

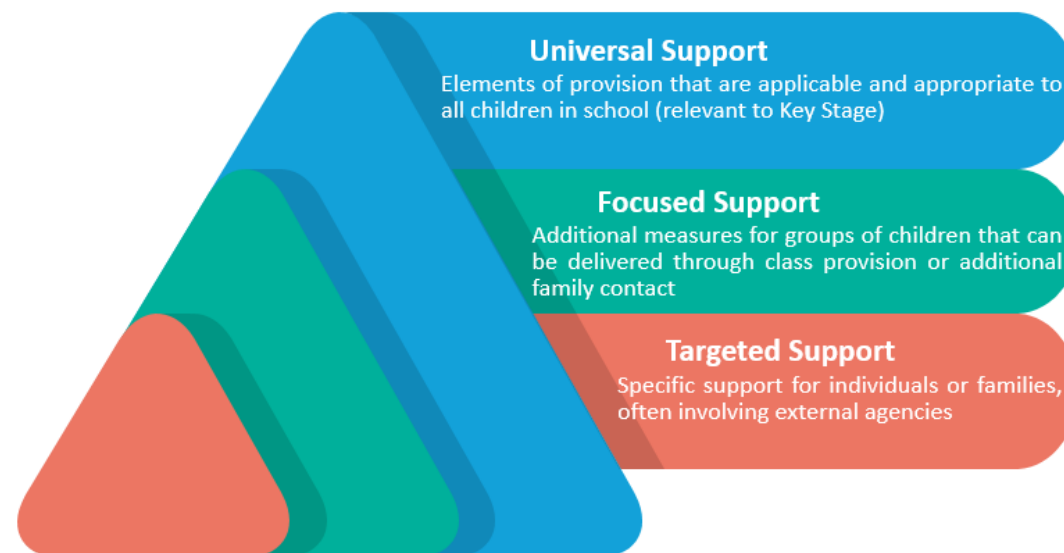
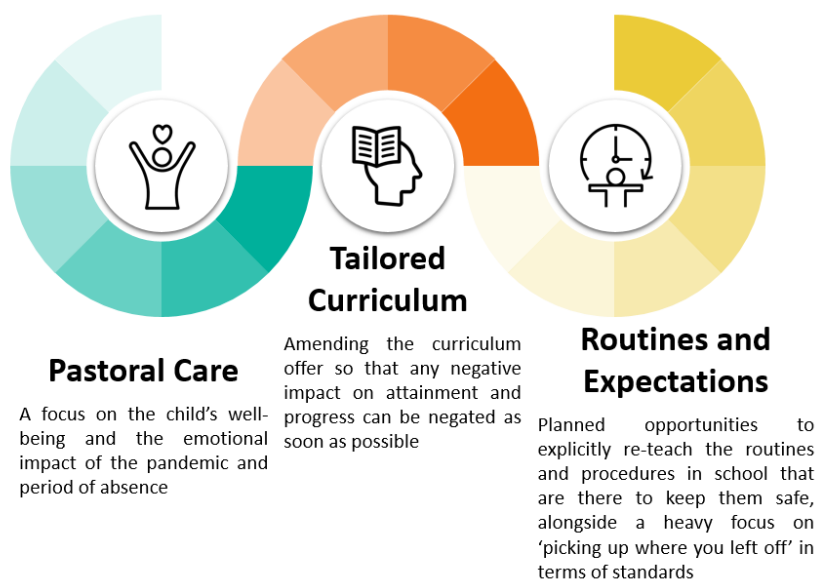
Recovery curriculum



Trafalgar Infant School is going to commit time during the Autumn term to ensuring that routines, expectations, standards, relationships and values are quickly re-established. At the heart of these plans, getting children 'back-on-track' in both an academic and emotional sense is the absolute priority.

Recovery curriculum is split in to three strands:

Levels of support for each strand will be implemented in a tiered approach:



The following information outlines the actions that will be taken by staff at various levels. Actions will be organised by strand and then by level of support so that there is a clear priority, purpose and direction of support.



Pastoral Care

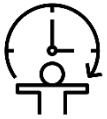
Universal Support	Focused Support	Targeted Support
<ul style="list-style-type: none"> ➤ Children who demonstrate changes in behaviour are to be referred to DSL and Inclusion team through CPOMS ➤ Maintain communications through Google classroom and sharing of curriculum overviews with parents to maintain that 'connection' ➤ PSHE to focus on change, anxiety and mindfulness – any cause for concern to be referred to the Inclusion Team (CPOMS) ➤ Environments to be low stimulus to support re-integration for SEND (and all others) and to celebrate achievements of children as a motivator ➤ Microsoft teams assemblies to still maintain a 'togetherness' and weekly certificate assembly celebrating the successes of the week ➤ Establish up-to-date contact details (especially emails) from parents 	<ul style="list-style-type: none"> ➤ Inclusion team to speak to families who have experienced trauma/change in circumstances – what help do they need? ➤ Ring-fenced whole-class reading sessions – focused conversations on vocabulary and emotional literacy using books about perseverance, resilience and mindfulness ➤ Acknowledge children who need respite from 'work' and need extra space i.e. time out to read and relax ➤ Where teachers feel it is appropriate for whole-class 'down-time' then provide children with mindfulness activities 	<ul style="list-style-type: none"> ➤ Bereavement support for those children/families identified ➤ Referrals to external agencies where concerns have been identified ➤ Provide/receive an update for CP/CIN/Early Help/Vulnerable families through contact with social worker and other external bodies ➤ School nursing referrals for children returning with additional/altered medical concerns (not neglecting mental health)
<p>INCLUSION: The inclusion team is providing the majority of morning support in-class, in their allocated year group bubble. In the afternoons, the support is out of class, but the children remain with their year group bubble. We are endeavouring to provide academic and emotional support across all the year groups, as needed. We anticipate as the year progresses, the needs are likely to change and we aim to be flexible in our approach within inclusion. We are often asked for help with home issues and we can signpost parents to outside support eg Enabling Families for families experiencing difficulties, or wanting help/advice at home. By being on the gates to meet and greet, the SENCO is building informal relationships with a wider range of parents and children.</p>		
<p>EYFS: PSE focus for the Aut term is feelings. A member of the Inclusion team is assigned to YR and spends a morning a week supporting each class. Bucket time happens twice a week with identified children.</p>		
<p>Y1: Daily PSE lessons throughout Sept, focused on recovery, operating in bubbles, emotional well-being. Weekly communications with parents on GC (Google classroom) parent overview, messages and reminders. Increased communications/feedback in response to homework or reading comments submitted online. Increased use of the outdoor environment (learning through play) to support recovery, being mindful of these missed opportunities in the Spring/Summer YR.</p>		
<p>Y2: Focused on recovery, operating in bubbles, emotional well-being. Weekly communications with parents on GC (Google classroom) parent overview, messages and reminders. Increased PSE lessons, use of topic based role-play/small world in the classroom to support language, resilience and transfer to Y2.</p>		



Tailored Curriculum

Universal Support	Focused Support	Targeted Support
<ul style="list-style-type: none">➤ Recovery curriculum designed to cater for emotional needs and PSHCE.➤ Teaching staff to be mindful that any perceived 'drops' in standards are not deliberate, but an upturn in standards requires deliberate practice.➤ A focus on handwriting to quickly re-establish high standards – not necessarily explicit sessions, but a heavily promoted class culture.➤ Song of sounds phonics to be delivered regularly and with rigour, revising sounds that children may have forgotten.➤ Regular reading lessons that foster the love of reading and book enjoyment, but that focus on discussion and promote speaking and listening.➤ Writing is to be regular and across the curriculum. Lots of short-burst writing to promote writing stamina, but also revision of sentence structures. Dedicated time to write about an image, making use of www.pobble365.com.➤ Maths is to focus on number work with a daily arithmetic session. Regular practice to support automaticity of recall – retrieval practice heavily used also.➤ All role-play corners and outdoor learning environments maximised to promote phonics, reading, writing and maths opportunities on a daily basis.➤ Computing curriculum to focus on online safety and Purple Mash.➤ PE curriculum to focus on fitness – children are to actively increase their activity levels eg 'Daily mile'. Using REAL PE.	<ul style="list-style-type: none">➤ Inclusion Coordinator to contact families to discuss provision this year and share provision mapping so they know what support their child will be receiving.➤ Child voice is to be acknowledged and consideration given to the wishes of the child in terms of pace of learning (SEND) to ensure they are engaged.➤ Promote independent learning for those that have become particularly reliant on an adult (through home learning).➤ Ensure that appropriate groups receive curricular support but that scaffolding is withdrawn quickly so that emphasis is placed on children being independent learners.➤ Gaps in non-core curriculum to be addressed at the commencement of new topics i.e. where children have missed out on learning about the previous topic, they will receive a few lessons on this prior to learning about the new topic.➤ Teachers are to identify lessons on White Rose Maths to support learning and post on Google classroom to support families.➤ Post-September assessments to support identification of starting points and gap analysis – use to identify target groups for 'cusp' groups.	<ul style="list-style-type: none">➤ Children who have not engaged in any home learning to receive specific focus/intervention to support them in quickly returning back to pre-COVID level.➤ Inclusion support to identify and focus on specific children. Recorded in the child's Gold plan and subsequent intervention support.➤ Appropriate adults to work safely with children, by way of intervention – this is not to occur during core subject time, but through agreement with the Class teacher about the child's priority learning.

<ul style="list-style-type: none"> ➤ No 'baseline' tests until Step-Up September is complete (tests beforehand would result in false negatives) ➤ Use of growth mindset characters to encourage learning behaviours. 		
<p>INCLUSION: The Inclusion team support is focused on the lowest attaining children in the afternoon, mainly providing group support not focused on the academic curriculum but providing support for the "tools" for learning eg fine and gross motor skills, social and emotional support. Once children are assigned to a group the information is sent home and for children on the SEND register a termly plan is co-produced with the SENCO, class teacher and parents. Initially these may be virtual meetings.</p> <p>The Government "catch up" funding is being allocated to children who fall into the next "band". A combination of attainment and progress is used to measure the current level of all the children.</p>		
<p>EYFS: Focusing on prime areas, particularly PSED and CLL. Focusing on phase 1 phonics to support listening and attention. Adult role is SS Thinking in Busy Bee time to develop vocabulary, thinking skills and independence. In class interventions being planned to be led by teacher/LA 'Early work' beginning for whole class. SEN support will prioritise those needing a Gold plan.</p>		
<p>Y1: Phonics assessment in Sept to establish gaps and determine a starting point and a long-term plan for recovery. Fine motor activities in the outdoor space, and the classroom eg 'get suqiggling' and discrete letter formation sessions. Daily phonics sessions delivered at the most appropriate stage for each class. Daily writing made up of shorter tasks, building up to extended pieces as stamina improves. Reading books change 2xweek, all children assessed to determine appropriate book band. White Rose Maths curriculum has recovery built into it. Inclusion support in class 'cusp' support and interventions eg Bucket time, Jump ahead, Narrative therapy. Baseline assessment completed across year group, all work moderated.</p>		
<p>Y2: Phonics assessment in Sept to establish gaps and determine a starting point and a long-term plan for recovery and for Dec 2020 phonics screening. Reading books change 2xweek, all children assessed to determine appropriate book band. White Rose Maths curriculum has recovery built into it. Baseline assessment completed across year group, all work moderated. New topic to support transition, shorter writing tasks to build stamina. In-class interventions for handwriting, phonics and reading. Las supporting children who are not yet ready for Y2 curriculum. Inclusion supporting same week catch up for Math and Jump Ahead.</p>		



Routines and Expectations

Universal Support	Focused Support	Targeted Support
<ul style="list-style-type: none"> ➤ Microsoft team assemblies to re-establish the school's values and behavioural expectations. ➤ Re-visit the school values and charters, 'over-communicate' this with children. ➤ Children to come to an agreement about what the class charter will look like in their classrooms (pictures, writing, drawing...whatever they want) ➤ A separate assembly that is made available to teachers and children to watch at any time is to be recorded. This will explicitly refer to the hygiene procedures and class/year group bubble integrity. ➤ All staff to be responsible for the behaviour and attitudes of all children, whilst also acknowledging an adjustment period. 	<ul style="list-style-type: none"> ➤ Develop the use of growth mindset characters and growth garden to foster good learning behaviours and attitudes to one another. Relate these to the school values and new protective measures. ➤ Regular reminder for those struggling to distance and follow hygiene procedures. Again, this is everyone's responsibility. If children are not seen adhering, we are all to address it. ➤ Specific group conversations or assemblies (distanced) as required if there are pockets of children that are not following expectations. ➤ Quickly identify groups of children that are not attending as regularly as expected. 	<ul style="list-style-type: none"> ➤ Inclusion team provide additional support materials and offer sessions for those requiring it. ➤ Jo Tilley (attendance officer) to monitor children with a particularly poor start in terms of attendance, HTs to follow this up with parents asap. ➤ If individuals stand out as being unable follow behaviour expectations parents, will be contacted. ➤ Specific praise needs to be given to those children that have adapted well (in their own context). ➤ Praise can be awarded in class, through Microsoft teams assemblies. <p>At all stages, we must acknowledge that some children will need more time than others to adjust and 'return as normal'.</p>
<p>INCLUSION: The inclusion team provide additional support, which feeds into the school growth mind-set model. We are able to reinforce these values in the 1:1 and small group support we offer. The inclusion team are often able to form relationships with children who seek out adults to a greater degree. All the inclusion team are visible in the playground and the lunch hall, which helps form relationships.</p> <p>The SENCO and class teachers work together and sometimes meet jointly, initially for a "chat" with parents of children who we think will benefit eg "hard to reach " families who are not engaging with the usual communication channels eg parents evenings.</p>		
<p>EYFS: Introduced Growth mindset characters, rules and expectations for behaviour, consistently reinforced by entire team. Fortnightly focus of character is used in all discussions and every child receives a certificate saying why they got it, second week focus is the same and 2 children are chosen for a certificate. Adult directed activities are developing in planning to accommodate for those children who needs more support (longer time at Nursery provision) and for those who need extending.</p>		
<p>Y1: Daily PSE lessons throughout Sept, focused on the class charter, school vision and values. Weekly timetable set up and consistent each week, ensuring a balanced mix of adult focus and independent (explorer time) activities. All work planned and uploaded with resources to GC (Google classroom) so that work can easily be set for any children who may need to self-isolate. Individual 'Now/Next' timetables in place for identified children.</p>		
<p>Y2: Re-introduced Growth mindset characters. PSE lessons throughout Sept, focused on the class charter, school vision and values. work planned and uploaded with resources to GC (Google classroom) so that work can easily be set for any children who may need to self-isolate. Individual 'Now/Next' timetables in place for identified children.</p>		

