

# Portishead Primary School Recovery Curriculum

## Definition:

A recovery curriculum acknowledges that the global pandemic and the necessity for remote learning has had an impact on the learning and mental health of our children. A recovery curriculum is our holistic school offer that supports children's academic and pastoral needs as we reengage as a school community.

## Key Principles

- Ensuring children and staff are safe and feel safe
- Support and promote mental health and wellbeing of children and staff
- Engage and motivate children to learn and reengage with parents and the wider community
- Identify significant gaps and provide learning opportunities which address them
- Prioritise the curriculum content which is most important for children to progress

## Educational Strategies - EEF

- Supporting Great Teaching – Great teaching is the most important lever we have to improve outcomes for children. To do this we have made adjustments to the organisational and logistic aspects of the school.
- Assessment and Feedback – Ensuring staff have the time and resources to assess the wellbeing and learning needs of our children has made it easier for them to plan and provide effective support.
- Transition support - Planning an effective transition for pupils back to full time education and giving careful consideration to the transition needs of pupils in July 2021 as they move to new year groups and settings.
- One to one and small group support – Ensuring that where necessary children get effective small group involving effective communication between the school adult delivering the support, the teacher planning it and the pupil.
- Intervention Groups – high quality interventions focussed on early reading, writing and maths as well as social and emotional needs identified. These are carefully planned to meet a specific need and involve regular sessions that are carefully timetabled and consistently delivered.
- Extended school time – in a minority of cases some children are being supported with early morning reading.
- Supporting parents – effective communication and information sharing both with safety in school, sharing concerns and discussion about the needs of children. Included in this has been workshops for parents focussed on RSE and phonics which have been identified as school priorities.
- Effective CPD for staff – school staff have been provided with high quality professional development to support accurate assessment, curriculum planning and assessment. Giving staff time and freedom to focus on those things that will make the most difference to children and the time to assess and plan help support wellbeing and reduce unnecessary workload. This allows school staff to have maximum impact.

## What this looks like in our School

