

Our revised intent – based on the recovery and restoration of our curriculum

This intent is written to support our school stakeholders in their recovery from a period that has been tough for our community.

The key thinking behind this intent is to ensure that we can empower our staff to make the right decisions for recovery and begin the journey to restoring the excellence that we all continuously strive for.

Intent

Our 'recovery' curriculum is designed to support teachers to make the decisions that they feel is right for the children they are working with. It recognises the impact of the recent and current pandemic on our learning community.

The key aims of our recovery curriculum are:

- For all pupils and staff to recover - mentally and emotionally - from the effect of being absent from school for a long period
- To ensure that all children have the opportunity to reflect, discuss and understand the impact of the recent pandemic upon our community, through positive PSHE, reminding them of daily routines and structure and positive behaviours towards one another that will support us to work together in our learning community
- To engage children in positive learning experiences, rediscovering the purpose of learning, and securing the skills required to be an effective learner
- To ensure that cognitive strategies are revisited, developed and enhanced so children are able to secure knowledge at a deeper level
- To secure key reading, writing, phonics and mathematical knowledge so that our children can thrive as learners as they move on to their next stage of learning.
- To provide a balanced curriculum, taking into account six months' lost learning

Implementation

- PSHE curriculum, linked to COVID, is specifically planned and timetabled for all pupils
- Initial focus on identified gaps, key concepts and knowledge
- Baseline assessments/ QLA to support gap analysis at the end of Term One
- Timeline for adopting current year curriculum
- Learning environments reflect current learning – may need to be changed more often
- Daily reading to children so they develop/ regain the English spoken language
- Spaced learning activities to learn/ revise agreed key 'non-negotiable' concepts
- Low level formative assessments carried out to inform planning, e.g. quizzing
- Knowledge organisers contain key 'non-negotiable' concepts
- Vocabulary introduced - science, R.E, geography, history and French - now only assessed at the end of the unit – no pre-learning assessment
- Google Classroom lessons delivered in school, so that pupils with IT/ digital device access are able to use it during a localised lockdown
- 1:1 tutoring (Catch up premium) before / after school
- Flexible small group focus to close the gap
- Fortnightly monitoring of progress of recovery curriculum: subject leaders/ phase leaders/ SLT

Impact

- We recognise that pupils will catch up at different rates, and that some pupils will not have accessed English spoken language for six months.
- Our intention is that all of our pupils will have caught up by the end of 2022, many before, i.e. they will be working at their expected 'end of key stage' levels across English and mathematics, and will be emotionally ready for their next stage of learning.
- All staff will have recovered from the emotional stress of the pandemic and feel safe at work