



Intent

Our aim is to provide a curriculum that is adaptable and responsive to the diverse needs of individual learners and which reflects the uniqueness of our communities that will be vital during the recovery phase with a blended learning approach.

Rationale

Children returning to school following lockdown have experienced loss. All children will have had vastly differing experiences over the period of the pandemic. This includes lack of routines, freedom, relationships, social interaction and the daily structure that school provides. They have lived through a collective 'trauma'.

Anxiety, trauma and bereavement are three significant dynamics that may impact negatively on children's mental health. Over the period of the pandemic some families and children will have experienced one or more losses in an untimely and unplanned fashion. Our children are vulnerable at this time and their mental health 'fragile' particularly if they are witnessing adult anxiety which they may be unwittingly absorbing.

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

Independent learning, without the teacher to intervene, can lead to mistakes, misunderstandings and misconceptions going unchecked.

We have explored stages that will be considered with children returning. Our recovery curriculum is underpinned by a systematic relationship-based approach to reignite a 'love of learning' for each child. This is summarised from the work of Barry Carpenter, taken from his Recovery Curriculum model:

Lever 1: Rebuild Relationships – positive relationships are vital for child development. Children may have experienced loss during the pandemic, including the loss of relationships with their peers. Our curriculum pedagogy provides structure and planned opportunities to re-establish friendships, reconnect with staff through fostering collaboration, empathy, confidence and self-expression.

Lever 2: Understand the individual child and their community – we must recognise that children may have experienced lockdown in different ways. The curriculum can help children tell their stories, strengthen their sense of self, family, community and place in the wider world.

Lever 3: Transparent Curriculum – Missed learning is a complex issue. Children's needs will vary and not all gaps can or should be addressed immediately. Key concepts and subject specific skills will need to be embedded before children can move on. We will adopt a flexible approach using our sequenced knowledge and skills framework in planning our route to recovery.

Lever 4: Metacognition – It is vital that we make the skills for learning in a school environment explicit to our children to reskill and rebuild their confidence as learners. These include planning, problem solving, organisation, self-evaluation and analysis.

Lever 5: Space – curriculum that engages and inspires and gives children the space to adjust and minimises any disadvantages. It is crucial that we promote and teach our values and ensure children feel secure and positive about being in school again. We need to provide opportunities for children to develop their self-expression, personal growth and fulfilment.

Much research, including that of the Education Endowment Foundation, Mary Myatt and Barry Carpenter; leading educational consultants, have informed our rationale to begin the recovery process. We have planned our phased 'Curriculum Recovery' to ensure the Academy Trust's Curriculum Vision has uncompromising aspirations for every individual and to provide a quality of education, which is broad, balanced and challenging for all – regardless of their starting point continues to be at the forefront of our planning. We want our children to become "Lifelong Learners" and continue to achieve and enjoy their learning.

Implementation

Our Recovery curriculum will be a phased approach for our recovery. The initial stages will focus on children's relationships with school with a key emphasis on children's well being. The second phase will include gradual implementation of the curriculum, closing the gaps in learning and consolidation, followed by moving on to new learning. This will be implemented through a tiered model:

Stage 1. Quality First Teaching

- Curriculum- implement clear recovery curriculum within a skills and knowledge progressive framework
- We will celebrate what the children already know and start from there.
- Support subject leaders in development of subject recovery plans; diagnostic assessment of prerequisite learning linked to teach key skills and subject knowledge
- Values and social skills embedded across the curriculum and taught and modelled explicitly by teaching teams
- Support cycle of CPD with mixed ability and SEND focus. Bespoke support for NQTs and identified teachers.
- Support knowledge and embed through skills and knowledge progression overviews for each subject
- Frequent 'Assessment for learning' including low stakes quizzes to support assessment and ensure acquisition of knowledge
- Assessment will enable us to identify target groups and individuals who may need additional support and it will provide an analysis of gaps in learning to inform future planning in the recovery process
- Monitoring, Subject leads alongside SLT
- Teaching over time from Spring term- identified learning 'gaps'

Stage 2. Targeted academic support

- Targeted interventions focusing on disadvantaged learners and those identified as having barriers to engaging in remote learning over lockdown. Interventions led by Teachers and Teaching Assistants
- Clear focus on reading, writing and maths
- Pre and post teaching
- Communicate reading guides and resources with parents
- Provide parents with different support materials through the Academy websites.

Stage 3. Wider Strategies

- Pastoral staff provide support to assist children in transition to school
- Targeted Pastoral support- Circle of Sunshine and theraplay activities
- Wellbeing project focusing on emotional wellbeing
- Enrichment opportunities
- Outdoor learning
- Monitor attendance and engagement
- Familiar staff provide cover rather than external
- Opportunities for physical daily activities
- Deliberately reduce workload during Spring term (meetings and observations)
- Provide ongoing technical support to staff and parents
- Remote Learning- regular reviewed
- Enable access to a blended learning model
- Ensure vulnerable children have access to remote learning
- Transition programme- children supported through their school journey: Pre school; transitions to year/ Key stages and to Middle school

Impact

The Harlington and Sundon Academy Trust have the children's well being at the centre of our thinking. We know that children have had different experiences during this pandemic. The common thread running through all of their experiences is the loss of 'normal' be that routine, structure, friendships, experiences and freedoms. With this in mind, we have thought about the most effective way to support children's ability to learn. Our approach encompasses and supports the academic expectations for our children and ensures that:

- Children become refamiliarized with school routines
- Children engage with learning and are supported in rebuilding positive relationships with school staff and their peers
- Children's well being is supported and a key priority as they return to school
- Carefully planned learning allows children to reconnect with learning, re visit prior learning and build on their skills
- The learning approach is 'adaptive,' introducing new content and skills for all children and moving learning on when they are ready
- Continuing with a framework for learning that is more personalised and considers the needs of children, their wellbeing and promotes positive development
- Flexibility, such as amended timetabling of subjects, ensures children are given opportunities to make accelerated progress in core subjects whilst still receiving a broad and ambitious curriculum.