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| **Marlborough Primary Academy – Recovery Curriculum September 2020** | | | | | | | | | | |
| **Supporting Pupil Wellbeing – Teach Mental Wellbeing – Kindness, Compassion & Hope** | | | | | | | | | | |
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| **Ensure pupils have opportunities to:** | | |  | **Wellbeing** | | |  | **Planning Wellbeing Teaching - Approaches to consider:** | | |
| * develop coping skills and self-care techniques; * talk about their experiences during the outbreak; * have one-to-one conversations with trusted adults, if needed; * learn about topics related to coronavirus (e.g. how to stay alert); * renew and develop friendships and peer groups; * take part in other enriching developmental activities. | | |  | * Teach pupils that, like physical health, mental wellbeing is an important part of daily life that is influenced by different factors, including exercise. * **Explain to younger pupils** that things they value, enjoy or are good at can all support mental wellbeing. Positive relationships and eating and sleeping well can also help. * **Prompt older pupils to reflect** on ways they can contribute to others’ mental wellbeing, and establish which activities help them maintain their own wellbeing | | |  | * **Ensure pupils know that they can talk** to their teacher or other trusted adults if they have any concerns about wellbeing. * **Consider giving pupils contextual information** (e.g. through a virtual learning environment) ahead of lessons where appropriate. * **Begin and end classes on a positive** and let pupils know a few minutes before class will end to allow them to transition. * **Think about the atmosphere** in the teaching space (seating arrangements, relevant posters). | | |
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| **Recovery Curriculum** | | | | | | | | | | |
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| **Transition - September to include:** |  | **Phonics/Reading/Spelling/Handwriting** | | |  | **Maths and English** | | |  | **Foundation Subjects** |
| * Opportunity to talk about lockdown experiences sharing their ‘Lockdown’ all about me. * Develop further understanding of Covid:19. Allow the children to ask questions and reflect on what they know and their experiences. * Ensure protective measures in place are understood such as handwashing, not mixing of bubbles. * All about me one-page profile completed. * Class rules that focus on developing social skills, communication skills, care and kindness. * Reteach how to play with others re-establishing relevant social skills. * Reteach of the Rewards System with specific focus on rewards and Class Dojo. * Reteach the Visible Learning characteristics. * Focus on the importance of structured transitions within the day that are predictable and controllable doses of change using visuals, warnings, countdowns and music. * Develop a class system for the children to share any worries or concerns – Worry Box. * Focus on Oracy with opportunities for talk and introducing RWInc Talk Routine to all classes. |  | * Phonics - RWInc Launch with early assessments by Reading Leader to identify stage in reading for children in Year 1 - Year 3 (possibly Year 4). * Formal teaching to start 14th September for children in Years 1-3 (4 if needed). * Phonics sessions to begin daily 20-30 minutes Year 1 and 2 teaching two/three sounds (extended to Year 3/4 if needed). * Formal teaching of phonics for children in Foundation to start 21st September * RWInc to start in Foundation one-day timetable from week 5 rolling three-day timetable starting 21st September in broad ‘Speed Sound’ groups learning2/3 sounds per day – 30 minutes. Baseline the Reception children into RWInc groups/Reassess the Year 1 & 2 children, to start new groups from Wk5. * Use KS2 RWInc materials for children in KS2 still learning to read. * Hear every child read 1:1 in first full week. * Daily readers to continue as normal. * Class Read Aloud book to be read daily. * Handwriting daily to push pride in all work and celebrate key success using the handwriting reward scheme. * Homework all set on Class Dojo. | | |  | * September - teach and embed missed learning from the summer term daily from the w/b 14th September with a focus on key areas that are a challenge to children. * Every second counts with learning to catch up and keep up. * English – Previous terms SPAG/genres * Maths – White Rose recovery curriculum. * Use fluency sessions to recap key number facts. * PIRA/PUMA assessments to be completed by the end of w/b 21st September from previous summer year. * Question Level Analysis diagnostic tool to identify gaps. * New curriculum to start 5th October for new year group with gaps interwoven for recap and review. * Homework all set on Class Dojo. | | |  | * Whole School Project – Mental Health & Wellbeing for the first week from Monday 7th September as an opportunity to measure wellbeing, social skills and anxiety levels for all children. * Run as continuous provision in all classes with opportunities to be creative and for children to self-select from a range of activities that include painting, drawing, colouring, acting, playing etc. * During the continuous provision, teachers and TAs spend time continuing to build strong relationships with each child promoting the positive mental health of children. * Promote more opportunities for the children to play and socialise buddying up key children if needed. * Virtual whole school celebration of all classes on Friday 11th September. * New year group themes to start 14th September. * Year 1 to follow EYFS curriculum and Continuous Provision for the autumn term. * Jigsaw to be taught more regularly during the first half term at least using the recovery modules https://jigsaw3-11.com/community-en/#1590848531464-4fcd5d50-c8d4 * Homework all set on Class Dojo. |
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| **Pupil Support - Graduated Approach - Great Teachers, Great Learners** | | | | | | | | | | |
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| **Phase 1** |  | **Phase 2** | | |  | **Phase 3** | | |  | **Phase 4 and 5** |
| * Teachers and TAs to begin building strong positive relationships with each child in the class. * Transition from previous teacher to new teacher must take place detailing how to support each child linking in with ‘All about me’ sheets. * Emotional Literacy Support implemented in all classrooms. * Planning proforma used to support high quality planning for all with differentiation available for all tasks. * Rotational Teaching used for children to opt in for support where needed. * All lessons include scaffolding for support for all children to feel well supported regardless of ability. * Reshape the timetable for opportunities to practice daily tasks to embed missed learning. * Assemblies to continue to reflect on school values and our positive ethos in year teams. * Safe space in all classrooms. |  | * Teachers and TAs to work closely with families to monitor and support the wellbeing of individual children and their family. * Consultation with SENCO/Inclusion Leader for children needing additional support following lockdown. * EP Consultation/Surgeries * Freshstart * Phonics - Pinny time for RWInc * Reading – 1:1 Reading time * Maths – Bespoke e-homework * Speech and Language support through modelling high quality talk in areas around the school. * Personalised safe space in classrooms. | | |  | * Short or longer term ELSA sessions to support recovery. * Precision Teaching in place and restarts for all children on the programme before lockdown following new assessments. * Using assessments from the end of September, identify further children who need further 1:1 intervention. * Ensure all existing children receive ELSA. * Assess the needs of those who have had ELSA through lockdown due to struggling at home. * IEPs reviewed and updated following assessments. * Check ins and outs for key children, especially those who had them prior to lockdown. * RWInc 5-10 minutes 1:1 tutoring. * Catch Up Funding | | |  | * MAST involvement * Link EP support * Family Workers * Therapists * Learning Mentors * CAMHS * Communication and Interaction Team * School Nurse |
| **This document should be read in conjunction with PLP School Recovery Document Mental Health and Wellbeing Policy and PowerPoint, SEN Graduated Approach, Making a Strong Start, Elsa Graduated Approach, Barry Carpenter – Supporting Mental Wellbeing of Pupils – September 2020 Recovery Curriculum**  <https://www.youtube.com/watch?v=QbC7KivQPio>  **Post Covid - Supporting children Returning to School PSHE, RSHE and SMSC Lesson Ideas, Oracy Documents** | | | | | | | | | | |