



September 2020

Recovery Curriculum

The recovery curriculum at Clearwater C of E Primary Academy aims to address the gaps caused by the closure of schools due to the global pandemic (Covid 19).

The recovery will begin with detailed diagnostic assessment for literacy and numeracy for every child to be completed by the end of September 2020.

This assessment will take place alongside a focus on the social and emotional needs of the pupils and a building of strong positive relationships between school staff and children. This is particularly important as normal transition into the new year group could not take place. The strength and positivity of the relationship between teacher and pupil is a vital component for pupil success in the classroom and beyond.

There will be a focus on school values, expected behaviours and self-efficacy. The diagnostic assessments, teacher observations and information from parents gathered during the lockdown will highlight specific areas of learning loss, this will provide a map of next steps for each pupil.

Teachers are clear that their medium term plans for literacy and numeracy will need to be adapted in order to ensure explicit teaching of gaps. Subject leader time has been arranged for support with and monitoring of this. Subject leaders will report to SLT.

The main components once assessment is completed will focus on

- High quality explicit teaching for all
- Where required focused small group or 1-1 teaching using recognised high quality interventions. The link between the intervention and work in class will need to be made explicit to pupils. The Covid Pupil Premium will be used to support this element following analysis of assessment
- Flexible groupings
- A focus on meta cognition/how we learn/what skills we require to be successful learners

These elements are not new to Clearwater Primary Academy. The skilled teachers here are able to weave these elements together in their teaching, creating cohesive purposeful learning environments. A focus on high quality teaching has been in place since opening, including explicit feedback linked to the content of the lesson. This remains a key part of what we do. Both our literacy and numeracy approaches involve flexible grouping, this will continue. Pupils use 'learning powers', growth mindset and oracy approaches in order to become self-directed learners. Our pupils have a good understanding that perseverance is necessary.

Following assessment analysis, Catch Up Pupil Premium and Pupil Premium will be used to fund targeted, qualified support. Both academic and SEMH.

Wider Strategies

- Maintaining a sense of community
- Ensuring a broad and balanced curriculum
- Reassuring children and families that 'everything will be ok'
- CPD
- Ensuring the well-being of staff



Teachers are on the gate in the morning with the Headteacher in order to maintain contact with their pupils' families. The PTA is being creative in how it fund raises. There will be use of a remote learning platform to post videos of each class for key festivals and events. Collective Worship and a focus on our 6 core values is carried out within class bubbles. Parents evenings will take the form of an extended phone call.

Whilst there is to be a focus on core subjects, each class will also receive a broad curriculum. This is important for the emotional and physical wellbeing of pupils. Teachers have highlighted missed elements in non-core subjects and recorded where they occur in future year groups, teaching will be adapted at that point.

Staff have accessed a large variety of CPD in order to prepare them for the coming year, ongoing support from work groups, specialists and clusters will continue, however, a sense of realism must prevail. This recovery will take time and teachers need to adapt to a new way of working and meeting.



Components of High Quality Teaching (taken from EEF guide to supporting school planning: A tiered Approach to 2020-21)

Explicit teaching

Explicit instruction refers to a range of teacher-led approaches focused on teacher demonstration followed by guided practice and independent practice. Several reviews of the research on effective support for pupils in mathematics and reading have provided support for explicit instruction.

One popular approach to explicit instruction is Rosenshine's 'Principles of Instruction'.

Scaffolding

'Scaffolding' is a metaphor for temporary support that is removed when it is no longer required. Initially, a teacher would provide enough support so that pupils can successfully complete tasks that they could not do independently. This requires effective assessment to gain a precise understanding of the pupil's current capabilities. Support could be visual, verbal, or written. The teacher will gradually remove the support (the scaffold) as the pupil becomes able to complete the task independently.

Cognitive and metacognitive strategies

Cognition is the mental process involved in knowing, understanding and learning. Cognitive strategies are skills like memorisation techniques or subject-specific strategies like methods to solve problems in maths. Cognitive strategies are fundamental to learning and are the 'bread and butter' of effective teaching. Metacognition refers to the ways in which pupils monitor and purposefully direct their thinking and learning. Metacognitive strategies are strategies we use to monitor or control our cognition, such as checking whether our approach to solving a mathematics problem worked or considering which cognitive strategy is the best fit for a task.

Flexible Grouping

Flexible grouping describes when pupils are allocated to smaller groups based on the individual needs that they currently share with other pupils. Such groups can be formed for an explicit purpose and disbanded when that purpose is met. It may be that a small group of pupils share the need for more explicit instruction to independently carry out a skill, remember a fact, or understand a concept. Allocating pupils to temporary groups can also allow teachers to set up opportunities for collaborative learning; research has indicated, for example, that collaborative learning can be effective in helping pupils to read history texts.