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| meadows-school-logo | **The Meadows Recovery Curriculum** **Policy Overview** |

**INTENT**

Aims:

Following the national lockdown and partial school closure, the Recover Curriculum aims to:

* be responsive to the needs of the children and young people.
* develop emotional resilience; self-regulation, learning how to learn and to reengage children and young people in the formal learning environment the school provides.
* develop knowledge, skills and understanding at an appropriate level with the new hygiene routines and social distancing.
* To return to a broad and personalized curriculum at the earliest opportunity.

What do we need our Curriculum to do?

The global pandemic, national lockdown and partial closure of schools may have caused:

* the loss of routine,
* impact of anxieties within their own family and in their understanding of the world around them
* loss of significant learning time
* loss of social interaction and their usual physical activity and diet.

Barry Carpenter (Professor of Mental Health in Education) has studied the potential impact that could affect children after COVID-19. He identifies there may be a significant feeling of ‘loss’ felt by all. The feeling of loss can cause Anxiety/Trauma/Bereavement and as we are aware these can all negatively impact on children’s mental health. Many children will not just be able to return and pick up where they left off educationally and as an educational setting we need to put in the right measures and curriculum in order to support these children and their successful return.

This Policy is based on upon the work of Carpenter and Carpenter 2020 ‘A Recovery Curriculum Loss and Life’. Further information can be found following this link:

<https://www.evidenceforlearning.net/recoverycurriculum/?utm_source=LearningShared+podcast+mailing+list&utm_campaign=60d94b583d-EMAIL_CAMPAIGN_2020_05_06_11_11_COPY_03&utm_medium=email&utm_term=0_1b60211303-60d94b583d-396563579>

**IMPLEMENTATION**

Our intentions and priorities

Some children and young people will have coped with the circumstances better than others. The curriculum we provide must be personalized as far as we can within the limitations forced upon us by the additional responsibility to mitigate the risk presented by COVID-19.

Implementation of the curriculum will:

* re-establish familiar routines.
* support the continuation of those positive behaviours we have always nurtured in our children and young people.
* provide a pathway back toward the full curriculum and the accreditations children and young people followed.
* prioritize the subjects that can be taught at first but gradually increasing those subjects through the academic year as the level of risk changes and circumstances allow.
* give children and young people the opportunity to interact and engage in physical activity.
* provide opportunities for every child to make sense of what has happened in recent months and what may happen in future,
* understanding at an appropriate level how to keep themselves safe.
* provide interventions to work toward filling any gaps in learning or personal development as a result of being out of school.

This will take place in 3 phases:

Phase 1

September 2020

Each class will act as a bubble. Teachers and TA teams will remain with their class bubble delivering the core subjects of English and Mathematics, differentiating within the class bubble. Where possible, the core subjects will include coverage of the appropriate accreditation syllabus. Core subject lessons will be supplemented by PSHE lessons following a broad Theme of ‘Our Environment’ and that address the 5 key areas of:

1. Relationships
* To help pupils get used to following routines and safe behaviour, interacting with others within the rules
* To help pupils rebuild social relationships
1. Community
* To help pupils share and reflect on their experiences, to help them consolidate their thinking and be ready to move forward.
1. Transparent Curriculum
* To help pupils develop their understanding of lost learning and how they may have to relearn previous learning.
1. Metacognition – Learning how to learn
* To help pupils ‘learning how to learn’.
* Redevelop speaking and listening skills
* Redevelop skills with following instructions
1. Space – to be, to rediscover self, and to find their voice on learning in this issue.
* Develop a grounded sense of self and belonging.
* To help pupils rebuild a sense of meaning a direction to their learning.

These curriculum objectives will be implemented at an appropriate level by appropriately differentiated learning activities planned by the class teacher using the Recovery Curriculum Class Planning document and will provide teaching at the appropriate level on the current issues, including COVID-19 in the local area, the country and around the world.

Each class will receive regular break times outside. These break times will be supplemented by structured outdoor activities at least once a week. Classes will have the opportunity to interact with other bubbles via Microsoft teams on a daily basis, this could include sharing achievements or learning from that day. Hygiene routines will also be built into the structure of the day, at the start of the day, start/end of each activity, when leaving and re-entering the classroom, and at the end of the day.

October 2020

The ELT supported by the SLT, also considering the advice of the Covid Response Team, will review the curriculum with the intention of increasing the breadth and coverage for every child and student in the subsequent half term.

Phase 2

The timing of phase to is hoped to be November 2020, but is contingent on the national and local situation with COVID-19.

If the level of risk allows, teachers may begin to teach more than one bubble during a day. This will allow the curriculum for secondary age students in particular to be expanded. Students will begin to receive specialist teaching in English, Mathematics and at least one other subject that allows them to work toward accreditations. The curriculum coverage for each class will be determined by the interests and skills of the class bubbles and the skills of the teachers.

Individual and small group interventions will be delivered through virtual lessons accessed via Microsoft Teams. Specialist teaching of some subjects may also be delivered to small groups of students at The Meadows.

December 2020

The ELT supported by the SLT, also considering the advice of the Covid Response Team, will review the curriculum with the intention of increasing the breadth and coverage for every child and student in the subsequent half term.

Phase 3

The timing of phase to is hoped to be January 2021, but is contingent on the national and local situation with COVID-19.

If the level of risk allows, teachers may begin to teach several bubbles during a day. This will allow the curriculum for secondary age students to be expanded even further. Students will begin to receive specialist teaching in more than three subjects allowing them to work toward more accreditations.

Please see attached exemplar timetable

Please see attached exemplar Recovery Curriculum Class Planning

**IMPACT**

Monitoring and Review

The effectiveness of the curriculum will be monitored by the SLT and reported to the ELT on a monthly basis. The SLT will advise on the next steps toward expanding the curriculum. The ELT will then consider this advice and that of the Covid Response Team before deciding on the next steps in broadening the curriculum. This will be done initially in October 2020. We will review attendance, engagement, curricular breadth and coverage, alongside the level of risk. In December the SLT will include a far greater emphasis within the review on the progress of every child and student in the core subjects, alongside data from lesson observations and work scrutiny.

SMART (Specific, Measurable, Attainable, Relevant, Time Limited) targets, based on the global targets in the planning, will be added to IEPs and monitored to assess the progress each student is making. SDQs (Strengths and Difficulties Questionnaire) will also be used to assess impact.

Quality Assurance

The quality of teaching will be assessed through similar processes to those used previously. Work scrutiny processes will continue in the Autumn term carried out by subject leaders, progress in the core subjects will be monitored by the assessment lead and SLT, lesson observations of all teachers will still take place respecting the limitations of the class bubble principle, perhaps using technology to overcome these barriers. Performance management of teachers will continue and will be linked to the triangulation of the data described above. The process of self-evaluation and improvement by teachers will remain in place using the teacher effectiveness tool.

This policy will be reviewed according to the emerging needs of our school.

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| Policy produced: | Policy agreed: |
| Signed: | Chair of Governors |
| Signed: | Headteacher |
| Review date: |  |