

Community

- All classes will participate in an initial unit of work based on a community themed text when they return to school.
- The school will work together with parents to re-build 'Community' and 'Learning Partnerships' after the prolonged period of school closure.
- The school will ensure remote learning opportunities for children can be quickly re-established if required.
- The school will further develop its use of Class DoJo.
- Governors will continue to be fully involved in the school.
- School staff to work with the children to re- establish a strong sense of belonging.

Relationships and Wellbeing

- Elm Grove's Inclusion Team will be responsive to the children's needs. Interventions, small group work & wellbeing provision will be prioritised.
- As much as possible, staffed safe spaces for children who need a break from the classroom will be identified.
- Teachers will plan for regular PSHE (Personal, Social, Health Education) lessons and class 'togetherness' sessions.
- Children will be taught self-regulation strategies.
- Additional PE sessions will provide physical and emotional benefits.
- Lessons will be restructured -shorter length, reflection on teaching styles, etc.
- Timetabling the day will be reviewed and considered.

Elm Grove Primary School – Recovery Curriculum Sept 2020



Everyone Included, Everyone Valued, Learning & Thriving Together

Learning

- We will carefully consider all groups of pupils: Special Educational Needs & Disabilities, English as an additional language, Black & Minority Ethnic, Disadvantaged, Gifted & Talented, all pupils.

Curriculum

- In each subject, prioritise what needs to be learned most and focus on how it is to be learned, rather than extensive coverage. Subject leaders to review this for each year group.
- Focus on learning to learn e.g. Learning powers to support children with learning, build their resilience and perseverance, etc.
- Restructuring lessons and the timetable
- Focus on Metacognition: thinking about how to learn, explicitly scaffolding the teaching, making knowledge/skills explicit, etc.

Assessment

- High-quality formative assessment (i.e. based on teacher observations rather than testing) and verbal feedback.
- Tracking children's progress: use spring term assessments as beginning of year assessments for each child.
- How Maths/English AREs (age related expectations) will be used to ensure pupil understanding is still in line with the National Curriculum.
- Standardised baseline assessments for early in the year to identify areas where key concepts have been lost/misunderstood and where children need additional support. This will ensure new material builds on solid foundations.

Intervention

- Structured intervention for children who have fallen behind (1:1/small group). Focus on Maths and English and specific need within these subjects e.g. aspects of reading.

Safety

- Updated School Covid-19 risk assessment/safeguarding policy.
- Regular handwashing.
- Inclusion Team and The Nest provision.
- Review behaviour policy to ensure Covid safety for both pupils and staff.
- Ensure effective communication to all stakeholders.
- Review classroom organisation (e.g tables facing front).
- Equipment cleaned as required - children to have individual learning resources (own transparent pencil case provided by the school).
- Mindful use of space: corridors, dining room, playgrounds.
- Timetabling – staggered start/end of day, breaks, lunch to minimise contact between year groups.
- Weekly Headteacher newsletter to pupils to replace assemblies.