



## Speedwell Infant School

### Recovery curriculum plans – March 2021

Over the past 12 months, many children have only spent 4 months in school during the Autumn term. Baseline assessments in September assessed many children as below typical development for their age. Whilst Christmas assessments saw a clear catching up for many children, subsequent time away from school is likely to have further impacted on children's progress and learning.

When children return to school it is important that teaching and learning is prioritised to firstly meet children's social and emotional needs, and then to prioritise core learning that forms the foundations for all other learning. Therefore, the following prioritisation of teaching and learning will be put in place.

#### **Priority 1:**

- Settling children back in
- Re-establishing routines and behaviour expectations in line with the school's behaviour regulation policy
- Focus on reinforcing the school's Glitter rules, including giving time to teaching correct handwashing techniques using the video and song previously used
- Focus on re-establishing the school's Golden Rules
- Focus on developing the school's Learning Characteristics
- Focus on English – Spoken Language (KS1) and Communication and Language Development (EYFS), including vocabulary development. This will include prioritising the following:
  - Effectively implementing the school's Communication, Language and Vocabulary Strategy
  - Effectively implementing the Word aware programme
  - Adult modelling of oral communication within continuous provision activities
  - Playing listening games
  - Opportunities for drama and oral story telling activities
  - Opportunities for discussion activities, including discussion about feelings and emotions
  - Listening to and discussing quality stories
- Delivering the school's PHSE Matters programme for KS1
- Physical activity through planned outdoor activities, PE lessons and active play times

Aim to offer these opportunities through a practical and creative approach that broadens children wider experiences.

#### **Priority 2:**

##### EYFS:

- Prioritising the three Prime Areas of Learning, in addition to that listed in Priority 1, to include:
  - Adult modelling and support for play in continuous provision

- Effective implementation of the Write Dance programme
- Opportunities for fine motor development
- Phonics development in line with the school's phonics progression document, amended to children's starting points with the aim of catching up over time through accelerated progress
- Developing an interest in stories, story telling and early reading opportunities through exposure to books, stories and rhymes
- Mathematical development focusing on a deep understanding of numbers 1-10 linked to the Ready to Progress criteria.

#### KS1:

- Phonics development in line with the school's phonics progression document, amended to children's starting points with the aim of catching up over time through accelerated progress
- Application of phonics to reading
- Developing both phonics and reading comprehension skills to enable children to become competent readers in line with the school's progression document, amended to children's starting points with the aim of catching up over time through accelerated progress, to include:
  - Opportunities for one to one reading in school with an adult
  - Use of big books to model the reading process and support comprehension discussions
  - Re-introducing guided reading groups as restrictions allow
- Opportunities for meaningful writing in line with the school's progression document, amended to children's starting points with the aim of catching up over time through accelerated progress, to include:
  - Effective implementation of the Pen Pals handwriting programme
  - A focus on shorter quality writing opportunities that give children success, building up over time as children develop the skills and stamina to write for longer
  - Use of flip out non-negotiables to reinforce basic skills
- Mathematical development focusing on achieving the Ready to Progress criteria for end of year expectations.

Where possible, opportunities for learning across the curriculum and opportunities for first hand experiences should be used to facilitate the above priorities. It is important that the curriculum does not become narrowed, but learning in foundation subjects is used to support the above priorities.

#### **Priority 3:**

- Return to a full broad and balanced curriculum in line with the school's curriculum plans

#### Timescale for implementation:

It is anticipated that the timeline for these priorities will be as follows, subject to evaluation and assessment of children's needs on their return to school:

Remainder of Spring term 2021: Priority 1 with some elements of Priority 2 being introduced as appropriate

Summer term 2021: Priority 2 with continued implementation of Priority 1

Autumn term 2021: Priority 3 for KS1, likely need to continue with Priority 1 and 2 for EYFS

Spring term 2022: Priority 3 for whole school

These plans will be reviewed half termly and amended as needed to meet children's social, emotional, learning and development needs.