

Newington Green and Rotherfield Primary Schools

Joint Recovery Curriculum Statement

Introduction

Over the course of 2019-20, we have been working collaboratively across both Rotherfield and Newington Green to produce our new curriculum for 2020-21. This new, topic-based curriculum is broad and balanced, with clear progression of knowledge and skills across subject areas.

The COVID-19 pandemic and resulting temporary closure of schools for many pupils, has meant that instead of delivering our new curriculum in full from September, we are implementing a temporary recovery curriculum, in order to enable pupils to catch up on their missed learning. We will review this curriculum every few weeks, with the aim of gradually introducing more elements of the new curriculum, once gaps in learning have been addressed and the relevant content for core subjects has been taught.

During the COVID-19 pandemic, our children's home learning experiences will have varied from family to family. In addition, only a percentage of children have returned to school prior to September. We have designed our recovery curriculum on the premise that all children will have gaps in their learning.

Our recovery curriculum will initially focus on pupil wellbeing and key objectives in phonics, reading, writing and maths. These will be taught within a context that is relevant and interesting to pupils. Each year group will have a half-termly, overarching topic heading from our new curriculum, in order to provide opportunities for cross curricular links and outdoor learning. Staff will receive training on how to maximise pupil engagement and wellbeing.

We want to reignite pupils' passion for learning, helping children to feel safe and secure and to re-familiarise themselves with the school environment and the relationships within it. Our recovery curriculum is underpinned by the 5 levers of the Recovery Curriculum, as outlined by Barry and Matthew Carpenter and shared in Islington's Back to School – Curriculum Guidance to Schools. These are as follows:

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 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 – all 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.

Assessment

Our assessment cycle will be modified in order to measure the impact of the recovery curriculum at key points throughout the year. We will begin by carrying out baseline assessments in Years 2-6 for reading and maths in the children's second and third weeks back at school in September. The data from these assessments will be used to plan and teach to address gaps in children's learning. Children in Year 1 will be assessed in reading and maths towards the end of Autumn 1 in order to allow time for them to transition from the Early Years framework. A baseline phonics assessment for Year 1 pupils will take place in the children's second and third weeks back.

Timetabling

For Autumn 1, class teachers will plan from a model timetable for their year group to ensure curriculum consistency across both schools. In Week 1, the timetable will focus predominantly on pupil wellbeing, settling into new classes and the development of social skills. For Weeks 2 and 3, baseline assessments will be completed, alongside whole class phonics up to Year 3, daily guided reading and maths and English taught through engaging, cross-curricular contexts. There will be a continued focus on wellbeing.

Each week pupils will also receive P.E. teaching from our subject specialist and either computing or Spanish specialist teaching. Class teachers will also deliver R.E. weekly.

Following week 3, the timetables will be reviewed in order to introduce other subjects where possible, whilst focusing on catching up on key maths and English skills.

Wellbeing

In line with the 5 levers of the recovery curriculum, it is important that we provide our children with a regular space to reflect on and discuss their experiences and build relationships. In the first week back and throughout Autumn Term, class teachers will work on building and rebuilding relationships within school and being transparent with children about how gaps in their learning will be addressed.

For the first 3 weeks, regular wellbeing sessions will be scheduled in the timetable either 4 or 5 times a week. These will include the following:

- At least one session per week using the specialist resources provided by IMAHs (Islington Mental Health and Resilience in Schools)
- At least one session covering the Autumn Term PSHE curriculum objectives
- Opportunities for creative or mindfulness activities, e.g. Art/Music/Yoga/Meditation.

Reading

From Week 2, whole class guided reading sessions will be increased to 45 minutes, 5 times a week. Baseline reading data gathered in Weeks 2 and 3 will be used to inform planning and teaching moving forwards.

Writing

Prior to the end of Summer Term 2019-20, staff will assess individual pupils' writing from March 2020 against their writing targets. They will use this information to prioritise writing targets to be taught and embedded in Autumn Term. Teachers will follow the medium-term plans for Autumn 2020, from our new curriculum, but will focus on specific targets identified from this assessment process. The number of English lessons will increase within the weekly timetable to allow for coverage of targets from the previous year.

Phonics

Daily, whole-class phonics sessions will take place in EYFS and Year 1 from the children's first week back and Years 2 and 3 from the children's second week back. A baseline assessment phonics assessment will be carried out in Year 1 during weeks 2 and 3 to inform planning and teaching moving forwards.

Maths

From the children's second week back until the review at the end of week 3, daily maths lessons will focus on specific learning objectives linked to number and place value (as outlined in recent guidance from Islington). Teachers will be supported to maximise opportunities in their planning for reasoning, problem solving and cross-curricular applications of these objectives.

In addition, in Years 2-6, children will receive a daily session on times tables and children from Years 1-6 will receive a 10 or 15-minute, daily Maths Meeting. This format stems from the mastery approach to maths teaching and learning and will involve regular exposure to key maths concepts to increase maths fluency and systematically address basic gaps. Staff will receive training on this approach to ensure consistency across both schools.

During morning registration, children in Years 2-6 will complete a 10-minute Calculation Countdown activity to focus on development of their calculation skills.

Early Years and Year 1

Planning and teaching in Early Years will continue as normal, with high quality, continuous provision and adult led focused activities and child-initiated learning opportunities. Careful planning will address the gaps for any children that may need additional support.

For the children's first 3 weeks in Year 1, the learning environment will be set up to promote continuous provision as a transition from Early Years. Timetables will be reviewed after this period.

Teaching and Learning Approaches

In order to support pupils to reactivate and build upon their prior learning, we will be training our staff to incorporate and embed metacognitive approaches into their day to day practice. These will include:

- Discussing prior learning at the start of each lesson and at regular points throughout the lesson (e.g. via the use of mini plenaries and plenaries)
- Regular repetition of key concepts and vocabulary
- Encouraging pupils to make connections and links within their learning using their overarching half-termly topic as a starting point and making cross-curricular links.
- Using metacognitive questioning techniques in every lesson to enable pupils to reflect upon their learning.

- Using advance organisers to help children to see the bigger picture and build neural connections.

Staffing

Following baseline assessments, members of leadership and support staff may be timetabled to give additional support and catch up to our most disadvantaged pupils, in line with COVID guidelines.