

Boundary Primary School



Recovery Curriculum March 2021

Updated:
September 2021
January 2022

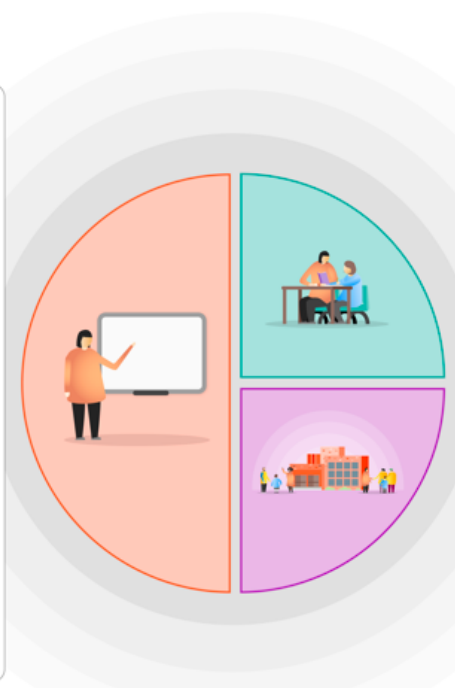
Boundary Primary School's Recovery Curriculum is underpinned by the work of Barry Carpenter, CBE, Professor of Mental Health in Education, Oxford Brookes University 'The 5 Levers of Recovery' and the Education Endowment Foundation Guide to Supporting School Planning: A Tiered Approach to 2021.

Recovery Curriculum Summary



1 Teaching

- High quality teaching for all
- Effective diagnostic assessment
- Professional development programme
- Explicit teaching
- Scaffolding
- Cognitive and metacognitive strategies
- Flexible grouping
- High quality remote learning
- Effective use of technology
- Pupil Progress Reviews

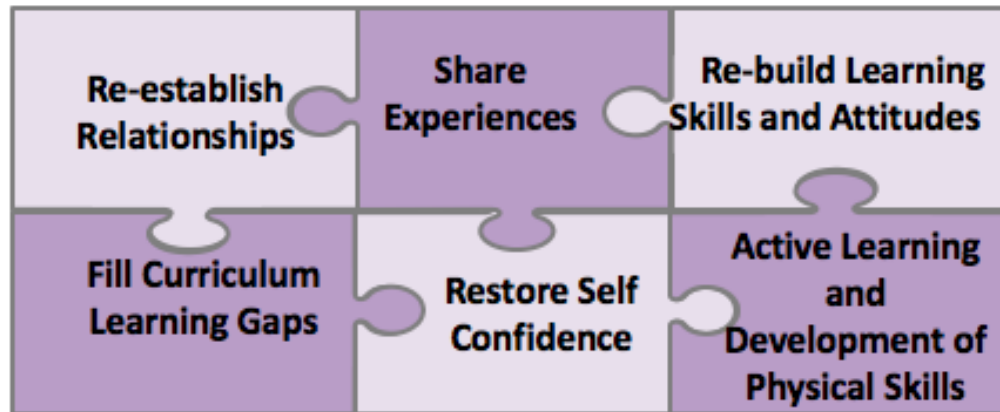


2 Targeted academic support

- High quality intervention
- Teaching assistants
- Tutoring
- After-school clubs

3 Wider strategies

- Pastoral Team
- PHSCE curriculum
- Well-being whole school approach
- Extra-curricular activities
- Communication and Supporting parents/carers



Boundary Primary School's Aims:

Our recovery curriculum aims to restore the mental health and rebuild the resilience of our children to allow them to become engaged learners again by:

- recognising the experiences had by all
- restoring trust and relationships with staff
- re-establishing friendships and social interactions
- regaining structure and routine
- rebuilding a sense of community
- regulating their emotions and managing behaviours
- re-engaging them in learning

There will be a three phased approach:

1. Whole school approach

This will encompass the main curriculum upon our return. For most children, this will be sufficient to meet the aims set out above. From the activities planned, staff will be able to identify those who need more support in their recovery which will lead to a personalised response.

2. Personalised response

Where children are unable to engage in the holistic curriculum, further work will be undertaken by school staff such our Engagement Officer or Behaviour Lead to enable them to meet the above aims.

3. Deep recovery

For children who have experienced severe trauma or bereavement, specialist support may be required in their recovery. Boundary continues to provide onsite school counselling service

How will we recover and rebuild our learners?

In response to the loss our young people are experiencing, Dr. Carpenter identifies 5 levers of recovery - relationships, community, transparent curriculum, metacognition and space. When considering the 5 levers, it allowed us to consider the approach that we need to take

towards recovery that places the child at the center of the recovery journey, acknowledging the importance of their lived experiences with a focus on instilling felt safety, security and stability.

Lever 1 – Rebuilding Relationships

- Prior to returning teachers to support via learning platforms and telephone calls
- Return to school programme ‘How are you feeling?’ implemented during the first week
- Activities to include team-building, friendship skills and a communication focus
- Within the day, there will be plenty of opportunity to rebuild relationships, allowing time for 1-1 and small group conversations
- Staff will continue to nurture and support through positive words and role modelling the Boundary Promises
- Time and support will be given to re-establish their friendships
- Shared activities on the playground will bring the pupils back together
- PSHE lessons will be adapted to include work on conflict resolution and friendship skills
- Re-introduce after-school sports clubs

Lever 2 – Re-establishing community

- We will ensure that the pathway of support identifies the child’s needs at an individual level and appropriate provision is put in place
- We will create time to share our experiences of lockdown within class but also individually with our Engagement Officer
- We will create space within our day to allow for these conversations
- Parents will be encouraged to communicate through the phone or email, to limit the physical interactions with staff
- Children will have the opportunity to take part in whole-school assemblies (via google meets), that promote togetherness, and whole school projects, for example, Kindness Campaign Project
- The school website and Facebook Page will be used to share their children’s learning and achievements

Lever 3 – Transparent Curriculum

If we feel it is appropriate, we will seek to understand what the children already know about the pandemic and help them to understand the implications and factors around the effects on school e.g. why school had to close so quickly, why is school different now. This will be done through the 1:1 work completed with the Engagement Officer.

Professional Development

A new Professional Development Programme for teachers and teaching assistants is to be implemented to improve the quality of teaching and learning.

Academic Recovery

Effective Diagnostic Assessment

Teachers will use questioning, quizzes, multiple choice questions to diagnose gaps in learning and inform teaching.

Teachers will also use:

- Reading age scores
- Reading Plus (KS2) data
- Phonics phase data
- Mathematics quizzes and informal tests

- Cold writes (as part of our normal Reading into Writing process).
- Timetables screen
- Dyslexia Gold

Pupil progress meetings to take place half-termly (as usual).

Strategies, Approaches and Interventions:

Mathematics

- We have adapted our approach to Mathematics planning for the remainder of the 2020/2021 academic year. We will be using the Department for Education Ready-to-Progress Criteria to prioritise key areas of Mathematics teaching in order to provide our pupils with a secure understanding of key concepts for the next academic year.

These priority areas are:

- Number and Place Value
- Number Facts
- Addition and Subtraction
- Multiplication and Division
- Fractions
- Geometry
 - Extra Mathematics lesson per week.
 - Interventions to be planned and delivered by HLTAs
 - Maths extra-curricular clubs
 - 1:1 tuition via the National Tutoring Programme
 - Precision teaching

English

- Teachers are to model the Reading into Writing journey to ensure they remember the process.
- **Genres** – teachers aware of genres missed
- **Handwriting** – regular practise using Letter Join
- **Phonics** – additional sessions and targeted interventions
- **Guided Reading** – differentiated in groups and model process
- Extra English lesson per week
- Interventions to be planned and delivered by HLTAs
- Reading Plus Programme
- Spelling Shed
- Use of Seesaw/Google classroom in class and as homework
- Cracking comprehension
- Reading extra-curricular clubs
- 1:1 tuition via the National Tutoring Programme
- Dyslexia Gold
- Speech and language intervention and therapist target work
- Precision teaching
- Academic Mentor work across school

Science

- Units of work which have been missed have been incorporated into other units of work

Foundation Subjects

- Units of work will start with what we already know, what we can remember
- Children to regularly revisit the threshold concepts (the key pillars of the learning/drivers)

Active learning and the development of physical skills will be interwoven throughout every part of our recovery curriculum.

Lever 4 – Metacognition

- The process of returning to a 'normal timetable' will be a valuable learning experience for all children
- We will offer clear routines and structure to each day
- A visual timetable will continue to be used and explained to the children at the start of each day
- Teachers will re-teach the way in which we learn at school with lots of modelling and scaffolding to ensure the children understand the learning journey
- Clear boundaries in place and reminders about our Boundary Promises
- Revisit 'Growth Mind-set' and 'Learning Behaviours'
- Units of work will start with what we already know, what we can remember
- Children will regularly revisit Boundary's curriculum threshold concepts

Lever 5 – Space

- PSHE lessons will focus on managing emotions and behaviours
- The Boundary Promises and our 'Always' ethos will be re-established with the children
- Children will be given space to explore their feelings and seek out help to manage them
- We will ensure children are provided with time and space to readjust to being back in the classroom, the adults they are working with and any changes that have been made (carefully explain and offer reasons for the changes)

Remote Learning Strategy

High quality remote learning is well implemented and systems are in place to ensure all children can access learning due to self-isolation – please see the Remote Learning Strategy document.