



Promoting RESPECT and inspiring excellence... in school, Rotherham and beyond.

St Ann's Primary School
Connection Curriculum

A Framework for Recovery
Autumn 2020



Rationale / Intent

The work of Barry Carpenter (*A Recovery Curriculum: loss and life for our children and schools post pandemic*) highlights the loss children will have experienced during this pandemic.

Loss of-

- Routine
- Structure
- Friendship
- Opportunity
- Freedom.

This sense of loss will have had some impact on attachment - particularly in their relationships in school built up over many years. These will be some of the strongest relationships children have, but without the usual daily interactions they may have become fragile. Our children are vulnerable at this time, they will have experienced anxiety at some level, and in addition to this, seen a significant amount of anxiety amongst adults and the wider media focused on the impact of the pandemic. We are carefully building a curriculum that helps to support their return to school so that any trauma they may have experienced does not have a negative impact on their long term mental health and well-being and ultimately their ability to be effective learners.

As children return to school there will be a significant emphasis on 'catching up' on lost academic learning. Our curriculum acknowledges, and takes account of, the importance of accelerating academic progress but also the knowledge that 'those who are nurtured best, learn best and survive best' (Cozolini 2014). When writing our Connection Curriculum we have drawn on our knowledge of neuroscience, in particular the conditions the brain needs to optimise learning.

Our curriculum will have a strong focus on four key aspects of learning:

Supportive relationships

Secure relationships trigger brain growth and regulate emotions. It is vital that we become emotionally available adults for our children. Evidence shows that supportive, encouraging and caring relationships stimulate neural circuitry to learn.

A balanced focus between thinking and feeling

Incorporating a significant proportion of personal, social and emotional learning alongside the academic subjects will allow children's brains to work in a much more integrated way (co-ordinating left and right hemispheres) and better support emotional intelligence.

Calm environments with low levels of stress

Classrooms are a secure base with a strong sense of belonging created through use of tree families. Learning is pitched at a level that inspires curiosity and stimulates thinking with minimal anxiety, this will help children be attentive and motivated to learn maximizing the bio-chemical processes that drive neuroplasticity.

Creative use of stories

A good story contains conflict and resolutions, gestures and expressions, and thoughts about emotions. Stories can be used to teach skills, values and create shared perspectives. Effective use of stories supports memory and emotional regulation.

Implementation

Our curriculum will be delivered in 3 tiers taking account of the needs of individual children.

Tier 1 - Holistic approach for all children	All children will receive: <ul style="list-style-type: none">• A creative, stimulating curriculum delivered through REAL Projects• A strong focus on PSHE throughout each project• Flexible timetabling to match their capacity for learning• Daily key skill lessons to aid catch up• Regular access to outdoor spaces for play and learning• Access to mental health and well-being support
Tier 2 - Personalised interventions	Some children may need: <ul style="list-style-type: none">• Focussed school based interventions• Personalised tutoring• Individual pastoral support
Tier 3 - Specialist therapeutic approach	A small number of children may need: <ul style="list-style-type: none">• Specialist school based interventions• A longer and deeper recovery period including multi-agency support.

All learning will be delivered in the context of our RESPECT vision.

Reading, phonics (where appropriate), Writing and Mathematics will be taught daily within the context of a REAL project wherever possible.

REAL projects will be carefully planned, connecting subject specific skills with knowledge and real world problem solving experiences against a backdrop of children's rights and responsibilities. Autumn Term Projects have been chosen that

support a **Connection Curriculum** using the 4 key aspects of learning outlined above. These projects will have a stronger emphasis on PSHE to reflect the nature of the current situation. However children will still be offered high quality education that is broad and balanced.

Whilst bearing in mind the need to move forward sensitively in light of the long absence from school within the climate of a global pandemic, we will ensure that we attend to our core business of teaching and learning. We will take opportunities in the first weeks to build in formative assessment. Methods such as; observation, talking to children, small assessment tasks and work scrutiny will be used to note where children are in their learning, looking at levels of engagement, skills and knowledge. Planning will be responsive to these assessments in order to address gaps in learning. Senior leaders and subject leaders are planning a journey of recovery to help children to catch up on lost learning. This will be in a phased approach which will vary according to the needs of individual children. The framework for this is detailed below:

Step 1 - Welcome back - Information gathering.

Subject	Teaching & Learning
Reading	<p>Reading for pleasure will have a strong focus and quality texts will be read daily.</p> <p>Bug Club will be promoted and used in class and at home. Staff will monitor which children are accessing Bug Club and provide additional learning support for those who aren't able to (additional opportunities to access Bug Club on devices in school, individual headphones can be purchased for these children).</p> <p>Home Reading - children in the early stages of reading will take a home phonically decodable book at the start of each week and return it on Friday. Repeated reading of the same text will develop fluency. For all other children home reading will be promoted and children will take a book home and return these when they are finished. They will be guided to select suitable texts for their interests and reading level. Returned books will not be issued to other children until they have been quarantined for 72 hours. A celebratory award will be given out weekly to reward classes who have completed the most home reading. This will be done virtually as part of our Special Mention Assemblies.</p>

	<p>Guided Reading - EYFS / Y1 - Guided Reading groups will operate daily in the usual way using phonically decodable text (no social distancing).</p> <p>Y2/Y3 - Guided Reading groups will operate daily using phonically decodable text where appropriate. Teacher will social distance from children.</p> <p>Y4-Y6 - A whole class reading session will take place daily based on an expanded version of a model successfully used in Y5/Y6 with elements from the highly successful Reading Fluency Project in Y2 last year. Early readers will also have phonic sessions and opportunities to read phonically decodable text.</p>
Phonics	<p>Daily phonics lessons will commence from week 1 for all children who require this. Children will be taught in groups according to the phonic phase they need. Successful teaching strategies previously used will be in place.</p>
Writing	<p>Initially the main focus will be on revisiting basic skills e.g. handwriting, punctuation, ensuring writing makes sense and use of paragraphs (Super Six). Previous work scrutiny and moderation has shown that spelling is a key area for development in KS2. Spelling Beats (web based IT programme) will be used to practice spelling patterns appropriate to their individual levels. Children will have a range of writing opportunities set within the context of the project and which arise from exposure to high quality stories.</p>
Maths	<p>Daily Mathematics lessons will focus on Place Value objectives - revisiting the previous year group's learning and building upon this and including formative assessment strategies.</p> <p>Same day intervention to support children with misconceptions.</p> <p>Use of 'Skills Stop Lessons' to build up the knowledge of areas of the curriculum that were not taught the year before and to continue with this opportunity when teaching 'time.'</p> <p>An agreed structured approach to teaching 'Fluency.'</p>
REAL Projects (Draft proposals)	<p>The projects will be based around a core theme across the whole school with a different aspect in each phase. These plans are based on previously taught projects. They have been quality assured and tuned to ensure they meet Curriculum Intent requirements, covering all subject content for each year group. Project planning includes opportunities to revisit previous learning and recap any areas that are not fully embedded.</p>

It is not our intention to include the knowledge children have missed during the Summer term in History and Geography as the skills in these subjects are revisited every time they are taught.

Themes

Whole School - **Connection** (*question could be - What is the power of connection?*)

EYFS/Y1/Y2 - **Belonging** (*question could be - Where do I belong?*)

Y3/Y4 - **Inner Strength** (*question could be - How can I fuel my body and mind?*)

Y5/Y6 - **Freedom** (*question could be - What is Freedom?*)

During project planning consideration will be given to how this work can be utilised for home learning in the event of a lockdown.

In addition to Step 1, our termly strategies for tracking achievement will have taken place, including:

- Pupil Achievement Meetings (Spring - March/April) - implemented remotely
- Passing on Records Meeting (Summer Term -wc 13th July) - including information about potential home learning difficulties
- Target Setting for July 2021 - taking into account previous attainment at specific Key Stages and recently gleaned and passed on information.
- Informal discussion between the new teacher and the previous one.

Step 2 - Interventions / Targeted Groups - Identify key 'catch up' intervention programs and 'tuition opportunities' to run during the calendar year, using flight paths and targets to identify key children for each term.

Subject	Teaching & Learning
Reading	Additional adults have target groups to address identified gaps (e.g. fluency, comprehension). Fluency Project Project X Code
Phonics	Y1/Y2 same day intervention strategy (used effectively last year) Y3-Y6 identified children targeted for phonic catch up.
Writing	Guided Writing IPEEL (whole class Y4/Y5)
Maths	Becoming 1 st class at number - Y1 1 st class @ number 1 - Y2 1 st class @ number 2 -Y3 Success@ Arithmetic - number sense - Y4 Success@ Arithmetic - Calculation -Y5 Booster Maths - Y6 ARE/GDS

Step 3 - Monitoring and Impact - Extra adults in each year group bubble will be accountable for a key group of children identified earlier.

Senior leaders will monitor the quality of the support and moderate judgements before measuring the impact of the interventions.

Through half termly meetings with the Head teachers, the impact of the support and intervention will be assessed. This will subsequently form part of the termly Head Teachers' report to the Governing board.