



Eversley Primary School  
**Covid-19 Recovery Programme**  
**September 2020**



## Covid-19 Recovery Programme for September 2020

The key principles that underpin the government guidance advice on curriculum planning from September 2020 are:

- education is not optional: all pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life.
- the curriculum remains broad and ambitious: all pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment.
- remote education, where needed, is high quality and aligns as closely as possible with in-school provision: schools and other settings continue to build their capability to educate pupils remotely, where this is needed.

In addition to this schools must:

- Teach an ambitious and broad curriculum in all subjects from the start of the autumn term, but make use of existing flexibilities to create time to cover the most important missed content: Up to and including key stage 3, prioritisation within subjects of the most important components for progression is likely to be more effective than removing subjects, which pupils may struggle to pick up again later. In particular, schools may consider how all subjects can contribute to the filling of gaps in core knowledge, for example through an emphasis on reading
- Aim to return to the school's normal curriculum in all subjects by summer term 2021: Substantial modification to the curriculum may be needed at the start of the year, so teaching time should be prioritised to address significant gaps in pupils' knowledge with the aim of returning to the school's normal curriculum content by no later than summer term 2021.
- Plan on the basis of the educational needs of pupils: Curriculum planning should be informed by an assessment of pupils' starting points and addressing the gaps in their knowledge and skills, in particular making effective use of regular formative assessment (for example, quizzes, observing pupils in class, talking to pupils to assess understanding, scrutiny of pupils' work) while avoiding the introduction of unnecessary tracking systems.
- Develop remote education so that it is integrated into school curriculum planning: Remote education may need to be an essential component in the delivery of the school curriculum for some pupils, alongside classroom teaching, or in the case of a local lockdown. All schools are therefore expected to plan to ensure any pupils educated at home for some of the time are given the support they need to master the curriculum and so make good progress

### **Rationale for a Recovery Programme:**

We recognise that learning has not stopped despite the partial closure of our school, and leaders and teachers have made sure that pupils have been given work to complete at home and tried to ensure some level of consistency. However, we cannot assume that the work done at home has embedded learning in the way it would have done if it had been taught in school or that the knowledge and skills have been embedded even if the work has been completed. It is therefore of paramount importance that we swiftly identify any gaps in learning and address these through a clear 'catch up' programme and by implementing a curriculum which supports this.

However, the road to recovery is not just about a catch up in learning. Children have had daily routines and structures disrupted over a number of months and this will most certainly continue to be the case for the foreseeable future. We acknowledge this will be important to repair for a number of our more vulnerable pupils in particular, who may have had little or no learning alongside living in challenging circumstances. Preparing for all pupils to return to a 'normal' school day will be difficult and we cannot expect them to slot back into school routines quickly.

The school will plan for pupils and staff to have the opportunities to recognise that something big has happened; rather than 'moving on' we will firstly need to make time to reflect on what has happened and the impact this has had at all levels. We won't know the full impact of any loss or gains until we have had the chance to see all our school community in action and working under these new systems and procedures. Whole school activities to enable our school communities to pause and acknowledge will be planned into the first few weeks of the Autumn Term. These may include:

### **Rebuilding Pupils' Learning:**

Leaders will plan for teachers to have time to gather information from each pupil to assess what their experience has been and celebrate their achievements from any home learning rather than to focus on what they haven't done. Pupils will already be anxious about what they have missed. This gathering of information will identify where gaps are and then be shared with pupils and parents as to how they will be addressed. In the first half term the school will use this time to deliver catch up for reading (and phonics), writing, mathematics and other key areas from the summer term. Pupils will be assessed for reading, and mathematics using standardised tests to provide a benchmark for planning future learning. A broader curriculum will begin to be delivered once any lost learning is identified and covered.

### **Curriculum**

Needless to say there will need to be adjustments made to the curriculum for some of the following reasons:

- Disrupted learning due to pupil and staff absence within 'bubbles'
- Possible further national and localised closures
- Impact of lost teaching time; planned opportunities for catch up will need to be factored in to the timetable
- Changes and challenges in pupil behaviour and mental health
- Changes in the way teachers deliver lessons and provide feedback
- Changes in the way resources are used and shared
- Changes in the way staff access CPD

### Considerations:

- Curriculum Intent and Drivers: Recapping on the work around our curriculum intent with staff, pupils and parents will re-establish our school vision and aims. A whole school focus on what it means to be part of Eversley Primary School and why the vision is important will further embed the curriculum drivers which will be used as starting points for learning. Sessions will be planned around the key drivers of health and well-being; enrichment; learning for life and values.
- What are the essentials? Which key skills have pupils missed and how can we 'plug the gaps' (strip back L/Os/thematic approach to non-core subjects focusing on links to ensure capacity/home learning projects)?
- What will be the 'non-negotiables', the areas of learning that will be essential to pupils' achievement but also to their well-being? These will include English, maths, science, PE, PSHE, creative learning (arts), outdoor learning (forest schools)
- How can we continue to stretch and challenge the more able?
- Pupils may get tired more quickly during the day; lessons may need to be shorter with more physical and creative activities to break up a day
- More work around collaboration and team building to develop relationships again
- A relevant and supportive programme for PSHE with a particular focus on mental health and well-being
- Whole school projects and activities to ensure that the school community is supported and can come together albeit virtually
- Clear plans for using additional funding to ensure a comprehensive catch-up programme is in place (Assess/Plan/Do Review)

**Subject Leaders:** Leaders will work with subject leads to ensure the identified gaps have the space in the curriculum to be addressed. This will take time and is not a re-active activity that disrupts the school's long-term planning. Leaders will examine aspects of the curriculum that are sequential to ensure future learning is not jeopardised. Leaders will provide this clarity for teachers to support raising attainment alongside behavioural and social and emotional support to re-establish strong behaviours for learning. Once we are satisfied that any gaps in learning have been identified and bridged, we will

then continue to implement the new planned curriculum; we will continue to review our curriculum to ensure that it is relevant and meets the need of all learners.

Continuing Professional Development (CPD) will also address this over the year and beyond.

### **Support strategies (using additional funding)**

The promised funding is welcome in our plans to rebuild pupils' confidence, learning and achievement. The school will decide how the funding will be allocated to ensure those with the most need receive the support. We will ensure this is evidenced through careful monitoring. We will use the Education Endowment Fund (EEF) guidance to inform our decisions to ensure best practice. We will ensure the impact is measured and evaluated carefully to address gaps in learning.

### **Behaviour**

This will be interlinked with the school values and re-establishing agreed behaviour standards. This may prove challenging to some pupils who have not had the benefit of clear and transparent boundaries to work within. This could be difficult for some pupils during the unstructured playtimes. Staff will plan for these times so that staff feel supported by them. This could be more visible presence for pupils of leaders during play and lunchtime whilst routines and behaviour is re-set.

Relevant documents:

<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/>

Barry Carpenter's Think Piece on a Recovery Curriculum. (see link below).

<https://www.ssatuk.co.uk/blog/a-recovery-curriculum-loss-and-life-for-our-children-and-schools-post-pandemic/>

Enfield Thrives-'Transitioning back to schools and settings as lockdown lifts- 50+ practical activities for primary schools'.

## Suggested Plan for 2020/21

### Considerations:

- Staggered starts and ends to the day
- Classroom/school organisation
- Assemblies
- Behaviour Systems
- Re-establishing Friendship Groups
- Play Times and Lunchtimes
- Staffing
- PPA
- Routines
- Timetabling
- Team Building
- Whole School activities to bring community together
- School Values, School vision, Curriculum Intent and Curriculum Drivers
- Curriculum and 'catch up'
- Time with Pupils- Gathering Information, Benchmarking, planning learning, CPD, Tutoring and 'catch up'

### Suggested Programme for 2020/2021

Autumn 1	<ul style="list-style-type: none"><li>• Robust establishment phase to re-introduce structure, behaviour and learning expectations and to build relationships within the school community</li><li>• Leaders to work with staff to identify any support needed</li><li>• Agree PPA, NQT/ Management Time</li><li>• Agree Appraisal process</li><li>• Check in with families not seen over lockdown</li><li>• Quality first teaching</li><li>• Time for gathering information from pupils</li><li>• Emphasis on activities that support pupils' physical, creative and social and emotional development</li><li>• Pre and post teaching for missed learning-vocabulary acquisition, where necessary or intervention</li><li>• Identify those pupils requiring tutoring/allocation of additional funding</li></ul>
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	<ul style="list-style-type: none"> <li>• CPD and leadership time focussed on planning to address gaps in learning</li> <li>• Pastoral support using school systems (Learning mentor 'surgery'/mindfulness interventions/nurture 'Sunshine Room')</li> <li>• Baseline assessments by 1<sup>st</sup> Week in October</li> <li>• Careful monitoring of attendance and systems to contact those not in school</li> <li>• Agreed provision for home learning/virtual classrooms (ability to be activated for remote learning in if a second lockdown is required)</li> <li>• Recap/re-teach/revise reading, writing and mathematics skills, Science concepts and vocabulary from the summer term</li> <li>• Broader curriculum offer by end of the Autumn term.</li> <li>• Re drafting of SEF/SIP</li> </ul>
Autumn 2/ Spring	<ul style="list-style-type: none"> <li>• Quality first teaching monitored by leaders</li> <li>• Appraisals</li> <li>• Broadened curriculum offer where appropriate (History and Geography focus with relevant CPD and support)</li> <li>• Evaluate the targeted tutoring/intervention in place using additional funding to support provision</li> <li>• CPD and leadership time focussed on new curriculum</li> <li>• Begin to implement SIP priorities</li> </ul>
Spring 2/ Sum1	<ul style="list-style-type: none"> <li>• As for Aut 2</li> <li>• Leaders review the SEF/SIP in Early March 21</li> <li>• CPD and monitoring cycles may return to normal?</li> </ul>
Sum 2	<ul style="list-style-type: none"> <li>• End of year assessment</li> </ul>

During autumn 1 there will be a variety of whole school activities to help to develop a sense of community across the school. Each week there will be a 'Spotlight' on different curriculum areas with a whole school project as set out below:

	Subject spotlight	Whole School Project	Other whole school activities
Week 1: 7/09/20	PSHE	<p><b>Pebble Path of positivity:</b> Everyone in the school community makes a pebble and paints and writes a message/word of positivity. These pebbles will then form a pathway through the school entrance</p> <p><b>OR</b></p> <p>A focus on the rainbow as a symbol of unit and hope during the pandemic, displays, conversation etc.</p> <p>A handprint piece of work – “we are each unique and beautiful but together we make a masterpiece” – each child to decorate a handprint and write what makes them special – these are laminated and put together as a display</p>	

<p>Week 2: 14/09/20</p>	<p>Art</p>	<p><b>Mural (related to the theme of community/life in lockdown):</b> All classes to contribute to year group piece which contributes to whole school piece as an acknowledgement of what has happened.</p> 	
<p>Week 3: 21/09/20</p>	<p>History</p>	<p>Time capsule- Put together a timecapsule for children to find in the future. How would pupils explain this very unusual time and what life has been like for them? How would they capture what they have learnt that will help them in the future?</p>  <p>OR Black History Month Project</p>	<p><b>A history day, or week, afternoons only. Each year group takes on a different period in history; this could either be an era that should have been studied in Summer 2020, an era studied from a previous year or something chosen by the children.</b> <b>Children should cover the main areas of chronology, interpreting the past, communicate historically and build an overview of world history.</b> <b>Possible workshops??</b></p>
<p>Week 4: 28/09/20</p>	<p>English</p>	<p>Poetry –Creating a school anthology of poems which can be made into a school book <b>Whole school lockdown bunting - Hapa Zome Autumn leaves or tie dye pieces.</b></p>	<p><b>Lockdown memories – genre type to be decided in year groups</b> <b>Instructional writing e.g. washing hands</b> <b>Poster competition – importance of hygiene and/or importance of keeping ‘mentally well’</b> <b>Writing non-chronological reports/leaflets – facts about Covid 19</b></p>

<p>Week 5: 05/10/20</p>	<p>Geography/Outdoor Learning</p>	<p><b>Whole school Autumn leaf art &amp; design project – linked to Andy Goldworthy natural art</b>  Reception – leaf printing  Y1 – Leaf rubbings  Y2 – Leaf threading  Y3 – Leaf clay moulding &amp; painting  Y4 – Leaf hapa zome (paper)  Y5 – Leaf clay moulding &amp; painting  Y6 – Leaf hapa zome (fabric)</p> 	<p><b>What impact has Covid-19 had on the environment and why.</b>  Each year group could take one aspect of interest e.g. air pollution, traffic, sea pollution, river pollution or concentrate on a specific country/continent and discuss what has happened.  <b>We could incorporate art work or field work e.g. looking at plants, birds in Oakwood park, counting the number of vehicles that go past the school in an hour etc.</b></p> <p><b>What environmental issues may arise because of Covid-19?</b>  <b>This will give children to think about their future and formulate their own ideas.</b></p>
<p>Week 6: 12/01020</p>	<p>PE</p>	<p>Dance festival- All classes create a dance which is videoed and shared with the rest of the school</p>	
<p>Week 7: 19/10/20</p>	<p>Science</p>	<p>Science week</p>	<p><b>Whole school science fair to inspire children to demonstrate their science skills and discuss what they have been learning during Science week (Summer 1 and Summer 2 topics)</b></p> <p><b>Science day – dress up as a scientist</b></p>

Alongside these projects there will need to be planned opportunities for catch up based on assessments. Subject leaders and phase leaders will support teachers with this and it will be more necessary in some subjects than others. Subject leaders will continue to work on ideas for how this might look which will be shared in September.

In addition to these whole school activities we would like all classes to do the following:

- Provide a Worry Box- give children a platform to share any worries or concerns (e.g. this could be about their safety; an elderly relative; others not following hygiene practices in school) and regularly address these with individuals and/or the class



- Devise a class charter to establish class rules
- Find ways of communicating across the year group by sharing successes; having 'buddies'; writing letters or emails; Zoom meetings
- Daily mindfulness practices

- Weekly music appreciation
- Take Ten- find time each day to play class games
- Paper Chains- each child creates a paperchain link with their name and one thing about themselves. These then make class chains which make year group chains (and maybe whole school chains)



- **Assemblies:** These may be screened in class as the assembly is conducted by leaders and teachers in the school hall. This will begin to bring the whole school together whilst maintaining the class 'bubbles' and will be an opportunity to reflect on life before, during and since lockdown. Each class should plan an assembly which can be shared across the school and with parents.

(Enfield Thrives have created an excellent document 'Transitioning back to schools and settings as lockdown lifts- 50+ practical activities for primary schools. The ideas have been created around 5 areas- Creating a Sense of Safety/Creating a Sense of Calm/Creating a Sense of Connectedness and Belonging/Promoting a Sense of Control/Creating a Sense of Hope; this can be found on the staffshared drive)