.uk/covid-19-resources/national-tutoring-programme/>

EEF Frequently Asked Questions

<https://educationendowmentfoundation.org.uk/covid-19-resources/national-tutoring-programme/ntp-faqs/>

https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf

Chartered College of Teaching

<https://my.chartered.college/2020/06/catch-up-and-recovery-approaches-selected-reading/>

Ollie Lovell's Blog

<https://www.ollielovell.com/affective/how-to-have-that-conversation-with-a-student-who-didn't-do-any-work-during-lockdown/>

National Tutoring Programme (NTP)

<https://educationendowmentfoundation.org.uk/covid-19-resources/national-tutoring-programme/>

EEF Teacher Toolkit

<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/>

EEF Guidance Report and COVID related documents:

https://educationendowmentfoundation.org.uk/tools/promising/?utm_source=site&utm_medium=search&utm_campaign=site_search&search_term=promising_projects

<https://educationendowmentfoundation.org.uk/covid-19-resources/best-evidence-on-impact-of-school-closures-on-the-attainment-gap/>

<https://educationendowmentfoundation.org.uk/tools/guidance-reports/special-educational-needs-disabilities/>

https://educationendowmentfoundation.org.uk/public/files/REA_-_Impact_of_school_closures_on_the_attainment_gap_summary.pdf

<https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/>

<https://educationendowmentfoundation.org.uk/tools/guidance-reports/early-maths/>

<https://educationendowmentfoundation.org.uk/tools/guidance-reports/preparing-for-literacy/>

<https://educationendowmentfoundation.org.uk/tools/guidance-reports/literacy-ks-1/>

<https://educationendowmentfoundation.org.uk/tools/guidance-reports/literacy-ks-2/>

<https://educationendowmentfoundation.org.uk/tools/guidance-reports/improving-literacy-in-secondary-schools/>

<https://educationendowmentfoundation.org.uk/tools/guidance-reports/maths-ks-2-3/>

<https://educationendowmentfoundation.org.uk/tools/guidance-reports/improving-secondary-science/>

<https://educationendowmentfoundation.org.uk/tools/guidance-reports/social-and-emotional-learning/>

<https://educationendowmentfoundation.org.uk/tools/guidance-reports/improving-behaviour-in-schools/>

<https://educationendowmentfoundation.org.uk/tools/guidance-reports/working-with-parents-to-support-childrens-learning/>

<https://educationendowmentfoundation.org.uk/tools/guidance-reports/making-best-use-of-teaching-assistants/>

EEF Blog – Three Key Questions for Senior Leaders to consider

<https://educationendowmentfoundation.org.uk/news/eef-blog-assessing-learning-in-the-new-academic-year-part-1-of-2-3-key-questions-for-school-leaders-to-consider/>

EEF Impact of closures on the attainment gap

https://educationendowmentfoundation.org.uk/public/files/REA_-_Impact_of_school_closures_on_the_attainment_gap_summary.pdf 13

5. Curriculum Prioritisation

- Teachers to explore the need to prioritise certain aspects and areas of the curriculum. Consider how the key basic skills of numeracy and literacy can be promoted across other curriculum subjects so as not to narrow our curriculum more than necessary. Ensure the chosen themes or topics are suited to learning, developing or revisiting basic skills. Make sure staff look for meaningful opportunities to address gaps in basic skills as often as possible.
- How do current themes allow for the prioritisation of certain aspects of the curriculum? Consider a short transition topic for the first two to three weeks back. This could allow staff to take time to assess accurately the children before ploughing into a 'normal' curriculum which may not be suitable.
- Teachers need a clear plan for prioritising early reading. Maximise opportunities throughout the day for recapping sounds etc. Review the pace of the phonics programme.
- Teachers should avoid presuming all children have 'gone backwards'. This may not be the case and over time, this attitude could lead to slower progress. Cognitively able children should have the capacity to keep learning at a steady pace upon their return to school
- Pupil/Student Progress Meetings to support the assessment process and discuss individual class needs and appropriate curriculum solutions. This will help to ensure teachers have realistic expectations which are high enough and provide an ambitious curriculum for all.
- Review timetables.

Links

EEF Covid-19 support for Schools

<https://educationendowmentfoundation.org.uk/>

Ofsted Assessing Quality of Education through the Curriculum. Page 8 contains a useful list of criteria by which to assess the effectiveness of your curriculum

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/766252/How_to_assess_intent_and_implementation_of_curriculum_191218.pdf

Seven recommendations to support improving early language and literacy

<https://educationendowmentfoundation.org.uk/tools/guidance-reports/preparing-for-literacy/>

National Curriculum Online

<https://www.gov.uk/government/collections/national-curriculum>