



## **Recovery curriculum / Regrowth curriculum for Parents**

There is a lot of news reporting about a 'recovery' curriculum and what this should look like. Every approach must consider the unique context of each school and the community that it serves, therefore our approach is tailored to St. Theresa's and might therefore look different to that of other schools. Our approach follows research from a wide range of sources and will be regularly evaluated and adapted according to the needs of the pupils.

Underpinning all policies and approaches of our school is our school mission and vision; these are the foundations of our recovery curriculum. We view this as an opportunity to strengthen our good practise and further improve the experiences of all our pupils.

### **Mission**

**St. Theresa's is proud to be a Catholic School rooted in the Gospel values.**

**We are committed to celebrating and sharing our faith, as well as preparing children for life in a multi-cultural society and developing respect for the values and customs of others.**

**We are committed to delivering a broad and balanced curriculum to ensure that our children achieve the highest possible standards personal to them.**

**We aim to develop strong links between family and parish, enabling us to journey together with mutual support and respect.**

### **Vision**

**"To transform the future and life chances of our children through experiencing a real, relevant and purposeful curriculum."**

Our recovery/ regrowth curriculum is organised into four phases and uses the imagery of growth and gardens – drawing inspiration not only from our school symbol but also from various parables including the Parable of the Sower, which is found in the Gospels of Matthew, Mark and Luke. It is sometimes called the Parable of the Soils as it emphasises the importance of good soil to sustained growth.

	<p><b>Phase 1: Preparing the soil.</b></p> <p>This is by far the most important phase but one that in many tasks in life we can skip through too quickly to get to the more exciting parts, where the results are more obvious. Think about DIY tasks that require preparation – many skip through this stage or spend too little time and therefore the end result is negatively effected or when we speed to the garden centre to buy pretty plants which soon whither because of the lack of preparation. The pressures of results, external examinations, a huge National Curriculum and previous experience may encourage us to race through this phase but this would create ‘shallow soil’ where it will intially show results but this is unlikely to be maintained. This phase will include behaviour, mental well-being, physical health, relationship building and health and safety.</p>
	<p><b>Phase 2: Planting the seeds</b></p> <p>Seeds are not blank pods, they have a lot of what they need to germinate locked up inside of them, given the right conditions. Our pupils will not come back to school like blank slates, they will have some knowledge in their long term memory and lots of experiences (positive and negative). This knowledge may be ‘hidden’ within or may be obvious just by looking at it. During this phase we will use what they already know, the familiar, to start the growth process. We may begin to plant new knowledge. This phase will focus upon retrieving what they already know, assessing learning loss, buiding confidence and using the environment created in phase one. We need to consider what are the ‘right seeds’ to be planted and which things are not needed yet but also thinking about timing – just like seeds are planted at different times of the year, so too will we need to think about when we teach concepts.</p>
	<p><b>Phase 3: Sprouting plant</b></p> <p>Young plants show results, we can feel pride at this point but it may be too easy to assume that now that it is growing, we can abandon some of the care and protection that we give. During this phase, as in phase 2, maintenance of the right conditions is paramount. Assessing needs, providing scaffolding, adding nutrients and tending the soil are all characteristics of this phase. Success will help children build strength, accurate and genuine positive feedback will act as the light whereas too much ‘light’ can have the opposite effect – children know when it is genuine and when it is not. As we build a feedback cycle that can be trusted pupils will become stronger, more resilient but without the correct support, the sapling can easily wither.</p>
	<p><b>Phase 4: Harvesting / Blossoming</b></p> <p>This is when we can celebrate that end result. What we determine is the final product will be different for different year groups and different children and may be very different from what we normally gauge success by. We need to think about the long term aims, this is not about just whilst the pandemic is here, we are thinking for the whole lives of the pupils and the whole school community.</p>



## Phase 1: Preparing the soil



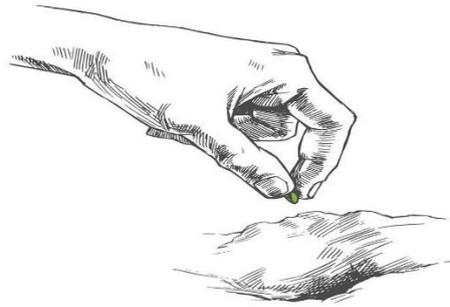
*Other seeds fell on rocky soil, and as soon as they grew up, they withered away, because it had no moisture. But others fell on good soil, and when they came up, they produced 100 times as much as was planted..... (Luke 8:6-15)*

<p>What is being taught?</p>	<p>During this period, we will be using PSHE, stories and RE as vehicles for learning. We are teaching routines and readiness for learning.</p>
<p>Building our faith community</p>	<p>We will:</p> <ul style="list-style-type: none"> <li>re-establish morning, lunch and afternoon prayers</li> <li>Re-learn the prayer of the month / year group prayers</li> <li>Share familiar hymns</li> <li>Build in class liturgies and opportunities to pray</li> <li>Share bible stories</li> <li>Use RE as a vehicle to explore feelings and experiences.</li> <li>Use Let Us Pray or creative prayer resources as ways of building fine motor skills, art skills, discussion skills, concentration, mindfulness etc</li> <li>Reinforce how faith can give us strength.</li> <li>Explicitly learn about our Mission statement, our tag line and the vision.</li> <li>Think about ways of helping the community.</li> <li>Create a prayer journal.</li> </ul>
<p>Behaviour</p>	<p>As always, getting the expectations for behaviour right is essential for the smooth running of school but even more so when the impact of not following the rules could risk the health and safety of others and the need to have behaviour conducive to accelerated learning is needed.</p> <p>We will:</p> <ul style="list-style-type: none"> <li>Over-communicate the 3 school rules / rights and responsibilities. Teach these explicitly and find as many opportunities to revisit and reinforce.</li> <li>Spend time explicitly explaining positive and negative logical consequences</li> <li>Explicit practise of routines</li> <li>Explicitly teach each Clever Creature / characteristics of learning</li> <li>Teach correct cutlery skills, avoiding using their hands to touch food, using a fork and knife in the correct hands, keeping them both in their hands throughout the meal, cutting, scooping etc</li> <li>Teach and expect good manners.</li> <li>Teach the cleaning routines.</li> <li>Explicitly plan activities that need them to be independent, train them to do things for themselves – this includes self-marking and assessment.</li> <li>Think about each routine of the day and make the expectations for these explicit and then allocate time to practise so that they become embedded and take less time.</li> </ul>
<p>Building learning habits</p>	<p>We will:</p> <ul style="list-style-type: none"> <li>Teach correct sitting for spine support and handwriting</li> <li>Develop pencil grips and hand strength</li> <li>Begin to practise the new handwriting scheme</li> <li>Use memory games which are taught and then can be used regularly and repeated</li> <li>Repeat activities / chants/ – get them used to routine, build in predictable parts of the day</li> <li>Gradually build in activities that are increasingly difficult in safe ways</li> <li>Build stamina and length of times on task</li> <li>Plan short 'lessons' - build in short tasks, interspersed with physical activities</li> <li>Gradually build up the times spent on task</li> </ul>



	<p>Develop listening skills – deliberate listening skill practise</p> <p>Develop eye strength – deliberate eye to paper and eye to whiteboard then paper practise</p> <p>Correct classroom speech – think about Standard English, turn taking and providing sentence starters to scaffold speech</p>
Fine motor skills	<p>Before we can expect children to be able to write at length, they need to be able to handwrite fluently and their hand muscles need to be strong. Opportunities to build these up in fun ways as well as explicit handwriting sessions are important (as well as communicating the high expectations for presentation)</p>
Health and safety	<p>We will:</p> <p>Teach, reinforce and ensure correct hand washing</p> <p>Teach pupils to follow the risk assessment for social distancing, teacher-pupil communication, entering and exit, handwashing and teach these routines.</p> <p>Teach the importance of bubbles, what to do and what not to do, rules of the bubble</p>
Mental Well-being	<p>We will:</p> <p>Spend time re-establishing our relationships with the children</p> <p>Giving time to children to re-establish relationships with each other</p> <p>Begin to gather information about their experiences during Lockdown</p> <p>Use social stories linked to this time, these are designed to be repeated so that they become embedded.</p> <p>Use picture books and basic stories linked to emotions as prompts</p> <p>Build a repertoire of familiar books</p> <p>Build in time to play and teach games for inside and outside</p> <p>Make time for mindfulness activities</p> <p>Make time for being quiet or listening to music</p> <p>Make time to read to themselves for the joy of reading</p> <p>Teach specific PSHE lessons</p> <p>Build small successes to increase confidence</p> <p>Explicitly teach emotional well-being</p> <p>Have a mood journal – record feelings each day / 3 positive things for example</p>
Physical well-being	<p>We will include:</p> <p>Frequent, regular running, exercise, games etc</p> <p>PE lessons</p> <p>Water and fruit</p>
Assessment	<p>We will:</p> <p>Assess who might need additional emotional support</p> <p>Assess who might need additional physical well-being support</p> <p>Assess the stamina of the group</p> <p>Assess their readiness for learning</p> <p>Assess their moods</p> <p>Assess relationships in the group</p> <p>Monitor how well routines etc are being followed</p> <p>Look for gaps in routines / behaviours / emotions that need addressing</p> <p>Decide whether we are really ready to move on?</p>

Phase 2: Planting the seeds



<p>What are we teaching?</p>	<p>We will: Continually reinforcing Phase 1 – where routines become weaker, spend time explicitly practising or re-communicating. Phase 1 is not ‘complete’. However, the timetable will begin to look more ‘normal’ Keep times for mindfulness, social stories etc Begin to teach RE Come and See – concentrating on finding opportunities to use it to reinforce other areas of the curriculum such as concentration, listening, speaking, presentation. Begin to introduce the topic – use this as a vehicle for continuing phase 1 expectations. Use about short extracts and stories Spend time teaching how to set up books, including introducing the different subjects, the non-negotiables at the front of the book, expectations in general. Have more formal maths lessons, concentrating on basic skills Plan for lessons to be shorter than usual and build in knowledge of pupil stamina and Clever Creatures behaviour. Have more formal English lessons, focus more on reading, spelling, grammar and punctuation Work with reduced numbers of objectives for English and Maths reduced</p>
<p>Phase 1 continued</p>	<p>Stamina, attention spans etc may still be poor so use assessments from Phase 1 to adapt planning and teaching. We will continue to build in some activities used in Phase 1 to maintain familiarity.</p>
<p>Daily practise</p>	<p>Short retrieval and repetitive tasks are the most useful here. They help to make school more predictable and safe and help children build trust and self-esteem. This is still a key focus, daily practise is ideal. e.g. Daily handwriting Reading for pleasure (not for assessment) including book talk Daily short write Fine motor skills practise Vocabulary Ninja Maths fluency targets Spelling games Phonics Subitising Learn it facts Stories read aloud Spelling, Punctuation and Grammar retrieval songs e.g. days of the week, times tables etc physical activity Spanish songs in KS2 Opportunities to speak, using correct structures/ Standard English</p>
<p>Assessment</p>	<p>This phase is more about assessment of basic skills. If too little time has been spent at phase 1, assessment here may show lower levels as a result of performance linked to</p>



emotions rather than actual knowledge. Assessment should be low stakes, low pressure and low marking but used to inform planning and identifying key individuals.

PM benchmarking

Boxhall

Daily Grammar retrieval quiz

Daily Times tables 'tests'

Daily spelling 'tests' / activities

Assessments against National Curriculum can begin in English, Maths and RE

Marking is permitted but children's books / sheets must not leave the bubble/classroom.

Wherever possible, children should self-assess

The most effective marking is live marking, which is done during the session with the child

### Phase 3: Sprouting plant



<p>What are we teaching?</p>	<p>Within this phase, teaching and learning looks more like 'normal'. Teachers are best placed, following their observations and assessments, to gauge the stamina and learning behaviours of the children. At times, reinforcement and reintroduction of routines and activities from phase 1 and 2 may be needed. All lessons will go ahead including the new statutory PSHE.</p> <p>We will continue to think about the structure of sessions to ensure adults are used most effectively to ensure pupil progress. We will keep elements of Phase 1 and 2, particularly reading for pleasure</p> <p>We will continue to use Beyond the Four Walls activities to keep experiences as real as possible.</p>
<p>Scaffolding</p>	<p>We will:</p> <ul style="list-style-type: none"> <li>Use scaffolds such as sentence starts / stems / worked models/ bar models/ equipment/ examples</li> <li>Use steps to success to support pupils</li> <li>Build in small successes and be aware of resilience, particularly with longer writing activities.</li> </ul>
<p>Assessment</p>	<p>We will be continually observing and assessing children and identifying interventions when needed.</p> <p>English, Maths and RE will be assessed as normal with an adapted set of objectives.</p> <p>We will use retrieval quizzes</p>



Phase 4: Harvesting / Blossoming



Assessment

At present, the expectations and methods of assessment remain as they always have been. At the end of Reception, children will be assessed against the Early Learning Goals, Year 1 will have the Phonics screening, Year 2 End of Key Stage SATs and Phonics re-test, Year 4 Multiplication Check and Year 6 End of Key Stage SATs. In all years, we assess against the National Curriculum.

Throughout the year, Pupil Progress Meetings and Inclusion meetings will happen

Our standards and high expectations have not changed however it is simply not possible to cover everything if we want to get the 'soil' right: if we try to cover it all without that time spent at the start then the results will be poor. By embedding practise from the earlier phases, we are building foundations for accelerated learning for all.