



HELLO CREATIVITY!

Manor Park
Recovery
Curriculum



Overarching Principles

Equity: the just provision and distribution of resources to pupils in a way that reflects their needs and requirements, positively impacting those who have increased vulnerabilities, have the biggest gaps in learning and the lowest engagement with remote learning programmes.

Resilience: the need to find solutions that adapt well in the face of multiple stresses on individuals, families, schools and the sector.

Flexibility: leaders must be trusted to exercise discretion and good judgement to suit their context and in the best interests of their communities.

A photograph of a person climbing a tree trunk in a forest. The person's hands and feet are visible as they grip the rough bark. The background is filled with out-of-focus green leaves and branches, creating a bokeh effect. A semi-transparent olive-green rectangular box is overlaid on the center of the image, containing white text.

“We won’t be throwing out the responsive, rich and broad curriculum that we have worked hard to adapt and put in place to best meet the needs of our learners; more we are considering how to tailor it in light of the Covid 19 Pandemic. We will use the principles and approaches outlined here to ensure that we adapt and grow our curriculum and continue to get it right for our children, families and staff, and that we, as leaders, guide and drive this forward with compassion and consideration for all.”

This means

considering pupils' mental health and wellbeing and identify any pupil who may need additional support so they are ready to learn;

assessing where pupils are in their learning and agree what adjustments may be needed to the school curriculum over the coming weeks;

identifying and planning how best to support the education of high needs groups, including disadvantaged pupils, and SEND and vulnerable pupils;



Design Principles

1. We will learn from our staff experiences and use this information to inform our Recovery Strategy
2. We will use information within the recovery work by listening to local communities, the local authority and multi-agency partners, parental thinking and parental attitudes
3. We will use evidenced-based research to evolve our Teaching & Learning so that it meets the needs of all our pupils and is personalised in approach.
4. We will continue to share best practice to develop our best understanding of the situation in a timely and appropriate way.
5. We will have a clear long term strategy that is sustainable and consolidates the partnership working with other LEO academies and other schools.

Design Principles continued

6. We will monitor to understand how the recovery curriculum is working.
7. We don't have all the answers but will support each other, learn from each other, share knowledge and challenge each other during the recovery period.
8. We will provide a sense of innovation and that describes the society / schools we want in the future and essentially, what we want to recover back too.
9. We will use the recovery period to redefine our strategic thinking and assess the changes needed in our long-term strategic plans.



What we want to achieve

Continue to Implement a personalised approach to all learning so that every teacher has a strong understanding of the starting points for all learners

Continue to implement a flexible curriculum model to close gaps where it is required but allow pupils to advance where remote learning has accelerated progress

Continue to Implement schemes of learning that are bespoke to enhance pupil engagement and motivation so that pupils view being back to lessons as a positive experience which builds confidence and self-esteem

Continue to use technology to benefit these outcomes in order to support consolidation, collaboration and extension of learning where effective and useful

Implement sensitive and informative diagnostic assessment processes in order to evaluate and assess how the curriculum design is impacting on all learners

Our Recovery Curriculum is based on Five Key Leavers:

(Carpenter 2020)

Lever 1: **Relationships** – we can't expect our students to return joyfully, and many of the relationships that were thriving, may need to be invested in and restored. We need to plan for this to happen, not assume that it will. Reach out to greet them, use the relationships we build to cushion the discomfort of returning.

Lever 2: **Community** – we must recognise that curriculum will have been based in the community for a long period of time. We need to listen to what has happened in this time, understand the needs of our community and engage them in the transitioning of learning back into school.

Lever 3: **Transparent Curriculum** – all of our students will feel like they have lost time in learning and we must show them how we are addressing these gaps, consulting and co-constructing with our students to heal this sense of loss.

Lever 4: **Metacognition** – in different environments, students will have been learning in different ways. It is vital that we make the skills for learning in a school environment explicit to our students to reskill and rebuild their confidence as learners.

Lever 5: **Space** – to be, to rediscover self, and to find their voice on learning in this issue. It is only natural that we all work at an incredible pace to make sure this group of learners are not disadvantaged against their peers, providing opportunity and exploration alongside the intensity of our expectations

The curriculum and the 5 Levers

Lever 1 **Relationships**

Through our clear curriculum pedagogy, our use of a centrist approach (a mix of traditional and progressive approaches) for delivery, our choice of teaching projects and regular opportunities built in for children, our identification of overarching big ideas to deepen children's understanding and our structured, sequenced provision, we will enable content to be delivered in an effective way as well as helping to rebuild relationships by fostering collaboration, empathy, confidence and self-expression. The focus on an increase of PSE and the use of the SCARF curriculum, P4c and circle time will endorse this rebuilding.



The curriculum and the 5 Levers

Lever 2 **Community**

We will allow time for children and families to tell their stories therefore being flexible with the content of our curriculum, particularly in the first half term. We will use PSHE sessions and Lyfta to discuss themes such as belonging to communities and developing empathy and understanding of others. We will model good speaking and listening skills and empower children with the emotional vocabulary they need to express their thoughts. We will also engage parents and children through our choice of inspiring topics.



The curriculum and the 5 Levers

Lever 3 **Transparent Curriculum**

Choosing to continue with the our current curriculum which is built around Cornerstones, we will enable children to build on what they already know. As well as opportunities in place for teachers to use assessment for learning to assess the gaps through more informal means such as discussion, quizzes or podcasts. Once gaps are identified then focused interventions will be put in place to address these focusing on key performance indicators to ensure that this is not overwhelming or unobtainable but ensures key concepts are in place for rapid catch up and future learning. Making use of tools such as gap analysis on Cornerstones Maestro is an efficient way for subject leaders and teachers to identify gaps that can be filled in the short and long term. Also we will consider possible use of Knowledge rich projects from Cornerstones when and if appropriate to complement our other choices of projects.

The curriculum and the 5 Levers

Lever 4 **Metacognition**

The Cornerstones curriculum is clear in its approach and pedagogy to learning with it's four corners of **the engage stage** where a sense of interest and motivation is sparked, moving onto **the development stage** where ideas are trialled and explored through a variety of ways and begin to form pathways in long term memory to the **innovate stage** of applying those skills creatively to secure those pathways as embedded and finally **the express stage** of sharing with others the ability to explain learning and embed in long term memory. There are many opportunities built in for children to use a range of metacognition strategies including planning, solving problem, analysing, self evaluating and organising. The bigger picture is shared with children, they have a voice within their learning which supports motivation and engagement, and context and purpose is present throughout the learning journey.

The curriculum and the 5 Levers

Lever 5 Space

This is the importance of the emotional assessment and support that will be in place from day 1. Identifying those children who need the support academically but more important emotionally to dictate the speed of the support and the nature of its intensity and pathway. Through PSE and teachers use of listening in circle time, talking to parents, they will decide together what this journey is going to be. A love of reading will remain a priority which will support access to other areas of the curriculum, resources will continue to be available that bring the curriculum to life and allow children to spend time exploring and discovering. The use of the Cornerstones Maestro tool will support teachers with their workload and time meaning they can enjoy teaching and also spark joy from their learners.

Recovery Curriculum and Cultural Capital

We have previously considered what to focus on and what needs to be built on and developed throughout our curriculum bearing in mind the culture capital and context of our children. This was promoting physical activity and speaking and listening opportunities. The COVID pandemic has extended this further into the importance of ensuring;-

- Mental well being after a pandemic and being socially isolated
- Physical Activity reduced through being inside
- Opportunities for Speaking and Listening not developed through social isolation

Recovery Curriculum and Cultural Capital Focus

Strong mental character and relationships

The PSE curriculum in place is strong and this will be used to continue to support pupils' mental well-being, the curriculum will continue to focus on learning that promotes self-expression. It will be as important as ever to take the time to listen to experiences, events and explore pupil voice on the pandemic. Each child will have their own personal journey and in order to build self-esteem, it is important to create opportunities for pupils to communicate this journey. In order to engage our learners, we want to adopt approaches which build belonging and communities within the classroom, so that they begin to feel, safe, secure and trusted. We will continue to have a focus on fostering an approach that adopts strategies based on the development of oracy within the classroom. This will include strategies such as circles times, communities of enquiry and philosophical thinking (P4C) for pupils which provide opportunities for discussion, debate and presentation of ideas, based on themes of chosen interest or themes within a text.

Recovery Curriculum and Cultural Capital Focus

Physical Activity

Children will have spent a large proportion of time in their homes due to the Covid-19 outbreak so there could be a major challenge to stay physically active. Inactive behaviour and low levels of physical activity can have negative effects on quality of life, health and well-being of children (Yarimkaya and Esenturk,2020). As physical activity has always been part of our cultural capital focus we are now in an elite position, as our curriculum has been designed to promote physical activity outside and now only needs to incorporate the framework of social distancing. A proportion of the school day will continue to be spent engaged in learning activities that encourage play and sport. In addition, topics will continue to utilise opportunities to learn in the open air. The Daily Mile and Real PE are already in place to develop and support pupils to exercise and be active and have been adapted to ensure social distancing.

Recovery Curriculum and Cultural Capital Focus

Opportunities for development of speaking and listening

It will be as important as ever to take the time to listen to experiences, events and explore pupil voice on the pandemic. As well as to continue to promote speaking and listening national curriculum development skills. Each child will have their own personal journey and in order to build self-esteem, it is important to create opportunities for pupils to communicate this journey. A continued focus on opportunities for oracy to develop this, as well as a focus on children who's speaking and listening skills need additional support to develop anadawch milestones.

Opportunities to ensure:-

- exercises to promote speaking and pronunciation
- time to experience play and provision of tasks where talk/conversations are promoted and initiated
- lessons promoting collaboration, discussion and debate
- promotion of listening through games and short focus listening and question activities
- PSE time to share personal experiences and thoughts - focused Nurture support where needed

Recovery Curriculum and Cultural Capital Focus

Being Creative

Rather than 'catching up', we will revisit topics and concepts in order to reconnect pupils with prior learning. The recovery curriculum continues to place personal development at the heart of learning. Teachers will continue to foster an approach which is inclusive of the present needs of our pupils whilst also teaching the skills and attributes which will enhance the coping mechanisms to secure learning in the current crisis. Our learning materials will be central to these approaches so that we build the essential skills of resilience, independence, collaboration, participation, critical thinking and inquiry. Our emotional support mechanisms and approaches continue to support our pupils to manage emotions, value relationships and enhance their thinking process in order to assist them to cope with challenges.

Recovery Curriculum: A creative Curriculum

Cornerstones

The Cornerstones curriculum is a creative curriculum where pupils learn through creative and active teaching strategies. Pupils are more likely to be engaged and excited about learning through teachers ensuring the four corners of learning are in place.;

Engaging learners and developing interest and imagination

Developing ideas through collaborative work sharing and working with others. Research on self-regulation identified that pupils can build self-esteem from learning activities which allow them to practise and consolidate skills and knowledge.

Innovating ideas by applying them and testing and adapting and expressing them to embed understanding.

Expressing ideas and embedding understanding and connections and promoting speaking and listening



Ensuring what the Pandemic illustrated is reflected in our curriculum

With reference to:

- The Growth Model – Michael Fullen
- Remote to Hybrid Learning – A Position Paper on the Paradigm shift for Education
- Education Reimagined – The future of learning

- Children learn best when they feel positive and happy
- Children enjoy choice and rose to the challenge of collaborating and finding ways to help each other
- Children are motivated when they are able to self regulate
- Technology can be used to collaborate and connect people
- Collaboration among teachers and leaders emerged because the focus was clear
- In the absence of tests Professional judgements were reliable and and should have high value

What does this all look like?

- Use of relevant and responsive cornerstones topics to reconnect children to their learning
- Topics chosen should seek to increase opportunities for outdoor physical activity, mental well being and speaking and listening - Using the Big idea of Humankind. Build this into our time tables
- Use key indicators on target tracker to begin to assess where children's basic skill gaps are
- Assessment will take the form of less formal tests such as games, quizzes, videos and discussions to assess smaller chunks of understanding. These could be thorough the use of technology. The agreement of assessment, will be extended to the end of Autumn 1 to fully and sensitively assess where children are.
- Assemblies will be videoed and on google meet until restrictions are lifted

What does this all look like?

- Complex EHCP learners will have been reassessed and strategies and resources identified to support returning and learning e.g social stories, reflection spaces
- SENCo to meet with all teachers to discuss SEN learners in Autumn 1 and identify needs and resources and interventions. Training to be led of teachers and TAs on supporting MH
- PSE should focus on relationships, collaboration and socialisation as well as be responsive to the class needs learnt through allowing children and parents to share their pandemic journey. This can be incorporated in circle times, P4c and PSHE lessons.
- The emotional needs assessment will be undertaken in all year groups instead of R and Y3 only. Then the PSE curriculum and Nurture support can be tailored to these
- Continue to develop the curriculum with enhancement and opportunity to use effective technology
 - use of chromebooks
 - use of online assessment tools
 - use of apps such as nearpod, cahoot, adobe spark etc

How to fill the gaps?

- Autumn 2 will be identifying target children who need interventions to make up rapid progress, with a particular focus on vulnerable and disadvantaged children.
- SL will as always identify with teachers target children will need to fill key gaps and which key indicators these are.
- Additional intervention support will be put in place for rapid catch up children.
- All children's targets will continue to be challenging
- Training will be delivered to support interventions and challenge
- Nurture support and PSE will continue to be responsive to the children's needs as well as following the scarf curriculum ensuring positive mental well being.
- Specialised Nurture support from Nurture STA, Drama Therapist and CAMHs will continue to be identified.



What does this all look like for staff?

- A continuation of ethos of finding the right balance of ensuring challenge but not overloading staff with training or too high expectations. Considering individuals commitments and capacity.
- Time in Key stage meetings allotted to share any concerns and collaborate on solutions
- Line Management time requested to talk through anything
- Inclusion of well being performance target in PM
- Effective use of external sources for support the Employee Assistance Programmes
- Continuation and revisiting the staff charter
- Training time devoted to well-being
- Opportunities to come together as a staff
- Meetings will continue to be remote until restrictions are lifted