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### **Two year rolling programme and recover curriculum post COVID 19.**

On Friday 20<sup>th</sup> March 2020 schools across England closed to most pupils as the world 'locked down' to reduce the spread of COVID 19. This is a world event that will go down in history and although, over time schools began to reopen to some pupils, it was not until September 2020 that in England, schools reopened fully. During the months March – July The Clinton and Dolton Church of England Schools provided learning electronically and online for children to complete at home. This document seeks to outline the recovery curriculum for when children return in September 2020 and the next two years of curriculum coverage to support children to 'catch up' and to provide children with a sense of belonging again along with rich, learning experiences as they continue to progress through their educational career.

In September 2020, the focus throughout the school day and curriculum delivery will be social, emotional and mental health of pupils, staff and the whole school community. In order for well-being to be at the heart of curriculum planning, The Clinton and Dolton C of E Schools have drawn from the principles of the [RecoveryCurriculum](#) a think piece by Barry Carpenter, CBE, Professor of Mental Health in Education and Matthew Carpenter, Principal of Baxter College.

We recognise that everyone will have had different experiences during the COVID 19 pandemic, however the common thread running through everyone's experience is loss. Loss of:

- Routine
- Structure
- Friendship
- Opportunity
- Freedom

And for some:

- Loss of a loved one.



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It is likely that not all children will have been negatively affected by their experiences at this time. However, losses can trigger anxiety. An anxious child will not be in a place to learn effectively, so with this in mind, we will use the principles of the Recovery Curriculum to guide our approach to the curriculum in September in order to help children come back into school life, while acknowledging their experiences and helping them to feel loved and nurtured and ready to and engaged in their learning. The Recovery Curriculum is built on the 'Five Levers', as a systematic, relationships-based approach to reigniting the flame of learning in each child. The five levers are:

- **Lever 1: Relationships** – we can't expect our students to return joyfully - they may, but we cannot expect it. Many of the relationships that were thriving may need to be restored. We need to plan for this to happen, not assume that it will.
- **Lever 2: Community** – we must recognise that curriculum has been based in the community for a long period of time. We need to listen to what has happened in this time and engage children 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 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 place again. We will work at pace to make sure this group of learners are not disadvantaged, providing opportunity and exploration alongside our expectations.

At The Clinton and Dolton Church of England Schools we have 3 overarching themes that help frame our curriculum throughout an academic year. These are:

- **Autumn term:** Stewardship.
- **Spring term:** Social injustice.
- **Summer term:** Service.



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In Autumn 2020 the theme focus will be 'Stewardship of ourselves.' During this term staff will draw upon SEAL units 'It's good to be me' and 'In the beginning' to develop routines and a sense of belonging in a creative and dynamic way. The school vision will also be at the heart of worships which in turn will support learning throughout the curriculum by considering:

- How do we show and love and nurture to ourselves and each other?
- What does a good learner look like?
- What is 'excellence' and why is it important to strive to be the best that we can be?

#### **Our curriculum intent is:**

- To use **love** and **nurture** to support in re-establishing **relationships**, a sense of **belonging** and **routine** for the whole school community.
- To prioritise the **physical, mental and emotional well-being** of the whole school as this will enable pupils to feel ready to learn.
- To provide opportunities to be **physically active**, to enjoy and learn about their natural environment enabling children to feel safe and develop trust.
- To support children in considering what a **good learner** looks like and how it can relate to them individually.
- To ensure access to **high quality learning activities** in line with the curriculum to reflect local circumstances and develop **aspiration** in all.
- To focus on learning in English, Maths, PE, PSHE, RE, Science and the arts in Autumn 2020 whilst gradually increasing learning experiences across a **wider range of curriculum areas** using cross curricular themes as the context and content for core learning.
- To focus on promoting and developing skills that will **increase children's abilities to learn remotely and parent's abilities to support their children.**
- To identifying opportunities to develop future skills that will help equip them for possible, sudden changes in teaching and learning.
- To explore **creative** ways to support children in reengaging in learning, skills, knowledge and understanding across the curriculum.



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- To initially collect evidence sensitively so it does not include potentially stressful approaches to **assessment**. Formal tests may not be the most appropriate approach to assessment during the early recovery phase.
- To recognise that children and young people from **disadvantaged** backgrounds may have faced multiple barriers to learning over the period of the school closures and consider how to provide additional and appropriate support where it is most needed.

**Our curriculum implementation will be focused on:**

- Daily PSHE/circle time/ reflection
- Ensuring times for worship and reflection focus on the school's vision and values to support children to become good learners and moral citizens of the future
- Daily physical exercise in addition to weekly PE and Outdoor Learning
- Delivering core subject learning in the morning
- Purposeful breaks between focused academic teaching sessions
- Using the arts and creativity to re-engage learning, ensuring that every child feels they can achieve and see worth in what they do.
- Bringing a sense of belonging and identity back to individuals, classes and the whole school community
- Continuing to develop children's ICT confidence and skills so they are better able to cope in the event of a further lockdown
- Supporting children's academic progress through sensitively assessing children's current knowledge in core subjects, taking a step back if necessary and consolidating existing knowledge before moving on
- Providing shorter more focused teaching sessions with regular breaks if necessary

**The curriculum impact will be:**

- Children will talk passionately about the school vision and values and what it means to them.  
Children will be able to explain what makes a good learning and have confidence in their ability to make good progress



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Children will have courage and aspiration for their futures

Children will receive high quality teaching and as a result will carry out high quality learning

- Children will make appropriate progress and feel success in all they do.  
Children will receive broad and balanced learning opportunities
- Teachers and support staff will be supported through high quality CPD
- Children will make at least good progress from their starting points

#### **Statutory assessments in 2021 - to be confirmed**

- EYFS profile
- The phonics screening check
- Year 2 tests and teacher assessment
- Year 4 multiplication check
- Year 6 tests and teacher assessment

#### **Plan for distance learning**

Should the whole class, or individual classes be closed the teacher and pupils will revert back to providing online learning through the use of class emails and some google conferences.

Core subjects will be delivered in line with our existing provision:

- Writing
- Reading comprehension
- Phonics
- Spelling
- Maths



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**Curriculum coverage and rolling programme**

\*Maths, English and RE coverage should be viewed in other documentation (RE 2-year programme, how we teach reading, writing and maths documentation and end of year expectations)

Due to mixed age classes teachers will use their own professional judgement and previous assessment to support in planning key objectives from each key stage – this can be seen broken down within the termly curriculum maps.

**Subjects:**

Geography, history, science,

Cycle A				
	Reception	KS1	LKS2	UKS2
<b>Autumn 1</b> <b>Stewardship of ourselves.</b>  <b>Autumn 2.</b> <b>Stewardship of the land.</b>		Locational knowledge and seasonal and daily weather patterns.  Plants and seasonal changes.	Physical geography – climate. Human geography – settlement and land use.  Changes in Britain Stone age to iron age – Skara Brae  Animals including humans. Living things and their habitats.	Place knowledge, comparisons of two types of settlements and land use and climates.  Changes in Britain Stone age to iron age – Skara Brae (comparisons with another climate)  Animals including humans.



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				Living things and their habitats.
<p><b>Spring Social Injustice</b></p> <p>How did those stand up for what they believe in?</p>		<p>Lives of significant individuals.</p> <p>Everyday materials.</p>	<p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor- Forces</p>	<p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor- Forces</p>
<p><b>Summer Service</b></p> <p>How does the coast serve the area in which we live?</p> <p>How did those around us serve our land/ the world?</p>		<p>Physical geography – coasts.</p> <p>Significant historical events – people and places in their own locality.</p> <p>Animals including humans.</p>	<p>Physical geography – water cycle; coasts.</p> <p>A local history study</p> <p>Rocks and states of matter.</p>	<p>Locational geography and physical geography – coasts.</p> <p>A local history study</p> <p>Properties of materials.</p>



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		Living things and their habitats.		
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Cycle B				
	Reception	KS1	LKS2	UKS2
<b>Autumn Stewardship</b>  Who demonstrated good stewardship?		NHS and Florence Nightingale	Light, sound and electricity	Light, sound and electricity
<b>Spring Social Injustice</b>  How does fair trade support those in need?  How can we use our voices to fight for what we believe in?		Place knowledge – build upon previous year of weather and land use across the United Kingdom and in Europe.  Everyday materials.	Location knowledge – build upon previous years’ knowledge. Study of Russia/ north or South America – climates and land use.  Solar system.	Location knowledge – build upon previous years’ knowledge. Study of Russia/ north or South America – climates and land use.  Solar system.
<b>Summer Service</b>		The Great fire of London.	The Roman Empire and its impact on Britain. Ancient Egypt, Julius Caesar’ attempted invasion 55 – 54 BC.	The Roman Empire and its impact on Britain. Ancient Egypt, Julius Caesar’ attempted invasion 55 – 54 BC.





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		Plants and seasonal changes	Animals including humans. Living things and their habitats.	Animals including humans. Living things and their habitats. Evolution and inheritance.
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\*MFL in Key stage 2 is taught throughout the school day and the curriculum rather than explicitly.