



# Dunstone Primary School

## Recovery Curriculum Autumn 2020



### Phase 1: Reconnecting as a school community

To build connections with children back in the school environment, supporting their emotional wellbeing.

### Phase 2: Curriculum catch-up

To ensure children are secure in the key aspects of the previous years' curriculum for reading, writing, phonics and maths while ensuring that the curriculum is balanced. Undertake diagnostic assessment to identify key gaps in learning.

### Phase 3: Recovery Curriculum

To ensure children are secure in the key aspects of the previous years' curriculum for reading, writing, phonics and maths while ensuring that the curriculum is balanced; with the expectation that children will move onto their year groups curriculum through the Autumn term and beyond. To reduce the variation in the attainment gap within classes and across the school.

## Phase 1: Reconnecting as a School Community

### Transition

(Thursday 3<sup>rd</sup> & Friday 4<sup>th</sup> September)

- Develop further understanding of Covid:19. 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.
- Review Show Me 5 Rules and developing social skills, communication skills, care and kindness.
- Review 'Daily Emotional Check in System' and TED to develop a class system for the children to share any worries or concerns.
- Reteach how to play with others re-establishing relevant social skills.
- Deliver lessons 1 & 2 of the Jigsaw Recovery Package (Coming Together Again & Coronavirus)
- Complete 'I wish my teacher knew...' / 'I wish my class knew...'
- Reteach the 'Secrets of Success' with specific focus on rewards and Class Dojo. Agree class award.
- Focus on Oracy with opportunities for talk and re-establish class talk rules
- Focus on the importance of structured transitions within the day that are predictable and controllable. Identify changes within the school.



### Supporting Pupil Wellbeing

- Teachers and TAs to begin building strong positive relationships with each child in the class.
- Renew and develop friendships and peer groups
- Transition from previous class to new year group must take place.
- Safe space in all classrooms
- **Ensure pupils know that they can talk** to their teacher or other trusted adults if they have any concerns about wellbeing.
- **Consider giving pupils contextual information** (e.g. through a virtual learning environment) ahead of lessons where appropriate.
- **Begin and end classes on a positive** and let pupils know a few minutes before class will end to allow them to transition.
- **Think about the atmosphere** in the teaching space (seating arrangements, relevant posters).



### Planning Wellbeing Teaching

PSHE lessons for children ~ Jigsaw Recovery Package

- Welcome back to school (respect for personal space, social distancing, hygiene)
- Belonging and feeling safe in school
- Reconnecting with friends at school
- Coronavirus explained and keeping safe and well
- Managing worries, fears and anxieties
- Being positive and looking forward to learning
- Gratitude and appreciation
- Loss and bereavement



Jigsaw 'Recovery' Package




Whole school complete writing and reading sequences based on 'Book of Hopes' and create school version of 'Book of Hopes'  
Approaches to use with children:


- Oracy games and activities
- Oracy groupings
- Emotional Logic and Behaviour Recovery resources and conversations
- Outdoor learning activities – Wild Tribe
- Daily physical activity
- Play, games and creative activities
- Short, sharp bursts of learning ~ TT Rockstars, White Rose-Flashback 4, Spelling Shed, Reading across the curriculum, Myon, handwriting
- Timetable that reflects what the children need on their return
- Build Safe, Happy, Learning display.



## Phase 2: Curriculum Catch-Up

Reading, Phonics, Spelling and Handwriting	English and Maths	Foundation Subjects	Supporting Pupil Wellbeing
<ul style="list-style-type: none"> <li>• Undertake phonics assessment and screening of Y2 children during the week beginning 7.9.20</li> <li>• Formal Phonic teaching to start 14.9.20 for children in EYFS and KS1.</li> <li>• Daily spelling teaching for KS2 following No-nonsense Spelling</li> <li>• Hear every child read 1:1 in first full week.</li> <li>• Class book to be read daily for enjoyment linked to Reading for Pleasure plan.</li> <li>• Accelerated Reader Star Assessments to be completed in the first two weeks for all children on the scheme.</li> <li>• Handwriting daily to push pride in all work and celebrate key success using the handwriting scheme – Letter Join</li> </ul>	<ul style="list-style-type: none"> <li>• September - teach and embed missed learning from the summer term daily from the 7.9.20 with a focus on key areas identified through curriculum review.</li> <li>• Complete a whole English focus on 'Book of Hope' <a href="https://literacytrust.org.uk/family-zone/9-12/book-hopes/">https://literacytrust.org.uk/family-zone/9-12/book-hopes/</a></li> <li>• <a href="https://www.babcockldp.co.uk/improving-schools-settings/english/teaching-sequences/the-book-of-hopes">https://www.babcockldp.co.uk/improving-schools-settings/english/teaching-sequences/the-book-of-hopes</a></li> <li>• White Rose videos and curriculum recovery resources to support catch-up.</li> <li>• White Rose Flashback 4, Fluent in 5 resources to catch-up fluency.</li> <li>• Year group White Rose sequences commence 14.09.20 – Autumn 1.</li> <li>• Pre and post teaching.</li> <li>• GAPs, PIRA and PUMA analysis at the end of September to inform detailed catch up plan for autumn and spring terms.</li> </ul>	<ul style="list-style-type: none"> <li>• Run as continuous provision in all classes with opportunities to be creative and for children to self-select from a range of activities that include painting, drawing, colouring, acting, playing etc. as a way to express their feelings. (Linked to the Book of Hopes)</li> <li>• Complete Mini Science Investigations</li> <li>• During the continuous provision, teachers and TAs spend time continuing to build strong relationships with each child promoting the positive mental health of children.</li> <li>• Promote more opportunities for the children to play and socialise buddying up key children if needed.</li> <li>• Continued focus on outdoor learning, emotional wellbeing and PSHE lessons using the Jigsaw Recovery.</li> <li>• Year 1 to follow a blended EYFS curriculum and Continuous Provision for the autumn term.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers, TAs, and Children's Wellbeing Champion to work closely with families to monitor and support the wellbeing of individual children and their family.</li> <li>• Consultation with SENCO for children needing additional support following lockdown. SENCo Surgeries</li> <li>• Reading – 1:1 Reading time</li> <li>• Speech and Language support through modelling high quality talk in areas around the school.</li> <li>• Check ins and outs for key children, especially those who had them prior to lockdown.</li> <li>• Using Hodder assessments from the end of September, identify further children who need further support ~ Catch Up Funding plan.</li> </ul> <div style="text-align: right; margin-top: 10px;">  </div>

## Phase 3: Recovery Curriculum

English, Maths and the Foundation Subjects	Remote Learning	Supporting Pupil Wellbeing	Staff Support			
<ul style="list-style-type: none"> <li>• Writing sequences using high quality text based upon the long-term English Plan. Units adapted to reflect the prioritisation of key objectives highlighted through curriculum review. (key GPS objectives)</li> <li>• Reading and reading comprehension following Reading for Pleasure plan.</li> <li>• White Rose delivered following the autumn curriculum plan. Use of prerequisite resources for each unit. Use previous year group resources for targeted follow up. Where gaps in learning are identified use Fluent in 5 to support fluency.</li> <li>• New year group topics to start from the 14.9.20</li> <li>• Topics to have engaging hook into the learning to inspire the children.</li> <li>• Key questions to scaffold the teaching sequence.</li> <li>• Vocabulary taught through the sequence.</li> <li>• Opportunities to apply skills across the curriculum.</li> <li>• Outcomes shared with wider school audience and via Newsletter/School website</li> </ul>	<ul style="list-style-type: none"> <li>• Class Dojo used to communicate with parents and families.</li> <li>• All learning support and resources posted on pages.</li> <li>• Additional 'catch-up' activities for 'little and often' deliberate practice of basic skills posted on weekly basis.</li> <li>• Creative challenges posted on class dojo to continue to support children emotional wellbeing.</li> <li>• Spelling Shed pack.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure all existing children receive ELSA. Assess the needs of those who have had ELSA through lockdown due to struggling at home.</li> <li>• Short or longer term ELSA sessions to support recovery.</li> <li>• Family support from the Children's Wellbeing Champion.</li> <li>• Pre-Teaching in place and restarts for all children before lockdown following new assessments.</li> <li>• EP Consultation</li> <li>• Catch Up Funding</li> <li>• MAST involvement                             <ul style="list-style-type: none"> <li>- Link EP support</li> <li>- Family Workers</li> <li>- Therapists</li> </ul> </li> <li>• CAMHS</li> <li>• Communication and Interaction Team</li> <li>• School Nurse</li> </ul> <div style="text-align: center; margin-top: 10px;">  </div>	Self Care Strategies			
			Physical	Psychological	Emotional	Workplace
			Sleep well Eat well Dancing Walking Jogging	Self-reflect Pleasure reading Say 'no' Smile Solitude	See friends Cry Laugh Praise yourself Humour	Take breaks Set limits Peer support Get supervision Use holidays

