

The Woodland Federation with Stoney Middleton School

Recovery Curriculum September 2020

We recognise that our children have missed a great deal of their learning during the closure of our schools. Some children completed the remote learning during this time, but some did very little, so we are left with a wide variety of starting points upon welcoming all our children back to school.

We also appreciate that coming back to school after a six-month period of being at home in some cases may cause issues with friendships or children struggling to be back in the school environment.

With these issues in mind, we have devised a recovery curriculum which has the following aims:

- Build and strengthen relationships with peers and adults in school.
- Help children to manage feelings and behaviours
- Close the gaps in learning and helping children to make accelerated progress to help them catch up.
- Ensure the safety of everyone in school.

Build and strengthen relationships with peers and adults in school

Some children may need support to rebuild their relationships in school. They may need to re-learn how to behave in the classroom. To support this our recovery curriculum will include more PSHE sessions which are focused on relationships. It will also include more outdoor learning opportunities including Woodland Learning sessions on a weekly basis. Children will work as pairs or in teams on specific activities or just have time to play and reconnect with their peers. There will be more PE sessions which will be led by our new PE teacher.

Help children to manage their feelings and behaviours

In the first weeks, staff will make the new routines around Covid safety very clear to children. These routines will be consistent every day so that children know what to expect when they are in school. This will help them to feel secure and know what to expect.

There will be an emphasis on promoting positive behaviour with all staff looking for and rewarding good behaviour and positive attitudes to learning. The existing behaviour system of Good to be Green at Great Hucklow and Peak Forest will continue to be used but its use will be more prominent. Stoney Middleton will continue to use their behaviour systems 0 again with an emphasis on rewarding positive behaviour.

Ensure the safety of everyone in school

Staff will ensure that children are familiar with our new routines to help keep everyone safe. These routines are an integral part of each school day and include:

- Handwashing and sanitising of hands at regular points throughout the day
- Sanitising of tables during the school day
- Bins emptied during the day
- Toilets and door handles / high touch points sanitised throughout the day
- Children encouraged to use tissues and then wash hands.
- Socially distanced lines for dinner.

Close the gaps in learning and helping children to make accelerated progress to help them catch up

We will use a variety of techniques to help the children to close identified gaps in learning. During the first weeks, staff will assess children's starting points using the summer term assessments they would normally have completed in their previous year group. Staff will then use this information to decide on any required interventions and next steps for each child. Interventions that staff will use are listed below. A tiered approach will be used depending on the needs of the children.

	PSHE and mental wellbeing with Physical Education	Literacy including reading and phonics	Maths
The curriculum for all children	<p>Regular PSHE sessions to help children to settle back into school using materials from PSHE Matters.</p> <p>Additional weekly PSHE sessions using the Embark Recovery Curriculum Materials.</p> <p>Weekly Woodland Learning Sessions for all children</p> <p>Collective Worship to be recorded by SLT and played through Teams. Weekly Whole Federation Celebration assembly to award Star of the Week certificates.</p> <p>EYFS and KS1 supported by staff modelling play and helping the children to share and play well together.</p> <p>All children to take part in weekly PE sessions with PE coach which delivers the National Curriculum for PE.</p> <p>Circle Time Resources from Jane Mosley.</p>	<p>All children (EYFS – KS2) screened and assessed in phonics at the start of term and then taught in small groups daily at the appropriate level.</p> <p>All children given a reading book at the appropriate point on the reading scheme or monitored free reading. Reading records checked 3 times per week in EYFS / KS1 classes and once per week on KS2.</p> <p>EYFS and KS1 children to be heard reading to an adult in school at least three times per week.</p> <p>Differentiated reading groups twice per week to develop reading fluency and comprehension. Active reading skills to be taught to develop reading skills.</p> <p>Jane Considine Writing to engage children in writing and develop basic skills.</p>	<p>All children assessed to spot specific gaps which are then addressed in twice weekly maths group sessions.</p> <p>Times tables focus using flashcards or TT Rockstars.</p> <p>Flashback 4 – White Rose 4 questions from Summer of previous year.</p> <p>Power Maths - revisiting some areas from last year's curriculum as identified in assessments.</p> <p>Twinkl Diving into Mastery</p> <p>NCETM Assessment tasks</p> <p>Some children working year below ARE to meet their needs and to fill gaps.</p>
Children who are working below ARE – catch up /	<p>Individual support where needed if children are having problems. Children could be given a job to do at lunchtimes to help build self-esteem.</p>	<p>Daily reading to an adult. Comprehension checked through discussion of the book.</p>	<p>Doodle Maths</p> <p>IDL Numeracy</p>

tutoring programmes	Children in EYFS and KS1 to use the vehicles to help develop gross motor skills.	Cracking Comprehension online Doodle English Spelling Shed Nessy Dyslexia Screening for identified children. IDL	TT Rockstars Third Space Learning 1-1 online Tutoring
Children who are working below ARE with additional provision for children with SEND.	Lego therapy Positive Play Anxiety Gremlin Early Help Worker Support	Additional phonics sessions using recorded lessons on Woodland Federation Website. Speech and Language Therapist Intervention Beat Dyslexia 1:1 TA Additional phonics sessions on areas identified by staff from assessments.	Third Space Learning 1-1 online Tutoring 1:1 / small group TA Additional Maths sessions on areas identified by staff from assessments.

As well as the areas on the above table, children will work on Science following our Federation long term plan. Topic sessions will be incorporated once per week. In any written work, there will be an emphasis on the correct use of basic skills.

