

## A Recovery Curriculum – Where to start and what matters most

At Ropsley C of E Primary School, we strongly believe that a 'recovery curriculum' is essential for our thinking and planning as we move into the 2020-21 academic year. We intend to fill this curriculum with content that we believe is best for the children of our school community, informed by the knowledge and understanding we have of all our pupils and families. We will use the aims and values of Ropsley C of E Primary School to guide our judgements and build a personalised response.

Our approach will focus on the well-being, and secure positive development of all of our children.

Ropsley C of E Primary School's recovery curriculum will be based on **Carpenters' five levers**, as a systematic, relationships-based approach to reigniting the flame of learning in each child.

[Barry Carpenter Professor of Mental Health in Education, Oxford Brookes University](#)

Lever 1: Relationships – we cannot expect our pupils 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.

### Our Aim

AT ROPSLEY C OF E PRIMARY SCHOOL WE WILL: use our knowledge of the PSHE curriculum and draw on the resources from our pastoral provision at Ropsley C of E Primary School to support opportunities in the classroom. We will allow pupils time to enjoy peer interaction, reconnect and reignite relationships.

- Pastoral support was in place throughout lockdown – We used online conferencing and regular telephone calls to stay in touch with our pupils. Nurture groups moved seamlessly online and continued as they would have in school.
- The school worked hard to bring its pupils back as quickly as it could. All except a very few pupils had some time in school before the summer break. We managed to support the 11+ for our pupils which was important for the future of our Year 5 children. We ran picnics for years 2,3 and 4, who were in school the least, to support their social and emotional needs.
- Our EYFS team held 1:1 meetings with parents to manage transition and held Stay and Play sessions in August to support both parents and our new pupils. Parents were added to school communication systems earlier than usual.
- PSHE units have been selected for each individual class and are being delivered. Our units cover such elements as friendship, family, and identity.
- Additional pastoral support is in place should any child need it and access to professional external counselling has begun again.
- We are planning for the emotional well-being of our pupils in the event of a further school closure with every class planning for live sessions with their classes. Pastoral support for those who need it will also move online again.

Lever 2: Community - we must recognise that curriculum will have been based in the community 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.

#### Our Aim

AT ROPSLEY C OF E PRIMARY SCHOOL WE WILL: continue to communicate regularly with our school community with clear, consistent messages. Celebrate our successes of lockdown both individually and as a collective, share our memories. We will provide collective strength, reflecting on this period as a Ropsley C of E Primary School family.

- Grocery hampers were provided to all Key Stage One families, families entitled to FSM and vulnerable members of our community. This was completed with the support of the WI.
- During lockdown we communicated with our families using Class Dojo, which is the system we used to deliver distance learning. We had 100% of our families signed up and this was supportive in managing daily practicalities.
- Staff created a silly movie which was shared via Class Dojo to connect in an upbeat way with our families.
- Governors were kind enough to support a staff 'thank you' event just before we broke up for summer.
- School applied for a grant for a digital learning platform and was successful. Microsoft Teams was set up for us by Ark ICT.
- Training for teachers and support for parents and pupils is ongoing. Sadly, this is having to be done in rather a hurried and intense way, but we wish to be ready should a further closure take place.
- The school has arranged a very early Parents' Consultation evening to discuss any emerging problems for the children but also to ascertain from our parents what their priorities and concerns are as we begin to recover.
- Newsletters and individual messages from Class Teachers have increased in order to build our relationship.
- Letters will go out to parents over the next week or so to support them should a closure take place so that they can access live lessons, pastoral care, and their grocery hampers once again.

Lever 3: Transparent Curriculum – all of our pupils 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 pupils to heal this sense of loss.

#### Our Aim

AT ROPSLEY C OF E PRIMARY SCHOOL WE WILL: share with our whole school community how we are helping our pupils to recover their learning. We will build upon what our pupils know and talk openly about their next steps. Ensuring their learning needs are personalised and addressed individually.

This Recovery Curriculum has been shared on our website.

Teachers have created and shared with parents their learning intentions for the term ahead through Knowledge Organisers.

- During the last week or two, class teachers have been getting to know their classes both personally and academically. They have begun to identify gaps in pupils' learning. These will be shared and discussed at our next Parents' evening. Target sheets will be provided for parents.

- Staff training on supporting handwriting has taken place – this area was identified as a needing urgent support.
- Catch -up sessions are currently being arranged for pupils who have identified gaps – these are small group or 1:1 sessions.
- Assessment and its impact on planning for teachers will be a focus for staff in our new School Development Plan.

Lever 4: Metacognition - in different environments, pupils will have been learning in different ways. It is vital that we make the skills for learning in a school environment explicit to our pupils to reskill and rebuild their confidence as learners.

#### Our Aim

AT ROPSLEY C OF E PRIMARY SCHOOL WE WILL: work with our pupils to re-establish our class routines and learning habits, providing our pupils with consistency and a sense of security. Apply strategies in the classroom that regenerate their focus and re-engage them in learning.

- All of our pupils were given support in learning the new routines associated with the ongoing threat posed by Covid 19. This was completed when the school partially opened on June 1<sup>st</sup> 2020 and has been recapped regularly.
- Building learning routines is an essential part of our return to school in September. It has been even more vital this year. All class teachers have worked on establishing carefully created structures and where appropriate these have been shared with parents such as a return to sharing reading books, homework, and PE days.
- Timetables to support routines should a school closure take place are currently being constructed. This will support parents in managing distance learning.
- The school is considering each of our usual traditions and celebration one by one and arranging for them to take place wherever it is safe to do so.

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.

#### Our Aim

AT Ropsley C of E Primary School WE WILL: provide our pupils with opportunities to share their experiences and feelings. We will support their emotional resilience going forward, as they have to adapt to change. We will work with them to re-build their self-esteem and self-confidence in the school environment.

- Last year the school embedded a new PSHE curriculum that is supportive of addressing the emotional and social learning needs of the vast majority of our pupils. The units have been selected for each individual class and are being delivered. Our units cover such elements as friendship, family, and identity. These units will allow time for pupils to express themselves about the current situation.
- Emotional resilience is hugely important for these pupils. A whole range of virtual assemblies are currently being created to address the issue directly.
- Class teachers will continue to develop growth mindset in their classrooms.
- The headteacher is actively seeking ways to further support Growth Mindset across the school, which will be added to our School Development Plan.

At Ropsley C of E Primary School, the embedded Values Based Education will work to our advantage and help strengthen all of the above-mentioned levers. Our existing methods and tools will help to speed up the recovery process.

***Start by doing what's necessary; then do what's possible; and suddenly you are doing the impossible.***

***Francis of Assisi***

