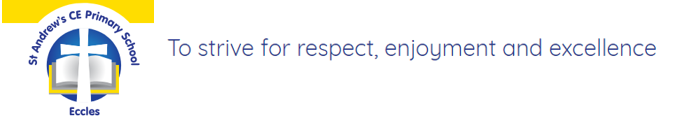
**Appendix 3**

**Rational for 2020-2021 Curriculum**

Recovery Plan

Introduction

Time out of school is detrimental for children’s cognitive and academic development, particularly for disadvantaged children and so returning to school is vital for children’s education and for their wellbeing. The impact of Covid-19 has the potential to affect both current levels of learning and children’s future ability to learn. Their familiarity of routine will have dissipated and for many, this will have consequences for their mental health and wellbeing. Therefore, we at St Andrews, will ensure all pupils can return to school have access to a flexible but robust catch-up curriculum: one which is rooted in our school values and ethos, and one that continues to embrace our curriculum intent: respect and responsibility, bringing learning to life, aspirations, love of language, resilience, valuing our Christian ethos and diversity. Our quality first teaching includes a focuses on language, experience, memory, personal development and application.

Aims and Objectives of the recovery plan

The primary aim of our recovery plan is to ensure the safety and wellbeing of all children and to recover any lost learning. We recognise that good health and wellbeing is fundamental to ensuring that children and young people can engage effectively in their learning and as such, prioritising and maximising opportunities for communications and dialogue with children and their families, will continue to help build relationships and resilience. Benefits of play and outdoor learning will be factored into learning plans - including opportunities for learners to be physically active, to enjoy and learn about their natural environment, and to relax.

We will ensure that there are opportunities for children to talk about their wellbeing, to share experiences during lockdown, including successes and challenge, to offer compassion and individual support as required and to support engagement with learning. Focusing on learning across literacy, numeracy and health and wellbeing will be the initial priority, with a view to increase learning experiences across the Autumn term.

Impact of COVID-19

Nobody quite knows how adversely affected our children have been by the absence of daily routine schools provide. We can assume that some will have felt, and perhaps struggled, with the impact caused by the lack of social interaction and routine, usually established and facilitated at school. Schools are so much more than places which provide education - they are about people. Our school is a community; one with shared values and one which models those relationships required for modern life to function. With this in mind, what is clear, is that our children will have felt lots of different emotions, individual to the circumstances they have experienced. Staff at St Andrews have maintained an excellent line of communication with our families and have therefore been able to support accordingly thus far. However, we recognise that a rigorous monitoring and constant reviewing of children’s wellbeing and ability to access education will be an on-going and primary process.

Our Children and Families

Our children rely on a clear and structured routine. Our curriculum ensures that children acquire the necessary knowledge, skills and understanding to become lifelong learners and the development of transferable skills. Our Recovery Curriculum has been designed in a way that ensures that key knowledge and crucial skills are at the centre of our teaching, for our children, and are complimented with a crucial and integral focus on wellbeing and emotional stability.

Having maintained an excellent line of communication with our families, we have been able to monitor closely those children and adults requiring additional support during these unprecedented times. This has involved engaging in regular contact and providing home learning materials in a number of ways, tailored to the needs of individual children. This has allowed for us to be able to forward plan for a September start, with an initial focus on Physical, Social and Emotional wellbeing, and adopting a clear and robust behaviour policy detailing new and amended expectations. With a high number of vulnerable and pupil premium children, settling children back into school routine will take shape in a quickly, but careful and monitored way, providing additional support, both academically and emotionally, whilst returning to ‘normal’ school practice in which our children thrive. Some children will be eager to get back to the safety and predictability that school provides for them, others may be anxious or not want to come back. Our safe, calm, caring, welcoming school community will offer routine, stability and a sense of belonging.

Supporting and managing anxieties of children

Teaching and learning in the first week back at school will focus on a range of wellbeing activities (PSHE, Mindfulness, Yoga, Art). This will provide opportunities for children to express their concerns, worries and anxieties, which will allow for teaching staff to identify those who require additional support and to ensure this is maintained. As practitioners, we are aware that children are not able to learn should their basic needs not be met, and as such, PSHE will continue to be a weekly hour session for the academic year. The ‘Mental Health, aspect of the PSHE curriculum has been carefully planned for the Autumn term, in addition to child-friendly surveys to be completed regularly. These lessons will also contain work taken from our PSHE curriculum.

Our Children and Families worker, and SendCo will be available to work alongside those children whose concerns, worried and/or anxieties require additional support. These children and their families will be closely monitored and consistently supported by all necessary staff.

Our personalised recovery plan - our curriculum offer

Our subject leaders have looked closely at the summer term curriculum which the majority of the children have missed alongside the upcoming Autumn Term curriculum. Key learning objectives have been identified and prioritised with an assessment point at the end of September. Staff will use these assessments to complete a strengths and gaps analysis which will inform planning and provision for the following term. Therefore, there is an effective balance between curriculum expectations and essential catch-up learning.

Supporting children with SEND

Seating children facing the front with limited opportunities for small group work will be challenging for some of our SEND pupils. Staff are working closely with our SENDCO to ensure that classroom provision is meeting their needs with the provision of workstations, 15 minutes support session, individual, personalised learning and mental health and well-being support.

Supporting Vulnerable children

Staff are fully aware of the vulnerable children within their cohort, and will ensure that their wellbeing and ability to access learning is monitored closely. However, it is important to note that there will be many children, who may have faced multiple barriers to learning over the period of the school closures, will now present as ‘vulnerable’ and require additional support. Our recovery curriculum approach lends itself extremely well for staff to be able to do this at the beginning of the school year and liaise effectively with families and our Family Support worker. We will provide additional and appropriate support where it is most needed, in order to maximise engagement with learning, and ensure the safety and wellbeing of our vulnerable children.

Regular monitoring will continue for those children who are PP/SEND/EAL/CP. Staff will work closely with one another and any outside agencies involved to ensure these children are kept safe and well.