

Recovery Curriculum 2020-21

With a year of uncertainty and upheaval, we understand that our children will be ready to come back into school to a sense of normality and routine. However we do acknowledge that there have been big losses to children as they have stayed at home and that these losses can contribute to pupil's mental health with anxiety, trauma and bereavement playing a large role. Children will perhaps have experienced these aspects all at once and in a sudden and unplanned fashion, which can leave children feeling vulnerable. Teachers will therefore plan lessons and activities when children first arrive back in school in September to support mental health and wellbeing. Staff will use their own professional judgement and knowledge of their children to assess which gaps children have. Looking into research on a recovery curriculum (*Barry Carpenter A recovery curriculum*) we made the decision to be transparent with our children about the gaps in their education and that we would all work together to fill them.

When teachers feel that their children are ready, we will move them onto a broad and balanced curriculum. We have decided to still move forward with our global curriculum as this curriculum will help pupils make sense of the increasingly complex and rapidly changing world in which they live, now more than ever. Our curriculum will enable pupils to think critically about world issues and to develop an awareness of the impact our own actions can have on others. This broad curriculum will help strengthen our work on vocabulary and increasing our children's cultural capital.

We acknowledge that we will find many gaps in phonic knowledge and in reading and we will priorities this. Our children cannot access the wider curriculum if they cannot read. We will look carefully at our curriculum and prioritise what children must learn, what skills and knowledge they need to move forward rapidly. We will also allocate the catch up funding to provide extra support in reading.

The evidence available suggests children (and parents) are likely to feel anxious about the return and will need support, reassurance and positivity when they come back. Time will be made for children who require additional support and all staff are clear on supporting the re-connection with school whilst maintaining an ambitious curriculum for all our children.

We know already that the Government still plan to assess children in Phonics in Year 1, and across Reading, Writing and Maths in Year 2 and Year 6. For these children there may need to be adjustments to the curriculum as the year progresses. We will monitor Government announcements and developments with care and adjust our teaching routines accordingly.