



## Frimley Church of England School

### Recovery Curriculum Approach

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Reviewed regularly in line with Government guidelines

#### 1. Rationale

This is intended to provide a “road-map” to recovery as part of the return of children to full-time education. This should be read alongside risk assessments (which are updated regularly) and protocols put in place for children, parents and staff.

#### 2. Aims

- To put in place measures to reduce risk whilst adhering to Government guidance.
- To prioritise the resocialisation and establishment of routines in class.
- To use identified essential curriculum objectives to plan home-learning and in-school delivery.
- To build a clear structure to the day
- To prioritise well-being in these unprecedented times, which will help support health along with staff and children’s ability to cope with uncertainty.

#### 3. Legislation and statutory guidance

3.1 This document is based on the Department for Education’s non-statutory guidance

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirusoutbreak/guidance-for-full-opening-schools>

3.2 Updates will be added based on further guidance provided by DfE.

#### 4. The timetable

The day begins with a class act of Collective Worship (class assembly), which is pre-planned by Clare Wright, Rachel Farage or a member of the clergy. On Friday the whole school will still have a Celebration Assembly via teams so that the whole school can ‘come together’ in a safe manner, to continue to be together as a community. Learning will be from 8.50-3.25 (with staggered break times and lunchtimes). Mornings will be focused on maths and English learning and afternoons on the wider curriculum.

An example of the timetable is:

Year 3	8.50-9	9.00-10.00	10-10.15	10.15-10.45	10.45-11.45	11.45-12.05	12.10-12.30	12.35-1.30	1.30-3.25		
Monday	Collective Worship	Maths	Break	Reading	Writing	Lunch eat in hall	Lunch playtime	MM/TT session	PE	History	Class reading
Tuesday								Spelling/Handwriting	RE	Art/DT	
Wednesday								PSHE	Science		
Thursday								Spelling/Handwriting	PPA		
Friday								MM/TT test	Geography	Golden time	

#### 5 Returning to School

During the National Lockdown, children may have suffered at least five losses: routine, structure, friendship, opportunity and freedom. Experiences must be planned that provide the space for the children to recover from the

associated trauma, anxiety and loss. When children return, relationships need to be a key priority in order to re-engage and motivate all the children to enable them to become effective learners. These 'levers' need to be considered and planned for to support the resocialisation into the new style of school. There needs to be a strong emphasis on mental well-being and routine. Positive mental health needs to be supported and restored. A PSHE scheme '3D Let's begin again' has been introduced which has a lesson (or more) based on each of the five 'levers'.

- Lever 1: Relationships – we can't expect all of 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 potential discomfort of returning.

Staff will model positive interactions, using praise and general conversations and use PSHE and PE (and other areas of the planned curriculum) as a vehicle for team building and developing positive socialisation skills.

- Lever 2: Community – We need to listen to what has happened in this time, understand the needs of our children and engage them in the transitioning of learning back into school. 1:1 conversation rather than class conversations may be necessary for some children.

Daily acts of Collective Worship will be based on the theme of well-being and there will be opportunities provided for class and individual conversations where necessary. A PSHE scheme '3D Let's begin again' based on the five levers and in particular well-being will be used in September to address the needs of children. The PSHE curriculum from September onwards will then continue to address well-being alongside the statutory requirements for this subject area.

- Lever 3: Transparent curriculum – some of our students may 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 potential sense of loss.

As part of our ongoing assessment systems, we regularly review children's progress and this information will inform future planning. All curriculum objectives will be prioritised into essential, desirable and optional and then taught accordingly. The table below shows the order in which topics/subjects will be taught. Curriculum coverage will also include self- assessment discussions with children to identify what they are finding challenging.

## Recovery Curriculum 2020-21

**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.

<https://www.evidenceforlearning.net/recoverycurriculum/>

2020-21	Autumn 1	Autumn 2	Spring	Summer
<p>Done 2019/20 objectives mapped out- RF knows coverage until March (and what has been covered since children have been at home- this will be the starting point for September's teaching. Year leaders are aware that this is the starting point.</p> <p><b>essential, desirable</b> and <b>optional</b> objectives identified in all subject areas.</p>	<p>Week 1- '3D Let's begin again' resources (UKS2 and LKS2) cover all strands of the curriculum above.</p> <p>Well-being starters/assemblies</p> <p>Values</p> <p>Metacognition- Frimley Learner</p> <p>Cover maths and English objectives on coverage document from previous year and from year group profile.</p> <p>'gap' filling from assessment</p> <p>PSHE- relationships</p> <p><b>Essential</b> objectives in all curriculum areas</p>	<p>RSE- revisit previous year and teach current year</p> <p>PSHE/Well-being starters if necessary to continue</p> <p>English and maths Continue <b>essential</b> year groups objectives if have completed 'catch up' objectives</p> <p>Continue <b>essential</b> objectives in all curriculum areas</p>	<p>English and maths objectives</p> <p><b>Essential</b> objectives/topics covered</p> <p>Begin to teach <b>desirable</b> objectives</p>	<p>English and maths objectives</p> <p>Begin/continue to teach <b>desirable</b> objectives</p> <p>If time, cover some <b>optional</b> objectives</p>
<p>PPA- music and French taught here so that one or two subjects are covered in PPA time</p>	<p>Harvest- as an assembly so that teaching time in year 4 is maximised</p>		<p>Consider 'Year 5 Easter service' so that as little time as possible is lost</p>	<p>Prioritise topics left- if time which would we cover?</p>

Please note that the teaching of **essential**, **desirable** and **optional** objectives is subject to change as it is dependent on the needs of the cohort and the speed at which objectives are covered. This will be reviewed in Middle Leadership meetings.

Here is an example of the essential, desirable and optional objectives in Year 4 Science:

Subject	From previous year group Areas of strength (year 3)	From previous year group Not covered in school (year 3)	From previous year group Areas of weakness (year 3)	Essential	Desirable	Optional
Science	<p>Forces and magnets Light and reflection</p> <p>Working Scientifically : Observation skills Using tallies/tables for results – covered in maths, topic &amp; Science Labelled diagrams</p>	<p>Plants- <b>what plants need to grow</b> Animals Rocks- <b>include information about types of rocks in the States of Matter topic</b> Light- sun, shadows- <b>how shadows are made</b></p>	<p>Working Scientifically: Enquiry skills Interpreting results</p>	<p><b>Animals inc humans</b> the simple functions of the digestive system in humans types of teeth in humans and their functions <b>Living things and their habitats</b> the grouping of living things use of classification keys to group, identify and name a variety of living things changing environments and the dangers to living things <b>States of matter</b> Compare and group materials: solids, liquids or gases evaporation and condensation in the water cycle and changes of evaporation with temperature <b>Sound</b> how sounds are made and vibration vibrations from sounds travel through a medium to the ear sounds get fainter as the distance from the sound source increases <b>Electricity</b> identify some electric appliances construct a simple series electrical circuit, naming: cells, wires, bulbs, switches and buzzers identify if a lamp will light in a simple series circuit: the need for a complete loop with a battery switches open and close a circuit, recognise if a lamp light in a simple series circuit conductors and insulators: metals are good conductors</p>	<p><b>States of matter</b> observe how materials change state when they are heated or cooled, and the temperature at which this happens (°C)</p> <p><b>Sound</b> find patterns between the pitch of a sound and features of the object that produced it find patterns between the volume of a sound and the strength of the vibrations that produced it</p> <p><b>Electricity</b> <u>Guidance notes:</u> draw the circuit as a pictorial representation <u>Guidance notes:</u> use their circuits to create simple devices</p>	<p><b>Living things and their habitats</b> <u>Guidance notes:</u> identify how the local habitat changes throughout the year</p> <p><b>Sound</b> <u>Guidance notes:</u> in a range of different musical instruments from around the world</p>

- **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.

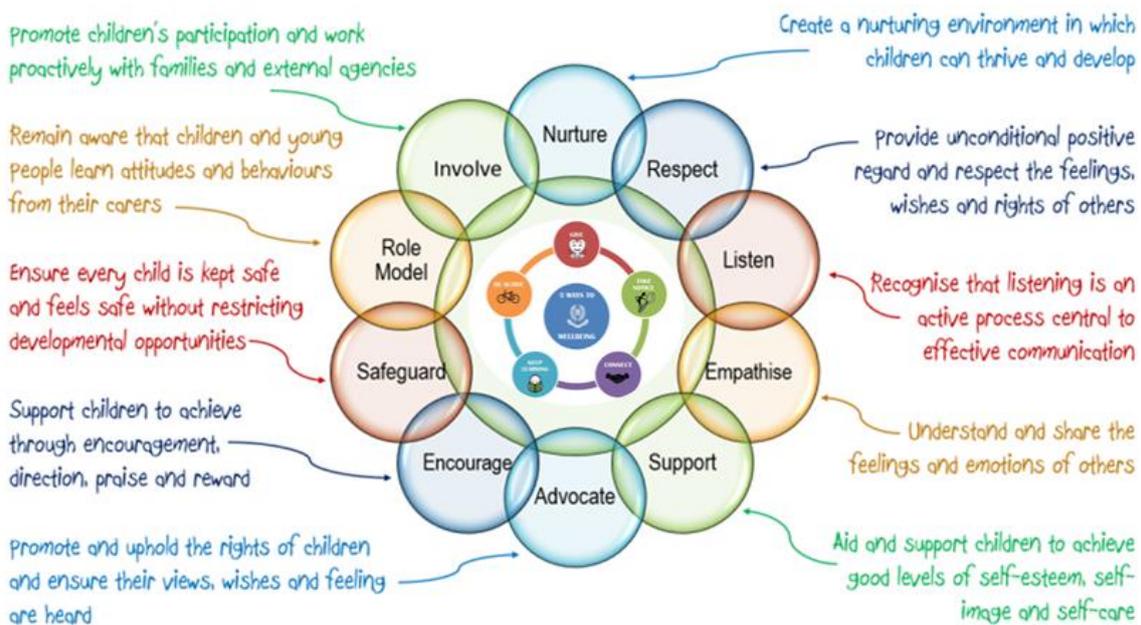
Staff will ensure each individual child will be equally challenged and motivated through an adaptive curriculum and through personalised learning. Teachers will explain the skills they are using so children are learning how to learn which is at the core of what we teach. To encourage children, we will revisit our Frimley Learner attributes (encouraging use of the passports) and values within our daily teaching.

- **Lever 5: Space** – to be, to rediscover self, and to find their voice on learning in this issue, providing opportunity and exploration alongside the intensity of our expectations.

Staff will ensure they support children at a timely pace, so that all children can flourish. It will be important to plan for experiences that provide the space for recovery, emotionally and academically.

We will continue to incorporate all of these elements into everyday life at Frimley.

At Frimley we pride ourselves on valuing all pupils, and adults as individuals, nurturing the whole child. The diagram below was shared with all staff at the September INSET in order to remind staff how we can focus on the whole child and how we can support them.



First day back in September 2020 this powerpoint was shared with all classes. It was adapted to meet the needs of each year group.

1 Welcome back to Frimley  
It's so nice to have you all back

2 The adults in your year group bubble

3 What is different about Frimley:  

- A one way system around school
- We have our own playground at 11:15
- Lunchtime will be different, the trays will be \*\*\*\*\*
- Using tables
- The beginning and the end of the day
- Assemblies
- The classroom
- Hand washing routine
- Social distancing: you should stay 2m away from adults where possible
- Year group bubbles: you will not mix with children in other year groups
- PE day
- Enrichment: one afternoon of music and French with Mrs Wright, Computing with Mrs Doe and Geography with Mrs King and Mrs Dean

4 Pupil protocol

5 You can only bring the following things to school:  

- You must bring sufficient water to last for the whole day
- If it rains, you should apply an umbrella/bring a coat on you will be unable to leave school
- You need to bring a stuff bag about you will bring on your bag
- You should bring a small plastic case such as one for your things containing: nib pens, sharpeners, rubber, eraser, colouring pencils, self-healing pens, a green bag, gel ink and highlighters for school every day. Please do not bring a large plastic case or any other unnecessary equipment. You should also bring a reusable bag
- Use a shoe bag to carry shoes
- You should wear your full uniform to school every day, including over the jacket to your PE kit
- On your school bag strap (if applicable) you should wear your PE kit to school all day or there is no need to change during the day (if applicable) (if applicable) (if applicable) (if applicable)
- If you would like to play table tennis at playtime or lunchtime, you should bring your own racket and ball and wear those to your bag during lesson time.

6 Behaviour

7 What will be the same...  

- The same adults in school
- The school building is the same
- You will still have playtimes and lunchtimes
- You will have all of the same lessons over the course of the week
- We will still have Celebration Assembly on Fridays, house points and star of the week
- We will still develop our values and as Frimley Learners
- We will still set homework in the same way as last year

8 To keep safe in school you need to  

- Wash your hands for at least 20 seconds
- Keep a distance from all children and adults
- Catch it, Bin it, Kill it
- Use your own equipment only
- Use the one way system
- Only use the Year 11 toilets
- Stay within our 'bubbles'
- Use a shoe bag to carry shoes
- The adults in school will remind you how to keep safe
- Wipe down other school equipment after we have used it

9 What to do if you are worried or have questions?  

- Talk to an adult
- Talk to a friend

This is different for us all- we are all in this together

10 How can we look after each other?  

We have not been together as a class for a while:

- Be patient with each other
- Be kind
- Listen to each other
- Talk to each other
- Cooperate
- Help to support each other

11 WE WILL GET THROUGH THIS TOGETHER!

### Use of 'Catch-up' funding

Frimley has been allocated £27, 360 for the academic year 2020-21 as a Catch-up Premium Allocation. This premium will be spent in order to maximise the impact on pupil attainment and progress.

### Risk Assessment and Protocols

A risk assessment and protocols for pupils and information for parents have been put together and are shared via email and at: [http://frimley.surrey.sch.uk/?page\\_id=14167](http://frimley.surrey.sch.uk/?page_id=14167)

Staff also have protocol to follow. When any are updated, they are shared with the relevant stakeholders. The school governing body have all of the relevant documentation. Subject specific guidance has also been shared by subject leaders.

### Remote education support

Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, a plan is in place to provide remote education. Dependent on the situation this may include 'live' teaching (via Microsoft Teams), pre-recorded lesson input (by Screencastify) and in all cases a learning pack will be emailed home mirroring the learning which would be taught in school.

**If a child is having to self-isolate** because they have been in close contact with someone who develops COVID-19 symptoms or someone who tests positive for COVID-19, or have been asked to self-isolate by NHS Test and Trace, then the school office will send home (via email) a pack of learning for the school week in which the child is absent

from school. We will not send this if the child is ill themselves. The pack will closely mirror what we teach in school with daily maths and English sessions and wider curriculum work. In school, our timetables are fluid and are subject to change, therefore we will not stipulate when each wider curriculum lesson should take place. For some of the learning we send home parents/carers may not have all of the resources to hand, so we have asked them to adapt the learning to meet the needs of the child and the situation. We can also provide paper packs (by request via the office) for anyone who requires them.

**If a bubble has to go home or there is another lockdown, our plans are:**

On day one of the children being at home we will ask the children to access the homework we already set regularly across the school (SpAG.com, TTRockstars, My Maths, reading and completing some activities from the Topic Homework menu).

From day two onwards, our plans for remote learning will then begin as follows:

All parents/carers will receive the same pack of learning as detailed above (via email), but with the addition of daily pre-recorded learning videos which will explain the learning for maths, English and one area of the wider curriculum. The links for these pre-recorded videos will be sent out as part of the learning pack.

One day a week children will have a morning of 'live' teaching sessions, via the app Teams, in groups of five or six. The children will be able to see and speak to each other, as well as the teacher, in a small and safe environment.

Parents have been asked to consider the following:



And have been asked to note:

- This is a valuable opportunity for contact between the class teacher and pupils. Parents have been asked for children to be in a room with minimal distractions and to support their child in setting up the 'live' lessons and to then leave their child alone to engage with the teacher and their peers.
- 'Live' lessons will only take place when a whole class or bubble is sent home.
- For a Teams 'live' lesson children will need to bring the work with them which they have completed in the previous week so that the class teacher can review this and continue to set work which is both challenging and engaging for the children.
- We expect children to bring the work they have completed at home with them on return to school.
- We will be recording all 'live' teaching sessions in order to safeguard all members of the school community.
- 'Live' lessons will only take place if two or more children are in attendance (via Teams).