



The Recovery Curriculum at Charnwood Primary Academy

During the Covid-19 crisis Charnwood Primary are putting into place a recovery curriculum. This will involve the following measures and has been planned to support pupils, parents and staff.

The foundation of our approach is based on the ideas and principles of The Recovery Curriculum of: Barry Carpenter, CBE, Professor of Mental Health in Education, Oxford Brookes University and Matthew Carpenter, Principal, Baxter College, Kidderminster, Worcestershire.

This approach focus' on remedying the key impacts of the outbreak on children and families – those of: Losses - of routine, structure, learning, friendship, opportunity, safety and freedom.

Our Aims

- To provide well-being support to all members of the Charnwood Academy Community.
- To ensure that the effect on a pupil's progress through their key stage is reduced over time.
- To target and remedy gaps in attainment that occur as a result of school closure.
- To continue to work towards diminishing the difference in attainment for the disadvantaged.
- To support learners with SEND and work to ensure that access to their support is not delayed due to the closure.
- To create trauma sensitive learning environments where pupils feel safe and able to learn.
- To further develop staff through coaching and CPD so that they are equipped to teach and support the pupils they work with.
- To create a safe learning environment that pupils and adults feel confident offers protection.

School Practice

Our approach will be implemented through our CALM system and supported by our Charnwood Values the 7Cs – communication, compassion, craftsmanship, commitment confidence, creativity and curiosity.

CALM – refers to the four key principles running through our return to school. These are displayed prominently in classrooms and are referred to as part of the whole school behaviour system- featuring as reminders and guides for behaviour from EYFS to Year 6.

At Charnwood Primary School we are using CALM all the time.
During school time of pupils, teachers, support staff and other adults are to follow these four principles.
We are: Clean Aware Learners Mindful

C **Clean**
We are keeping ourselves, our belongings and our space clean to protect ourselves and others.

A **Aware**
We are staying aware of others around us; keeping our distance from others and taking care of our belongings and spaces.

L **Learning**
We are learners. We have been asked to return to school to learn. We are here to listen to each other and to learn from the teachers and adults in our classrooms.

M **Mindful**
We are mindful of ourselves and others - we are free to tell people our feelings. We are making time to reflect and keep ourselves healthy inside and out.

CALM	Intent What we want to do.	Loss Addressed Why?	7Cs Vision and Values ethos	Implementation What does it look like?
C	To create a safe learning environment that pupils and adults feel confident offers protection.	Safety	 	<ul style="list-style-type: none"> • Ensure classrooms and the wider school environment follows the government guidance to ensure that virus transmission is avoided. • Increased handwashing, group work in bubbles, staggered lunchtimes and break times, classroom organisation, seating plans, use of an adapted assessment policy. • Increased quantity of resources provided to reduce sharing of items and channels of transmission. • Regular monitoring and spot checks of cleaning resources and routines by Senior Leaders and the LAC. • Careful admittance of people into the school building and site. Accurate contact records of visitors, volunteers and contractors kept and clear guidance on safety procedures shared. Appointment only. • Weekly opportunity to review and adjust procedures – staff meetings.
A	To create trauma sensitive learning environments where pupils feel safe and able to learn.	Routine Structure Learning Safety	  	<ul style="list-style-type: none"> • Learning environments will remain colourful and displays will be used safely to provide stimulating and supportive guides for topics and celebrations of work. • Routines and expectations will be clear and regularly communicated so that all pupils and adults in the classroom feel safe – by following the behaviour policy and the new CALM approach.

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				<ul style="list-style-type: none"> • Discussions, topics and lessons will be mindful of triggering topics and sensitive to the age, personal experiences, cultural backgrounds and maturity of the pupils in the classroom. • Use of the outdoor learning environment will be planned for all classes to ensure freedom of space and opportunity to play, relax and explore. • The online learning environment will be closely matched to the ethos and vision within school so that children learning remotely are supported and able to learn. • Parents and carers will remain involved in the school [guidelines permitting] and online tools will be used to ensure regular feedback and support between school and home is maintained.
L	To target and remedy gaps in attainment that have occurred as a result of school closure.	Routine Structure Learning Opportunity		<ul style="list-style-type: none"> • Insight Tracking data will be analysed and used to support planning for learning from day one – including addressing key areas of the curriculum not taught in school and working to ensure progression is made across the curriculum when planning their topics and lessons. • Subject leaders – supported through training and support from 'drb' and coaching from leadership – will monitor gaps in knowledge and skills acquisition and will target key areas of need supporting teachers in the planning of their learning for both in school and remote learning.

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	<p>To ensure that the effect on a pupil's progress through their key stage is reduced over time.</p> <p>To continue to work towards diminishing the difference in attainment for the disadvantaged.</p> <p>To support learners with SEND and work to ensure that access to their support is not</p>			<ul style="list-style-type: none"> • Progress targets will be made using up to date data, end of year teacher assessments and entry data gathered from baseline assessments. There will be an expectation that pupils return to previous levels of attainment and interventions, groupings and support will be planned for this and regularly reviewed. • Use of the Whole School SEND Consortium webinars and support for creating a smooth transition back to school for SEND pupils will be led by the school SENDCo. • Use of pupil premium funding alongside additional funding grants from the government [catch-up funding and 1 x Academic Mentor] will be used to provide targeted support for eligible pupils. This will include a raft of measures set out in the pupil premium spending strategy document and catch-up spending document published on the school website. – both of these are working documents updated regularly. These may include additional support staff/tutors, resources, online software, training to meet specific needs, agency support, nurture as well as other interventions and actions. • Current SEND needs will be re-assessed and effects of Covid-19 school closure added to profiles. SENDCo will work closely with families and agencies involved as Inclusions Lead to continue progress towards gaining support for these pupils – during closure applications and appointments of staff have continued ensuring

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	<p>delayed due to the closure.</p> <p>To further develop staff through coaching and CPD so that they are equipped to teach and support the pupils they work with.</p>			<p>that no time has been lost in supporting our SEND pupils on their return.</p> <ul style="list-style-type: none"> • SEND pupils who must work at home due to closure or isolation will be provided with work to access via a variety of means dependent on their individual targets for improvement. • All staff have access to the National College allowing staff to self-educate in areas of personal interest or need. Additional Covid relevant training was provided during closure and will be directed where relevant and useful. • Training to support the whole school action plan and subject development plans will be scheduled throughout the year. • Delivering an ambitious and broad curriculum where skills are applied across subjects to support catch-up. • Investing in the computing curriculum and technology resources so that pupils are able to learn in a way that is safe, manageable and useful. E-assessment to be used as part of assessment for learning. • A coaching and support programme to be put into place to guide subject and senior leaders – with the use of non-teaching time carefully planned to ensure that staff are able to fulfil the development of their subject responsibilities. This is will be dependent on school closure and other school priorities. • Challenging pupils to make accelerated progress or reach above age related attainment goals through careful assessment of

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				<p>learning and targeted use of questioning using Bloom’s Taxonomy and the Twinkl Bloom’s characters we have already used throughout the school.</p> <ul style="list-style-type: none"> • Making verbal fluency a priority and building vocabulary across subjects to aide communication of learning and embed understanding. • Planning and delivering a cohesive remote learning offer for those self-isolating or learning at home due to school closure. Teachers will use composite and curriculum plans alongside online resources such as the Oak National Academy to create an interesting and inspiring learning sequence that can be delivered at school or to a differing extent at home. Home learning links from closure will be maintained. • Where pupils are learning at home and do not have access to online tools work packs modelled and aligned with the broad curriculum being delivered at school will be provided for collection. • Contact will be maintained with pupils and families self-isolating and learning at home and support given to access medical advice and testing – including providing Covid-19 home tests where applicable and available.

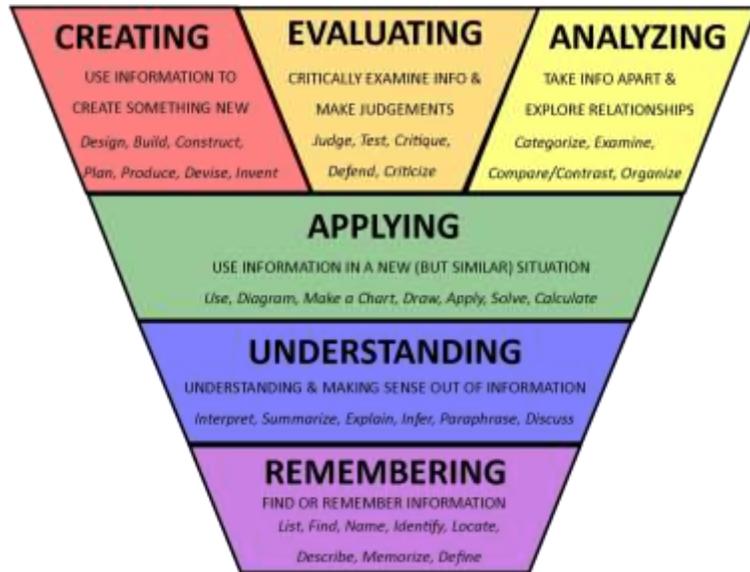
CALM	Intent What we want to do.	Loss Addressed Why?	7Cs Vision and Values ethos	Implementation What does it look like?
M	To provide well-being support to all of the Charnwood Primary Academy Community.	Friendship, Opportunity Safety Freedom		<ul style="list-style-type: none"> • Regular wellbeing surveys and directions to support will be provided to make sure leadership are aware of the personal circumstances and experiences of staff following the crisis – results of this to create further actions determined on responses alongside the staff stress risk assessment. • Pupils across school to have a time each day for reflection, mindfulness or other wellbeing activities. • Use of EDUKIT UK to monitor and support the wellbeing of pupils in KS2. • Relax Kids sessions to be held for pupils on a rota basis throughout the year and methods and techniques shared to be used at home and in class. • Teaching the 'language to express our thoughts and feelings' through the whole school priority of improving verbal fluency and vocabulary during PSHE lessons, whole class discussion and community engagement. • Teaching metacognition approaches to learners encouraging them to be mindful of how they learn and approach tasks, building resilience and understanding – taught through use of Edward de Bono's 6 Thinking Hats or the Thinking Tool A-Z. • Forest School to be led throughout the year and additional outdoor learning to be held to provide freedom and further opportunities for friendships outside of the classroom.

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				<ul style="list-style-type: none"> • PSHE and RSE curriculum to be implemented from September to support wellbeing across all areas including healthy eating, friendship, emotional wellbeing, online safety, money matters and acting responsibly. • Weekly assemblies from the Principal focusing on whole school actions and the Health Wealth initiative started last year. • Work with outside agencies such as Malachi and Community Mentoring to provide further support and wellbeing for pupils and their families. • Use of the DFE's RSHE education training module "teaching about mental wellbeing" to give teachers the confidence to support pupils whose mental health and wellbeing have been affected by the outbreak and to support delivery of the RHE curriculum alongside the use of 1desicion modules. • Extra-curricular clubs to be held covering a variety of areas once these are permitted and safe all to be in line with Covid-19 secure guidelines. • Experience days, trips and visitors to resume once guidelines allow to further enrich the pupil experience and build cultural capital. Where online events are possible to use these to inspire pupils. • Celebration of success' and a 'Good News' approach to the crisis and our learning in school.

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				<ul style="list-style-type: none"> • An 'open door' policy for parents and families to communicate their personal needs, worries and concerns so that senior leaders can signpost them to appropriate resources or work to remedy the issues – this is supported by whole school training in Psychological First Aid completed by all staff and the 'Introduction to Adverse Childhood Experiences' online training. • Safeguarding procedures have continued throughout school closure and MyConcern has a comprehensive record of any safeguarding concerns or significant events that have occurred over the year. These will continue to be monitored and dealt with following normal school procedures.

Supporting information

Bloom's Taxonomy



Bloom's Heroes

<p>Rosie the Rememberer I recall what I have learnt in maths.</p> <ul style="list-style-type: none"> • What comes next...? • How many...? • Can you name the...? • Describe...? • What is...? • Which is true or false...? • Identify... • List... 	<p>Ugo the Understander I understand what I have learnt in maths.</p> <ul style="list-style-type: none"> • Explain how to...? • Sort... • Compare... • Match... • Continue the sequence... • Complete... • Identify... 	<p>Alex the Applier I use what I have learnt in maths.</p> <ul style="list-style-type: none"> • How do you...? • Solve... • What do you need to know...? • Calculate... • Choose... • Solve... 
<p>Andy the Analyser I break questions in maths into parts.</p> <ul style="list-style-type: none"> • Compare... • Break into smaller parts... • Think of another way to... • Investigate... 	<p>Elise the Evaluator I say what I think about questions and answers in maths.</p> <ul style="list-style-type: none"> • Say what you think... • Describe how to solve... • Give your reasons for... 	<p>Chloe the Creator I solve real-life questions and use more than one area of maths together.</p> <ul style="list-style-type: none"> • Describe the patterns... • What sort of... • What will happen next...? • Plan a different way to... • Create a new problem... 



Dr Edward de Bono's 6 Thinking Hats



Green Hat Thinking

The **creativity hat** focuses on the possibilities, alternatives and new ideas



Red Hat Thinking

The **feelings hat** signifies feelings, hunches and intuition



Yellow Hat Thinking

The **benefits hat** symbolizes brightness and optimism



Blue Hat Thinking

The **process hat** is used to manage the thinking process



White Hat Thinking

The **fact hat** calls for information known or needed



Black Hat Thinking

The **caution hat** is the devil's advocate or why something may not work

Evidence and rationale for these actions and approaches.

Metacognition evidence: As the Education Endowment Foundation report says:

https://educationendowmentfoundation.org.uk/public/files/Publications/Metacognition/EEF_Metacognition_and_self-regulated_learning.pdf

'There is a strong body of research from psychology and education demonstrating the importance of metacognition and self-regulation to effective pupil learning. The Sutton Trust-EEF Teaching and Learning Toolkit—which summarises international evidence—rates 'metacognition and self-regulation' as a high impact, low cost approach to improving the attainment of disadvantaged learners. [1]' It is considered to +7 months on attainment.

Rapid evidence assessment on the impact of the school closure on the disadvantaged concludes that the gap could widen by around 36% however there is a range where it could have widened between 11% and 75% for some pupils. [https://educationendowmentfoundation.org.uk/public/files/REA_-_Impact_of_school_closures_on_the_attainment_gap_summary.pdf]

Building Vocabulary and supporting Emotional well-being. The IMPROVING SOCIAL AND EMOTIONAL LEARNING IN PRIMARY SCHOOLS by the EEF sets out a summary of its recommendations. Many of the actions used in this plan are suggested in this guidance.

https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_SEL_Summary_of_recommendations_poster.pdf

Focus on narrowing the gap for disadvantaged pupils (those eligible for means tested free school meals) and SEND is supported by government guidelines and introduction of the NTP programme and funding for these pupils. Further evidence to explain and support this focus can be found at:

https://educationendowmentfoundation.org.uk/public/files/Annual_Reports/EEF_Attainment_Gap_Report_2018.pdf

Investment in computer technologies and computing curriculum is shown to have moderate impact usually adding +4 months to outcomes. The evidence suggests this should be used in conjunction with other teaching methods and the gains are often made most strongly in maths and English and also with younger pupils. <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/digital-technology/>

Questioning "Learning requires students to be cognitively and socially engaged as active meaning makers. Carefully framed questions serve as catalysts for the thinking, speaking and listening required for this collaborative thinking." Page 9 Quality Questioning: Research-Based Practice to Engage Every Learner By Jackie Acree Walsh, Beth Dankert Sattes.

<https://books.google.co.uk/books?hl=en&lr=&id=5R5uDQAAQBAJ&oi=fnd&pg=PP1&dq=impact+of+using+blooms+questioning&ots=ERsfznkZg5&sig=0Ws9CD3E4JkQv7y0GPtupWt9MEA#v=onepage&q=impact%20of%20using%20blooms%20questioning&f=false>