

Rediscovery Curriculum – 2020

As the children returned to school in September 2020, many had been learning at home since the end of March. Some children accessed on-going vulnerable and key worker provision throughout this time, some children in priority year groups attended school from 1st June.

During lockdown and the period of school closure our school staff supported the pupils through the use of structured online learning and regular telephone and electronic communication. We also continued to be able to celebrate some of their successes and achievements through our School website and Facebook page. As we returned to school, our aim was to provide the support children need as they resume the routines and structure that will enable them to move forward. We recognise that, as a result of being away from school for such a long period of time, there will be gaps in pupils' knowledge and understanding as well as in their personal development.

At the Crossways Schools, we recognise that every child's experience during lockdown will have been different, and that each child will respond to their experience of lockdown in a unique way. Our response to support children with returning to school is flexible, providing the space and support for children and families as necessary, focusing on focusing on activities in wellbeing, mental health and planned opportunities to catch up the learning lost over lockdown.

Through the experience of on-going provision during the time of school closure, we identified that children returning to school:

- Want to learn.
They are keen to be back in school and in the classroom. They want to continue with their learning.
- May be anxious about returning.
For some, their return to school has produced anxiety as they worry that they are not able to access the learning. Recognising with children that there may be gaps in their learning from during the period of school closure is an important part of our process to support them with returning to school. We are using assessment to inform learning and involving children fully in the process.
- Need to re-learn effective learning behaviours.
In particular, this has included re-developing children's stamina and ability to concentrate for lengths of time. The use of carefully planned short bursts of learning and activity have been most effective to support with this.
- 'Space' to share.
Children have benefitted from being able to share and talk about their experiences during lock down.

Consequently, the Crossways schools have adapted their curriculum for September 2020. We used the start of term to provide time and space, focusing on recovery, transition and rediscovery as children re-engage with school and their learning.

A carefully planned interim curriculum spanning the first 3 weeks of term has provide the opportunity to focus on supporting children with this important transition, and for teachers to assess children's needs - academic, behavioural, social and emotional.

We used Professor Barry Carpenter's 'Recovery Curriculum' (2020) to base our approach on. This is built on 5 levers, recognising that children may "return to school disengaged" and that school may "seem irrelevant after a long period of isolation". They see school's quest to facilitate a journey for children "through a process of re-engagement, which leads them back to their rightful status as a fully engaged, authentic learner."

The 5 levers in the Carpenter's Recovery Curriculum are:

“Lever 1: Relationships

We can't expect our students to return joyfully, and many of the relationships that were thriving, may need to be invested in and restored. We need to plan for this to happen, not assume that it will. Reach out to greet them, use the relationships we build to cushion the discomfort of returning.

Lever 2: Community

We must recognise that curriculum will have been based in the community for a long period of time. We need to listen to what has happened in this time, understand the needs of our community and engage them in the transitioning of learning back into school.

Lever 3: Transparent Curriculum

All of our students will feel like they have lost time in learning and we must show them how we are addressing these gaps, consulting and co-constructing with our students to heal this sense of loss.

Lever 4: Metacognition

In different environments, students will have been learning in different ways. It is vital that we make the skills for learning in a school environment explicit to our students to reskill and rebuild their confidence as learners.

Lever 5: Space – to be, to rediscover self, and to find their voice on learning in this issue.

It is only natural that we all work at an incredible pace to make sure this group of learners are not disadvantaged against their peers, providing opportunity and exploration alongside the intensity of our expectations.” (Extracts from ‘The Recovery Curriculum’ – Professor Barry Carpenter, 2020)

Whilst planning for our Rediscovery curriculum, a key feature to understand are the losses that children will have experienced during lockdown including the loss of routines, structure, friendship and opportunity.

Therefore, our Rediscovery curriculum is:



We implemented an initial three week Rediscovery curriculum focusing on the 5 levers in the Carpenter's Recovery Curriculum: Relationships, Community, Curriculum transparency, Metacognition and Space.

The school delayed the introduction of the revised curriculum for the first 3 weeks of term, to allow time to be invested in the rediscovery curriculum. We recognise however, that this is not a one size fits all approach, and that the schools need to remain flexible and be prepared to adjust our approach and extend this period as appropriate whilst monitoring and reviewing children's return to school.

During this time, school leaders have reviewed with teachers and support staff the needs of the school community and:

1. whether the Rediscovery curriculum needs to be extended;
2. finalised the revised curriculum for 2020-21 assessing where we are now;
3. considered whether there needs to be an adaptation to the planned curriculum for 2021-22.

Crossways Rediscovery Curriculum

The Rediscovery curriculum is based on a flexible and reactive response based on children's needs, providing time and space to assess where children are and to work together to inform the next steps. It is vital that children are included in this, in an Assessment for Learning approach, where staff are explicit about what children are learning and why, what the gaps are in children's learning and why/how particular focus has been planned to support their learning.

Moreover, activities will support with children re-engaging with school and the school community, and supporting children with being ready and able to reach their potential this year.

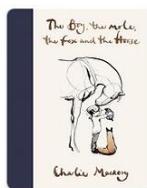


Literacy and Maths:

It is important that teachers assess children to gauge gaps in their learning. Teachers do not expect to start the 2020-21 academic year curriculum for their year group straightaway.

We recognise that there will need to be catch up lessons to fill the gaps.

There has been a strong emphasis in all year groups on Reading, and Phonics in EYFS & KS1. This includes teachers choosing an end of the day book that can be shared every day.



All classes have explored the book: 'The Boy, the Mole, the Fox and the Horse' by Charlie Mackesy, as a whole school community based topic. We plan for work to culminate in a whole school art projects which can be displayed as part of rebuilding our school community and working together. Children will be able to recognise that they are an important part of that community and their contribution to it.

During the first three weeks of term:

- Teachers have devised a series of assessment opportunities to ascertain where children are at, gaps in learning and next steps.
- Tasks have been open-ended activities designed to establish what children know and to identify next steps.
- Children have been made aware of the purpose of the activities, fully part of understanding that there may be gaps in their learning that we want to address and to support them with – assessment for learning.
- Afternoons have been more creative, focusing on art/music/drama activities, designed to provide the opportunity to support staff with attuning to children's needs and in providing children with the space to share and discuss experiences during lockdown.

Our focus has been to:

Rebuild the school community

Developing and reinforce effective learning behaviours;

Provide space to be.

Support children with re-engaging with school

Ensure consistency in expectations for behaviour

RELATIONSHIPS:

Focus: How we work together across classes, the school, the federation. Building relationships. Considering who are our trusted adults and reflecting on significant relationships during lockdown.

How:

- Recognising potential anxiety of returning to school and providing opportunities for making meaningful relationships
- Sharing – planned opportunities for children to share their experiences of lockdown and to rebuild relationships with one another, being mindful of mind-set and emotional well-being
- Revisiting growth mind-set
- Re-establish groups including house captains, school councillors etc.



COMMUNITY:

Focus: Re-visit the Federation aims and values. Rediscover the Federation's ethos and culture. Explore what community means. Re-establish our community of positive learners.

How:

- Activities to support with the transition in to new classes and teachers, transition with moving from home learning to school learning, pupil voice in planning next steps
- Explore acts of kindness and happiness both before, during and after lockdown.
- Re-introduce ways of sharing and celebrating with our school community.
- Exploring ways to revisit the school's place within the wider community



CURRICULUM TRANSPARENCY:

Focus: Effective learning behaviours and routines of school. Recognise challenges during lockdown and consider together how these will be overcome. Identify and set small, achievable targets that are accessible to all.

How:

- Opportunities for positively reinforcing learning behaviours.



- AfL activities to determine gaps in learning and next steps. Fully transparent with the children involved and understanding the purpose. Open ended activities not tests.
- Range of literacy and maths assessment opportunities based on the T5/6 objectives for the previous year. Open-ended activities that children can engage in and will provide opportunities for teachers to assess what needs revisiting.
- Recognising what needs catching up, plan for how to be achieved with clear milestones.
- Re-establishing clear expectations and culture for learning and achievement.
- Building the curriculum up based on need.

METACOGNITION:

Focus: Celebrating our return to school and learning to be learners again. Working together to build resilience. Explore sense of self. Engage in learning opportunities and re-discover positive learning experiences.

How:

- Activities to explore understanding the lock down through the eyes of the child.
- Re-establishing routines and positive culture for learning.
- Increased opportunity for rebuilding children's confidence in learning – what are our successes?
- How can we overcome any barriers to learning?



SPACE:

Focus: Understanding how we work together as a school community. Recognising and establishing safe boundaries. Provide opportunities to explore safe personal space and mental space. Allow space to be.

How:

- Class and playground charters.
- Revisiting the behaviour policy with children.
- PSHE based approach to work linked with the whole school book based topic.
- Children and parents recognise school is a safe place. Increased pastoral provision & focus on PSHE including providing time and space for 1:1s as required (responsive to need).