



Recovering the Curriculum April 2021 – July 2023

In June 2020, the country entered the first national coronavirus lockdown in order to manage the spread and impact of the virus. As a special needs school we remained open throughout in accordance with government advice, however, many of our pupils were deemed clinically vulnerable and elected to shield at home whilst many others elected to remain at home and to learn remotely. This meant that the majority of our pupils remained at home during lockdown and a number of pupils physically attended school. A comprehensive bespoke timetable was developed for each pupil to ensure a level of learning was maintained.

Following the initial lockdown the schools reviewed and adapted the curriculum as pupils prepared for a full return to school in September 2020. However, this return did not occur and by the end of December 2020 the UK had entered into another national lockdown with pupils directed not to attend school. We again remained open and experienced the majority of pupils electing to learn remotely. Finally, following the February half term in 2021 pupils began to physically return to school.

The common thread running through this period has been the loss of routine, structure, friendship, opportunity and freedom. The routine and normality of school was lost for significant periods of time and for many of our pupils, this represents a significant challenge to re-introduce and resume a 'normality' of a pre-covid school experience. For many children 'normality' become isolation and remote learning.

We have adapted the curriculum in response to the extraordinary circumstances that have been presented in order to intelligently restore the full curriculum in a calculated and measured manner to ensure our pupils are able to adapt accordingly with the minimum amount of anxiety being caused. We have used guidance from the Department for Education and, in line with our values and ethos, we have our pupils' well-being at the centre of our planning and decision making.

Accordingly, we have implemented a 'Recovery Curriculum' from April 2021, up until July 2023.

This recovery curriculum is based on a holistic approach to children's development. It acknowledges that there have been immeasurable losses to our pupils as they



stayed at home, missing out on usual routines, typical teaching and learning, social opportunities, therapy and possibly experiencing bereavement. These losses can trigger anxiety and vulnerability that can be detrimental to their mental health and well-being, resulting in gaps in their academic and social progress. When considering that an anxious pupil is not in a place to learn effectively, we have considered the most appropriate way to support our pupils back to a full curriculum and to the wide and rich learning experience they deserve.

Our recovery curriculum approach will encompass and support the academic expectations for our pupils while ensuring that their mental health and well-being needs are nurtured.

Our recovery curriculum will focus on:

1. Supporting pupils to restore and build positive relationships with others, which may have been impacted by lockdown and to feel part of the school community.

We will achieve this by increasing our focus on the Six Nurture principles which are:

- the importance of transitions in children's lives,
- the importance of nurture for the development of wellbeing,
- the school offers a safe base,
- all behaviour is communication,
- language is a vital means of communication and
- children's learning is understood developmentally

We will extend our Nurture activities and Personal, Social, Health and Citizens Education and we will have a focus on adapting to a changed school environment with changes to previous rules and routines, interacting with others positively, responding to familiar and new adults, understanding their own emotions and how to ask for help and support. We will continue to practice our communication and language skills, while improving our reading and writing and mathematics.

2. Supporting pupils to understand and manage their feelings and behaviour in relation to the impact of lockdown and adapting to the changes within school, their homes and the community.

We will achieve this by:

- giving our pupils time to adjust to changes through clear structures, boundaries and where appropriate reduced timetables that enable time to process their experiences without demand.
- supporting the sharing and management of difficult feelings through strategies such as zones of regulation, discussions and circle time where they can practice their communication skills.
- providing opportunities to teach self-regulation strategies such as sensory breaks, movement exercise, having personal space and others identified in individual Well-being Plans, which all aim to improve their feelings of calm and safety.
- maintaining a focus on re-establishing behaviours for learning such as listening and attention, communication skills and improved focus while practicing reading, writing and mathematical skills.

3. Supporting pupils to rebuild their confidence as learners, reskill them with abilities that they may have not practiced during lockdown and be successful in achieving outcomes set in their Education, Health Care Plans, while assessing the impact of lockdown to ensure that any learning gaps are identified and measures put in place to close the gaps.

We will achieve this by ensuring that our pupils have opportunities where they feel success and engage in learning with enjoyment and wonder. We are giving our pupils reduced curriculum coverage, built into daily timetables that focus mainly on the core subjects of English and Mathematics. Thereby enabling pupils to focus on communication skills, listening and attention, reading and writing and Mathematical concepts. Alongside this their PSHCE development will be delivered through enrichment activities with an aim to address skills that may have diminished over the lockdown period.



During the period this recovery curriculum is in place we will be focused on restoring a full curriculum. We acknowledge the difficulties the pandemic has caused and the impact upon our pupils. We endeavour to build on our curriculum offer through the delivery of subjects while holding the safety of our pupils at the forefront of our plans. Learning will be within the pupil's individual capabilities recognising that when pupils have experienced difficult times their ability to learn new concepts and to be academically challenged is reduced. Pupils will continue to work towards their EHCP targets, which are built into their school day.

All pupils will be assessed within our usual assessment schedule and a focus on accuracy of baselines and identifying gaps that will be a key focus. We know that some children will need re-teaching parts of the curriculum that they may previously have been exposed to but that isn't learnt as the children in some instances are unable to remember.

We will also continue to support our pupils who have taken time to return to the classroom due to self-isolating at home or heightened anxiety as a result of the pandemic. Some children thrived with remote learning delivery and for these children in particular it is more difficult for them to return to a school environment and traditional classroom teaching. We adapt our curriculum to the needs of individual children and where necessary we will continue through our remote learning platforms. However, where possible we will seek to introduce children into the physical school and the wider community. Teachers have the ability to adapt to any changes in covid guidance to deliver remote learning not only for core subjects but also for a broad range of learning activities including scientific enquiry, art and design, technology, PSHE and PE at short notice. Printed resources will be sent home for those pupils who do not have internet access or it is deemed to be a more appropriate form of learning.

Our school aim is to be conscious of the impact of lockdown for each individual pupil while working towards a robust and timely transition to a full curriculum coverage for all by September 2022, subject to further lockdowns or other restrictions to education. We will continue to closely monitor the impact of covid on pupils learning and adapt the curriculum accordingly.

We aim to develop healthy routines and practices to enable pupils to build their stamina in engaging with a full curriculum where the government guidance relating to use of equipment allows. We aim to increase curriculum coverage building on the core subjects taking safety guidance into consideration.



Our phased return to a full curriculum is as follows:

- Phase 1 – English, Reading, Maths and PSHE**
- Phase 2 – English, Reading, Maths, PSHE and Life Skills/Employability**
- Phase 3 - English, Reading, Maths, PSHE, Life Skills/Employability, Science and PE**
- Phase 4 – English, Reading, Maths, PSHE, Life Skills/Employability, Science, PE and Creative Arts**
- Phase 5 – Trial full curriculum**
- Phase 6 – Embed full curriculum**
- Phase 7 – Monitor, refine and embed a full curriculum. We will systematically Assess, Plan, Do and Review.**

We strive to continue to provide a routine and range of curriculum enrichment activities that will foster feelings of self-worth, enjoyment and continued progress with targets and aspirations whilst prioritising the need to address significant gaps in pupils' knowledge at all phases. Curriculum planning will be informed by assessment of pupils' baselines to address the gaps in their knowledge and skills. We will seek to embed learning through quality first and adaptive teaching.

Our recovery curriculum will be monitored and reviewed in accordance with the coronavirus status at the time to ensure we are able to expedite a return to a full curriculum at a healthy and sustainable pace for all pupils.

This plan will be reviewed and ratified by the governing body.

Most Current Review - September 2022

Phase	Rational	Next Review
<p>The recovery curriculum is currently at phase 7.</p> <p>The national situation remains fluid as we approach the winter period. The current phase may need to be advanced or retarded to match the prevailing circumstances and restrictions as set out by the Government.</p>	<ul style="list-style-type: none"> - All pupils have experienced disruption to their learning, in both academic and social terms, over the past 2 years and many pupils have experienced regression in their levels as a result. - Pupils have been re-baselined to ensure accurate starting points and gaps have been identified to ensure teaching is precise and is able to maximise value. Such is the fluid nature of covid that this baselining and assessment will be a constant feature within the school for the foreseeable future. - Pupils will need time to re-adjust to school routines and to re-establish relationships with peers and staff. - Many pupils are still experiencing covid disruption, directly or indirectly, and this can provide barriers to individual learning. - The current phase of the plan is therefore considered to be the most measure of providing education whilst acknowledging adjustment to the curriculum may need to be made to ensure component knowledge is secured and that information has been committed to long term memory. - The curriculum is thought through and has precision in its sequencing. We consider 'Why here?' and 'Why now?' when we plan a sequence of work. Due to covid we appreciate that learning hasn't been as linear for some children and the curriculum is therefore deliberately planned with clear end points in mind. Phase 7 enables us to ensure where adaptations need to be made they are but in a way that changes are captured and added to the 'organisation memory' to inform future planning. 	<p>Scheduled January 2023</p> <p><i>(Or as required in response to material changes in government advice)</i></p>



Schedule of Review

The table below outlines the schedule of reviews to date.

Ratified by Governing Body	April 2021
2021 – 2022 Academic Year	1 st review September 2021 —————
	2 nd review December 2021 —————
	3 rd review February 2022 —————
	4 th Review May 2022
Reviewed and updated for new academic year 2022 – 2023	5 th Review September 2022