



St Vincent's Catholic Primary School: **Recovery Curriculum – September 2020**

To love, serve and learn as Jesus shows us

Summary of DfE Guidance for Teaching and Learning in September

The key principles that underpin DfE advice on curriculum planning are:

- Education is not optional: all pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life.
- The curriculum remains broad and ambitious: all pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment.
- Remote education, where needed, is high quality and aligns as closely as possible with in-school provision: schools and other settings continue to build their capability to educate pupils remotely, where this is needed.

Specific DfE guidance for Music

- Singing, chanting, playing wind or brass instruments or shouting increase the risk of infection transmission and therefore will not take place in large groups such as choir, ensembles or assemblies.
- In music lessons, involving any of the above, some or all of the following measures will be in place to reduce risk:
 - Physical distancing and being outside wherever possible
 - Limiting group sizes to no more than 15
 - Positioning pupils back-to-back or side-to-side
 - No sharing of instruments
 - Good ventilation

Specific DfE guidance for physical activity and PE

- Physical activity and PE lessons will only take place within designated groups.
- Sports equipment will be thoroughly cleaned between each use by different groups.
- Contact sports will be avoided.
- PE lessons will take place outdoors whenever possible, or in the hall if weather stops outdoor lessons.
- Distancing between pupils will be maximised.
- The links below provide additional guidance and support:
 - [Guidance on the phased return of sport and recreation](#)
 - [Sport England](#)
 - [Association for Physical Education](#)
 - [Youth Sport Trust](#)

Catch-up support

- The DfE have announced one-off additional funding for schools to help all pupils make up for lost teaching time, with extra support for those who need it most. We await further details of what this looks like at an individual school level but are planning now how best to allocate whatever funding is available based on the research and evidence provided by the Education Endowment Foundation.
- Children with more complex SEND may need specific help and preparation for the changes to routines when returning in September. These children will be identified during transition handovers between staff to ensure that the necessary preparations are made to meet these needs.

Pupil wellbeing and support

- We know that the coronavirus outbreak may have caused significant mental health or wellbeing difficulties for some children.
- In 'getting back to normal', our first priority will be to support children's emotional and mental wellbeing, providing support and reassurance, and acknowledge and understanding that:
 - Children may have found the long period at home hard to manage
 - Children may have developed anxieties related to the virus
 - Safeguarding concerns may have emerged or escalated and children may make disclosures once they are back in school
 - Some children may also have experienced bereavements in their immediate family or wider circle of friends or family or had increased/new caring responsibilities.
 - All children will have missed the routine of school, seeing their friends, and being supported by their teachers and other adults in the school.
- Staff will provide quality time each day:
 - opportunities for children to talk about their experiences of the past few weeks
 - opportunities for one-to-one conversations with trusted adults where this may be supportive
 - some refocussed lessons on relevant topics, for example, mental wellbeing or staying safe
 - pastoral activity, such as positive opportunities to renew and develop friendships and peer groups
 - other enriching developmental activities
- Staff will establish an appropriate balance between reintegrating pupils into a reassuring and familiar work ethic to support their mental wellbeing on the one hand, and identifying and taking time to address explicitly individual concerns or problems on the other.
- Resources to promote and support mental wellbeing are included in the list of [online resources](#) published by the Department for Education, which will be used as appropriate alongside our existing PSHE curriculum. Other digital resources includes:
- [an educational resource](#) for adults about children and young people's mental health, which is relevant for teachers, other professionals working with children, volunteers, parents and carers
- The [Every Mind Matters platform](#) about looking after your mental health (from Public Health England)
- [Rise Above](#), targeted at young people, which also has [schools-facing lesson plans](#)

Behaviour expectations

- An Appendix to the Behaviour Policy was agreed by Governors prior to partial wider re-opening in June. This outlines the temporary changes required to reflect the new protective measures in place at this time, which will be maintained into the new academic year, and for as long as is required.
- In light of the need for children to behave differently when they return to school, it is important that children are prepared for the changes before returning to school. This will form a significant part of the re-introduction of children when they return to school so that they understand the changed rules, routines and expectations.

St Vincent's Recovery Curriculum

- When planning our curriculum for September we have considered the following:
 - 5 losses: routine, structure, friendship, opportunity and freedom
 - Anxiety, trauma and bereavement
 - Adaptations needed to make up the 14 weeks of lost learning time
 - Resocialisation of children into new school routines and health and hygiene expectations
- We are using 5 key themes to address these issues:
 - Relationships - we understand that not all of our pupils will 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. We will reach out to greet them, and use the relationships we build to cushion the discomfort of returning.
 - Community - we recognise that the curriculum has 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 pupils and engage them in the transitioning of learning back into school.
 - Transparent Curriculum - all of our pupils will feel like they have lost time in learning and we must show them how we are addressing these gaps.
 - Metacognition - in different environments, pupils 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.
 - Space - to be, to rediscover self, and to find their voice. 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.
- Emotional and physical wellbeing for all children will have high priority to ensure that they are ready for learning. This designated time will be structured using 2 resources which support children to:
 - Reconnect
 - Manage change, adversity and loss
 - Feel belonging and safety
 - Build resilience
 - Manage fears, worries and anxieties
 - Look forward with positivity, gratitude and appreciation.
- Where specific issues or needs are identified for individual children, we will work with parents/carers to provide support through appropriate services.
- During the initial weeks, we will prioritise identifying gaps and re-establish good progress in the key skills of phonics and reading, vocabulary, writing and mathematics.
 - Based on our progression maps we can identify gaps due to lack of coverage
 - We will assess the phonic knowledge of children in Reception, Year 1 and Year 2
 - We will benchmark the reading level of all children across the school so that book bands are adjusted accordingly and teaching of skills can address gaps before moving forward
 - Grammar, punctuation and spelling check so that gaps can be addressed through teaching of skills both in isolation and through writing lessons before moving onto new knowledge and skills.
 - Use the DfE "Ready to progress" criteria for maths, to establish what gaps need teaching before progressing into new knowledge and skills.
 - The resources that we use to build our maths curriculum has already published adapted materials for the Autumn Term to incorporate missed learning from the previous year groups
 - In Reception, we will initially focus on assessing and addressing gaps in language and vocabulary, early reading, phonics and mathematics.
- We will do this without compromising a broad and balanced curriculum and have redesigned our wider curriculum to build in opportunities for revising and building on prior learning.

Assessment and accountability

Inspection

Routine Ofsted inspections will remain suspended for the autumn term. However, during the autumn term, inspectors will visit a sample of schools to discuss how they are managing the return to education of all their pupils. It is intended that routine inspections will restart from January 2021, with the exact timing being kept under review.

Primary assessment

All statutory assessments will resume: the early years foundation stage profile, and all existing statutory key stage 1 and 2 assessments, will return in 2020/2021 following usual timetables. This includes:

- the phonics screening check for Year 1 and Year 2
- key stage 1 tests and teacher assessment
- the year 4 multiplication tables check
- key stage 2 tests and teacher assessment
- statutory trialling