



Marner Primary – Recovery Curriculum Statement

(Autumn Term 2020)

Introduction

The COVID-19 pandemic and resulting temporary closure of schools has meant that our school has not been able to deliver a full curriculum. Our children's home learning experiences will have varied from family to family. In addition only a small percentage of children returned to school prior to the new school year in September. We have designed our recovery curriculum for the autumn term on the premise that all children will have gaps in their learning.

Our recovery curriculum will initially focus on pupil wellbeing, delivered through our establishing weeks and the strong awareness and skills our staff have, regarding the wellbeing of our children. Alongside these key objectives phonics, reading, writing and maths will be taught within a context that is relevant and interesting to our children. Each year group will also have an overarching English text focus and a topic focus for each term, in order to provide opportunities for cross curricular links and outdoor learning.

Over the course of the year 2019 - 2020, we have been working collaboratively to review elements of our curriculum for 2020 – 2021. As a school we are always striving to challenge ourselves; ensuring our curriculum is broad and balanced, with clear progression of knowledge and skills across subject areas.

Key curriculum areas addressed:

- *Rights Respecting Schools and Global Learning Goals* - our school is proud of the curriculum work that has begun on our Rights Respecting Articles. These are reflected within each year groups long term curriculum plans, in the classrooms and in the language used at Marner. This year we continue our journey of achieving silver accreditation.
- The clear *progression of knowledge and skills in music, art and DT* – the school now has a clear and progressive approach to the teaching and learning of these very engaging and creative curriculum areas. This is now delivered through a carousel approach to learning.
- The school is now in the second year of developing our work around *Oracy*, working in partnership with Voice21 – Embedding discussion guidelines within learning and explicit opportunities to develop oracy through all areas of the curriculum.

Ongoing areas for implementation this year will be:

- *The implementation of the statutory PSHE curriculum* - the school will be looking at how RE, PSHE and Rights Respecting areas of learning can be connected in an Epistemic way. Using big questions to encourage children to think deeply, building on their understanding through collaboration with their peers (Oracy and P4C) and equipping them with the necessary knowledge and skills to contribute to their communities.

We want to reignite our children's 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 Matthew Carpenter, Back to School – Curriculum Guidance to Schools.

These are as follows:

Lever 1: Relationships – we cannot expect all 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 against the discomfort of returning. Be aware of the dip, once the initial excitement and adrenaline rush of the return has occurred.

Lever 2: Community – we must recognise that curriculum will have been based in the community for a long period. 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 pupils to heal this sense of loss.

Lever 4: Metacognition – in different environments, children 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 during the month of October. 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 (Bench Marking Assessments) and maths towards the end of the autumn term in order to allow time for them to transition from the Early Years framework. A baseline phonics assessment for Year 1 and Year 2 pupils will take place in late September and into October to ensure effective teaching and learning. All year groups will check in on maths learning through the use of White Rose end of unit and block assessments to ensure gaps are being addressed. Writing moderation will take place in November. Children are expected to read every day, reading records are monitored and teachers check in through Bug Club. Guided and shared reading continues to formatively build a reading picture and Reading Vipers are used to check comprehension. In November standardised reading comprehension checks will take place. Whole school pupil progress will occur in December.

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. (ORACY)

- Encouraging pupils to make connections and links within their learning using their overarching English texts and termly curriculum 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.
- Exploring the use of advance organisers to help children to see the bigger picture and build neural connections.

Home learning:

If a child or bubble is sent home due to COVID-19 or for self-isolating reasons, the school has a clear plan in place which enables blended learning to occur. The school will communicate with parents via the school website, text message and Class Dojo. Google Classroom will be used for communication with children in Y3-Y6 and Class Dojo will be used for Nursery – Y2.

Please refer to our Home Learning Policy and our school website, Home Learning section, for detailed weekly plans if your child or their year group are learning from home.