Buckminster Primary School

Academic Year 2020/2021

This document sets out:

* What our **‘Recovery Curriculum’** will look like?
* How we will implement the RC
* What our targeted ‘**Support Programme’** will look like?
* How we will implement the SP

This document has been written in conjunction with research from EEF (Education Endowment Foundation) and Cornerstone Education June 2020

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**Aims**

Buckminster School will have five sensible ‘levers’ that will help the school and the children recover from the extended school closure due to the Covid-19 pandemic.

There are five main factors that will help us achieve them:

1. Staff expertise
2. Support from the local community
3. The right curriculum, tools and resources
4. National provision
5. Time

Our curriculum should inspire and rekindle curiosity, to reconnect and make sense of expertise and to endow knowledge and broaden horizons.

**What our ‘Recovery Curriculum’ will look like and how it will be implemented**

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 relatives and peers. They will need help to re-establish friendships, reconnect with staff and work with others.

We will:

* Implement a clear curriculum pedagogy. This will provide structure and will ensure we are delivering content in the most effective way. It can also help rebuild relationships by fostering collaboration, empathy, confidence and self-expression.
* Teach projects that explore relationship themes.
* Plan regular opportunities for children to work together on purposeful, absorbing and rewarding tasks. We will provide challenge and allow children to innovate and find solutions.

Lever 2 – Understand the individual child and their community

Our curriculum will already be informed by our school’s values, aims and the needs of the community. Children from different communities may have experienced the lockdown in different ways. Our curriculum will help children tell their stories, strengthen their sense of self, family, community, and place in the wider world.

We will:

* Allow time for children and families to tell their lockdown stories.
* Model good speaking and listening skills and empower children with the emotional vocabulary they need to express their thoughts and feelings.
* Teach projects and regular PSHE sessions that cover themes such as identity, personal feelings, similarities and differences and community belonging.
* Engage children with high quality resources, such as stories, games, songs, discussion prompts and videos. They will reflect culture within and beyond our community
* Try to have interesting and relevant themes which will also engage parents and grandparents.

Lever 3 – Know, acknowledge and address the gaps in learning through a transparent curriculum

Missed learning is a complex issue and children’s needs will vary; not all gaps can or should be address immediately. Our curriculum will have a robust sequence of knowledge and skills framework to support our flexible route to recovery.

We will:

* Identify significant curriculum coverage that children have missed during the spring and summer terms. These will include subject aspects and concepts that need embedding before children can move on, or that they are not likely to revisit in future projects.
* Our subject leaders can see if and where this missed coverage is to be revisited in future projects.
* Use ‘low stakes’ quizzing and child-friendly testing to assess where extra support for key skills, such as reading are needed.
* Content may be less in the short and medium term, but in more depth. This will help children become more secure in their knowledge and skills.

Lever 4 – Metacognition – ensure the children continue to develop the kills for learning

It is vital that we make the skills for learning in a school environment explicit. All children need to be aware of the skills they need to learn.

We will:

* Ensure teachers provide ample opportunities for children to practice metacognition strategies. These will include planning, identifying how to solve problems, organisation, self-evaluation, analysis, adjusting and more.
* Teach projects and topics that explore positive models of human personal development, resilience, character, adapting to challenges and achievement.
* Share the bigger picture. We will let children know about and have a say in the route their learning is taking them on. This will help to keep the motivated, give them hope, and provide a sense of purpose.

Lever 5 – A curriculum that engages and inspires, give children the space to adjust and minimise any disadvantages

All children deserve to experience joy and to be engaged if they are to feel secure and positive about being in school again. Lockdown may have been a narrow experience for them, but school can lift children’s spirits and provide welcome relief.

We will:

* Set a clear pedagogy that values and promotes curiosity, deep focus, innovation and self-expression.
* Prioritise a love of, and the skills involved in reading – it is the essential tool for accessing a wide curriculum.
* Plan a rich curriculum that broadens children’s horizons and covers a wealth of topics and themes.
* Deliver shorter topics that cover the essential skills and knowledge needed for key topics and that are already fully resourced.
* Provide resources that are high quality, pitched right, and enjoyable to use.
* Rekindle the joy in our teachers. We will provide workload-saving curriculum tools, plans and resources that are flexible and need only minimal adaptation.

**Targeted Support Programme**

Teaching and whole-school strategies

* Great teaching is the most important lever schools have to improve outcomes for our pupils.
* Teachers will set aside time to assess pupils’ wellbeing and learning needs in order to provide effective support.
* Transition support will be provided such as running dedicated transition sessions.

Targeted support

* One to one and small group tuition creating a three way relationship between tutor, teacher and pupil, ensuring that tuition is guided by the teacher. This will be linked to the curriculum and focussed on the areas where pupils would most benefit from additional practice and feedback.
* Support may be delivered by teaching assistants, volunteers or teachers.

Intervention programmes

* Children who have fallen behind furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary.
* A particular focus for intervention is likely to be on literacy and numeracy.
* Other interventions might focus on other aspects of learning, such as behaviour or pupils’ social and emotional needs, or focus on particular groups of pupils with identified special educational needs or disabilities.
* The delivery of interventions will be form teaching assistants and teachers.

Extended school time

* In some year groups we may consider offering after school sessions to provide additional academic or pastoral support.

**Wider Strategies**

Supporting parents and carers

* Regular and supportive communication with families will be provided by the school
* Attendance will be monitored carefully and support will be given by the school if or when necessary.
* Additional educational resources to families will be provided over the summer holidays and parents will be signposted to useful information on our website.

Access to technology

* School will provide access to online tuition or support for families who can access it, however, alternative resources will be provided for those families that do not have access to technology.

Summer support

* Buckminster School will provide 2 weeks of sports clubs to support family child care and also to focus on a wide range of outcomes such as confidence and wellbeing of pupils. It will be subsidised by the school for our more vulnerable families.
* All activities will be fully inclusive and not discriminate against sex, age and disability.
* All summer clubs will be run by trained staff and be fully risk assessed.