



RECOVERY CURRICULUM

The learning priority here at Ewanrigg Junior School is to ensure children have opportunities that promote the acquisition of the core skills of reading, writing and number. This will provide the children with the core skills necessary to access all areas of the curriculum. From that, children will then be in a position to fill knowledge gaps and extend knowledge of facts.

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.

To rebuild relationships

Refocusing on friendships and positive relationships within school.

ACTIONS TAKEN AT EJS:

- Seat children with a friend (where appropriate)
- Allow talk time
- Provide an extra playtime during the afternoon for socialisation and improve physical and mental health
- Explicitly teach the children/discuss how to show that we care without the need for touching one another e.g. hugging
- What makes a good friend? Discuss and establish.
- Year 6 children remained with previous teacher to build on the bonds and relationships already created
- Year 4 grouped together or as a SEND group.
- All pupils have a friend of their choice with them.

- Bubbles organised to allow the 3 upper school bubbles to socialise outside and the 3 lower school bubbles to socialise.

To understand and respect space and social distancing

Establishing a 'new normal' in relation to proximity and personal space.

ACTIONS TAKEN AT EJS:

- All classes to have a teacher/support staff only zone
- Explicitly teach new routines and how to maintain distancing
- All classrooms have forward facing tables
- Hand washing and moisturising routine in place
- Continue with enrichment activities in a COVID safe way e.g. tennis, cricket, guitars

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.

To re-establish a sense of community

Helping pupils reconnect as a school community, recognising the important part each individual plays.

Ensure the children are aware of the schools values, aims and needs of the community

ACTIONS TAKEN AT EJS

- Clear communication channels- developed for parents. Staff are providing support to reassure or advise parents with COVID concerns via Seesaw, email and Teachers2parents
- Talk about what is the same within our community and what has changed
- Allow time for individual children and families to tell their lockdown stories
- Model good speaking and listening skills and empower children with the emotional vocabulary
- Regular PSHE sessions that cover themes such as identity, personal feelings, similarities and differences and community belonging.

- Engage children with high quality cultural resources, such as stories, games, songs, discussion prompts and videos.
- Responsibilities within the classroom- librarian, sports leader, press officer, PA, class councillors, ICT monitors.
- Celebrate achievements within the school week- assembly once per week on Mondays- Reading champion, VIP Maths, Class Star of the Week.
- Posters to share celebrations on Facebook page and website.

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.

ACTIONS TAKEN AT EJS:

- All children assessed and learning gaps identified in order to fill gaps and aid the catchup curriculum.
- Assessments:
 - Reading- accelerated reader
 - Maths- CLIC, SAFE and Learn Its
 - Spelling- Junior spelling assessment
- I pads purchased
- Apps and computer learning programs to assess individual needs and provide individual, multi sensory tasks e.g. IDL, TT Rockstars, Reading eggs for LA
- Support staff assigned to each class
- Groups withdrawn to closely meet needs
- Encourage parental engagement through introduction of Seesaw for direct communication with class teacher

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.

ACTIONS TAKEN AT EJS:

- Discuss and where appropriate explicitly teach learning behaviours and guidelines within school. Where necessary, small group can have focused work on this in the class withdrawal room.
- Explicitly teach the children how to access homework
- Explicitly teach and model the new way of sharing work and acting on any feedback given

- Talk about how they found learning at home. What did they like/dislike?
- Provide a withdrawal room for each class in order for small group work or, where needed, quiet or 1:1 time.

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.

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- All children assessed and learning gaps identified:
- Assessments:
 - Reading- accelerated reader
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 - Spelling- Junior spelling assessment
- Apps and computer learning programs to assess individual needs and provide individual, multi sensory tasks e.g. IDL, TT Rockstars
- Support staff assigned to each class
- Groups withdrawn to closely meet needs
- Encourage parental engagement through Seesaw
- Explicitly teach learning behaviours and guidelines within school. Where necessary, small group can have focused work on this in the class withdrawal room.
- Provide a withdrawal room for each class in order for small group work or, where needed, quiet or 1:1 time.
- PSHCE to discuss any concerns
- Worry jar in all classrooms
- Develop an atmosphere of success for all and celebrate these successes

CREATE A CALM ENVIRONMENT AND A SENSE OF SAFETY

To re-establishing routines

Ensuring people settle back into school life, adjusting well to necessary changes.

ACTIONS TAKEN AT EJS:

- Take start back slowly- step by step as not to overwhelm staff or children
- Stagger year groups starting back.
- Stagger start and end times in order for entry and exit times to run smoothly.
- Bubbles allocated designated sinks and toilets
- Hand washing and moisturising routine established
- Allocate phased back timetables for children who may need this.
- Incorporate an extra playtime for children to have a brain break during the afternoon session to improve physical and mental health.
- Review routines weekly and share these with the families and children.
- Phased return to hot lunches in the main school hall. All children on packed lunch in classes for the first two weeks of the Autumn term
- Developed a rigid timetable of times in order for children to become familiar with the daily routine and expectations e.g. playtimes, lining up, handwashing

To support children and families who experience loss

Supporting pupils as they struggle to understand their emotions.

ACTIONS TAKEN AT EJS:

- Find out who has lost anyone due to covid.
- Provide time out for children. This can be quiet time or for a chat if they want.
- Provide the opportunity for activities e.g memory box, photo book.
- Welfare calls to parents
- Clear and concise info to parents via Seesaw, Facebook, email and text.

DEVELOP SELF EFFICACY - reflects confidence in the ability to exert control over one's own motivation, behavior, and social environment - RESILIENCE!

ACTIONS TAKEN AT EJS:

- Guidelines are consistent throughout school and explicitly taught/modelled
- Children to take responsibility for their belonging and equipment given to them
- Allow the children to take risks in a safe environment
- Reward system- house points, VIPS, Reading Champions, Star of the week
- Explicitly teach that actions and choices create consequences. Continue a Restorative approach to behaviour management based on explanation and accountability.
- Whole school interactive virtual assembly
- Use all opportunities to instill the culture of resilience, positive learning behaviours and guidelines
- Take responsibility for home learning set.
- Explicitly teach and children understand the Golden Rule of 'Only do to others what you would accept being done to you' and take responsibility should this rule be broken.