



# **The Dove Federation** (Caston CE VA Primary School and Parker's CE VC Primary School)

## **Recovery Curriculum**

Autumn Term 2020

## Rationale

The COVID 19 pandemic has impacted every layer of society across the globe, changing the face of education in the process. The country has been in a period of lock down with schools transforming into child care for the children of key workers – a valuable and under estimated task that has helped to keep the country moving. The result of this has been a loss of education and routine for a large percentage of the school family, with many children experiencing trauma and significant upheaval in their daily lives; with that in mind The Dove Federation needs to focus on anticipating the challenges and opportunities that will have arisen regarding the pandemic to minimise the risks and develop a proactive strategy to support pupils and staff in their return to school.

The Dove Federation has supported pupils through a remote learning approach using online learning platforms (SeeSaw and Tapestry), daily emails of work and sending work packs home to those pupils who require them. Establishing a semblance of routine has been extremely important however, we have always insisted that our number one priority for our children and our wider community is ensuring everyone's mental health and have therefore maintained a view that we encourage home learning and will provide the materials and support for this but our number one priority is mental health and if doing school work from home is affecting this then we need to focus on our wellbeing and not on academic work. This therefore means that when our children return there will be some children who have done lots of home learning or have been back at school for some time and some who have done very little meaning that there will be large and differing gaps in children's knowledge.

Once the children return to school there will be an urgent need to 'recover' and get back 'into the swing of things' whilst ensuring that our children's emotional needs are met. Our plan is based on the following information:

### 5 Losses

- Routine
- Structure
- Friendship
- Opportunity
- Freedom

Leading to increased levels of anxiety, attachment, bereavement and trauma

As a school we will focus on the following five levers for recovery:

- Relationships
- Community
- Metacognition
- Transparent Curriculum
- Space

## Anticipated Impact

### The intended impact of this plan will be:

- Successful transfer from home learning, imposed by lock down measures and a distinctly different experience of education, towards a return to full-time education in school.
- The school community re-settles well into school life
- The school community becomes familiar with new routines and organisation
- Wellbeing is prioritised throughout the school (children, parents and staff)
- The school community re-connects through the fostering of healthy, respectful relationships, including friendships
- Children begin to catch up on lost learning and quickly foster good learning behaviours and attitudes
- The school employs effective strategies to regulate behaviour
- There are many opportunities to identify and discuss feelings, making safeguarding disclosures if relevant

## Relationships

**Rationale:**

As we move from school closures and lock down towards a more structured and traditional version of education it is important to take time to build and re-build relationships with all stakeholders. It is likely that many members of the school family will feel disconnected despite the best efforts during lockdown to engage them.

Objectives/ Tasks [What we need to do to achieve the priority]	Who is responsible?	Intended Outcome
<ul style="list-style-type: none"> <li>• Recommence sending weekly newsletters to parents– focus on feeling valued and welcome with regular updates on how the school is progressing towards recovery.</li> <li>• Set up the schools social media accounts so that parents and the wider community can see the work that is going on in school.</li> </ul>	SD	<ul style="list-style-type: none"> <li>• Parents and in turn pupils will feel valued, welcomed and informed – they will be confident that they understand the school’s recovery plans.</li> </ul>
<ul style="list-style-type: none"> <li>• Establish a school council in week 2 to act as ‘the voice of the children’. Children to be asked regularly what they want and need from the school to maximise recovery.</li> </ul>	MH and AC	<ul style="list-style-type: none"> <li>• Children will feel that their voice is heard and that they can play a part towards recovery.</li> <li>• Children will feel settled and readjust to school life quickly.</li> </ul>
<ul style="list-style-type: none"> <li>• Staff meetings to continue via Zoom until guidance clearly states otherwise. Meetings to be planned weekly and staff to access them from their classrooms rather than home.</li> </ul>	SD and teachers	<ul style="list-style-type: none"> <li>• Teachers will feel a sense of normality returning with old structures coming back into force.</li> <li>• Teachers will feel confident that they know the school’s recovery plan and the progress being made.</li> <li>• Subject leaders will feel that they have the opportunity to continue to lead their subjects, address gaps in pupils subject knowledge and continue to work towards developing our broad and balanced curriculum in all subject areas.</li> </ul>

<ul style="list-style-type: none"> <li>• Governors to be updated on things they need to know via the chair of Governors who will regularly communicate with the Executive Headteacher.</li> </ul>	<p>SD and HA (her replacement from 1<sup>st</sup> November 2020)</p>	<ul style="list-style-type: none"> <li>• Governors will feel confident that they know the school's recovery plan and the progress being made.</li> <li>• Governors will be able to assist with the recovery plan through effective communication and regular opportunities for professional challenge.</li> </ul>
<ul style="list-style-type: none"> <li>• Staff training will focus on how to handle with children not wanting to return through fear, lack of routine, anxiety etc.</li> <li>• Staff require a high level of understanding around the behaviours linked to anxiety and how to deal with them effectively and calmly.</li> <li>• School counsellor will support children who are displaying high levels of anxiety.</li> <li>• SLT mental health champion to be trained</li> <li>• All staff to participate in the DfE's schools mental health training.</li> </ul>	<p>SD</p>	<ul style="list-style-type: none"> <li>• Staff will have a high level of understanding around anxiety and in turn stakeholders will feel at ease during recovery.</li> <li>• Parents and as a result pupils will feel that we are supporting pupils who are displaying anxiety and mental health difficulties.</li> </ul>
<ul style="list-style-type: none"> <li>• Safeguarding procedures will be reviewed to ensure that children are safe at all times</li> <li>• Staff will be retrained in how to use CPOMS as part of the INSET day induction.</li> </ul>	<p>SD</p>	<ul style="list-style-type: none"> <li>• Children will be safe</li> <li>• Staff will be confident of the procedures in place and the part that they play within them.</li> </ul>
<ul style="list-style-type: none"> <li>• The Safeguarding Team will send communication to parents about their work within the school to reintroduce and reassure.</li> </ul>	<p>SD</p>	<ul style="list-style-type: none"> <li>• Parents will be aware of the S/G Team and their work.</li> <li>• Parents will feel confident that their children are safe in school.</li> </ul>

## Community

### Rationale:

To some degree the school will have lost a feeling of community for many of the children and some staff and parents. It is vital that the time is taken to reconnect and grow together. In September it is likely that 'normal' will still look somewhat different to before, with interaction limited between classes and

whole school events unlikely. With this in mind, extra thought will be needed to ensure that classes are not left to float towards the whole school aim of recovery.

<p style="text-align: center;"><b>Objectives/ Tasks</b> [What we need to do to achieve the priority]</p>	<p style="text-align: center;"><b>Who is responsible?</b></p>	<p style="text-align: center;"><b>Intended Outcome</b></p>
<ul style="list-style-type: none"> <li>• Virtual assemblies will continue as per lockdown at the usual time that celebration assembly would take place. These will be via a secure Zoom network live streamed into the classroom.</li> </ul>	<p style="text-align: center;">SD MH AC</p>	<ul style="list-style-type: none"> <li>• Children will feel a sense of community beyond their classroom. They will receive appreciation for their achievements and hear what others have been doing.</li> <li>• Independent 'bubbles' will not feel isolated and overwhelmed by the actions that the school is taking.</li> </ul>
<ul style="list-style-type: none"> <li>• A whole school event (Harvest Festival themed) will be held during the first half term to bring children together. Work will be displayed around school and shared virtually with each class, parents and the wider community.</li> </ul>	<p style="text-align: center;">SD</p>	<ul style="list-style-type: none"> <li>• Children will feel a sense of community beyond their classroom.</li> </ul>
<ul style="list-style-type: none"> <li>• Engage parents with regular virtual events such as coffee mornings and Q&amp;A sessions using Zoom. Senior leaders to ensure that they attend answer questions and build the community feel.</li> <li>• Friends' committees to think about how they can organise events that bring the school together without people having to meet in person.               <ul style="list-style-type: none"> <li>• Recommence sending weekly newsletters to parents– focus on feeling valued and welcome with regular updates on how the school is progressing towards recovery.</li> </ul> </li> </ul>	<p style="text-align: center;">SD</p>	<ul style="list-style-type: none"> <li>• Parents will feel reconnected with the school and at ease about sending their children back into school. This will have a positive effect on the mood and attitude of the children.</li> </ul>
<ul style="list-style-type: none"> <li>• Use the children who have been at school throughout lockdown to share their experiences of how school can be a safe place and what they have done during their time in the summer term.</li> </ul>	<p style="text-align: center;">Class teachers to organise</p>	<ul style="list-style-type: none"> <li>• Children will begin to understand that school continued and that their community is still in place waiting to be rediscovered.</li> </ul>

## Metacognition

### Rationale:

It is important that daily routines and teaching allow children to readjust and settle as effectively as possible. Children will need time and support to learn how to be effective learners once again to allow them to make as much progress as possible whilst avoiding the risk of long term harm from lockdown. It is inevitable that all children will tackle this situation differently and staff will need to understand that all children will have had a different lockdown experience. Children's routines, sleep patterns, stamina levels etc. will all be very different to before.

Objectives/ Tasks [What we need to do to achieve the priority]	Who is responsible?	Intended Outcome
<ul style="list-style-type: none"> <li>• Create a curriculum timetable that allows for regular breaks, shorter lessons and planned daily PSHE using Jigsaw and PIXL . Timetables to transition back to 'normal' over a number of weeks depending on progress made.</li> </ul>	Class teachers	<ul style="list-style-type: none"> <li>• There will be a planned programme of teaching and learning about mental health and well-being.</li> <li>• Children will be able to ease back into the rigour of school.</li> </ul>
<ul style="list-style-type: none"> <li>• In acknowledgement that children will be tired in the afternoons during the first few weeks, teachers to plan open activities during the afternoons that ease children back into learning.</li> </ul>	Class teachers	<ul style="list-style-type: none"> <li>• Children will be able to readjust to the rigour of school effectively and afternoons will not see a spike in behavioural issues.</li> </ul>
<ul style="list-style-type: none"> <li>• Update policies on behaviour that set out the responsibility of each staff member to ensure routines and expectations are re-established as soon as possible.</li> <li>• A focus on respect and friendship will be at the forefront of class work with daily reminders of expectations from teachers.</li> </ul>	SD Class Teachers	<ul style="list-style-type: none"> <li>• Patterns of behaviour have been re-established and are back to the same levels as before.</li> <li>• Children will be clear of the expectations required of them.</li> <li>• Teachers will be clear of their responsibilities and the pathway being used in school to support behaviour.</li> </ul>

<ul style="list-style-type: none"> <li>Teachers spend time working with individuals establishing why they have behaved in a certain way, how they are expected to behave and how they could do things differently in future.</li> </ul>		<ul style="list-style-type: none"> <li>Parents are clear on the schools expectations of behaviour.</li> </ul>
<ul style="list-style-type: none"> <li>A clear break time and lunch time routine will be needed (dependent on Government guidelines on social distancing) to ensure smooth transitions and peaceful environments.</li> <li>Play at break times will need to be modelled and supervised to ensure that the re-socialisation of children is as effective as possible.</li> <li>MDSAs and TAs supervising breaks will need to organise games and activities for pupils to participate in.</li> <li>Children known to have difficulties socialising with each other before lockdown will struggle – these groups to be kept apart where possible.</li> </ul>	<p style="text-align: center;">SD Class Teachers TAs MSAs</p>	<ul style="list-style-type: none"> <li>Children will be able to enjoy their break times without disruption from others.</li> <li>Children and staff will be clear of the expectations and routines.</li> <li>Behaviour will be good during break times and children will be happy.</li> <li>Children show a good level of consideration for each other.</li> <li>Parents will feel comfortable that their children are well supervised and engaged in appropriate play at lunch time.</li> </ul>
<ul style="list-style-type: none"> <li>Ensure that children with attachment issues are reassured so that they know that their feelings are acceptable and normal through support.</li> </ul>	<p style="text-align: center;">Class teachers One to one counselling sessions</p>	<ul style="list-style-type: none"> <li>Children will feel supported and loved, in turn improving their ability to function in a whole school environment.</li> </ul>

<b>Transparent Curriculum</b>		
<p><b>Rationale:</b></p> <p>All children will have elements of lost learning on their return, however this will differ greatly from child to child. It is important that we take the time to assess where the gaps are and plan how to fill them effectively, rather than applying a one size fits all solution. Planning to fill the gaps in learning will be a complicated task and it is important that the drive to catch up is not at the expense of a broad and varied curriculum.</p>		
<b>Objectives/ Tasks</b> [What we need to do to achieve the priority]	<b>Who is responsible?</b>	<b>Intended Outcome</b>



<ul style="list-style-type: none"> <li>• Children in Year 1 – 6 to complete a PIXL assessment in Reading, SPAG (phonics at KS1) and Maths during week 2.</li> <li>• Teachers to explain to the children why this is being done to limit anxiety.</li> <li>• KS1 to dress up the tests as ‘activities’.</li> <li>• PIXL training.</li> </ul>	<p>Class Teachers PIXL associate SD</p>	<ul style="list-style-type: none"> <li>• Teachers will have a clear understanding of the gaps in learning that exist for each child.</li> <li>• Children will receive a curriculum at the correct level to help them recover effectively.</li> <li>• Teachers will feel confident in using PIXL to assess pupils, know where they need to go next and the therapies to use to support.</li> </ul>
<ul style="list-style-type: none"> <li>• Subject Leads for English and Maths to identify the key objectives for each year group and previous year groups.</li> <li>• Analysis of the tests to take place using PIXL tools – teachers to build their weekly plans around the key gaps in learning.</li> <li>• Therapies to take place to help address the gaps of those pupils who are falling behind.</li> </ul>	<p>SD Class Teachers</p>	<ul style="list-style-type: none"> <li>• Teachers will feel reassured that their plans are accurate and effective.</li> <li>• Children will be in receipt of accurate learning based on their current needs.</li> <li>• Leaders will be confident that teachers are focussing on the correct objectives.</li> <li>• Children will be receiving additional support where required.</li> </ul>
<ul style="list-style-type: none"> <li>• Adapt the timetables of Year 1 and 3 to ease them in to a new key stage. Timetables to be handed to SLT week 1.</li> </ul>	<p>Class teachers</p>	<ul style="list-style-type: none"> <li>• Children will feel confident in their new key stage and will have time to adapt comfortably.</li> </ul>
<ul style="list-style-type: none"> <li>• Letters and Sounds to be used in Year 3 for the first half term if required for individual children for at least to aid the gap filling in phonics.</li> </ul>	<p>Class teachers EL</p>	<ul style="list-style-type: none"> <li>• Children will have a structured learning programme to carry on their learning from the previous year.</li> <li>• Structured approaches to teaching will allow children to flourish.</li> </ul>
<ul style="list-style-type: none"> <li>• Teaching Assistants to lead interventions every afternoon for their class (or wider if guidance allows) using PIXL and other interventions as required.</li> <li>• Teachers to plan in where they can lead interventions and the TA can take the lead of the class (mainly in PM sessions).</li> </ul>	<p>Class Teachers Teaching Assistants</p>	<ul style="list-style-type: none"> <li>• Children will get targeted support where their gaps exceed those of the whole class.</li> <li>• Children will catch up quickly and be able to use new learning in class work.</li> </ul>

Review interventions weekly.		<ul style="list-style-type: none"> <li>Teachers will feel confident that their intervention plans meet the need of the children.</li> </ul>
<ul style="list-style-type: none"> <li>Parents to be informed of the progress made towards recovery of lost learning through early contact with parents. Focus on praising the positives and highlighting ways in which parents can support.</li> </ul>	Class Teachers	<ul style="list-style-type: none"> <li>Parents will feel confident that their children are catching up and that they are receiving the help needed.</li> <li>Parents feel that they can support the school's efforts by continuing to work at home on reading, spellings etc.</li> </ul>

<b>Space</b>		
<p><b>Rationale:</b></p> <p>All stakeholders will need the space to rediscover self-image, esteem and confidence. Well-being needs to be at the heart of all the actions taken towards recovery. The school needs to make sure that the lived experiences of school are positive for all stakeholders, regardless of their background or past experiences.</p>		
Objectives/ Tasks [What we need to do to achieve the priority]	Who is responsible?	Intended Outcome
<ul style="list-style-type: none"> <li>Signpost all stakeholders to the support that is available for them: Staff – Norfolk Wellbeing Service Children – One to One counselling Parents – PSA / Safeguarding, Point One</li> </ul>	SLT	<ul style="list-style-type: none"> <li>All stakeholders will be aware of the support available regardless of their current state of mind.</li> </ul>

<ul style="list-style-type: none"> <li>• Ensure that the 'welcome back' for staff is well planned and thought through, allowing for different experiences of lock down.</li> </ul>	SD	<ul style="list-style-type: none"> <li>• Morale will be high</li> <li>• Staff will feel valued and part of the solution.</li> </ul>
<ul style="list-style-type: none"> <li>• Introduce well-being check ins at the mid-point of the half term for staff to allow for a private space to discuss issues, give praise and plan to move forward.</li> </ul>	SD	<ul style="list-style-type: none"> <li>• Morale will be high</li> <li>• Staff will feel valued and part of the solution.</li> </ul>
<ul style="list-style-type: none"> <li>• Risk assess (depending on guidance) for staff returning from shielding – what can be reasonably done to ensure that they feel supported and safe?</li> </ul>	SD	<ul style="list-style-type: none"> <li>• Shielding staff will feel safe and supported.</li> <li>• They will be glad to be back in school and part of the solution moving forwards.</li> <li>• SLT will be confident that all possible actions are being undertaken to ensure safety.</li> </ul>

