

# RECOVERY CURRICULUM ACTION PLAN

## CHRIST THE KING VOLUNTARY ACADEMY



Aspect	What will we do?	By Whom?	Impact
<p><b>Re-Join and Reconnect</b></p> <p><b>RE CONNECT</b></p> <p>Re-establishing relationships</p> <p><i>'We can't expect our students to return joyfully, and relationships that were thriving, may need to be invested in and restored.'</i> (BC)</p>	<ul style="list-style-type: none"> <li>• Staff meetings are an opportunity to focus on staff well being and discuss any children of concern.</li> <li>• Signpost staff to wellbeing resources in the file and on the staff noticeboard.</li> <li>• Counselling can be arranged for any staff who needs following their experiences during lockdown.</li> <li>• Staff meetings will not be used to address CPD immediately.</li> <li>• Governors will need to focus on wellbeing of staff over the first half term.</li> <li>• Need time to adjust to the 'new normal' by recognising that we need to be kind to each other and to ourselves.</li> <li>• Need to establish routines as soon as possible but we need to recognise and offer help if families are struggling.</li> <li>• Need to be aware that children have been eating at different times and may show signs of hunger – provide snacks.</li> <li>• Playtimes are scaffolded and staff use No Contact Games and Activities Ideas and 101 Games to Play whilst Socially Distancing.</li> <li>• Remind staff that some children may have reverted to childish behaviour or they may appear to be disrespectful, to remain calm and remind the children of our behaviour policy.</li> <li>• Head assemblies to remind children they are loved and cared for and they have to respect and love each other – re-create our ethos and culture.</li> <li>• Continue to connect with families not attending- welfare calls and class emails.</li> <li>• Continue to keep parents informed with the school APP and website.</li> </ul>	<p>HC</p> <p>All Staff</p> <p>HC</p> <p>DSL's</p>	<p>Staff attendance and engagement</p> <p>Engagement of families</p> <p>Attendance upon return</p> <p>Behaviour policy is being effectively implemented.</p> <p>Minor playground and behaviour incidents.</p>

Reigniting and Re-Engaging



Community

‘We need to listen to what has happened and understand the needs of our community and engage them in the transition of learning back to school’ (BC)

- June/July – Invite Nursery and reception parents for social distanced and staggered time transition. Signpost information and videos.
- July – Last day for Year 6 – socially distanced with one parent on the playground – reports, certificates, crosses and hoodies.
- Last week in July – transition days for Year 3, 4, 5, 6.
- Children know that their previous teacher will be moving up with them – less anxiety and staff know the children and their progress.
- Reflect on shared collective experiences – use power point and journal.
- Focus on our school mission and values, what makes our community special? How were our values and mission reflected in our time away from each other?
- Virtual liturgy to welcome new children and families to our community.
- Set up additional time for DSL/SENCo to meet parents that have concerns or to discuss safeguarding issues or to meet social workers.
- Timetable to reflect social games/outdoor learning/team building activities.
- Celebrate what children have done at home but also look at what the children have been doing to entertain themselves, how they have shown resilience, patience and kindness so as not to discriminate against the children who have not been able to complete work online.
- Value and celebrate what they have done,( show and tell) and what their lives have been like during lockdown (Journal ).
- There will be a difference for children who have been on site and those who have not. We can use their experience to highlight that school is a safe place as long as we wash our hands, keep distance and use a tissue when we sneeze and cough. The children who have been with us will be proof that it can be done and they can model how they kept safe and still managed to play and learn.

Head Key staff in specific year groups

Good attendance at transition days

Responses from the children are positive.

Children are engaged in the classroom


All Staff


Displays highlight work achieved.

Class pages updated on the website.

Safety posters visible


Hand sanitisers in each classroom

	<ul style="list-style-type: none"> <li>• Relaxation of our school uniform as some children may have outgrown their uniform or parents may have financial issues. Welcome back children with or without full uniform.</li> <li>• Period of time allowed to get the correct uniform.</li> <li>• Provide financial assistance for children if required.</li> </ul>		
<p>Observation and Healing</p>  <p>Transparent Curriculum ‘All will feel like they have lost time in learning and we must show them that we are addressing these gaps...to heal the sense of loss.’ (BC)</p>	<ul style="list-style-type: none"> <li>• Staff discussions to explore the 5 losses and how this may have affected the children. What does this look like? How does this present in the child?</li> <li>• Open discussions on how loss has affected us.</li> <li>• Use the questionnaire to find out any information that will have affected the family e.g. bereavement and use appropriate resources to support individual needs. Find out if any of the children have been a carer or dealt with grief and how they coped – this learning is not on the curriculum but is key to who our children are.</li> <li>• Support will be offered (including from outside agencies) to children who have experienced bereavement.</li> <li>• Look at how the NHS helped people to recover.</li> <li>• Discuss the pandemic and what the children know – use News Round.</li> <li>• Identify children that may need more support and refer to SENCo for Play Therapy or Counselling. Individual plans and intervention in place.</li> <li>• Signpost staff to resource folder for supporting children.</li> <li>• Create a safe environment so that children can talk about their experiences. Ensure that the children know they can ‘TELL’ any adult – refer to safeguarding board.</li> <li>• Disclosures to be dealt with appropriately – My Concern but Starting Point if urgent.</li> <li>• Domestic Violence notifications will be on My Concern and DSL to follow up.</li> </ul>	All Staff	<p>Children talk confidently about experiences and know who to talk too.</p> <p>Map of Provision is updated DSL to triage My concern</p>

	<ul style="list-style-type: none"> <li>• Be aware that poor behaviour could be a sign of a child trying to communicate a frustration.</li> <li>• Some children may have separation anxiety – reassure the children that their parents are at work or shopping. Call parents to reassure them that their child has settled.</li> <li>• Children can call parents during the day if needed.</li> <li>• Provide support for parents – Anxiety booklet.</li> <li>• SEN transition staggered support. TA’s to support EHCP children and SENCO to liaise with parents regarding reintegration.</li> <li>• Create a calm and orderly environment as most children might find being with other people difficult or frightening. Some children may need a quiet, time out space.</li> <li>• Staff to be vigilant and look for signs of stress.</li> </ul>		<p>Less incidences of separation anxiety.</p>
<p>(Re) LEARNING TO BE LEARNERS</p>  <p>Metacognition</p>	<ul style="list-style-type: none"> <li>• Staff to develop Growth Mindset classrooms to reconnect with key learning skills.</li> <li>• Avoid deficit talk of ‘catching up’, ‘being behind’ or ‘missing work’ rather focus on the children’s abilities and praise them for their mistakes.</li> <li>• Set engaging, challenging and exciting work that connects with the children’s experiences and interests.</li> <li>• Use No marking feedback policy</li> <li>• Reconnect, review and remember activities</li> <li>• Core leads to liaise with staff and review the structure of the curriculum</li> <li>• Planning to highlight outdoor activities that relate to the curriculum.</li> <li>• Outdoor Adventure and Forest Schools to continue with allocated classes.</li> </ul>		<p>Children’s work reflect high expectations of both content and presentation.</p> <p>FS and OA Planning links with the curriculum.</p>

	<ul style="list-style-type: none"> <li>• SENCO to liaise with staff on the appropriate interventions for individual children.</li> <li>• RE and PSHE topics to woven and referred to in the curriculum.</li> </ul> <p><u>Reading</u></p> <ul style="list-style-type: none"> <li>• English lead to share action plan of Hooked on Books with a view to full implementation from January, in order to allow children to adjust.</li> <li>• Younger children to read to an adult.</li> <li>• Guided reading either whole class or small group – record continued to be kept in reading evidence books.</li> <li>• Reminder sent to parents regarding reading expectations</li> <li>• Reorganise reading scheme??</li> <li>• Use NFER as a baseline to identify gaps in learning – staggered testing to prevent overwhelming the children</li> <li>• Daily readers to support children who struggle to read at home – support for lowest 30% of readers in each class to be a priority.</li> <li>• Reading interventions as needed – Project X / The Fluency Project / 1:1 support</li> <li>• Year 2, 3 and 4 to focus on those that did not achieve in phonics test – target these children.</li> </ul> <p><u>Writing</u></p> <ul style="list-style-type: none"> <li>• During lockdown staff have accessed CPD on the Write Stuff.</li> <li>• English lead has established writing progression and has shared this with the staff.</li> <li>• Moderated writing produced within the first two weeks will help to identify the whole school picture. All children to do a ‘free write’ based on the story Rooted. From there, look at children needing further support / intervention.</li> <li>• Staff to continue to maintain high expectations on presentation.</li> <li>• Build in listening and concentration brain breaks and movement breaks – focus on key skills development in gross and fine motor skills.</li> </ul>		<p>Consistency in teaching and assessing Reading.</p>
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	<ul style="list-style-type: none"> <li>• KS2 to follow Jane Considine’s live lessons w.c. 14<sup>th</sup> September to introduce the new writing approach.</li> </ul> <p><u>Spelling/Phonics</u></p> <ul style="list-style-type: none"> <li>• Discrete spelling sessions included in weekly timetable.</li> <li>• Year 3 to continue with phonic sessions</li> <li>• Staff to include key spelling and vocabulary resources within the classroom to support independence.</li> <li>• Use No Nonsense spelling scheme and Twinkl word lists for teaching.</li> <li>• Phonics groups to be taught in class.</li> <li>• Year 2, 3 and 4 to focus on those that did not achieve in phonics test – target these children.</li> </ul> <p><u>Maths</u></p> <ul style="list-style-type: none"> <li>• Continue to follow White Rose Maths curriculum with a focus on recap and revisit, allowing more time for certain aspects.</li> <li>• Maths leads to update curriculum plan</li> <li>• Use NFER as a baseline to identify gaps in learning.</li> </ul> <p><u>Home learning – dual offer if needed</u></p> <ul style="list-style-type: none"> <li>• Century online</li> <li>• White Rose maths home learning</li> <li>• How we adapt the writing to be sent home – creation of writing proformas for the positive and negative intent.</li> </ul> <p><u>Wider curriculum</u></p> <ul style="list-style-type: none"> <li>• Subject leaders to update skills and knowledge for the Autumn Term for all the foundation subjects.</li> <li>• Use of curriculum steps document as a working document to be updated by class teachers in order to identify missing content from lockdown and where that will be taught in subsequent year groups / topics. This gets passed on to following teachers – Google doc. – use to identify key SDP areas too?</li> </ul>		
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<p><b>SPACE</b>  <i>Time and space to rediscover self and find their voice.</i></p> 	<ul style="list-style-type: none"> <li>• Rainbows children made to be placed on the fence</li> <li>• Staff to wear rainbow T-shirt with their logo</li> <li>• Liturgies and quiet prayer</li> <li>• Outdoor and sensory activities</li> <li>• Mindfulness activities</li> <li>• Class yoga</li> <li>• PE and active sports</li> <li>• After school clubs</li> <li>• Wrap around care</li> <li>• Nurture</li> <li>• Forest Schools</li> <li>• Play Therapy</li> <li>• Counselling</li> <li>• Chaplaincy Team</li> <li>• Playground Ambassadors</li> <li>• Pupil Voice</li> <li>• Quiet Time Spaces</li> </ul> <p><i>Food for thought</i>  <i>The more healthy the relationships a child has, the more likely they will be to recover from trauma and thrive. Relationships are the agents of change and the most powerful therapy is human love.</i>  <i>Bruce D Perry</i></p>		<p>Children can use these activities to self-regulate.</p>
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