



**POLICY FOR RECOVERY CURRICULUM
REMOTE AND BLENDED LEARNING
September 2020**

COVID 19 Recovery Strategy

Introduction

At Robinswood Primary academy Trust, we recognise that COVID-19 and the resulting closure of the schools will have had an impact on learning for many of our children. We also recognise that our pupils may have experienced a variety of feelings in response to the COVID-19 with many of them having experienced a feeling of loss. Not just loss of the formal curriculum, but also losses in terms of daily interactions with friends, peers, key adults and some may have lost someone close to them. All of these losses can contribute to pupils' mental health, with anxiety, trauma, attachment and bereavement playing a large role.

Despite the efforts of staff working extremely hard to support home learning, every child's experience will have been very different throughout lockdown due to their personal circumstances and access to technology.

This document is intended to be in addition to the School's Action Plans 2020/21. It identifies the strategic principles of support the schools are offering as part of the recovery from long-term school closure as children return to school for the autumn term. **It recognises the importance of prioritising that all pupils are emotionally settled and feel secure at school as pre-requisite of being able to accelerate the catch up of lost learning.**

This guide was developed in conjunction with the EEF COVID-19 Support Guide for Schools.

Key pillars of support



Teaching and Assessment.

Great teaching is the most important thing we can do to improve outcomes for our children.

Low stake assessment opportunities can help teachers determine how to most effectively support their children. Every child will have been affected differently by Covid-19. Setting aside time to enable teachers to assess pupils' wellbeing and learning needs is likely to make it easier for teachers and other school staff to provide effective support. Teachers will make subject-specific assessments to identify particular areas where pupils have forgotten or misunderstood key concepts, to ensure that new material being covered builds on secure foundations.



Targeted Support.

In order to support pupils who have fallen behind furthest, structured interventions, which may be delivered one to one or in small groups, are likely to be necessary. A particular focus for interventions is likely to be on Reading, Writing and Maths.

Interventions will also focus on other aspects of learning, such as behaviour or pupils' social and emotional needs, or focus on particular groups of pupils with identified special educational needs.

Effective intervention follows assessment, which can be used to ensure that support is well-targeted and to monitor pupil progress.



Wider Strategies

Parents have played a key role in supporting children to learn at home and it is essential that schools and families continue to work together. We will continue to provide extensive pastoral support to children and families throughout the pandemic. Additional support will focus on providing regular and supportive communications with parents, especially to increase attendance and engagement with learning.



TEACHING AND ASSESSMENT: what will this look like?

HIGH QUALITY TEACHING FOR ALL: consistent implementation of TRAT intended curriculum strategies:

Agreed, structured phonics approach, Can Do Maths, whole class reading (VIPERS), writing inspired by high quality texts (Power of Reading) See Non Negotiables

TARGETED CPD FOR NEW AND EXISTING STAFF: all new staff to be trained in delivery of agreed strategies to ensure consistency of approach. Existing staff to receive 'refresher' training as needed

ON GOING FORMATIVE ASSESSMENTS: identification of gaps in learning through low stake assessments / elicitation prior to next unit of learning, evaluative and response feedback to learning

EXPLICIT IDENTIFICATION OF LEARNING MISSED DURING LOCKDOWN: teachers to identify aspects of subjects not taught which would impact on future learning. Teach as explicit units or as part of other learning opportunities, i.e. cross curricular, assemblies

EXPLICIT IDENTIFICATION OF UNITS TO BE TAUGHT IN FOUNDATION SUBJECTS: teachers to identify reduced numbers of lessons to allow for lost key knowledge and skills to be delivered whilst also retaining a broad and balanced curriculum alongside additional teaching of core subjects

EFFECTIVE DELIVERY OF REMOTE LEARNING:

See Approach to Blended Learning (page 3)



TARGETED SUPPORT: what will this look like?

PUPIL PROGRESS MEETINGS AND ON GOING ASSESSMENT: teachers confidently identify where children have gaps in knowledge and adjust teaching timetable to ensure additional time given to teaching of phonics, reading, writing and maths. Same day interventions and frequent re-assessment leads to fluidity of groups being targeted.

QUALIFIED STAFF DELIVER TARGETED SUPPORT AND INTERVENTIONS: essential for high quality teaching for the children who need it most.

Same day interventions, in the form of pre-teaching and scoop groups, form part of quality first teaching for all adults across all years. These strategies are used to effectively support pupils with specific gaps in their knowledge and skills or who have misconceptions in their learning to keep up and catch up.

SUPPORT STAFF APPROPRIATELY TRAINED TO DELIVER HIGH QUALITY, PROVEN INTERVENTION PROGRAMMES: through pupil progress meetings SLT / SENCO identify interventions to be implemented in line with qualifications and experience of staff

DELIVERY OF ONE TO ONE /SMALL GROUP TUITION: specific pupils with biggest gaps identified and have access to intensive course of tuition delivered after school (use of catch up/tutoring funding)

RIGOROUS PLANNING FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND): SENCO support for teachers (in collaboration with other professionals) to set specific, measurable targets for pupils on MP+ and EHCPs.



WIDER STRATEGIES: what will these look like?

INTENSIVE FOCUS ON PSHE AND MENTAL HEALTH AND WELLBEING: delivery of Jigsaw 'recovery' materials focussing on key themes of belonging, friendship, staying safe: www.jigsawpshe.com/recovery

ENHANCED OUTDOOR PROVISION AT PLAYTIMES/LUNCHTIMES: support from Opal /PLAYPOD recovery plans and deployment of qualified play workers to support active play and positive engagement of all pupils. All classes to take part in daily mile to increase physical activity and promote well being

IDENTIFICATION OF PUPILS REQUIRING ADDITIONAL PASTORAL SUPPORT: Targeted Thrive groups, regular support from learning mentor. Regular monitoring of attendance and liaison with parents to support children who are struggling to return to school

CONSISTENT APPROACH TO BEHAVIOUR MANAGEMENT RE-ESTABLISHED: Shared language of restorative practice implemented

WELL BEING COMMITTEES RE-ESTABLISHED FOR STAFF: HR reminder of TRAT well being package that is available to all staff

ON GOING SUPPORT FOR PARENTS: Pastoral team to make regular contact with identified families to ascertain support required

Approach to Blended Learning: September 2020

Further closures of schools will be an absolute last resort, even if a local lockdown is in place. The government has however set out four tiers of expectations for schools. It is important that whilst operating at the different tiers we are clear about the expectations for all community members across the trust so there is parity and consistency in provision.

	Teachers	TAs	Pupils	Parents	HOS / Pastoral team incl. SENDCo
School Open	Teaching and learning is delivered in line with risk assessment and recovery curriculum	Support teaching and learning in line with risk assessment	All pupils attend school and engage in teaching and learning	Support the risk assessment guidelines and send their children to school daily	Support re-engagement, attendance and learning, supporting children, families and teachers
Teacher absent / pupils in school (Self-isolation without symptoms)	Lesson inputs are delivered into class via zoom for each timetabled session whilst TAs support on site Access planned CPD opportunities including staff meetings via zoom.	Joins lessons via zoom to keep updated and be supportive of teaching and learning Listen to children reading	To complete home learning set in line with curriculum coverage in school on a daily basis	To access emailed home learning, present to child, support and return via email to teacher for marking	Update thrive provision and action plans Review My Plans and provision Ensure communication with outside agencies is up-to-date and recorded on CPOMS Access planned CPD
Self-isolation with symptoms	Ensure planning is accessible to TA / cover teacher	NA	NA	Inform school of symptoms and result of child's test	NA
Bubble closure without symptoms (Teacher and pupils absent)	Teacher to record lesson input daily for three sessions (English, maths and wider curriculum)* with follow up activities. Mark and respond to pupil's work. Communicate with families weekly for welfare purposes.	To join any live teaching sessions to support delivery and monitor pupil's engagement. Support the class teacher with welfare communications.	To take stationery pack home including paper or workbook. Engage with and respond to either live or recorded teaching sessions and complete the set learning.	Access teaching session for child to engage with. Support and encourage child to complete tasks and send completed work via photo through email.	Daily contact with most vulnerable families to include those with social care and high needs learning plans. Weekly contact for vulnerable pupils to include pupil premium children, those on SEND register and any focus pupils (no tech)
Bubble closure with symptoms (Teacher and pupils)	Ensure year group partner/SLT have access to planning to facilitate home learning.	NA	NA	NA	Ensure a team member picks up you priority families to support whilst they isolate
School closure – open only for vulnerable and key worker children	Teacher to record lesson input daily for three sessions (English, maths and wider curriculum) with follow up activities. Mark and respond to pupils work. Communicate with families weekly for welfare purposes. Provide onsite learning as per school rota	To join any live teaching sessions to support delivery and monitor pupil's engagement. Support the class teacher with welfare communications. Support onsite learning as per school rota	To take stationery pack home including whiteboard. Engage with and respond to either live or recorded teaching sessions and complete the set learning. Attend school and engage in learning if a key worker or vulnerable child, including key children with no access to technology.	Access teaching session for child to engage with. Support and encourage child to complete tasks; send completed work via photo by email. Continue to support learning in school if child is provided with a place or school are supporting key worker status provision.	Daily contact with most vulnerable families, to include those with social care and high needs learning plans, who are not in school. Support teachers with resourcing home learning for SEND pupils. Weekly contact for vulnerable pupils to include pupil premium children, those on SEND register and any focus pupils (no tech) Provide onsite support as per school rota

DELIVERY OF HOME LEARNING

In the event of a bubble or school closure both teachers and pupils will be at home and therefore learning provision will be different to that experienced during normal school routines. It is imperative that during this time we continue to deliver our curriculums as effectively as possible in line with plans to ensure pupils continue to make progress. Staff will work collaboratively across the trust to collate, produce and publish learning resources with a firm focus on inclusion. Our vulnerable and SEND pupils will have positive home learning experiences and will not be disadvantaged by school closure.

Our platform for home learning delivery will be Tapestry (EYFS) and Class Dojo (Y1-Y6 and EYFS at Grange). Teachers will prepare resources supported by the use of Office 365 Sway to present recorded direct instruct and follow on activities (7 minutes maximum) which the children will complete in workbooks or on paper sent home at the point of closure along with their stationary packs from class. Parents will be expected to take photos of completed learning and email this to their child's secure Dojo page. Teachers will provide feedback on each piece of uploaded learning.

All home learning will follow our sequential, cumulative and progressive curriculums and will be supported by resources familiar to the children (Purple Mash, Times tables Rock Stars, Bug Club) and those commissioned by the department for education (Oak Academy).

Teachers and families will be expected to work to the following time scales:

Teachers	Children	Parents/carers
Upload the daily learning by 9:30 a.m. 9:30 – 12:00 make weekly phone calls to families Acknowledge receipt and feedback to on all learning by 4:30p.m.*	Access and complete learning by 3:00p.m	Send photographed learning by 3:30

* When on rota to be in school to support the vulnerable and key worker children feedback will be given on the next school day

In the event of a period of lockdown beyond two weeks this strategy will be updated to include an element of live interaction via zoom to support wellbeing and relationships.

PROVISION FOR FREE SCHOOL MEALS

The Robinswood Academy Trust firmly believes that children should not be further disadvantaged during this pandemic. Schools will therefore work with families to ensure children who are self-isolating whilst awaiting a test result or in the event of a bubble closure are provided with a packed lunch. Families will be encouraged to engage the support of extended family members or friends to collect the packed lunch from school.

If the county experiences a local lockdown or we enter into a second national lockdown and schools close, we will follow government guidelines and support to ensure our children have access to food.

SPECIFIC ACTIONS TO BE TAKEN TO DELIVER RECOVERY CURRICULUM

ACTION	WHO	RELEVANT DOCUMENT(S)
<p>1. Identification of learning that has been missed:</p> <p>Core subjects</p> <p>Foundation subjects</p>	<p>School reading lead - Phonics progression document to be amended for 2020</p> <p>Current and previous teacher - Identify core aspects of English curriculum not covered in school on TRAT Reading and Writing Progression Document (focus on key skills, i.e. punctuation, handwriting, spelling)</p> <p>School maths lead supported by trust lead – introduce Can do Maths programme which specifically supports mastery curriculum recovery</p> <p>School subject lead in conjunction with current and previous teacher to identify on TRAT curriculum overview (2019-2020) units of work not covered during lockdown and the key knowledge and skills to be recovered in 2020-2021</p> <p>Units to be highlighted on master copy of 2020 curriculum progression document for each subject</p>	<p>TRAT Phonics, Reading and Writing Progression Document</p> <p>2020 progression documents</p> <p>Can do Maths Unit assessments (Can do work outs)</p> <p>TRAT curriculum overview 2019-2020</p> <p>Critical paths 2020-2021</p>
<p>2. Identification of Key knowledge and skills to be taught in each unit of work for foundation subjects</p>	<p>Subject leads / subject teams</p>	<p>Subject medium term plans</p>
<p>3. Review and amend timetables based on intervention/keep up lessons (additional time for core subjects) and focused key knowledge and skills foundation curriculum</p>	<p>Heads of School/class teachers</p>	<p>Weekly timetables</p>
<p>4. CPD programme to be implemented across trust: Induction of new staff on T&L strategies (training via zoom)</p>	<p>Introduction to Power of Reading (CH) Recovery Road map for Can Do Maths (NH/KR/JD) Teaching of reading strategy – VIPERS (CB/RM) Effective on going assessment (CR) Implementing RP (CA/AW) Thrive approach (JC/CB)</p>	<p>Non negotiables Can Do Maths recovery maps</p>
<p>5. Audit current qualifications/training of support staff to be able to target interventions effectively</p>	<p>SENCOs in each school</p>	<p>Provision overviews – local offer</p>
<p>6. Agree approach to blended learning:</p> <ul style="list-style-type: none"> • Expectation of staff engagement/ delivery at different stages of lockdown • Expectations of what and how learning will be set if pupils are not in school 	<p>Tiered approach drawn up (BW)</p>	<p>Approach to Blended Learning</p>
<p>7. Agree trust wide strategies/ expectations for supporting families in the event of class or school closures</p> <ul style="list-style-type: none"> • Identify children who would not have access to technology 	<p>HOS with support from pastoral teams</p>	<p>Approach to Blended Learning</p>

RECOVERY CURRICULUM RATIONALE FOR FOUNDATION SUBJECTS

Subject	Rationale	Adaptation	Resource
History	A broad and balanced curriculum needs to be delivered for the pupils. To allow for some flexibility in the timetable key aspects of learning have been identified to create more streamlined and focussed units of learning.	Reduced curriculum time (taught once a fortnight) Key skills and Knowledge that the pupils will need for future learning has been identified on Content Organisers	Robinswood Academy Trust Curriculum
Geography	A broad and balanced curriculum needs to be delivered for the pupils. To allow for some flexibility in the timetable key aspects of learning have been identified to create more streamlined and focussed units of learning.	Reduced curriculum time (taught once a fortnight) Key skills and Knowledge that the pupils will need for future learning has been identified on Content Organisers	Robinswood Academy Trust Curriculum
Computing	The computing curriculum has been streamlined. The main focus will be computing and programming skills and e safety with some elements of ICT.	A reduced expectation on the units of computing that are expected to be covered by each Year Group. Reduced curriculum time is being allocated to Computing	Purple Mash
PE	The PE programme that is used is skilled based with plenty of scope for review. PE is vital for pupils' physical and mental well-being. This will be taught as normal following the Year group planning that is already in place.	None	Lancashire PE Scheme
Art	A broad and balanced curriculum needs to be delivered for the pupils. To allow for some flexibility in the timetable key aspects of learning have been identified to create more streamlined and focussed units of learning.	Reduced curriculum time (taught once a fortnight) Key skills and Knowledge that the pupils will need for future learning has been identified on Content Organisers	Robinswood Academy Trust Curriculum
Design and Technology	A broad and balanced curriculum needs to be delivered for the pupils. To allow for some flexibility in the timetable key aspects of learning have been identified to create more streamlined and focussed units of learning.	Reduced curriculum time (taught once a fortnight) Key skills and Knowledge that the pupils will need for future learning has been identified on Content Organisers	Robinswood Academy Trust Curriculum
MFL	A broad and balanced curriculum needs to be delivered for the pupils. To allow for some flexibility in the timetable key aspects of learning have been identified and only key units have been taught.	Selected units from the schools chosen resource will be selected. Reduced curriculum time given to MFL in Key Stage 2.	La Jolie Ronde
PSHE	The full programme of PSHE will be taught. This is vital for pupils' development and well-being.	Catch up units taught for SRE. No other adaptations	Jigsaw
RE	A broad and balanced curriculum needs to be delivered for the pupils. To allow for some flexibility in the timetable key aspects of learning have been identified to create more streamlined and focussed units of learning.	Reduced curriculum time (taught once a fortnight) Key skills and Knowledge that the pupils will need for future learning has been identified on the Gloucestershire Syllabus.	Gloucestershire Syllabus