

ALL SAINTS C.E. Recovery Plan 2020



Through the power of God's **love** children will reach their full potential and be able to **live** their lives with an open mind so they **learn** from the world around them.

Jesus said 'I have come that everyone may have life, and may have it in all its fullness' **John 10:10**

Love, Live and Learn

Intent

Throughout this period of recovery at All Saints, we will continue to learn and care together, holding our Christian values at the forefront of everything we do. We will ensure that children's emotional health and well-being is nurtured and supported through this unprecedented period of their lives.

During the pandemic and lockdown in particular, children may have experienced one or more of these '**5 losses**' highlighted in 'The Recovery Curriculum' by Barry Carpenter;

- Routine – school closure, change in sleep patterns,
- Structure – unable to see extended family, to participate in clubs,
- Friendship – unable to see and play with friends,
- Opportunity – having to stay at home, not able to celebrate events in the same way,
- Freedom – home learning,

all of which may trigger the feelings of anxiety, trauma and/or bereavement.

We have designed a **curriculum** which includes content that we believe will rapidly address the needs of our children in the school community. This is informed by our understanding of our children, parental engagement and Government guidance. Carpenter states that there are 5 levers to support the implementation of a recovery curriculum.

These are

Lever 1 - Relationships

- We will promote the restoration of relationships with teachers and peers

Lever 2 - Community

- We will listen to what has happened in the community as we transition back into school

Lever 3 - Transparent Curriculum

- We will explain to pupils how we are addressing gaps in their learning so they can catch up and continue with their year group curriculum as soon as possible

Lever 4 - Metacognition

- We will reskill and rebuild confidence as learners – taking into account those who have been learning at home as well as those children who returned to school in the Summer Term

Lever 5 - Space

- We need to allow time for children to rediscover themselves

Implementation

What we have already put in place

- Improved communication with children and parents using Class Dojo (sharing video messages, children's work, class activities and stories, private messages, school news updates)
- Telephone calls for specific groups of children and individuals, team chats
- Home learning packs available in school
- Daily work set for each year group on their class dojo page and marked each evening by their class teacher.
- Bubbles of children in Reception, Year 1, year 6 and Key Workers
- Transition plan for Y6 leavers
- Transition plan for all children as they move to a new year group

From September 2020

PSHE and Emotional Health and Well-being –

Children will be observed closely on their return to school. Parents with particular worries and concerned will be asked to notify their class teacher so that we can ensure we are aware of any emotional needs.

The Core Curriculum.

The focus will be on the core subjects of Reading, Writing, Phonics/Spellings and Maths including Mental Maths. This is to ensure that all children (whether they were previously learning at home or at school) have mastered the skills for the previous year. These include phonic knowledge, handwriting, punctuation, grammar and core maths skills.

During this time of recovery, we will be continually observing and working with your child to find out what knowledge they have retained from home/school learning and what their gaps are.

We recognise that you, as parents, have knowledge of your child's learning since they have been at home and will give you the opportunity to communicate any concerns you have over gaps in their knowledge, or indeed any positives during a teacher/parent consultation early in the term.

English Reading

In addition to the shared reading of class texts, the teacher will read with your child at least once a fortnight with comments written as a message on Class Dojo until we are able to send them home. Each class will also engage in story time at the end of the day. The children will have an ERIC (every child reads in class) session daily where they will have an opportunity to read their own choice of books or read their phonic/book banded book with an adult.

Children from nursery to Year 1 (or those who haven't passed the screen and/or are not fluent Phase 5 readers) will continue to read from the phonic reading scheme. Children who have passed their phonic screen will be assessed and moved on to an appropriate colour banded book.

English (reading and writing)

Each class will have a focused, whole class reading lesson each week.

We will concentrate on the basic writing skills from the previous year group until we feel the majority of the class need to move on to current year group expectations.

We will assess starting points through a whole school text in the Autumn term and do this again at the end of the term. A writing task linked to the story will be scrutinised to allow for target setting and future planning.

English Phonics / Spellings

EYFS - Will continue to follow the 'Letters and Sounds' phonics programme and supplement it with Jolly Phonics.

KS1 – Will identify phonics gaps in previous year group knowledge, address common gaps, provide personalised learning for individual needs and then move on to the next phase of learning.

KS2 - Will identify errors in spelling patterns, address the common errors, provide targets for individual needs and then move on to the next stage of learning.

We will complete daily sessions of:

- Dictated words and sentences to demonstrate an improved knowledge of common exception words and to regain speed and sustained writing.
- Handwriting
- Phonics/Spelling sessions

We will complete a shared reading session each week and work in English will culminate in a longer piece of writing each week too.

Maths

The children will be working on last year's learning to identify gaps and address these either as a whole class or on an individual basis. We will complete daily sessions of number, measures and mental maths work. These will be taught in units of work following our medium-term plan overview.

Any individuals or groups of children with specific needs in English, phonics or Maths, may be targeted using the Catch up funding from the Government. Children will be identified following a pupil progress meeting with all the teachers. A private tutor will be employed to carry out small group work to target these specific areas of learning.

The Wider Curriculum

As part of our recovery curriculum the children will be developing skills in art, music, dance and PE, whilst exploring how their emotions can be expressed through these subjects. Children will also have the opportunity to demonstrate their 'sticky' knowledge in all of the foundation subjects.

Circle Times

We will hold circle times linked to weekly themes and values or based on something generated by a problem or an issue in the classroom.

Health and Safety specific to Coronavirus

In addition to the curriculum, we will also be following our academy risk assessment and Government guidelines to keep our children safe in school.

We will teach the following to all children

- Handwashing
 - Toilet hygiene
 - Catch it bin it kill it
 - Not touching faces and putting fingers in mouth

Christian Distinctiveness

As a church school we will continue to promote our values through daily school life.

We will teach *compassion, thankfulness, hope, respect, courage and forgiveness.*

School Worship will be based on our school values. Although we will not be able to meet and worship together, we will have class-based worship and watch weekly worship videos lead by Reverend Delphine and Kevin Bales. They will also be shared with families on Class Dojo weekly.

We will share our **school prayer** daily and discuss its meaning.

This is our school,
Let peace live here.

Let the rooms be full of contentment.
Let love abide here,
Love of one another,
And love of God.
Let us remember,
That as many hands build a house,
So many hearts make our school.

Specific Needs

If a child, adult or family has specific emotional, health and well-being needs, during this time, Mrs Patterson (Listening Ear Councillor) will work closely with the class teacher and parents/carers to develop a well-being plan. The plan will be tailored to reflect individual needs.

- In school we have Listening ear counselling and bereavement therapy.
- A referral can be made to relevant outside agencies if required e.g. Home Start, Balance Holistics Counsellors who can provide individual, group and family support.