



Recovery Curriculum, Catch up Premium
and Assessment

October 2022

A sense of safety, calm, community,
connectedness and hope

Rationale

For learning and teaching to take place successfully, it is essential to create circumstances where it is possible for children to learn and teachers to teach. This policy draws on current thinking and practice relating to relationships and behaviour, a key factor in enabling pupils to achieve personal growth and reach their full potential.

At Penpol Primary School, we are committed to improving relationships and behaviour within school. This policy should be read in conjunction with our Trauma informed Schools Relationship policy.

At Penpol we aim:

- To provide a happy, secure, inclusive, caring environment, where all feel valued and believed in
- To celebrate all success
- To ensure that each individual realises their full potential
- To provide inclusive support systems which promote personal, social and emotional development

Context:

Every one of our pupils, staff and community will have been affected, in a variety of ways, by the events of the pandemic. In their think piece "A recovery Curriculum: Loss and life for our children post pandemic", Carpenter and Carpenter (2020) identified 5 losses that are likely to be experienced: "of **routine, structure, friendship, opportunity and freedom**" and that these can trigger the emergence emotionally of anxiety, trauma and bereavement in any child. Everyone will have had a different experience and therefore their behaviours will present differently.

Relationships :

Building positive relationships is a huge part of what we do at Penpol and it is imperative that this continues to be the main focus as we move forward. Throughout lockdown, staff have maintained contact with parents and supported individuals to access learning as well as spoken on the phone, held Google class meetings with key staff arranging bespoke zoom calls for individual children and families. Consistency of staff and routines in school will help to rebuild the connections once back together. The continuing use of TiS approach, already established in school, will give staff and children the language to help them discuss worries and anxieties as well as manage any behavioural issues that may arise due to these factors.

Pastoral support will be available to be placed where needed as each individual child responds to being back in school, regardless of past needs or behaviours.

Curriculum:

Many pupils, and parents, will feel like they have lost learning time and will need to be reassured that these gaps will be addressed. Time to discuss their experiences, worries and concerns will be built into the curriculum planning and also acknowledgement of the achievements of children during lockdown. Children will need to build their resilience, adapting to the expectations of concentration and focus within the school day. This will be built gradually over time, to ensure full engagement with all learning that takes place. Using the space outdoors will maximise the positive effect of fresh air as well as supporting the learning intention of a session.

We plan to:

- Provide a nurturing environment where children and staff feel safe, reconnecting relationships amongst pupils, between pupils and staff and within our staff team through supporting attachment needs.
- Plan regular time for children to reflect on their experiences and share with peers.
- Use TiS strategies to communicate and manage anxieties, our PACER approach supporting children with more difficult emotions and rebuild our school community.
- Build on the support that parents have provided at home by maintaining an open and honest dialogue and making positive and regular communication with families, listening to experiences of children and parents and talking about how to positively move forward. Be aware some parents may have anxieties about their child's progress and will need reassurance surrounding the support we will offer. Offering more structured support where needed with counselling sessions, SEND support or signposting to professionals.
- Re-establish routine and security into the daily school life. Balance supporting learning and progress with acceptance of new routines and developing attention and concentration. Re-establishing the children's dreams and aspirations and coping with a sense of lost learning time.
- Support transition into a new school year and planning for new teams of children and staff. **Plan initial activities that promote team building and relationships between peers and staff.** Help children to understand the new routines that need to be adhered to as well as the familiar systems still in place. Familiar and caring staff support the children to feel safe.

- **Support learning from their starting point.** Create clear and concise assessments to create personalised progression based on interest and reaffirming their aspirations.
- **Plan from objectives in current year and the previous year for the first term.** In order for children to catch up on the lost learning time they need to embed the objectives they may missed in order to feel confident moving on.
- Develop emotional resilience, self-regulation and learning how to learn again in the school environment.
- Facilitate online training for staff to ensure there is a shared understanding of the needs of children, and staff members, as we return. Everyone has a clear understanding of the measures in our risk assessment in order to keep everyone safe.

**A sense of safety:**

- Clear and simple information about new routines sent home to parents.
- Familiar routines established on return to school ie, returning to their old classrooms and teachers.
- Transition work for those moving to new classes – return to same teacher for first day before being taken to new classes.
- Create opportunities to ask questions and put a system in class to pass worries onto teacher, boxes in classroom.

Create a calm environment:

- Make sure there is clear communication between staff and a support network in place.
- Opportunities to complete a mixture of activities that are based around creativity and working together.
- Start the day with a calming, shared activity.
- Break the day with meditation or short relaxing activities. Teach in small bursts to build concentration.
- Use outdoors.

Build connections:

- Return to their current classrooms to re-establish friendship links in familiar environment and re-connect with staff.
- Playing games that respect social distancing – involve the children to plan team building activities.
- PSHE curriculum to support language and create opportunities for children to talk about their experiences and draw connections with each other.

Promote Self Efficacy:

- Identifying that children may have had less space and more freedom to plan their own day. This may have led to different types of activity in the home. Learning is built on to ensure engagement and levels of focus and concentration.
- Include children in decision making and planning respecting the fact that they have been planning and working at their own pace for a long time.
- Give plenty of opportunities in a wide curriculum for children to use different skills and talents ie art, music, PE.

Offer Hope:

- Share good news and talk about the future.
- Provide support to deal with loss or bereavement.
- Post work on website for peers to see and celebrate achievements.
- Share experiences, positive things that happened and how we move forward.

Catch up Premium and Assessment

Catch up Premium:

Children and young people across the country have experienced unprecedented disruption to their education. Those from the most vulnerable and disadvantaged backgrounds will be among those pupils hardest hit. The government has announced £1 billion of funding to support children and young people to catch up.

It is imperative that this money is used to support the children who are off track from reaching their potential. Using high impact intervention, assessment to find out what they need and achieving accelerated progress. At Penpol we are using the money in the following way:

- Additional support in each year group to deliver focused interventions and catch up support.
- Additional teacher allocations to support in key year groups.
- Additional SENDCO allocation to provide added support for pupils on the SEND register.

We believe that using this money to boost support during the school day allows a more adaptive and fluid response to children's developing needs.

Impact:

To ensure maximum impact of this additional support we will make full use of our existing provision mapping processes alongside clear progress records from our catch-up team.

Weekly Phase leader meetings, inclusion meetings and phase meetings discuss progress for individual children and across a cohort.

Assessment:

As children return to school, it is essential that their learning is assessed and gaps identified to ensure their continued progress and attainment.

These gaps need to be addressed with quality first teaching followed, or preceded by, targeted support to give opportunities for coaching, small group teaching and therefore providing the best environment for success.

There are many ways to provide a true learning picture of each child and at Penpol we know how essential this is to progress, as well as creating a positive learning attitude for each child. Understanding how children learn and retain information, as well as providing support at the point of learning, means unlocking the curriculum for each and every child.

Maths:

In maths there are a variety ways that effective and informative assessment can be carried out and used to provide maximum impact on children's progress:

- each time a new set of objectives are taught the children will be introduced to the previous years end of block assessment from the White Rose Scheme. This will inform teachers of where to start pitching the learning episode and any groups or individuals who would benefit from a pre-teach or specifically targeted learning in the lesson.
- Teachers include opportunities for discussion with themselves and peers, independent completion of questions or a small group approach.
- Teachers use Mappix, an assessment programme, to highlight any previous objectives that were not successfully completed by the student to gauge where difficulties and gaps may occur.
- Class marking provides specific information against the learning objective for each pupil. Those that have been successful and will need to be challenged, as well as those who would benefit from a pre-teach session or guided group to return to the lessons teaching points.
- Use of White Rose recap questions. These consist of a small set of questions that contain a variety of questions from the previous year's learning. These give a valuable picture of a child's retention of previous learning and can be used to inform intervention and the content of the next lesson.
- Termly tracking ladders from previous term allow teachers to monitor progress on a longer time scale.

Writing:

English assessment happens at all times during teaching but it is important that specific gaps for children are identified and teaching put in place to continue to raise the standard of writing across the school. To ensure this happens:

- Every child writes an unaided piece at the beginning of the term to allow teachers to look for trends across a year group, group children with similar levels of understanding to provide support in class with quality first teaching and also in identify individual gaps in order to provide catch-up or pre-teach sessions to be delivered outside of the session.
- Planning reflects specific objectives that need revisiting from the previous year which are identified using Mappix.
- Class marking provides specific objective led feedback. This enables children to have intervention before the next session so they can access the learning for the next day or pick up on misconceptions from that days teaching.

- SPaG lessons, quality class texts and writing opportunities link together where possible to provide joined up teaching points and more opportunities to practice skills in context. These are delivered through projects to engage and provide rich learning experiences.
- Termly tracking ladders from previous term allow teachers to monitor progress on a longer time scale.

Reading:

Reading is threaded throughout all our curriculum delivery using high quality class texts as well grouped guided reading sessions.

- Every child completes a star reading test to identify their current ZPD range and also those children who may have fallen behind their predicted reading progress.
- Daily guided reading session.
- Children in KS1 are taught through the RWI programme in highly effective groups providing the correct level of learning. Children are regularly assessed by the phonics team and moved groups when necessary to ensure challenge as well as added levels of support.

Remote Learning Contingency plan:

We must be ready to provide continuity of high quality learning covering a broad and balanced curriculum. We have carefully reviewed our remote provision during the previous lockdown and thoroughly considered feedback from all stakeholders including parents and carers.

This had led to specific changes including increased face to face contact for our younger children. Remote learning will now work as follows:

EYFS:

- Use of tapestry for daily learning challenges
- Regular use of videos
- Face to face contact through Google Meet

KS1/KS2:

- Daily learning activities and regular feedback through Showbie
- Use Showbie recording facility to teach through pre-recorded videos and modelled strategies.
- Follow up activities posted on Showbie and feedback given through spoken or written feedback.
- Regular face to face contact through Google Meet
- Differentiated activities where needed

When providing remote learning our responsibilities to differentiation and supporting families remains our top priority. The Inclusion team are responsible for weekly calls to families where additional support is needed.

As with all aspects of our provision we continue to evaluate, adapt and evolve in response to ever-changing landscapes in school and beyond.

