



“Being the Best We Can Be With God”

## St. Lawrence CE Primary School Recovery Curriculum for September 2020



“Every interaction is an intervention”



St. Lawrence CE Primary School  
Recovery Curriculum for September 2020

At St. Lawrence Primary School our school vision, intent and implementation are at the heart of everything we do. Our teaching follows the National Curriculum statutory documentation but through cross curricular and creative teaching contexts we engage all our learners and design a curriculum that builds on children's prior knowledge, provides first hand learning experiences, supporting children to become creative and critical thinkers. We use our St. Lawrence Values (Listening & Learning, Respecting & Caring, Trusting and Forgiving, Helping & Supporting, Smiling & Inspiring) to promote positive attitudes to learning which reflect the skills and values needed to promote responsibility for learning and develop interpersonal skills that will lead to future success.

### Our School Vision & Intent

Through 'The St Lawrence Way' we will engage, excite, empower and inspire all to **be the best they can be with God** equipping them for today, tomorrow and the future.

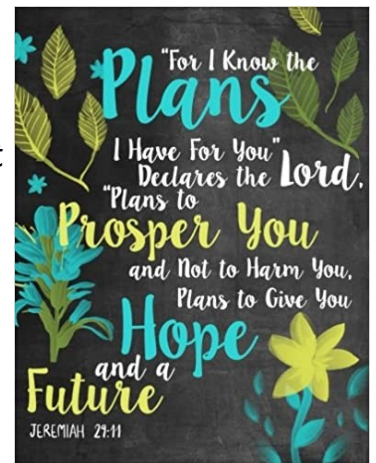
### Motto

**"Being the best we can be with God"**

*'For I know the plans for you,' declares God, 'plans to prosper you and not harm you, plans to give you hope and a future.'* Jeremiah 29:11

### Our Key Values

Through 'The St Lawrence Way' we will explore our vision, intent and Christian values.



The guiding principles that we teach the children to live their lives will be underpinned by the core Christian values of Perseverance, Courage, Respect, Justice, Trust, Forgiveness, Generosity, Service, Friendship and Compassion.

**Listening and Learning** = Perseverance and Courage

**Respecting and Caring** = Respect and Justice

**Trusting and Forgiving** = Trust and Forgiveness

**Helping and Supporting** = Generosity and Service

**Smiling and Inspiring** = Friendship and Compassion



## Mission and Implementation

**Our mission and implementation will be driven through the ‘St. Lawrence Way’ and we will....**

- Design an ambitious curriculum that: recognises children’s prior learning, providing first hand **learning** experiences, allowing the children to build resilience and become creative, critical thinkers who will go on to be lifelong learners.
- Recognise every child as a unique individual. We teach the children to be tolerant and accepting of one another whilst understanding and **respecting** difference and diversity, knowing that all have been created in the image of God.
- Provide **inspiring** enhancement opportunities that engage children in their learning, encouraging investigative and enquiring skills where there are no limits to curiosity and there is a thirst for new experiences and knowledge.
- Promote lifelong Christian values by **helping and supporting** our children to contribute successfully to their local community and the wider, increasingly complex national and global community is an integral part of our curriculum offer.
- Foster a Christian community whereby everyone feels valued and has a strong sense of belonging building upon strong, **caring** relationships that are based on mutual respect; demonstrated through courtesy, forgiveness and reconciliation.
- Value the community to which we belong by **listening** to adults and creating opportunities for the pupil voice to be heard, providing support for good mental health and the wellbeing of all in our Christian community and is central to the ethos of our school.
- Instil core Christian values through our collective acts of worship by **trusting** our children to make positive choices, supporting the strong moral sense of right and wrong, having a very positive impact on pupils’ outcomes and behaviour.
- Raise aspirations and engender a sense of personal pride in achievement, providing purposeful and relevant learning opportunities ultimately helping every child to find their strengths and interests by promoting a **smiling**, happy culture for the children.



# Recovery Curriculum Guidance

The recovery framework is based upon the work of Barry Carpenter and the Evidence for Learning team, as well as DfE guidance, which sets out the importance of recognising the trauma and loss that children will have experienced during the Covid-19 pandemic. Successful transition for children to enable them to once again become happy, confident learners is therefore key. The way in which we will do this is by acknowledging and accepting the losses that we have all been through during the pandemic:

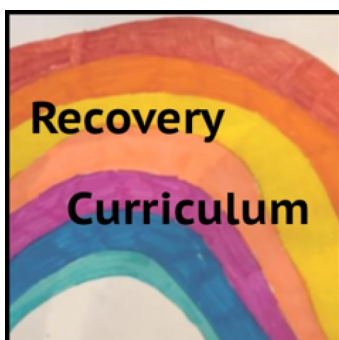
**Loss of routine** means that we are likely to have at some point had disrupted sleep patterns, change in coping mechanisms, experienced worry or become confused due to a lack of routine.

**Loss of structure** would indicate that we may not have been following the same structures for learning that we have previously been accustomed to. We may have worries over lack of control and in particular change. We may have lost out on our right to carry out important transitions in our lives such as SATS, secondary school visits, end of year parties, saying goodbye to our friends and teachers and having the opportunity to meet new teachers.

**Loss of friendship** - whilst we haven't lost friendships and those people still remain in our lives, we will not have been able to interact with them in the way we were previously used to, we grieve for the deeper social interaction and connectedness that friendship and relationships bring.

**Loss of opportunity** - many children and adults do not understand why school was closed and why we were no longer able to meet up with our friends and instead, had to remain at home and indoors for most of the day. We may not understand fully why the decisions were made and children in particular might not have the understanding that the Government made the decisions to partially close schools and that it wasn't their teachers or other school staff who took those decisions. For this reason, it is vitally important that we help children to understand that their safety was and is our primary concern.

**Loss of freedom** - for some children and adults, school offers a place of escape, somewhere that they can be who they want to be whilst also allowing a sense of freedom to explore, make mistakes and learn from them.



For the full document visit the site below,

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



# The Journey of Recovery at St. Lawrence Primary

Professor Barry Carpenter 2020, talks about a Recovery Curriculum with 5 levers.

## The 5 Levers

<b>Lever 1</b>	Relationships	Reach out to greet - don't automatically expect them to return joyfully.
<b>Lever 2</b>	Community	Engage, listen, understand, grow together
<b>Lever 3</b>	Transparent Curriculum	Co-construct to show them how you are addressing the gaps in learning.
<b>Lever 4</b>	Metacognition	Explicitly scaffold teaching to grow in confidence as a learner.
<b>Lever 5</b>	Space	To be, to rediscover self-image, concept, esteem and confidence.

### Helping Children to Heal

1. Hold a formal act of remembrance as a community.
2. Place relationships front and centre, and build social capital.
3. Identify and support children in most need of social buffering.
4. Reaffirm boundaries, rules and routines as safety measures.
5. Re-evaluate and reaffirm core values, recognising all.



Mary Meredith, 29<sup>th</sup> April 2020, TES.



# The Journey of Recovery at St. Lawrence Primary

**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.

We will use the Relationships aspects of the statutory curriculum to teach about healthy relationships, (Shropshire Respect Yourself Resources and Cambridgeshire primary Personal Development programme will form the basis of our teaching structure)

- ⇒ Allow children to end relationships if they are moving on, changing classes, tutor groups, sets etc. This can be done via e-mail, making cards, coming together to develop a memory box.
- ⇒ Retain the relationship with parents. They have been co-educators for over 3 months. How do we keep this new relationships going and how do we thank parents? How do we convince them to hand over their child to us? Make cards, have a project for the first few weeks that will involve the parents at the end.
- ⇒ Use technology, poetry, art work, sculpture to convey thanks



**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.

- ⇒ Listen to parents, pupils and the community about their lived experience. Ask them to reflect on lockdown and record it through: poetry, dance, film, blog, art, creative writing, diary, sculpture, scrap book
- ⇒ How did the community pull together? Do the community need to be thanked?
- ⇒ Have a museum of love, hope, recovery, thankfulness, kindness
- ⇒ What do children want to do to ensure that their community keeps talking to each other?





# The Journey of Recovery at St. Lawrence Primary

**Lever 3: Transparent Curriculum** – all of our pupils 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.

Student agency refers to learning through activities that are meaningful and relevant to learners, driven by their interests, and often self-initiated with appropriate guidance from teachers. To put it simply, student agency gives students voice and often, choice, in how they learn.

- ⇒ Strategic planning and thinking of leaders - a curriculum underpinned by recovery
- ⇒ Whole school culture – assemblies, circle time, tutor time, staff awareness of issues
- ⇒ Use of shared language across the school – having empathy and compassion
- ⇒ Social and emotional taught curriculum -PSHE RE-RSE-HE, Citizenship
- ⇒ Subject level curriculum – what is the shortest route to learning? What are the key skills and knowledge that children need? What needs to be removed?
- ⇒ How can subject areas be used as part of the therapy?
- ⇒ Listen to children, what are their fears, how can these be addressed?
- ⇒ Teach the facts about COVID-19 in an age appropriate way, use agreed language, so that pupils have facts. This is the most significant event in our lives since World War 11.
- ⇒ Allow children to draw what they think the virus looks like, write to it, write about it, to gauge their understanding and fears
- ⇒ Does every class have a worry box? Are they available around school?
- ⇒ Are there designated staff with expertise for children to talk to?
- ⇒ What are we going to teach, why and when? What will come next and what will it look like?
- ⇒ What therapeutic strategies do we need to employ?

**Children’s Safeguarding Boards/Student Parliament** Allow children to co-construct a curriculum by gathering the views of their peers and the wider school about their lived experiences. These pupils will be best placed to talk to children at the appropriate pitch, lead sessions, assemblies (virtual or physical) on the pandemic.

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# The Journey of Recovery at St. Lawrence Primary

**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.

## Education Endowment Fund Toolkit

*Zimmerman gives a helpful description of what a successful self-regulated learner looks like: ‘These learners are proactive in their efforts to learn because they are aware of their strengths and limitations and because they are guided by personally set goals and task-related strategies, such as using an arithmetic addition strategy to check the accuracy of solutions to subtraction problems. These learners monitor their behaviour in terms of their goals and self-reflect on their increasing effectiveness. This enhances their self-satisfaction and motivation to continue to improve their methods of learning.’*

Self-regulated learning can be broken into three essential components that teachers need to know about to help their pupils to develop into successful learners:

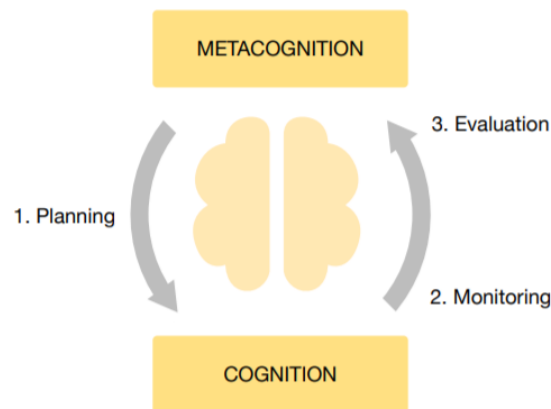
- ⇒ Cognition is the mental process involved in knowing, understanding, and learning. By cognitive strategies, we mean skills like memorisation techniques or subject-specific strategies like making different marks with a brush or using different methods to solve equations in maths. This is the bread and butter of good teaching; cognitive strategies are fundamental to acquiring knowledge and completing learning tasks.
- ⇒ • Metacognition is about the ways learners monitor and purposefully direct their learning. For example, having decided that a particular cognitive strategy for memorisation is likely to be successful, a pupil then monitors whether it has indeed been successful and then deliberately changes (or not) their memorisation method based on that evidence. By metacognitive strategies, we mean the strategies we use to monitor or control our cognition, such as checking that our memorisation technique was accurate or selecting the most appropriate cognitive strategy for the task we are undertaking.
- ⇒ Motivation is about our willingness to engage our metacognitive and cognitive skills and apply them to learning. Motivational strategies will include convincing oneself to undertake a tricky revision task now—affecting our current well-being—as a way of improving our future well-being in the test tomorrow. Cognition, metacognition, and motivation all interact in complex ways during the learning process. For Freya, she deployed cognitive strategies, like using mnemonics and doing some self-testing practice at home. She used metacognitive strategies to plan her spelling practice, recognising why using a mnemonic was the right tool for the job, while monitoring her own difficulties with time pressures during the test.





# The Journey of Recovery at St. Lawrence Primary

- ⇒ Self-regulated learners are aware of their strengths and weaknesses, and can motivate themselves to engage in, and improve, their learning. At the heart of this is metacognition. This term is increasingly well known in schools, but beyond a simple definition of ‘thinking about thinking’, teachers can quickly run out of classroom examples to describe it accurately. Understanding what we mean is the first step in helping teachers to improve pupils’ metacognition.



## **Revisit philosophy of learning**

- ⇒ Learning styles
- ⇒ Building Learning Power
- ⇒ Children need to have learning modelled and made explicit – support children by getting them to imitate, this will support their learning pathways.
- ⇒ Teach them a new game/activity this is a good way to see if learning pathways are making the necessary connections to store information in the long-term memory.
- ⇒ Revisit strategies that made children successful learners
- ⇒ Building resilience through team challenges and activities
- ⇒ Understanding cognition – see slides linked to Cognition and resilience

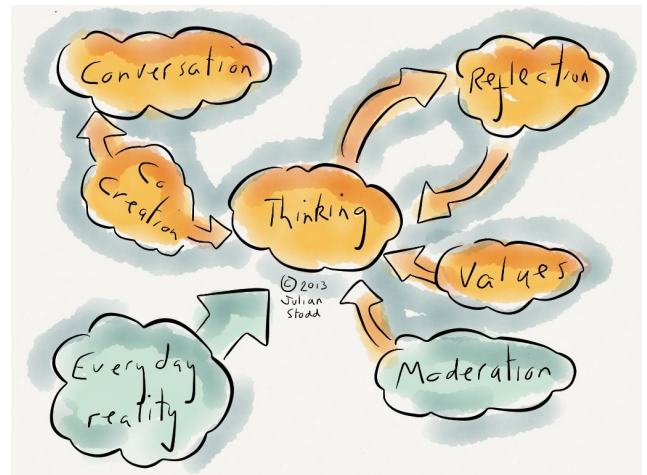


# The Journey of Recovery at St. Lawrence Primary

**Lever 5: Space – to be, to rediscover self, and to find their voice on learning.** 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.

Time to re-connect with friends and peers interspersed throughout lessons and sessions

- ⇒ Use movement breaks such as Calm Brain, Brain Gym
- ⇒ Teach young people about cognition and how stress affects their ability to learn
- ⇒ Re-teach your philosophy of learning - learning styles, Building Learning Power etc.
- ⇒ Intense periods of teaching, depending on the age of the pupil/student and then physical activity to release endorphins and support the release of stress and anxiety. Teach them a new team game, help them to develop a sense of belonging.
- ⇒ Observe children, look for the flight, fight, freeze and submit characteristics, take time to find out about the young person's worries and anxieties
- ⇒ Worry boxes in classes and around the school for pupils to access at all times.
- ⇒ Allow children the opportunity to make sense and control what they can, manage the changes – for example social distancing – how can they manage it?



## **The Importance of the 3 P's - provoke, Promote and Provide**

We must **provoke**—make speaking up a necessity because the student find something interesting, funny, they can't help but give their thoughts or they feel the need to contribute because something matters.

We must **promote** - give students the opportunity to celebrate the positive in what has happened. What do they keep about they new way of life at home?

We must **provide** - actively carve out space for the necessary conversations about identity, loss, difference, similarity and fear that will dominate their inner thoughts.



# The Journey of Recovery at St. Lawrence Primary

## The PACE Model

Developed by Daniel Hughes (Attachment focused treatment for Childhood Trauma)

PACE is an approach of four personal qualities, which allows adults to support children in developing their own self-awareness, emotional intelligence and resilience. Over time and with practice, a child will gain strong tools to better understand and regulate their emotions.

Key to this approach is a deep respect for the child's own experiences and their inner life. When an adult engages in this work, we provide a supported space within which children hone and develop their own thinking skills. This helps children reflect upon, understand and then manage their own thinking skills. This helps children to reflect upon, understand and then manage their emotions more skilfully.





# Intent

Due to the closure of schools for the majority of children during the global Covid-19 pandemic, we believe that it is essential to re-evaluate and adapt our approach to the provision on offer for our pupils when they return to us in September 2020. We acknowledge that our children's world as they know it has evaporated, their routines and social structures have been lost and their anxieties heightened due to the uncertainty that currently surrounds them. Our ultimate priority is for the our children to safely return to school with love, care and compassion at the heart of the transition so they are able to find that 'love of learning' once again.

Our ethos of 'Being the best we can be, with God' will be at the heart of our recovery curriculum focused on mental health and well-being. We will continue to provide a safe, caring and loving environment where friendships, happiness and wellness are nurtured and prioritised.

Through our Recovery Curriculum, we aim to ensure that our children are immersed into a positive and supportive learning environment, where social and emotional needs are addressed first and foremost to enable successful learning to take place. Our approach will have a strong emphasis on 'learning to learn again' through a cross-curricular curriculum, with wellbeing at its heart. We will encourage children to share experiences and challenge their thinking in a nurturing and supportive environment, supported by a loving, caring and dedicated staff team and with our strong Christian identity running through all aspects of the curriculum.

Our academic focus within the Recovery Curriculum aims to carefully and sensitively consider and address the missed learning opportunities of our children. It might be that some children are ready for more academic focuses than others. Therefore, as always, our children will be gently monitored and their next steps in learning will be identified, which will enable all children to make individual progress in all areas. We will use the Five levers to plan a purposeful, bespoke curriculum for the first term to ensure a seamless transition back into school.

## The 5 Levers

<b>Lever 1</b>	Relationships	Reach out to greet - don't automatically expect them to return joyfully.
<b>Lever 2</b>	Community	Engage, listen, understand, grow together
<b>Lever 3</b>	Metacognition	Explicitly scaffold teaching to grow in confidence as a learner.
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<b>Lever 5</b>	Space	To be, to rediscover self-image, concept, esteem and confidence.

# Implementation



## **INTENT**

### **Lever 1 - Rebuilding Relationships**

#### **Implementation**

##### ⇒ **PSHE - Personal, Social, Health and Emotional Curriculum**

The basis of our teaching will be from the 'Cambridgeshire Primary Personal Development Programme

The whole school theme will be Beginning and Belonging & Emotions. The units covered will explore forming and maintaining positive relationships with others and identifying the need for tolerance and co operation even though we are all different. Children will be taught how to develop strategies for coping with new and challenging experiences and consider how they can provide support and help to others. The units will also help children's understanding and recognition of their on thoughts, feelings and emotions, including how we may express and respond to these feelings. This includes how we might react to strong or overwhelming emotions, in ourselves and others, and ways to manage them effectively.

##### ⇒ **COMMANDO JOE'S - Respect Curriculum**

Staff will implement their Commando Joe's training to deliver the RESPECT Curriculum which focuses on the elements of Resilience, Empathy, Self-Awareness, Passion, Excellence, Communication and Team-work. The founder of the programme, Mike Hamilton was awarded an OBE for Services to Young People in the 2019 honours list. The programme compliments the core curriculum teaching time and supports lessons. Building the confidence of our pupils before they leave us is of utmost importance; with high self-esteem children are better able to make difficult decisions under peer pressure, approach adults for help and be self-sufficient in their learning. The programme develops this resilience through practical based activities and challenges, being part of a team, performing challenges or having a leadership role. Our pupils will develop a sense of adventure and increased self sufficiency by taking part in new and unfamiliar activities. These transferable skills will hold them in good stead for the future.

##### ⇒ **FOREST SCHOOL**

We will adopt a whole school approach to Forest School and children from Reception to Year 6 will participate in weekly sessions. We recognise the benefits of the sessions in promoting the following:-

- ◇ Building confidence and independence
- ◇ Feeling empathy for others and nature
- ◇ Physical fitness
- ◇ Health benefits.
- ◇ Improved mental health and well-being
- ◇ Learning by experience
- ◇ Exposure to manageable risk
- ◇ Better sleep and mood
- ◇ Team building and ability to co-operate with others

# Implementation



## **INTENT**

### **Lever 1 - Rebuilding Relationships**

#### **Implementation**

#### ⇒ **TALKTIME- Opportunities built in to the curriculum to support speaking and listening**

Here at St. Lawrence the pupil voice is crucial and underpins our ethos of 'everyone has a voice' and we all contribute to the school life and community. To encourage our pupils to speak up and speak out we have developed 'Talk Time' approaches throughout the curriculum to encourage children to develop confidence with their speaking and listening skills.



#### ⇒ **ELSA - Emotional Literacy Support Assistant**

Mrs Leon our Higher Level Teaching Assistant (HLTA) is trained as our ELSA, with a wealth of experience working with children of all different ages. ELSA's help children to understand their emotions and help develop children's empathy and respect for the feelings of those around them. Mrs Leon will be working with individual targeted children but some of the activities can be taught in larger or whole class groups develop children's social, interaction skills.

We will be adopting whole-class sessions developed to rebuild a sense of security and belonging, based on the Tree of Life.

The Tree of Life is a tool that uses different parts of a tree as metaphors to represent different aspects of our lives. The use of metaphors and questions invites the children to tell stories about their lives in ways that help them to appreciate their own uniqueness and the strengths that they offer. It also allows them to start to develop an appreciation of others and rebuild a sense of belonging. <https://sway.office.com/MGXOlgirFiF3wMEP?ref=Link>

# Implementation



## **INTENT**

**Lever 2 - Re-establishing Community - Engage, listen, understand, grow together**

### **Implementation**

#### ⇒ **SEE-SAW Home Learning**

We recognise the success of SeeSaw as a tool to support the strong partnership between school and home and will continue to use it as a way of communication. The purpose of the online learning platform will be to upload homework and to upload shared tasks to complete at home. For Early Years Reception will be using it to support the observations that we make in school. We will be able to capture the experiences from home and support the triangulation of pupil, parent and teacher which places the child at the centre of all that we do.

#### ⇒ **SCHOOL COMMITTEES**

“Pupil voice can be understood as pupils having the opportunity to have a say in decisions in school that affect them.” Through establishing different committees in school children will have the opportunity to speak out about what is important to them. Giving children a voice promotes self esteem and self worth. By providing opportunities for children to voice their ideas through choice, opinion, feelings and emotions can develop their awareness and make them feel important and valued. Feeling valued plays a large role in how a child learns.

#### ⇒ **SCHOOL NEWSPAPER**

As a source communication between school and home we send the weekly Newsletter which informs parents of upcoming events and delivers the school news. Our vision is to establish a pupil newspaper which incorporates children’s ideas and allows them to lead their own learning, by writing articles and uploading their own photographs and sources of information which will appeal to their pupil, community.

#### ⇒ **LINKS TO THE WIDER COMMUNITY**

Over the last two years we have made strong links with the wider community, in particular the residents of Preston-upon-the-weald-moors and Deansfield Nursing Home as well as the local food banks around Telford and Newport area. We have reached out to our community and been instrumental with fundraising to support the local community; such examples include, raising money for the village defibrillator, donating food to the local food banks and hosting concerts for the elderly residents at Deansfield. As a school we are eager to re-establish these links and model to the children how we can help those in our community who place our school and church at the heart.

#### ⇒ **ST. LAWRENCE CHURCH**

As a Church of England school our strong Christian distinctiveness is reflected in the school’s values and through the ‘St. Lawrence Way’ which depicts the school’s core values and underpins the ethos. Daily worship sessions will support children’s understanding of core Christian values and support opportunities to reflect on daily life.

# Implementation



## **INTENT**

**Lever 3 - Transparent Curriculum - Co-construct to show them how you are addressing the gaps in learning.**

## **Implementation**

### ⇒ **CURRICULUM OFFER - Whole School Approach**

All of our pupils 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.

Student agency refers to learning through activities that are meaningful and relevant to learners, driven by their interests, and often self-initiated with appropriate guidance from teachers. To put it simply, student agency gives students voice and often, choice, in how they learn.

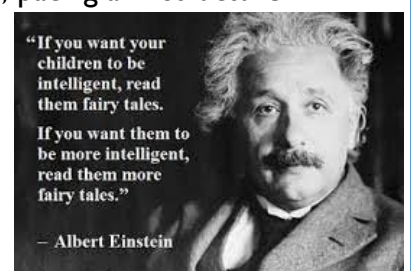
From September, for the first half term we will be planning a whole school theme of 'Fairytale' across all year groups. This whole school theme will allow continuity between classes and opportunities for shared pieces of art work, design technology and music where children can come together as a community. The younger children in school will focus on the story structures of traditional tales, whereas the older children will look at alternative versions of the story along with versions from other cultures. Using repetitive and patterned language will support children's ability to retell stories verbally and apply it to their own writing. These stories explore the feelings and emotions of characters within the story and will generate discussion about our own feelings. Traditional tales are a vehicle for creating extended pieces of art, music and drama and often can easily be linked to other areas of the curriculum for example, science and geography. These cross-curricular links will be crucial in engaging children's interest and promoting curiosity, creating opportunities for children to lead their own learning and develop their own pathways will be key in stimulating interest and passion for learning.

Developing and dedicating curriculum time for children to explore how they would like to present their work will allow them to become more independent in their approach and take ownership of their learning.

Never underestimate the power of picture books, they are an important genre of children's literature and not just a step on the route to chapter books. They support the development of sophisticated reading skills, enabling children to develop deep comprehension skills and to learn about narrative structure and character development in an accessible way.

Giving time and space for children to read, respond to and discuss the themes and structures of different picturebooks provides children with a strong understanding of how to construct a compelling narrative in an accessible way, including characterisation, setting, plot, creating empathy, pacing and structure.

<https://www.literacysshed.com/the-fairy-tale-shed.html>





# Implementation



## **INTENT**

**Lever 3 - Transparent Curriculum - Co-construct to show them how you are addressing the gaps in learning.**

## **Implementation**

### ⇒ **MATHEMATICS**

#### ◇ **Maths Mastery**

Mrs Moore and Mr Al-Asmar will be going in to their second year of Maths Mastery training and embedding the knowledge and skills acquired. As a school we will be developing the use of Maths Mastery in other classes to support the work already undertaken.

Mathematics Mastery's mission is to enable all learners to enjoy and succeed in mathematics. We want learners to think about maths beyond what is tested in national examinations and to be equipped with an understanding of mathematics that will be relevant and useful in their future studies and/or in the world of work. The Maths Mastery programme has been designed on principles to provide learners with a deep conceptual understanding of mathematical ideologies and the ability to confidently communicate in precise mathematical language, while becoming mathematical thinkers. If a pupil understands the core principles, they will be able to remember more and do more maths, in whatever context they encounter it.

#### ◇ **'Kate Burton 'Back on Track' Plans**

As a school we will be adopting plans from the LA Maths Consultant, Kate Burton on ways in which we can address the gaps in the teaching of mathematics. The plans will have a high emphasis on Number and Place Value to support children's fluency and recall of number facts. Kate Burton has worked with Mr Al-Asmar to devise 'Back on Track' plans for the mixed-age class structures across school.

### ⇒ **ENGLISH**

A large part of the curriculum will be dedicated to reading, writing, spelling/phonics and handwriting. Through our theme of 'Fairytale' we will be planning activities to support the basic skills of reading and writing and threading the elements of SPAG through the work that we plan. Our structured Read, Write, Inc. phonics scheme will support Reception and Key Stage One pupils with reading and spelling and an introduction of our Super Spelling Strategies will support the reading and writing of common exception words for each year group. Staff have had extensive training on the Jane Considine model for teaching reading and writing and will continue to adopt this structured approach to support their pupils. Our themed approach will enable children to write for different purposes and genres and the scaffolded approach will encourage and equip the children with skills to make them more independent.

# Implementation



## **INTENT**

**Lever 3 - Transparent Curriculum - Co-construct to show them how you are addressing the gaps in learning.**

## **Implementation**

### ⇒ **CALMBRAIN**

As a school we place children's mental health and well being at the forefront of everything we do. As a school we have invested in 'Calmbrain' as an approach for relaxation during the times of the day to support our pupils when things become fractious and at transitional points during the day to prepare them for their learning. We will continue to use this approach developed by Dr. Sarah Taylor, Consultant Clinical Psychologist, three times a day throughout the day. When children feel relaxed and calm they are more likely to communicate their emotions more effectively.

### ⇒ **PSHE CURRICULUM**

Personal, Social, Health and Economic (**PSHE**) education is a school subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. These skills and attributes will help pupils to stay healthy, safe and prepare them for life and work in modern Britain. Our Social and emotional taught curriculum will be woven through the teaching of PSHE RE-RSE-HE and Citizenship. As highlighted earlier the whole school theme will be Beginning and Belonging & Emotions and this will run through all classes at an appropriate level.

### ⇒ **TALK TIME**

We aim to building more opportunities in to the curriculum for children to talk to each other about the things that are important to them. By providing a culture that listens and nurtures, children will be able to raise questions and begin to discuss openly and honestly the way in which the global pandemic has affected us all.

### ⇒ **ASSEMBLIES**

Collective Worship is at the heart of our school day as it brings the school community together.

Collective worship in schools aims to provide the opportunity for pupils:

- ⇒ to worship God
- ⇒ to consider spiritual and moral issues and to explore their own beliefs
- ⇒ to encourage participation and response, whether through active involvement in the presentation of worship or through listening to and joining in the worship offered
- ⇒ to develop community spirit, promote a common ethos and shared values, and reinforce positive attitudes

Even though our current Collective Worship sessions will look differently in September as children will need to remain in their 'bubbles'. We aim to use the power of technology to keep children connected and use Rev. Helen to deliver 'zoom' worship sessions.

# Implementation



## **INTENT**

**Lever 4 - Metacognition - Explicitly scaffold teaching to grow in confidence as a learner.**

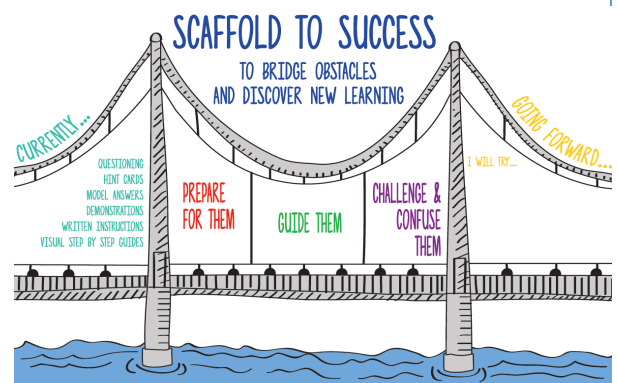
## **Implementation**

### ⇒ **SCAFFOLDING**

Instructional scaffolding is a process through which a teacher adds supports for students in order to enhance learning and aid in the mastery of tasks. The teacher does this by systematically building on students' experiences and knowledge as they are learning new skills or revisit concepts they may not be confident with..

### **Examples of ways to scaffold the learning**

- ◇ Give mini-lessons.
- ◇ Model/demonstrate.
- ◇ Provide models and images to support understanding.
- ◇ Describe concepts in multiple ways.
- ◇ Incorporate visual aids.
- ◇ Give students talk time.
- ◇ Give students time to practice.
- ◇ During lessons, check for understanding.
- ◇ Activate prior knowledge.



Scaffolding refers to a process in which teachers model or demonstrate how to solve a problem, and then step back, offering support to students as needed. It assumes that when students are given the support they need while learning something new, they stand a better chance of using that knowledge independently. Scaffolding has mainly three features: contingency, fading, and transfer of responsibility.

In contingency, the teacher, as the scaffolder, continuously evaluates the students' performance and provides appropriate support in specific tasks through students' current strengths and weaknesses in dealing with textual information.

In fading, the teacher gradually withdraws the scaffolding as students at a certain point of time become able to carry out tasks independently. This is the stage where the pupil becomes able to apply the knowledge and skills taught and show increased understanding.

Likewise in the transfer of responsibility, the responsibility of performing tasks is gradually transferred from teacher to the students, which is normally referred as students' cognitive and meta-cognitive activities.

Scaffolding is based on Lev Vygotsky's concept of Zone of Proximal Development (ZPD). The ZPD is the distance between what children can do by themselves and the next learning that they can be helped to achieve with competent assistance.

# Implementation



## INTENT

**Lever 3 - Metacognition - Explicitly scaffold teaching to grow in confidence as a learner.**

## Implementation



⇒ **VAK - Visual, Auditory, Kinaesthetic Learning**

Children will have been learning in different ways through home-schooling. It is vital that children 'learn to love' learning once again and begin to recall the passion that was instilled in them before lockdown. Children will naturally feel safe and secure within the classroom environment, if they are enthused by the teaching and learning that takes place.

Children will respond to a thematic approach where they can be fully immersed in a theme of interest. By using the indoor and outdoor environment and appealing to the different learning styles learning will become embedded as opportunities will be planned carefully.

## Visual Learners

### What you need to know:

- you usually remember faces, but maybe not names
- you will recognise places, but maybe not names of towns or streets
- you may talk quickly
- making pictures in your head is easy for you (imagining or visualising)
- you prefer your clothes to be colourful, fashionable and coordinated
- 29% of learners are strongly visual

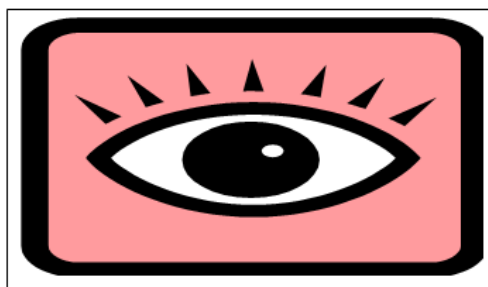
### What sort of teacher is best for you?

One who....

- uses pictures
- draws on the board
- uses a video
- asks you to visualise (picture) a scene, or successful outcome to a lesson
- gives you time to sketch out ideas
- allows time for note-taking
- encourages use of coloured pens
- likes to have a colourful classroom

### Creative things you like to do:

doodle    draw    paint  
write    trace    design  
take photos



### Danger signs for you:

- sitting near a window - you may be distracted
- being accused of daydreaming
- teachers who teach mostly by talking
- teachers and others who speak more slowly than you
- studying with the radio or TV on

### Some phrases you are likely to use:

- "How does that look?"
- "I see what you mean"
- "That looks right to me"
- "Do I make myself clear?"
- "I can see where you're coming from"

### Increase your learning power:

- write down information
- use Post-Its
- use coloured pens, highlighters and unlined paper
- use spider charts or mind maps
- watch a video or demonstration
- use a computer
- make mental movies of important facts or visualise spelling in your heads
- use drawings and visual aids

# Implementation



## Auditory Learners

### What you need to know:

- you usually trust what you hear
- you can be a bit of a chatterbox
- you are a real bonus at a party
- you find it easier to take verbal instructions
- you enjoy classroom discussions
- auditory learners often have a good way with words
- you don't mind background noise
- 32% of learners are strongly auditory

### What sort of teacher is best for you?

One who....

- teaches through role play
- allows classroom discussion
- encourages group work
- respects your need to ask questions
- reads passages aloud
- makes you recite things to increase your recall
- tells you lots of interesting facts related to what you're learning
- does not need absolute silence in the classroom

### Creative things you like to do:

tell jokes	tell stories
create music	debate
sing	discuss



### Danger signs for you:

- no opportunity to discuss things
- being scared to ask questions
- working continuously on your own
- not reading books or instructions before you start something new

### Some phrases you are likely to use:

- "I hear what you're saying"
- "That sounds brilliant!"
- "Listen I have something to tell you"
- "I'm telling you"
- "Something tells me that's wrong"

### Increase your learning power:

- repeat everything
- take part in class discussion
- ask questions
- tape information and listen to it
- have background music on while you study
- discuss homework and projects with friend
- make up songs, rhymes and raps to help you remember things
- get someone to ask you questions if you are studying for a test

## Kinaesthetic Learners

### What you need to know:

- you like to feel or touch things
- you have a good long-term memory
- you tend to talk at a slower pace
- learning for you has got to be active
- you tend to jump right in and try a task on your own. Making mistakes is part of the learning process for you
- clothes need to be warm and comfortable
- 34% of learners are strongly kinaesthetic

### What sort of teacher is best for you?

One who....

- encourages good note-taking
- allows regular, short breaks every 15-20 minutes, so you can move around without disturbing others
- uses Post-Its and flash cards for noting and sorting ideas
- encourages learning by doing, not just sitting

### Creative things you like to do:

modelling	drama
making things	dance
sports	gardening



### Danger signs for you:

- being asked to sit still for too long
- reciting information in order to learn
- feeling uncomfortable in your surroundings
- a teacher who talks too quickly
- not getting an opportunity to become physically involved in what you're doing

### Some phrases you are likely to use:

- "I don't feel good about this"
- "Let's keep in touch"
- "I was really moved by the film"
- "It's a weight off my mind"
- "Do you follow me?"

### Increase your learning power:

- be comfortable when you work
- break up your study time and move around
- volunteer for demonstrations, role-play and learning activities
- develop good note-taking skills
- write out the word to know if it feels right, when working on spellings
- draw images, numbers and diagrams on paper that are connected with the learning

# Implementation



## **INTENT**

**Lever 5 - Space - To be, to rediscover self-image, concept, esteem and confidence.**

## **Implementation**

Children will need time and space to readjust and to begin to trust in the safety, stability and security of the classroom environments. As adults, we will be able to support them by firstly regulating, acknowledging and validating feelings and emotions, which will then support us in beginning to re-establish safe and trusting relationships.

### ⇒ **WORRY BOXES**

Each class will introduce a 'Worry Box' using this is a good way to help manage stressful feelings. By using a worry box, you can focus and think about the things that are making you worry, and then contain your worries in the box for someone else to hold on to for safe keeping.



### ⇒ **INCREASED PHYSICAL EXERCISE**

Exercise plays a vital role in promoting mental health and well being. The positive effects of physical activity on the brain can assist the ability to focus, concentrate, learn and remember as well as handle stress. As well as taking part in regular weekly sessions of PE, we will increase physical exercise by promoting a 'Sensational Skipping Challenge' each day for all pupils and this will take place in 10 minute intervals three times a day. Children across school will be completing Forest School sessions and Cojo sessions which will support elements of resilience, team work and co operation.

### ⇒ **CALM BRAIN**

We will continue to use CalmBrain as a vehicle for movement breaks and to support relaxation techniques

### ⇒ **WELL-BEING HOUR**

We understand that through the period of 'lockdown and the absence from school pupils will have had the opportunity to acquire new skills or do the activities that interest them the most. Through the evidence sent back to us on SeeSaW we can see that there are a number of children who have enjoyed baking, playing cards or learning a new game. We will introduce the well-being hour throughout classes from September and initiate ideas from the pupils of things they would like to do within the session.

### ⇒ **SUPPORTING LEARNING STYLES**

As a school we always teach in a way that promotes all our VAK (Visual, Auditory. Kinaesthetic) learners. To support this further, we will work with individuals to find out their preferred learning styles. By carrying out assessments and through dialogue between pupil and teacher we will be able to determine the best ways children can learn and grow.