|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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** | | | | | | | | | | |
|  | | |  |  | | |  |  | | |
| **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 | | |
|  | | | | | | | | | | |
| **‘Keep up, Catch Up’ Curriculum** | | | | | | | | | | |
|  |  |  | | |  |  | | |  |  |
| **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 |
|  | | | | | | | | | | |
| **A Graduated Approach to dep Recovery** | | | | | | | | | | |
|  |  |  | | |  |  | | |  |  |
| **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 |