

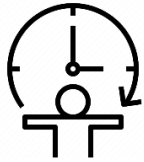


HSTB Primary School Recovery Curriculum



Key Aspects

What this looks like in practice



ROUTINE

Establish routines to help children re-integrate and reengage

- Provide a clear structure to the day
- Have high expectations (eg. uniform/attendance/behaviour)
- Establish safe and welcoming 'meet and greet'
- Give clear instructions
- Provide clear and relevant signage around school
- Keep parents informed

- Introduce and implement new hygiene and social distancing measures
- Revision of relevant policies and procedures with staff - Behaviour, Marking and Feedback, Curriculum etc
- Adults act as good role models at all times
- Staggered break and lunchtimes allow for more focussed and quality play and interaction
- High SLT/ pastoral team presence at the beginning/end of the school day and at break and lunchtimes
- Effective use of communication to provide parents with new information and revised routines
- Full curriculum timetable to resume fully by Summer term
- Year group school Worship, celebration, picture news & values to resume weekly



RELEVANCE
Curriculum that meets the needs of HSTB children

- Identify significant curriculum coverage that children have missed during the spring and summer terms.
- Sequence the curriculum content so that children meaningfully revisit and build upon their knowledge, understanding and skills.
- Provide bespoke support to meet the learning needs of individual/ groups of learners
- A clear focus on the core curriculum remains
- Ascertain what the children want to learn - pupil voice
- Provide a remote learning package to support pupil learning in the event of Remote Learning program introduced in the event
- Personal Development focus implemented
- Improve access to digital technologies
- Focus on health and wellbeing

- High quality teaching CPD provided to support staff in accelerating learning and improving outcomes for their pupils
- Baseline assessments completed on entry to identify gaps in pupil learning
- Missed learning is taught and embedded before children can move on
- Phonics reading programme implemented in EYFS/KS1
- Staff training scheduled implemented focussing on further strengthening the teaching of core skills in English and Maths
- Reading Intervention implemented
- Additional support for reading introduced in EYFS and KS1 1:1 phonics
- Whole school mental health and wellbeing topic taught
- Pupil surveys completed, pupil councils re introduced and pupil meetings re-established completed to determine pupil attitudes and values
- Remote learning programme introduced- to be implemented in the event of partial or whole school closures to ensure continuity and consistency
- Purchase additional resources to support to allow pupils easier access to home learning
- Emphasis on sport activities



RELATIONSHIPS

Build Relationships
and re-establish
friendships

- Establishing behaviour expectations, friendships, and rebuilding trust
- Deployment of Staff Expertise
- Focus on PHSE in all lessons
- Maintaining and extending links with the wider community
- Opportunities to bring the school family together
- Playground activities
- Pastoral team
- Collaborative learning opportunities
- Regular and supportive communication to parents
- Support pupil and staff wellbeing

- Events in school – bringing the community together - foodbank, sponsored events, fundraising, outdoor learning.
- Staggered breaks and lunchtime rota allows for smaller and more focussed play
- High staff presence at break and lunchtimes - promote positive play/ relationships
- Positive Start, HUB, learning mentor provision implemented
- Teachers share positive messages with parents to further enhance parental engagement/involvement
- Exploitation of opportunities for children to work together on purposeful tasks
- SLT and pastoral team highly visible at the beginning and end of the school day to increase parental engagement and support
- Staff mental health champions provide whole school and bespoke support programmes



REFLECTION

Support social,
emotional and mental
health and well-being

- Encouraging positive emotions
- Supporting challenging choices
- Supporting emotional well-being
- Creating purposeful opportunities
- Celebrating accomplishment and achievement
- Compassionate Leadership

- Pastoral support programme implemented across school
- Celebration and school assemblies maintained virtually to acknowledge and celebrate individual, class and whole school achievements, successes and to convey whole school messages
- Senior leaders listening to staff, pupils and their parents and taking their views into account
- Sharing stories and experiences
- Staff taking the time to talk to pupils
- Pupils provided with learning choices - challenging tasks
- Class assemblies to resume when possible
- Whole school shared learning weeks eg Wellbeing, Black History etc
- Coaching support from leaders and peer to peer support
- Well-being hand2mouth journeys for children and adults
- Reflective areas around school to enable staff and pupils to engage with.
- Staff briefings and meetings where staff are given a chance to feedback