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| **Elburton Primary School 4Elburton Primary School 4Elburton Primary School – Recovery Curriculum September 2020** |
| **Three Rs of the Rainbow Recovery Curriculum at Elburton – Restoring loss of routine, structure, friendship, opportunity and freedom** |
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| **Re-connect:** |  | **Re-ignite** |  | **Resilience:** |
| * Return to school to current year/teacher for 2 weeks and 2 days before moving up
* Come back together as year group bubbles for the first time
* Talk about their experiences during the lockdown/outbreak
* Have one-to-one conversations with trusted adults, if needed
* Learn about topics related to coronavirus (e.g. how to stay alert, why we went into lockdown etc) with use of social stories
* Renew and develop friendships and peer groups
* Take part in other enriching developmental activities
* Engage in interactive/relational learning and activities again
* Use of ELSA/JIGSAW PHSRE
* Use of REAL PE, extended morning play time and MTA games for 30 minutes at lunch time to engage in daily physical activity and interactive games
 |  | * Engage the learning community
* Establish learning gaps as quickly as possible (see below)
* Strategic plan to engage learners and close any gaps to ensure ‘keep up’ and not ‘catch up’
* Developing curriculum to engage learners including theme days, appropriate trips and enriched new curriculum based on key drivers of the school
* ELSA recovery support to re-ignite and support key learners
* Promote daily activity for a minimum of 30 minutes with extended morning play and MTA games at lunch time to re-ignite physical stamina and health
 |  | * Shorter lessons with sharp focus
* Regular brain and physical breaks throughout the day
* Engaging curriculum
* Linking back to previous year learning to recap, revise before being ready to progress
* Developing cognitive load and meta-cognition
* Limiting burden on cognitive load in teaching
* Intentional teaching on what it is to be an effective learner
* Intentional teaching on what it is to be an effective talking partner
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| **‘Keep up, Catch Up’ Curriculum** |
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| **Transition - Thursday 3rd – Friday 18th September to include:** |  | **Phonics/Reading/Spelling/Handwriting** |  | **Maths and English** |  | **Wider Curriculum** |
| * Opportunity to talk about lockdown experiences sharing their ‘Lockdown’ all about me.
* Develop further understanding of Covid:19 (use Social Stories). Allow the children to ask questions and reflect on what they know and their experiences.
* Ensure protective measures in place are understood such as handwashing, not mixing of bubbles, reduced clubs, no assembly etc.
* Add to Class Charter – responsibilities – hand washing, staying in bubbles etc
* Reteach how to play with others re-establishing relevant social skills through games, PE and activities.
* Reteach of the Charter – rights/ responsibilities, rewards and consequences.
* Reteach the Learning to Learn behaviours
* Focus on the importance of structured transitions within the day that are predictable and controllable doses of change using visuals, warnings, countdowns and music.
* Develop a class system for the children to share any worries or concerns.
* Focus on Oracy with opportunities for talk and introducing routines to all classes.
* Thursday 10th, 11th, 17th, 18th Transition afternoons to new classes/teachers.
 |  | * Phonics - RWInc Launch with early assessments to RWI/English lead/SLT to identify stage in reading for children in Year 1 - Year 2 (possibly Year 3/4) using Phonics Screen last year.
* Formal teaching to start 7th September for children in Years 1-3 (4 if needed).
* Phonics sessions to begin daily 20-30 minutes Year 1 and 2 teaching two/three sounds (extended to Year 3/4 if needed).
* Hear every child read 1:1 in first full week.
* Daily readers to continue as normal and all heard read in 3 week rolling timetable.
* Accelerated Reader Star Assessments to be completed in the first two week for all children on the scheme.
* Class book to be read daily for enjoyment and introduce 'Favourite Five'.
* Handwriting daily to push pride in all work and celebrate key success using the handwriting Letterjoin scheme.
* Homework all set as expectation – daily reading + home learning grids.
* Text on page – new Reading Spine in use from Sept 2020.
 |  | * September – carry out gap analysis assessments as agreed.
* Teach and embed missed learning from the summer term daily from the 7th September with a focus on key areas that are a challenge to children.
* Maths – Whiterose recovery curriculum.
* Use fluency sessions to recap key number facts.
* Assessments analysed and used to identify key gaps.
* New curriculum to start 21st September in new classes for new year group with gaps interwoven for recap and review.
* Homework all set on Home learning grids.
 |  | * Promote more opportunities for the children to play and socialise buddying up key children if needed.
* Extended REAL PE sessions for all year groups.
* Continuous provision for F and Y1 to include physical asctivities.
* Use of new engaging curriculum for History/ Geography/Art/DT/Computing linked to Reading Spine where possible.
* Virtual whole school celebration of all classes on Fridays.
* New year group themes to start 21st September.
* Year 1 to follow EYFS curriculum and Continuous Provision for the autumn term 1 and review.
* Jigsaw to be taught more regularly during the first half term at least using the recovery modules https://jigsaw3-11.com/community-en/#1590848531464-4fcd5d50-c8d4
* Homework all set on Home Learning grids
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| **A Graduated Approach to dep Recovery** |
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| **3 Rs Phase 1** |  | **3 Rs Phase 2** |  | **3 Rs Phase 3** |  | **3 Rs Phase 4 and 5** |
| * Teachers and TAs to begin building strong positive relationships with each child in the class/year group bubble.
* Transition from previous teacher to new teacher must take place detailing how to support each child linking in with individual transition plans as needed.
* Emotional Literacy Support Phase 1 implemented in all classrooms.
* All lessons include scaffolding for support (e.g., concrete material for Maths) for all children to feel well supported.
* Reshape the timetable for opportunities to practice daily tasks to embed missed learning.
* Activate learning – engaging, short and sharp focus.
* Assemblies to continue to reflect on school values and celebrate star learner in live Friday assemblies.
* Use of Social Stories.
* Lunch time support for key individuals.
* Use of PSA in class for key individuals.
 |  | * Teachers and TAs to work closely with families to monitor and support the wellbeing of individual children and their family.
* Consultation with SENCO for children needing additional support following lockdown – use the graduated approach as needed.
* EP Consultation/Surgeries
* ELSA
* Friendship Formula/Socially Speaking
* Phonics - Pinny time for RWInc ‘Keep up, not catch up’.
* Reading – 1:1 Reading time
* Maths – Bespoke surgeries/support
* Speech and Language support through modelling high quality talk in areas around the school.
* Personalised safe space in classrooms for key individuals.
 |  | * Short or longer term ELSA sessions to support recovery.
* Precision Teaching/bespoke intervention in place and restarts for all children on the programme before lockdown following new assessments.
* Using assessments from the end of September, identify further children who need further 1:1 intervention.
* Assess the needs of those who have had MAST/ELSA through lockdown due to struggling at home.
* IEPs reviewed and updated following assessments.
* RWInc 5-10 minutes 1:1 tutoring.
 |  | MAST involvement* Link EP support
* Family Workers
* Therapists
* Learning Mentors
* CAMHS
* Communication and Interaction Team
* School Nurse
* PSA
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