

The Recovery Curriculum at Merrylands Primary School and Nursery

What are our key focuses for the Recovery Curriculum?

The Five Key Levers

The Recovery Curriculum at Merrylands Primary School is based on five key levers:

- **Lever 1: Relationships** – we cannot expect our students to return joyfully, and many of the relationships that were thriving, may need to be invested in and restored. We need to plan for this to happen, not assume that it will. Reach out to greet them, use the relationships we build to cushion the discomfort of returning.
- **Lever 2: Community** – we must recognise that curriculum will have been based in the community for a long period of time. We need to listen to what has happened in this time, understand the needs of our community and engage them in the transitioning of learning back into school.
- **Lever 3: Transparent Curriculum** – all of our students will feel like they have lost time in learning and we must show them how we are addressing these gaps, consulting and co -constructing with our students to heal this sense of loss.
- **Lever 4: Metacognition** – in different environments, students will have been learning in different ways. It is vital that we make the skills for learning in a school environment explicit to our students to reskill and rebuild their confidence as learners.
- **Lever 5: Space** – to be, to rediscover self, and to find their voice on learning in this issue. It is only natural that we all work at an incredible pace to make sure this group of learners are not disadvantaged against their peers, providing opportunity and exploration alongside the intensity of our expectations.

“A Recovery Curriculum: Loss and Life for our children and schools post pandemic.” Professor Barry Carpenter (2020)

Genuine Engagement Sessions

Our curriculum will deliver sessions of genuine engagement of what children need emotionally to understand the world around them. Across the school, there will be two PSHE lessons delivered weekly including one Circle Time session. The Circle Time session will be a discrete session which does not have an agenda other than what individuals bring to the session. It focuses entirely on what those individuals need to understand and what is happening now e.g. relationships in the playground, why they get so angry and what they can do about it, what is currently happening around them and how can they deal with it. The Genuine Engagement Sessions will promote the role of Merrylands Primary School as a ‘Listening School’.

What will the Curriculum look like?

The whole school ‘Here We Are’ transition unit of work

For the first two full weeks, all classes across the school, will be following the ‘Here We Are’ transition unit of work based on the book ‘Here We Are: Notes for Living on Planet Earth’ by Oliver Jeffers. This is a literacy-based unit and aims to support reading and writing for pleasure across the school. The age-appropriate activities will provide opportunities for children to use writing for a range of purposes including personal response as well as shared reading and meaning-making. The unit of work is set out across 10 sessions, and the planned experiences will support children and schools to engage in reflections around some of the thoughts, feelings and responses arising from the disruption caused the COVID-19 pandemic.

Curriculum Maps

To create time for more genuine engagement sessions and addressing gaps in learning the curriculum maps for the academic year 2020-21 have been reviewed. In order to continue with a broad and balanced curriculum all subjects will continue to be taught however there will be some changes to how these subjects will be delivered.

English

The basic skills outlined in the National Curriculum will continue to be taught in all year groups across the school however the coverage of writing genres has been reviewed. The Merrylands writing genres coverage document has been skimmed down to give a minimum number of weeks that should be dedicated to each genre during the academic year 2020-21. This will allow more time to focus on and develop basic skills, time to incorporate cross-curricular links within English/Topic sessions, address gaps in learning, time for off-curricular themed weeks and if required, the opportunity to extend the time allocated to a particular genre. Some genres have been removed or time allocated reduced for particular year groups. Where genres have been removed we have ensured that these genres will be covered later as the children progress through the school.

There will be a daily English lesson with cross-curricular links to the termly theme. Shared reading will be taught three times a week and texts used will be based on the termly theme. Spelling will be taught for 10 minutes daily either as an explicit session or as 10-minute teaching input at beginning of the English lesson. Phonics will continue to be taught daily in EYFS and KS1 and Year 3 will have a daily session until the end of Autumn term 2.

Maths

We will continue to follow the White Rose Schemes of Work. White Rose have released their scheme of work for the Autumn Term. Their termly overview has been broken down into five daily sessions and the scheme of work blends the Summer term objectives and Autumn term objectives to ensure any gaps in learning are addressed. In addition to the five White Rose sessions, Year 1-6 will plan and deliver an additional weekly Maths session focusing exclusively on the times tables.

Science

The Science curriculum has been reviewed and we have taken the decision to remove some units of study. To reduce the impact and gaps in learning, only units of study where similar content will be taught again later in the key stage have been removed. Attention also needs to be given to the units of work that were missed during the summer term and where similar content is not taught later in the key stage these must be taught this academic year e.g. the Year 3 unit of study 'Light' will be delivered in Year 4 for this academic year only.

Science lessons can either be taught cross-curricular with English lessons e.g. science experiment followed by writing an explanation text or staff may choose to deliver a Science morning, afternoon or day to ensure adequate time is provided for scientific investigation and development of Science knowledge.

Foundation Subjects

All subjects, including Geography, History and Computing will continue to be taught however, the content will be reduced to enable quality learning and development of skills. There will also be a greater emphasis on cross-curricular learning and English lessons will be delivered with a topic focus. Wherever possible, all learning should be linked to the termly theme.

PE will be taught at least twice a week and all classes should participate in the Daily Mile. There will be a weekly Art or DT session and all lessons should explore the opportunity for creativity.

RE will be taught at set times during the year. There will be a unit of work delivered in the Autumn 2, Spring 2 and Summer 2. These can be taught as weekly sessions or delivered as several longer sessions during the appropriate term.

French and Music will be taught weekly from Spring term 2. Government guidance will continue to be followed regarding the use of instruments and singing and delivery of Music will be adapted accordingly.

As discussed earlier, PSHE will be delivered as a minimum of two PSHE lessons which will include one Circle Time session. In addition, daily mindfulness sessions will also take place.

How will EYFS and Year 1 look?

EYFS

Due to the closure of the school in the Summer term, the preparation for the 2020-21 Nursery and Reception intake could not take place. To enable the new children and their families to feel as comfortable as possible a staggered start including a phone call home, taster sessions and shorter days was introduced in the Autumn term before the children attended full time.

Year 1

As the current Year 1 children have missed a significant amount of their time in EYFS, the Year 1 curriculum and the classrooms have been arranged to follow a similar approach to the Reception classes. This will include short teaching inputs and free-flow learning. Assessment will continue to be recorded on Tapestry and learning will become more formalised as the year progresses.

Additional support

A member of staff will focus specifically on Speech and Language in EYFS and Year 1 during the afternoon sessions.

Additional support has been provided in Year 1 to support the development of reading. Support will be provided on a 1:1 and small group basis in addition to whole class teaching.

What will curriculum changes and the wider school look like?

As large gatherings should be avoided, all assemblies will take place in class. There will be a minimum of 2 class assemblies across the week making links to current events, significant individuals and the school's core values. One of the weekly class assemblies will also focus on Online Safety.

There will be a key focus on kindness and thinking of others. A new certificate for 'Thinking of Others' will be introduced and can be achieved by showing kindness, being helpful or being a good listener. A theme week focusing on 'Friendship' will be delivered during the Autumn term. There will also be a significant focus on how staff and children greet each other and how staff and children will be expected to respond – link to Essex Steps and pro-social behaviours.

In line with DfE guidance, we are actively promoting as much learning as possible to take place outside the classroom. To develop the school grounds and enable staff to make the most of the outdoor learning environment, all staff will be attending OPAL training during Autumn term 1.

To support the delivery of the Recovery Curriculum, the DHT and the AHT will be leading curriculum meetings with each key stage.

Adults who work in the afternoon will work with children to identify and close gaps in learning. They will play a key role in assessment and gap analysis and develop this role with the direction of the DHT.

The School Council and Eco-Warriors will look for opportunities to make a difference in the community, for instance, the Eco-Warriors will be promoting a competition from The Transport Planning Society, in partnership with Living Streets, about improving the future of transport planning.

Under the current situation new intake visitors for pupils joining the school in 2021-22 cannot take place. A video will be created to provide information and give a tour of the school.