



Brabourne
CofE Primary School

Covid-19 Recovery Curriculum

Positive, safe, nurturing, healthy **relationships**

Emotional wellbeing, mental and physical health
(physical education, team games, gardening, forest school, yoga etc.)

Our school **values**: Respect, Responsibility, Courage, Hope

Basic skills in maths, reading and writing

Creative arts (drama, role play, music, art)

Reading for pleasure

Extensive use of the **outdoors**

We are very aware that the COVID-19 pandemic, and two significant lockdown periods, has caused disruption and will have had all sorts of impact on children.

Some children will be eager to get back to the safety and predictability that school provides for them, others may be anxious.

At Brabourne we will provide a safe, calm, and caring welcome and each child's well-being will be at the centre of our thinking.

We understand that remote learning has brought its challenges for families and we have made thoughtful and considered plans to ensure our children return to school, to a curriculum which is designed to help them recover. The recovery curriculum, acknowledges that there have been big losses to children as they have stayed at home. The focus for schools in the autumn will be upon ensuring that pupils are ready to learn and as such social and emotional learning will be prioritised. The act of recovery is at least as much an emotional and social one as it is academic, and our ability to recognise and plan for this, will be at the heart of our learners' eventual success.

Our recovery curriculum approach at Brabourne CEP School started in March 2020, and continues to be vital in supporting each child's well-being, as they begin their second re-engagement with learning at school. The curriculum will remain broad and ambitious, covering all subjects and creating time to cover any missed content.

Our first priority will be to reconnect and establish routines, being positive and looking forward, whilst ensuring mental health and wellbeing are fully supported. We will make use of assessment to address the needs of the pupils, making curriculum modifications as required. We will prioritise gaps in reading, writing and maths while allowing plenty of time for the broader curriculum, learning that was more difficult to deliver remotely and will utilize the outdoors as much as possible.

PSHE (Personal, Social and Health Education / RSHE (Relationships, Sex and Health Education)

At Brabourne CEP School we have introduced a whole school PSHE scheme called Kapow.

Kapow combines: PSHE, emotional literacy, mindfulness, social skills and spiritual development.

Kapow aims to help children know and value who they really are and how they relate to other people in this ever-changing world. PSHE will form a key focus in promoting well-being upon return to school, as well as providing the strategies needed to adapt to change. Equally, there will be a strong emphasis on Collective Worship, to ensure that the school can still unite as a whole.

When children return to school we shall initially be using the Kapow recovery package and will focus on the following areas in PSHE lessons:

- Coming together again
- Belonging and feeling safe
- Reconnecting with friends and staff
- Being positive and looking forward
- Managing worries and fears
- Gifts of gratitude
- The year ahead

English

Our English curriculum has continued throughout the 2021 lockdown, providing pupils with pre-recorded daily lessons. When all pupils return to school, year groups will start a new text / unit of work to encourage a sense of community, a new start and shared experience. Time will be given to allow pupils to recap on key concepts during the school closure. More curriculum time will be given to speaking and listening approaches, drama, reading, handwriting, punctuation and grammar.

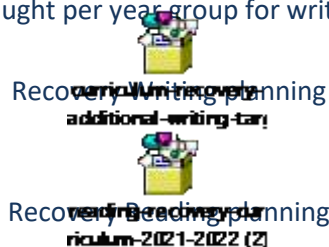
Our recovery curriculum for writing in English, focuses on structuring cohesive sentences accurately, using correct punctuation relevant to each year group. Key grammatical areas will be identified and taught through explicit lessons and reinforcement through scaffolding in writing. In terms of reading, the focus will be on phonics, developing the love of reading once more, question types and analysing the texts read and studied, in different ways. Specific attention will be paid to the pace of children's reading, alongside expression and sight-reading skills. Quality time will also be given to hear children read. Spelling interventions will be put in place. Tracking of pupil reading and ensuring pupils read high quality texts will be paramount. The recovery plan for English (Reading and Writing) is below:

Writing – In terms of planning and modelling for Term 1, the focus will be on basic sentence structure and punctuation for the first half term across all year groups at their appropriate levels with relevant objectives. EGPS areas, that have not been covered, should form a base of priorities for EGPS teaching through starters and modelling in Literacy lessons. After October half term, if not already, each class will start their new year group objectives and teach in the same way as normal. It is important that pace of writing is reinforced at the start of this year with the children completing whole pieces of writing within a lesson/s. Open ended extended writing tasks will be used to provide opportunities for teachers to assess gaps in sentence structure etc. Planning will then take place to address the gaps and ensure 'catch up' progress in writing.

Reading – The focus for reading in KS1 will be on phonics and reinforcement/deepening knowledge of all sounds needed for reading, plus phonemes for writing. Reading books will be firm focus. We will also be focusing on ensuring coverage of all question types required for solid reading comprehension, across

all year groups. Assessments, considering the well-being of the children, will take place early on. Careful planning will follow with interventions put into place where possible and necessary. We are following the same format as last year with whole class reading, group reading and individual reading times etc. Text types will be scaffolded to suit the reading abilities within each class and activities will be differentiated to ensure all children are able to complete the tasks and move their learning forward. With year groups' current texts planned for terms 1 and 2 in particular, teachers will make any changes to these books, should this be needed, as soon as possible. All year groups will be focusing on the Common Exception words included in the National Curriculum. Spelling will be taught each week, supplemented by Twinkl weekly spelling resources in addition to other resources used by staff. All children will have Literacy/EGPS books for recording activities and spellings in. Homework may be used to reinforce the spellings to assist 'catch up' where appropriate. Teachers will identify key pupils to receive additional catch up sessions, led by the additional teacher.

The following will form the basis of missed key objectives to be taught per year group for writing and reading. These will be incorporated into lesson planning.



Maths

Our Maths curriculum has continued throughout the 2021 lockdown providing pupils with pre-recorded daily lessons; however, we are very aware that pupils will have different experiences of remote learning. At Brabourne, we will continue to use White Rose Maths. Adequate time will be given to allow pupils to recap on the most important conceptual knowledge and understanding that pupils need as they progress through Key Stage 2. There will be a strong emphasis on the use of manipulatives. Lessons which focus on basic number skills will be taught daily. Maths topics will also be adapted to include the objectives that were missed in the first school closure.

Within each White Rose unit there are built in 'catch up' lessons which recap on the previous year group Maths. White Rose have adapted their small steps to take into account missed learning and put in Recap steps. The government also issued a Ready to Progress criteria document which will allow teachers to gain opportunities to consolidate gaps.

Through an early baseline assessment, teachers will identify the areas which may benefit from extra booster sessions. Our long-term overview takes in to account learning objectives missed and those that need revising, within this we have referred to the DfE Mathematics Guidance to ensure all pre-requisites are covered during our mathematics lessons. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/897806/Maths_guidance_KS_1_and_2.pdf

Science

The curriculum at Brabourne covers strands of science in biology, chemistry and physics and the experiences of working scientifically. The science curriculum has continued remotely during this second school closure. Time will be allocated for practical lessons that were difficult to teach remotely. Topics missed in the first period of school closure will also be considered in teacher plans. During the lockdown, less practical topics were swapped for home learning. The practical topics will now form the basis of study. Our curriculum forms a 2 year mixed-cycle curriculum. Therefore, topics not studied in as much depth during lockdown will come around again, therefore previous learning will be recapped in more detail at the start of topics.

Broader Curriculum

The curriculum at Brabourne supports pupils' mental well-being by focusing on learning that promotes self-expression and creativity. Our already established, engaging, cross-curricular topics and enrichment activities will continue. Time will be spent on learning that was more difficult to deliver remotely and revisiting key knowledge and skills from the curriculum. There will be a focus on creativity, artistic and craft-based learning that will support pupils' fine motor skills and concentration. Our outdoor environment will be used where possible.

Physical Education

Children may have spent a large proportion of their time in their homes due to the COVID-19 outbreak. Inactive behavior and low levels of physical activity can have a negative effect on quality of life, health and well-being. The Physical Education Curriculum at Brabourne promotes daily physical activity outside, within the framework of social distancing. Children will take part in learning activities that encourage play and sport. We are fortunate that we have a wealth of outdoor learning spaces in our grounds and sports coach staff. After school opportunities with our sport coaches will also enhance our PE provision. There will be a strong emphasis on physical activity in after school clubs.

Religious Education

There will be no change to our Religious Education curriculum as units are revisited after two years in more depth. Teachers will account for any lessons that have been missed during the school closure.

Collective Worship

There will be a collective worship every day however we will not congregate in the hall as a whole school. Worship will be in classrooms, outside (in good weather) or virtually. There will be a Friday celebration worship virtually.

SEND

We will closely monitor all children on their return to school academically as well as socially and emotionally. Where we have any cause for concern, we will address this through the use of appropriate individual or group intervention and in-class support.

All the staff at Brabourne will recognise that for most children their curriculum will have been based at home for the last 8 weeks and over the last year they have only spent 4 months in school.

School ended for a second time abruptly and children will have been in different environments, learning in different ways and daily routines may have faded. There will be gaps in learning and knowledge that will need to be supported. Staff at Brabourne will establish the individual needs of pupils and co-construct learning to reinforce the key basic skills of phonics and reading, increasing vocabulary, writing and mathematics focusing on retention and depth of knowledge. Staff will assess children soon after they return to school to form a baseline moving forwards.

The children's well-being will always be at the centre of our thinking.

