

St Lawrence C of E Junior School

Recovery Curriculum

Key Principle	School Procedures and Actions	Next Steps
Creating a safe environment for all	<ul style="list-style-type: none">• Risk assessment completed and checked for Monday 8th March (constantly checked and adapted as needed)• Remote Learning Contingency Plan in place and on website• Weekly (if not more) updates from Headteacher to parents, staff and governors• Timetables adapted to keep class bubbles separate at breaks and lunchtimes• Displays on walls, doors, in the playground and on the school gates• Masks / visors worn (individual choice for staff and pupils)• Soap and anti-bacterial gel in all classrooms and used at various points during the day• Face coverings required by all other adults when entering school premises• All staff take lateral flow test (twice weekly for full time staff, once a week for part time staff)• Assembly with whole year group and ppt slides made available on Google Classroom for all year groups just before they came back.• Welcome back assembly with reminders for all pupils about procedures and behaviour• PSHE lessons during first week back – getting to know you and reacquaint with peers and teacher as well as chance to discuss and share experiences over lockdown• Worry boxes in classrooms – a reminder given to all children in class• Staff meetings in large spaces• SEN meetings remotely or in large spaces	<ul style="list-style-type: none">• Floor signs (arrived and ready to put down)• Staff and pupil questionnaire
Mental Health and Wellbeing	<ul style="list-style-type: none">• During lockdown 1:1 sessions for vulnerable children or children of any concern• During lockdown all ELSA sessions/School counsellor sessions continued• Small group and whole class sessions in the afternoons for all pupils with a PSHE/Wellbeing theme• Wellbeing assemblies – and follow up activities through the HSLW as part of pastoral support• ELSA sessions and School Counsellor sessions provided weekly now• Worry Boxes in class	<ul style="list-style-type: none">• Re-emphasise access to support e.g. NSPCC Childline – link to Maths day 7.5.21

	<ul style="list-style-type: none"> Engaging and inspiring lessons provided – e.g. Harry Potter – hand delivered all children a ‘Welcome to Hogwarts – St Lawrence Campus’ letter Mental health and wellbeing signposts for staff in the staffroom Friday reflections – as vehicle for discussion Support in place for two children that have recently lost their parents (not COVID related) Golden Mile – exercise and social interaction – focus on Personal Best Prayer garden and prayer spaces inside Library has some new books specifically about wellbeing and other mental health issues (including worries and gender identity) 	<ul style="list-style-type: none"> PSHE curriculum – time to talk 5 minutes
Re-engaging Learners with Learning	<p><u>Relationships</u></p> <ul style="list-style-type: none"> Work was done with each year group prior to return of school such as whole year groups assemblies, small group activities, individualised letters etc. Some children were brought back in earlier to make the transition as smooth as possible <p><u>A secure and celebratory place</u></p> <ul style="list-style-type: none"> Welcomed back with open arms by teachers – Some children invited back slightly earlier - including children with SEN and children who had a particularly challenging time (bereavement) PSHE activities focused on engaging pupils in conversation with other children and reflecting on lockdown experiences Communication sent out to parents in a welcoming and timely manner Parents asked to wear masks when entering the school premises – teachers out at the end of the day for conversations with parents if needed <p><u>Classroom Interactions</u></p> <ul style="list-style-type: none"> New signs around the school as reminders Class routines and timetables clear PSHE activities – re-establishing routines and working/talking with other pupils Whole Year group assembly on return – led by head teacher <p><u>Metacognition or Re-learning learning to learn</u></p> <ul style="list-style-type: none"> Celebration whole class and small group sessions all through lockdown – weekly challenges, postcards home, achievement awards Celebration assembly first week back focused on return to school 	How are we engaging those children who didn’t engage during lockdown?

	<ul style="list-style-type: none"> • Routines established quickly through similar timetabling of lessons and activities prior to lockdown – visual timetables in all classes • Displays appropriate and consistent with learning • Understanding that pace is much slower than pre-lockdown so ensuring activities are in bite size chunks which will build up again slowly • Opportunities for pupils to discuss and share ideas in a collaborative way • Continue to use Google Classroom for homework, spelling and class reminders – keep parents engaged and informed 	
Identifying Gap and setting goals	<ul style="list-style-type: none"> • Formative assessments taking place in class through starter activities based on lockdown learning, shorter written pieces with a clear focus, small group discussions • Summative assessments on topics set over Google classroom during lockdown • General Summative assessments done over a couple of weeks – low key • Gap analysis to take place • Ready to progress documents for maths - used in small group interventions as well as whole class teaching • Pre-topic questions – looking at previous years learning • Parents evening at the end of March to share assessment outcomes and outline targets for children • Staff meetings delivered by curriculum leads to address gaps and outline next step priorities • Identify pupils who haven't engaged at home 	<ul style="list-style-type: none"> • Pupil progress meetings with SLT to identify whole class and individualised key areas for progression and support
Prioritising the Curriculum	<ul style="list-style-type: none"> • Assessment carried out during first three weeks of coming back to school – relaxed approach • Gaps and trends across year groups and school identified • Interventions planned accordingly – small group sessions throughout the week <p><u>CURRICULUM FOCUS</u></p> <p><u>Year 3</u></p> <ul style="list-style-type: none"> • Catch up programme <ul style="list-style-type: none"> ➤ Before school – maths ➤ After school – ➤ Half day a week – extended writers, basic punctuation • Phonics • Number bonds • 3, 4, and 8 times tables 	<ul style="list-style-type: none"> • Monitor impact

- Fractions
- Sentence structure – Capital letters and full stops

Year 4

- Catch up programme
 - Before school – maths
 - Half day a week – focus on writing
- Times tables focus (will be taking the Multiplication Times Tables check)
- Reading focus – Whole class guided reading sessions – discussion and written questions/answers
- Spelling of High frequency words
- Maths – problem solving – starters of maths lessons to have this focus
- Boys’ reading challenge

Year 5

- Catch up programme
 - Before school – maths
 - Half day a week – writing & SPaG
- Maths fluency (booster sessions during school time)
- Handwriting and presentation
- Times tables and mental arithmetic weekly focus
- Reading comprehension groups for low attainers

Year 6

- Catch up programme
 - After school – maths and writing
 - Half day a week – maths and reading (PEE) focus
- Writing – little and often through all subjects
- Handwriting – focus in class – discrete handwriting lessons
- Punctuation, tenses and varied sentence structure
- Fractions, decimals and percentages – KIRFS originally for Spring 1 but now in Spring 2 and Summer 1
- Ready to progress priorities for some year 6 pupils – maths booster groups

Before or After School Sessions:

Year 3

Mrs Searle – 3 x 20-minute sessions – Maths (Tue-Thu am)

Miss White – 1 x 1hr session – Writing (Thu pm)

Year 4

Ms Raymonde – 4 x 15-minute sessions – Maths (Mon-Thu am)

Miss Saunders – 4 x 15-minute sessions – Maths (Mon-Thu am)

Year 5

Mrs Whitfield – 2 x 30-minute session – Maths (Tue & Thu am)

Year 6

Mrs Rey – 1 x 1hr session – Maths (Monday pm)

Mr Hall – 1 x 1hr session – Maths (Monday pm)

Mrs Cary – 1 x 1hr session – SPaG and Writing (Tuesday pm)

School Sessions – See Catch Up Timetable document for more details

Supply teacher in to cover teachers who then work in small groups with children

Week 1:

Thursday – Year 3 morning sessions & Year 4 afternoon sessions

Friday – Year 5 morning sessions & Year 6 afternoon sessions

Week 2:

Thursday – Year 4 morning sessions & Year 3 afternoon sessions

Friday – Year 6 morning sessions & Year 5 afternoon sessions

Repeated for the remainder of Summer 1