



Henleaze Infant School

The Recovery Curriculum The Recovery Curriculum

Purpose

Our Recovery Curriculum is built on 4 principles, as a systematic, relationships-based approach to re-establishing positive learning behaviours and a love of learning in each child. We recognise children will return to school having had varied experiences and we aim to support progression from children's individual starting points to strengthen the building blocks for future success.

The 4 Rs

Relationships – We need to invest time in and restore the relationships that were previously thriving. We need to plan for this to happen, not assume that it will. We will actively reach out to greet children ahead of their return and continue this welcome to use the relationships we build to cushion the anxiety of returning. Establishing routines and ensuring consistency will be key. Well-being will be at the centre of our curriculum. We will plan for activities and experiences to enable positive relationships with peers to be rediscovered. We will overcome the barriers to continue strong links with families and our wider community.

Relevance– We need to understand and listen to what has happened to our school community in this time and the ongoing changes taking place. We need to understand our communities needs and engage them in transitioning back into school. Our curriculum will be focused not only on the essential building blocks for academic progress, but on supporting an understanding of the context of our current time. We will make time for developing and using language, supporting social and emotional development and encouraging exercise to contribute to children's well-being.

Resolving gaps- Over-learning and a thoughtfully planned progression will be used to secure previous learning and secure foundations for the next stage of learning. We will maximise opportunities to make connections with prior learning as well as between new learning that takes place. We know that all of our children will have missed some learning during this pandemic and we will address these gaps through carefully planned whole-class teaching and planned, research-based interventions. The needs of the most vulnerable learners will be addressed and closely monitored.

Resilience– The many changes in the past year are likely to have impacted on the resilience of our children. Through explicit focus on our ELLI curriculum and carefully crafted opportunities to build confidence and to take risks; we aim to rebuild our children's learning behaviours, ensuring they are given opportunities to develop in the 7 core learning skills of our ELLI curriculum.



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Principles:

For all aspects of the curriculum that were missed or taught remotely teachers will decide whether to:

1. Edit curriculum content down so it can be revisited in a few weeks and future essential objectives can be met
2. Not re-cap this content either because it will be met again later in the progression, or it is non-essential

The curriculum will be divided into:

1. Non-negotiable key concepts, knowledge and skills all pupils need to understand.
2. Deeper concepts and knowledge we'd like pupils to learn if there's time (i.e. if children master the key concepts quicker than expected).
3. Details that are a bonus for pupils to learn, but aren't necessary for a good level of understanding (if pupils master 1 and 2 in the time you have, you can dip into these)

Leaders will be guided by work with local and national networks as well as evidence from assessments in school

We collaborate with:

Bristol Local Authority School Improvement Leads
NW24 Schools
Bolean Maths Hub
St Peter's Teaching School (The English Hub)
White Rose Maths

Regular, planned formative and summative assessment will be used to guide planning and ensure progress of all groups. Parents will be closely involved in supporting learning through regular communication with teachers.