



Frimley Church of England School

Recovery Curriculum Approach

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Reviewed regularly in line with Government guidelines

1. Rationale

This is intended to provide a “road-map” to recovery as part of the return of children to full-time education. This should be read alongside risk assessments (which are updated regularly) and protocols put in place for children, parents and staff.

2. Aims

- To put in place measures to reduce risk whilst adhering to Government guidance.
- To prioritise the resocialisation and establishment of routines in class.
- To use identified essential curriculum objectives to plan home-learning and in-school delivery.
- To build a clear structure to the day
- To prioritise well-being in these unprecedented times, which will help support health along with staff and children’s ability to cope with uncertainty.

3. The timetable

The day begins with a class act of Collective Worship (class assembly), which is pre-planned by Clare Wright, Rachel Farage or a member of the clergy. On Friday the whole school will still have a Celebration Assembly via teams so that the whole school can ‘come together’ in a safe manner, to continue to be together as a community. Learning will be from 8.50-3.25 (with staggered break times and lunchtimes). Mornings will be focused on maths and English learning and afternoons on the wider curriculum.

An example of the timetable is:

Year 3	8.50-9	9.00-10.00	10-10.15	10.15-10.45	10.45-12.00	12-12.30	12.30-1	1-1.30	1.30-3.25		Class reading
Monday	Collective Worship	Maths	Break	Reading	Writing	Lunch eat in hall	Lunch playtime	MM/TT session	PE	History	
Tuesday								Spelling/Handwriting	RE	Art/DT	
Wednesday								PSHE	Science		
Thursday								Spelling/Handwriting	Enrichment		
Friday								MM/TT test	Geography	Golden time	

4. Returning to School

During the National Lockdown, children may have suffered at least five losses: routine, structure, friendship, opportunity and freedom. Experiences must be planned that provide the space for the children to recover from the associated trauma, anxiety and loss. When children return, relationships need to be a key priority in order to re-engage and motivate all the children to enable them to become effective learners. These ‘levers’ need to be considered and planned for to support the resocialisation into the new style of school. There needs to be a strong emphasis on mental well-being and routine. Positive mental health needs to be supported and restored. A PSHE scheme ‘3D Let’s begin again’ has been introduced which has a lesson (or more) based on each of the five ‘levers’.

- Lever 1: Relationships – we can't expect all of 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 potential discomfort of returning.

Staff will model positive interactions, using praise and general conversations and use PSHE and PE (and other areas of the planned curriculum) as a vehicle for team building and developing positive socialisation skills.

- Lever 2: Community – We need to listen to what has happened in this time, understand the needs of our children and engage them in the transitioning of learning back into school. 1:1 conversation rather than class conversations may be necessary for some children.

Daily acts of Collective Worship will be based on the theme of well-being and there will be opportunities provided for class and individual conversations where necessary. A PSHE scheme '3D Let's begin again' based on the five levers and in particular well-being will be used in September to address the needs of children. The PSHE curriculum from September onwards will then continue to address well-being alongside the statutory requirements for this subject area.

- Lever 3: Transparent curriculum – some of our students may 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 potential sense of loss.

As part of our ongoing assessment systems, we regularly review children's progress and this information will inform future planning. All curriculum objectives will be prioritised into essential, desirable and optional and then taught accordingly. The table below shows the order in which topics/subjects will be taught. Curriculum coverage will also include self- assessment discussions with children to identify what they are finding challenging.

Please note that the teaching of **essential**, **desirable** and **optional** objectives is subject to change as it is dependent on the needs of the cohort and the speed at which objectives are covered. This will be reviewed in Middle Leadership meetings.

Recovery Curriculum 2020-21

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.

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.

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 students to heal this sense of loss.

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.

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.

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

2020-21	Autumn 1	Autumn 2	Spring	Summer
<p>Done 2019/20 objectives mapped out- RF knows coverage until March (and what has been covered since children have been at home- this will be the starting point for September's teaching. Year leaders are aware that this is the starting point.</p> <p>essential, desirable and optional objectives identified in all subject areas.</p>	<p>Week 1- '3D Let's begin again' resources (UKS2 and LKS2) cover all strands of the curriculum above.</p> <p>Well-being starters/assemblies</p> <p>Values</p> <p>Metacognition- Frimley Learner</p> <p>Cover maths and English objectives on coverage document from previous year and from year group profile.</p> <p>'gap' filling from assessment</p> <p>PSHE- relationships</p> <p>Essential objectives in all curriculum areas</p>	<p>RSE- revisit previous year and teach current year</p> <p>PSHE/Well-being starters if necessary to continue</p> <p>English and maths Continue essential year groups objectives if have completed 'catch up' objectives</p> <p>Continue essential objectives in all curriculum areas</p>	<p>English and maths objectives</p> <p>Essential objectives/topics covered</p> <p>Begin to teach desirable objectives</p>	<p>English and maths objectives</p> <p>Begin/continue to teach desirable objectives</p> <p>If time, cover some optional objectives</p>
<p>PPA- music and French taught here so that one or two subjects are covered in PPA time</p>	<p>Harvest- as an assembly so that teaching time in year 4 is maximised</p>		<p>Consider 'Year 5 Easter service' so that as little time as possible is lost</p>	<p>Prioritise topics left- if time which would we cover?</p>

Here is an example of the essential, desirable and optional objectives in Year 4 Science:

Subject	From previous year group Areas of strength (year 3)	From previous year group Not covered in school (year 3)	From previous year group Areas of weakness (year 3)	Essential	Desirable	Optional
Science	<p>Forces and magnets Light and reflection</p> <p>Working Scientifically : Observation skills Using tallies/tables for results – covered in maths, topic & Science Labelled diagrams</p>	<p>Plants- what plants need to grow Animals Rocks- include information about types of rocks in the States of Matter topic Light- sun, shadows- how shadows are made</p>	<p>Working Scientifically: Enquiry skills Interpreting results</p>	<p>Animals inc humans the simple functions of the digestive system in humans types of teeth in humans and their functions</p> <p>Living things and their habitats the grouping of living things use of classification keys to group, identify and name a variety of living things changing environments and the dangers to living things</p> <p>States of matter Compare and group materials: solids, liquids or gases evaporation and condensation in the water cycle and changes of evaporation with temperature</p> <p>Sound how sounds are made and vibration vibrations from sounds travel through a medium to the ear sounds get fainter as the distance from the sound source increases</p> <p>Electricity identify some electric appliances construct a simple series electrical circuit, naming: cells, wires, bulbs, switches and buzzers identify if a lamp will light in a simple series circuit: the need for a complete loop with a battery switches open and close a circuit, recognise if a lamp light in a simple series circuit</p>	<p>States of matter observe how materials change state when they are heated or cooled, and the temperature at which this happens (°C)</p> <p>Sound find patterns between the pitch of a sound and features of the object that produced it find patterns between the volume of a sound and the strength of the vibrations that produced it</p> <p>Electricity Guidance notes: draw the circuit as a pictorial representation Guidance notes: use their circuits to create simple devices</p>	<p>Living things and their habitats Guidance notes: identify how the local habitat changes throughout the year</p> <p>Sound Guidance notes: in a range of different musical instruments from around the world</p>

Once again in for the academic year 2021-22 the objectives were reviewed and anything not covered was moved to the relevant year. Enrichment will teach many of the aspects of Art and DT which were not covered. This will be constantly reviewed over the course of this academic year.

- Level 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.

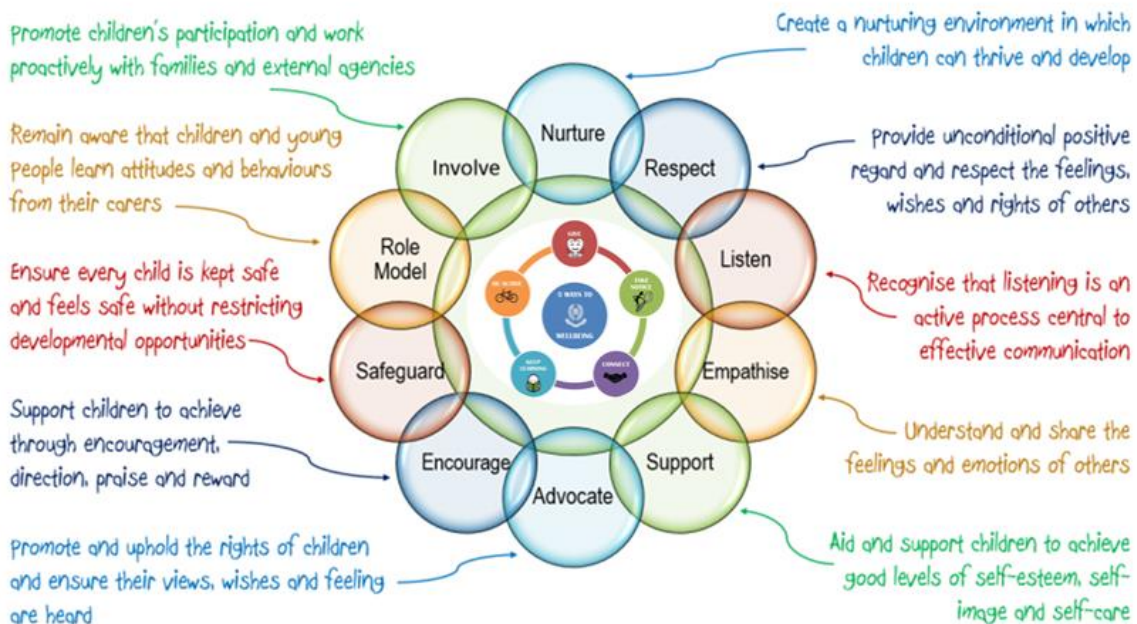
Staff will ensure each individual child will be equally challenged and motivated through an adaptive curriculum and through personalised learning. Teachers will explain the skills they are using so children are learning how to learn which is at the core of what we teach. To encourage children, we will revisit our Frimley Learner attributes (encouraging use of the passports) and values within our daily teaching.

- Level 5: Space – to be, to rediscover self, and to find their voice on learning in this issue, providing opportunity and exploration alongside the intensity of our expectations.

Staff will ensure they support children at a timely pace, so that all children can flourish. It will be important to plan for experiences that provide the space for recovery, emotionally and academically.

We will continue to incorporate all of these elements into everyday life at Frimley.

At Frimley we pride ourselves on valuing all pupils, and adults as individuals, nurturing the whole child. The diagram below was shared with all staff at the September INSET in order to remind staff how we can focus on the whole child and how we can support them.



Risk Assessment

A risk assessment for pupils and information for parents have been put together and are shared via email and at: <https://www.frimley.surrey.sch.uk/page/?title=COVID19&pid=44>

When the risk assessment is updated, it is shared with the relevant stakeholders. The school AQC have all of the relevant documentation. Subject specific guidance has also been shared by subject leaders.

Remote education support

Scenarios we have plans for:

a, A child at home (but not unwell) as he/she has been tested positive and is therefore isolating, or is required to be in quarantine after returning home from abroad. Parents will be emailed a 'pack' of resources daily (by 10am). The following will be sent home via the office:

Maths- flipcharts as a pdf and any scaffolding/worksheets

English- Word document as a PDF in 'The Write Stuff' format

Wider curriculum work (including weekly PSHE) flipcharts as PDFs

Reading- Years 3, 4 and 5 will encourage daily reading and reflections on the books they are reading at home. Year 6 will be sending home PDFs of the Reading sessions taught in school.

When they know a child is isolating, the office will email the pack of work and will email the class teacher to let them know it has been sent.

b, A class/year group is at home as the school have been advised by PHE that there needs to be a closure due to an increased number of positive cases

On day one- the children are to complete homework which is set weekly by the year group. This is in order for teachers to set up the live lessons (Teams).

On day two- the same pack as in scenario a will be sent home.

Live teaching sessions (via Teams) will begin with all of the class invited to all of the sessions. The live teaching session will run for three hours in the morning (however in this time there may be time for independent learning where cameras and microphones are turned off.) If the teacher is ill live teaching will not take place and the parents will be notified of this. The info@frimley.surrey.sch.uk will be used in order for parents to ask questions or to send in work to show the teacher.

c, Whole school closure

On day one- the children are to complete homework which is set weekly by the year group. This is in order for teachers to set up the pre-recorded video input, live lessons (Teams) and Class Connect sessions (Teams).

On day two- the same pack as in scenario a will be sent home but will now include links to pre-recorded video input to introduce daily maths and English lessons and a wider curriculum area. The pre-recording of video input to lessons is shared over the year group so one teacher may record English, one maths and one another area. If one member of teaching staff is unwell video lessons will still be recorded for English and maths.

Live teaching sessions (via Teams) will begin. Each child will be invited to participate in one live teaching morning a week (with their class teacher) of groups of up to six children so that the teacher can assess and monitor and can give 'face to face' contact where possible. The live teaching session will run from 9-12 (however in this time there may be time for independent learning where cameras and microphones are turned off.) The day and time (9-12) of the live learning will be sent in the email inviting the child to their live lesson. If the teacher is ill live teaching will not take place and the parents will be notified of this.

Class Connect sessions (via Teams) will happen on all of the days the teacher is live teaching. It is an opportunity for the class to get together, connect, and share the class reading book. Again this is subject to the teacher being well.

d, School open to key workers only. Key worker children assigned to LSAs in school, with SLT offering support. Class teachers will follow the procedures in c, as far as possible

Parents have been asked to consider the following:



And have been asked to note:

- This is a valuable opportunity for contact between the class teacher and pupils. Parents have been asked for children to be in a room with minimal distractions and to support their child in setting up the 'live' lessons and to then leave their child alone to engage with the teacher and their peers.
- 'Live' lessons will only take place when a whole class or bubble is sent home.
- For a Teams 'live' lesson children will need to bring the work with them which they have completed in the previous week so that the class teacher can review this and continue to set work which is both challenging and engaging for the children.
- We expect children to bring the work they have completed at home with them on return to school.
- We will be recording all 'live' teaching sessions in order to safeguard all members of the school community.
- 'Live' lessons will only take place if two or more children are in attendance (via Teams).