



OUR RECOVERY CURRICULUM

The Federation of St Elphege's and
Regina Coeli Catholic Primary Schools

Agenda



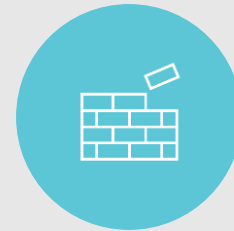
RECOVERY
CURRICULUM



ASSESSMENT



MUST, SHOULD,
COULD (MSC)



FOUNDATION
SUBJECTS



FIRST WEEK
BACK



RECOVERY CURRICULUM OVERVIEW

The core principles to our approach:

- Reconnection as a route to recovery
- Providing a structure that can be a pathway to delivering the taught curriculum
- Supporting mental health and wellbeing
- Promoting belonging and hope, focussing on eagerness and confidence
- Rebuilding learning stamina through shorter focused lessons
- Developing schema and re-establishing connections
- Opportunities for retrieval practise and spaced recall of the taught curriculum
- Build fluency to enable greater access to further subject specific content
- Increased opportunities for creativity
- Incorporating speaking and listening in all lessons: discussion, drama, oracy and vocabulary activities
- Timetabled and more frequent outdoor learning, with a focus on physical development
- Focus on reading fluency, early reading and phonics
- Building engagement by planning for successful experiences – low stakes, high impact



ASSESSMENT

Formative Assessment

Formative Assessment

High impact, low stakes

Integral in understanding pupils' gaps

'Good feedback causes thinking' Dylan Wiliam

Staff meeting coming soon

	Where the learner is going	Where the learner is	How to get there
Teacher	Clarifying, sharing and understanding learning intentions	Engineering effective discussions, tasks, and activities that elicit evidence of learning	Providing feedback that moves learners forward
Peer		Activating students as learning resources for one another	
Learner		Activating students as owners of their own learning	

Adapted from Wiliam, Thompson 2007

Autumn NTS Tests

What?

- Reading and Maths NTS test papers bought for every pupil Y2-6

Why?

- Using the papers as a formative assessment tool – low stakes, high impact
- Support teachers in identifying gaps and tailor teaching against Must, Should, Could descriptors (MSCs) – see later slides
- Papers will be marked by teachers and shared with pupils to support future learning and address misconceptions as part of the teaching sequence

How?

- They are NOT being used in a formal testing manner, i.e. presenting them as a test, separate desks etc
- Pupils will complete paper of the previous year group, i.e. current Y5 pupils will complete the Y4 end of year paper
- Used as an assessment tool NOT as a standardised test in its traditional form
- Papers will be used as lesson starters and/or chunked into sections
- Testing stamina is not the focus - pupils WILL NOT sit the entire paper in one sitting

Administering and Using NTS Papers

Reading

- Monday: complete a section of the NTS paper (one of the texts/chunks)
- Tuesday – Thursday:
 - KS2: whole class reading lessons using the core text
 - KS1: one-to-one reading and reading carousel of activities
 - Teacher marks that section of the Reading paper for all pupils and records results
- Friday: revisit key concepts from NTS section completed on Monday, discuss, unpick and model responses and strategies

Maths

- Monday – each pupil completes 5 questions as a lesson starter in their booklet (Q1 – 5)
- Monday – teacher marks every pupil's 5 questions and record answers
- Tuesday – share answers for Q1-5 and address misconceptions if necessary through modelling
- Tuesday – each pupil completes the next 5 questions (Q6 – Q10).
- Repeat for every day of the week until all papers are complete
- Do not change the order of the questions
- Questions may not link to the main lesson itself

Pupils Working Below ARE

- Pupils working significantly below their age group can use the according papers for their attainment grade
- Supported by discussions held at SEN Surgery Meetings

Gap Analysis

(question level analysis & teacher assessments)

Inform immediate teaching sequences

Inform targeted teaching for specific groups

Provide a whole school analysis and baseline measure



MUST, SHOULD, COULD DESCRIPTORS (MSC)

Geometry: Shape

Recognise,
name and
describe
2D shapes

Compare
and sort
2D shapes

Describe
the
properties
of 3D
shapes

Threshold concepts (Meyer & Land)

The essential concepts and skills pupils require in order to progress

The big ideas that come up time and time again

Present new information as another example of the threshold concept – make connections explicit

Help pupils to assimilate new information and grow schema – make connections

Revisit these concepts frequently

What are the *Must, Should, Could* Descriptors?

- Framework for planning autumn term subject content
- An aid to support teachers in deciding the priority order of lesson content
- Reading, Writing and Maths progress descriptors that bridge the gap between one academic year to the next
- Derived from our assessment descriptors (non-negotiables) and matched to our curriculum
- Revisit key components taught in the previous year as well as cover summer curriculum that has not been taught
- Streamlined to only include the essential learning required for pupils to progress

Must, Should, Could Overview

Must

non-negotiable
must be taught
revisited several times
secured throughout the
term

Should

coverage is essential in
order to obtain the previous
year's ARE/GD
content will be revisited later
this year or should be
secured from previous years

Could

includes some statements
required for the greater
depth standard
matched to your autumn
term age-related coverage
taken from autumn term
assessment descriptors for
your year group (non-
negotiables)

Reading

Cumulative descriptors, i.e. 'must' descriptors to be taught throughout the half term

Grouped according to strand/unit

Descriptors to be planned for in one-to-one reading sessions (KS1) and whole class reading sessions (KS2)

Enjoy strand

Taught during story time or other reading opportunities across the curriculum

Reading Year 3 Autumn 1		
Must	Should	Could
<p>Fluency and Phonics I can read accurately by blending the sounds in words that contain the common *NC Spelling graphemes for all 40+ phonemes* (Phase 5 or equivalent). I can read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences (GPCs)* I can read fluently to allow a focus on understanding rather than decoding. I can read most common exception words* I can sound out most unfamiliar words accurately, automatically and without undue hesitation.</p>	<p>Fluency and Phonics I can sound out some unfamiliar words accurately, automatically and without undue hesitation. I can read most words containing common suffixes by building on root words already learnt. I can reread books to build up my fluency and confidence in word reading.</p>	<p>I can make links between the book I am reading and other books I have read.</p> <p>I can use expression and intonation.</p> <p>I can discuss the meaning of words/ phrases to develop my vocabulary and understanding.</p>
<p>1a: Vocabulary I can check what I am reading makes sense to me, correcting any inaccurate reading.</p>	<p>1a: Vocabulary I can clarify the meaning of words, linking new meaning to known vocabulary.</p>	
<p>1b: Identify and Explain Key Aspects of Texts I can answer 'who', 'what', 'when', 'where' questions about my book. I can answer questions about my book, where I have to retrieve information from across a page or section.</p>	<p>1b: Identify and Explain Key Aspects of Texts I can explain how non-fiction books are structured in different ways.</p>	
<p>1c: Sequencing I can retell/explain what has happened so far in what I have read. I can discuss the sequence of events in books and how items of information are related.</p>	<p>1e: Predictions I can make plausible predictions based on what I have read.</p>	
<p>1d: Inferences I can make inferences based on known and unknown texts (e.g. what can be inferred from character actions and dialogue).</p>	<p>1d: Inferences I can identify cause and effect in both narrative and non-fiction (e.g. what has prompted a character's behaviour in a story, why certain dates are commemorated annually).</p>	
<p>Enjoy: I can explain and discuss my understanding of books, poems and other material that I have listened to and/or read for myself. I can listen to, discuss and express my views about a wide range of poetry, stories and non-fiction at a level beyond that at which I can read independently. I can discuss my favourite words or phrases. I can learn and recite poetry. I can participate in discussions about books, considering the opinion of others.</p>		

Teaching Reading: Expectations

What's the same?

- Reading session every day (20/30mins)
- Same reading teaching approach –
1:1 reading – KS1, Whole class reading – KS2
- Recording reading assessments
- KS2 whole class reading sessions
planned from the core text
- Story time every day

What's different?

- Using the MSC (must, should could) not
the autumn term assessment descriptors
- NTS paper gap analysis sessions – see
earlier slides
- Phonics twice a day, every day YR – 2 &
Y3 phonics re-takes
- Foundation subject & Science/RE lessons
to include some form of challenging and
appropriate reading

Phonics



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Year 2 Phonics MTP Regina Coeli

Previous academic year's missed and essential phonics content has been mapped out for the first term.

Phonics assessments and teacher assessments will shape the regular review of this content by the phonics lead.

Lesson 1:

Structured and planned phonics lesson (Revisit, Teach, Practise, Apply)

Lesson 2:

CT and TA target teaches the lowest attaining pupils
Embedding opportunities - independent application activities

28/09/20	Sounds Phase 3 Tricky words They all are my her	Lesson 1 Whole Class Teaching (30 mins) <i>Starter – Tricky words and flash cards</i> Main Teaching – ur, oi, er, ng, Phase 2 and 3 High Frequency Words Phase 4 Blend Sentences – pt, lk, nk, sk, nth Plenary – Treasure Trash Games (Work on reading alien words)	Lesson 2 Group 2 targeted teaching (20/30 mins) Phase 3 oa, or, ow (owl), ear, Blends Assessment of group 2
		Lesson 2 Group 1 Application/independent activity (20/30 mins) ur, oi, er, ng <i>Pupils practice grapheme-phoneme correspondence and go from word to sentence level work.</i>	
05.10.20	Sounds Phase 5 Tricky words Said have like so do	Lesson 1 Whole Class Teaching (30 mins) <i>Starter: Tricky words and flash cards</i> Main Teaching: Split digraph- a_e, e_o, i_e, o_e, u_e Plenary – Treasure Trash Games (Work on reading alien words)	Lesson 2 Group 2 targeted teaching (20/30 mins) Phase 5 Split digraph- a_e, e_o, i_e, o_e, u_e
		Lesson 2 Group 1 Application/independent activity (20/30 mins) Split digraph- a_e, e_o, i_e, o_e, u_e <i>Pupils practice grapheme-phoneme correspondence and go from word to sentence level work.</i>	
12.10.20	Sounds Phase 5 Tricky words Some come were there little	Lesson 1 Whole Class Teaching (30 mins) <i>Starter – Tricky words and flash cards</i> Main Teaching – ie, ea, oy, aw, oe Phase 4 Blend Sentences – pl, pr, gr, sl, tr Plenary – Treasure Trash Games (Work on reading alien words)	Lesson 2 Group 2 targeted teaching (20/30 mins) Phase 3 ur, oi, er, ng blends
		Lesson 2 Group 1 Application/independent activity (20/30 mins) ie, ea, oy, aw, oe <i>Pupils practice grapheme-phoneme correspondence and go from word to sentence level work.</i>	

Teaching Phonics: Expectations

What's the same?

- Phonics programme
- Phonics lesson structure for first lesson
- Use of decodable texts sent home as part of the reading programme to support phonics
- Phonics opportunities embedded into the curriculum outside of discrete sessions
- Phonics activities to be reflected in the continuous provision as part of Y1's transition curriculum

What's different?

- Phonics twice a day, every day
 - YR – 2 & Y3 phonics re-takes
- Phonics baseline on-entry (to bridge the gap between spring and autumn assessments)
- More frequent reviews to adjust curriculum content
- Decodable texts explicitly form a part of lesson 1

Writing

Cumulative descriptors, i.e. 'must' descriptors to be taught throughout the half term

Grouped according to strand/unit

Descriptors to be planned for across the English week and should be reflected in weekly planning

Vocabulary, Grammar & Punctuation

Taught in weekly grammar lessons but must be woven through other English lessons for the week

Writing Year 2 Autumn 1		
Must	Should	Could
<p>Transcription (spelling and handwriting) I can sit correctly at a table, holding a pencil comfortably and correctly. I can begin to form lower case letters in the correct direction, starting and finishing in the right place. I can form capital letters using the correct formation. I can use entry and exit strokes in my letters.</p> <p>I can name the letters of the alphabet using letter names to distinguish between alternative spellings of the same sound. I can spell some words containing the 40+ phonemes correctly. I can spell all the days of the week.</p>	<p>Transcription (spelling and handwriting) I can mostly form lower-case letters in the correct direction, starting and finishing in the same place.</p> <p>I can spell some common exception words. I can apply simple spelling rules and guidance, as listed in English Appendix 2. I can add prefixes and suffixes using <u>-ing</u>, <u>-ed</u>, <u>-er</u> and <u>-est</u> where no change is needed in the spelling of the root word.</p>	<p>Transcription (spelling and handwriting) I can use spaces between words that reflect the size of the letters. I can form lower-case letters of the correct size relative to one another.</p> <p>I can segment spoken words into phonemes and represent these by graphemes, spelling many correctly and making phonetically plausible attempts at others.</p>
<p>Composition I can sequence sentences to form short narratives. I can structure my writing using a simple opening/ending.</p>	<p>Composition I can discuss my writing and make simple changes based on feedback (editing). I can write sentences by rereading what I have written to check that it makes sense.</p>	<p>Composition I can write down ideas and/or key words, including new vocabulary. I can plan and orally rehearse what I am going to write. I can evaluate my own writing with the teacher and my peers. I can proofread to check for errors in spelling, <u>grammar</u> and punctuation.</p>
<p>Vocabulary, Grammar and Punctuation I can link related sentences using pronouns. I can join words and clauses using 'and'. I can use capital letters and full stops in most sentences. I can use a capital letter for names of people, places, days of the week and the personal pronoun 'I' I can use adjectives for description. I can begin to use question marks and exclamation marks.</p>	<p>Vocabulary, Grammar and Punctuation I can learn the grammar for year 1 in English Appendix 2 (letter, CL, FS, word, sentence, punctuation, ? and !) and using the terminology when discussing my writing. I can group related ideas together. I can use language to sequence writing, including adverbials of time.</p>	<p>Vocabulary, Grammar and Punctuation I can use some different sentence types (statements, questions, exclamations commands). I can use expanded noun phrases to describe and specify, e.g. blue butterfly, plain flour. I can use co-ordination, e.g. (or / and / but / so) to join clauses.</p>

Teaching Writing: Expectations

What's the same?

- Taught every day in blocks/units of 2/3 weeks
- Linked to your core text (where appropriate)
- Using the genres and stimulus mapped out in your English LTP and MTP
- Shared writing is essential

What's different?

- Using the MSC descriptors (must, should could) not the autumn term assessment descriptors
- Shorter more focussed lessons
- Early morning work: creative writing and maths
- Writing books marked with PPE
- Writing every day: building stamina
- Spelling activities using the essential word list and spelling rules every day
- Spelling homework is being reviewed

Maths

Cumulative descriptors, i.e. 'must' descriptors to be taught throughout the half term

Grouped according to strand/unit

Descriptors to form the basis of the autumn term curriculum coverage.

Some descriptors will require a sequence of lessons, some will be starters every day, i.e. *count within 1000, forwards and backwards, starting with any number will be a starter every day.*

Could

For each unit of work the 'Could' section is the same

Maths Year 1 Autumn 1		
Must	Should	Could
<p>Number and PV</p> <ul style="list-style-type: none"> - To begin to develop a sense of the number system by verbally counting forward to and beyond 20, pausing at each multiple of 10. - To count within 100, forwards and backwards, starting with any number. - Play games that involve moving along a numbered track and understand that larger numbers are further along the track. - To reason about the location of numbers to 20 within the linear number system, including comparing using $<$ $>$ and $=$ Understand the cardinal value of number words, for example understanding that 'four' relates to 4 objects - Subitise for up to 5 items. - Automatically show a given number using fingers. 	<p>Number and PV</p> <ul style="list-style-type: none"> - To reason about the location of larger numbers within the linear number system 	<p>Practise these skills across different contexts e.g. standard units of mass, length, time, money, and other measures</p>
<p>Addition and Subtraction</p> <ul style="list-style-type: none"> - To begin to experience partitioning and combining numbers within 10. - To develop fluency in addition and subtraction facts within 10. - To use 10 frames to add and subtract numbers within 10 and bridging 10. - Read, write and interpret equations containing addition (+), subtraction (-) and equals (=) symbols, and relate additive expressions and equations to real-life contexts. 	<p>Addition and Subtraction</p> <ul style="list-style-type: none"> - To add and subtract within 20, representing calculations using concrete, pictorial and abstract methods. - To solve simple one step problems involving addition and subtraction 	
<p>Multiplication and Division</p> <ul style="list-style-type: none"> - To count in multiples of 2, 5 and 10 	<p>Multiplication and Division</p> <ul style="list-style-type: none"> - To recognise odd and even numbers - Distribute items fairly, for example, put 3 marbles in each bag. - Recognise when items are distributed unfairly. 	
	<p>Geometry</p> <ul style="list-style-type: none"> - To recognise common 2D and 3D shapes presented in different orientations. - Select, rotate and manipulate shapes for a particular purpose, for example: <ul style="list-style-type: none"> • rotating a cylinder so it can be used to build a tower • rotating a puzzle piece to fit in its place 1G-2 - Compose 2D and 3D shapes from smaller shapes to match an example, including manipulating shapes to place them in particular orientations. 	
	<p>Measurement</p> <ul style="list-style-type: none"> - Compare, describe and solve practical problems for * lengths and heights (e.g. long/short, longer/shorter, tall/short, double/half) - Mass or weight (e.g. heavy/light, heavier than, lighter than) capacity and volume (e.g. full/empty, more than, less than, quarter) 	
<p>Measurement Time</p> <ul style="list-style-type: none"> - When sequencing use language of * before, after, next, first, today, yesterday, tomorrow, morning, afternoon, evening. - To recognise and use language relating to dates including days of the week, weeks, months and years 	<p>Measurement Time</p> <ul style="list-style-type: none"> - Read the time on a clock to an hour. For example: 9 O' clock 	

Teaching Mathematics: Expectations

What's the same?

- Taught every day in units of work
- Teaching for mastery approach
- Live marking – preparation of answers to ensure they can be shared during the lesson and pupils receive immediate feedback and support
- Modelling is essential
- Reasoning remains a focus
- Recording maths assessments

What's different?

- Using the MSC descriptors (must, should could) not the autumn term assessment descriptors
- NTS paper gap analysis sessions – see earlier slides
- Shorter more focussed lessons
- Early morning work: creative writing and maths
- Concrete apparatus is not shared and is cleaned before another pupil uses it
- Maths homework is being reviewed



FOUNDATION SUBJECTS

Foundation Subjects: Expectations

PSHE

- PSHE every week, twice a week – one text based circle time session, one taught activity based session
- Following LTP and MTP – themed

Art/DT & History/Geography

- Streamlined LQs (minimum of 4 lesson sequences) to enable time for the recovery curriculum to have maximal impact
- Chunked lessons (precise input, activity, precise input, activity) to segment content
- Lesson objectives may span two lessons

Knowledge organisers map out essential content for each unit

- KOs expected to be used as a lesson starters at the beginning of every lesson, e.g. low stake's quiz, vocabulary explorer, mind map questions and wonders, retrieval practice activities
- Reading of challenging non-fiction texts in foundation subjects, e.g. newspaper extract about an global news linked to your geography topic, selected information from a reputable website to support lesson content
- Outdoor lessons whenever possible
- Using the Orchard and Fields as a resource to enhance curriculum provision

PSHE Planning

What do we need to consider now? Barry Carpenter discusses the 5 losses in his Recovery Curriculum.

- **Loss of routine:** They will have to return to getting up early and getting organised for the school day which may be a change from lockdown.
- **Loss of structure:** Their timetable was probably more adaptable to the fixed timings of the school day and they may find that a challenge at first.
- **Loss of friendship:** Children may have had limited interaction with their friends and will need support with building their relationships again.
- **Loss of opportunity:** Some children have done very limited amounts of learning so we need to establish the gaps early on to ensure we recover those lost opportunities.
- **Loss of freedom:** Children can now return to school and play with their friends which will be a change from the limited activities that they could do. This could be overwhelming for some children.

PSHE LTP Autumn 2020 – Recovery Curriculum

Autumn 1 Family	Week 1 w/c 02.09.20	Week 2 w/c 07.09.20	Week 3 w/c 14.09.20	Week 4 w/c 21.09.20	Week 5 w/c 28.09.20	Week 6 w/c 05.10.20	Week 7 w/c 12.10.20	Week 8 w/c 19.10.20
Strand from PSHE	Rights and Responsibilities	Feelings and Emotions	Healthy Relationships	Healthy Lifestyles	Valuing Difference	Feelings and Emotions	Rights and Responsibilities	Keeping Safe
Theme	Class Charter/ Rules and expectations	Change	Friendship	Hygiene	Black History Month	Worry Worry Dolls	Harvest Festival – World Kindness Day	NSPCC? Pants Rule
Reception								
Year 1								
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								

We have therefore considered the topics that are a priority within the curriculum for autumn term.

PSHE LTP Autumn 2020 – Recovery Curriculum

Autumn 2 Aspirations	Week 1 w/c 02.11.20	Week 2 w/c 09.11.20	Week 3 w/c 16.11.20	Week 4 w/c 23.11.20	Week 5 w/c 30.11.20	Week 6 w/c 07.12.20	Week 7 w/c 14.12.20
Strand from PSHE	Feelings and Emotions	Taking Care of the Environment	Valuing Difference	Money Matters	Feelings and Emotions	Growing and Changing	Feelings and Emotions
Theme	Jealousy	We can make changes	Anti-Bullying Week #ChooseKindness	'It's a No Money Day'	Anger / Sadness Make a Happy Box		Hope
Reception							
Year 1							
Year 2							
Year 3							
Year 4							
Year 5							
Year 6							

All year groups will have the same theme each week which could link to a special week / Faith Value / Assembly.

Teaching through stories



This enables us to expose children to an even greater number of stories each week. Promoting their reading even further.



FIRST WEEK BACK

Focus: Reintegration and Recognition

- Acknowledge the different circumstances and the impact of last academic year – instil positivity and hope for the future
- Assure pupils that we have plan and we are calling this our Recovery Curriculum
- Discuss that we are planning to revisit concepts and teach pupils new content – they are not to worry about what they have/have not done over the summer term
- Walk through/talk in length about hygiene practice/staggered starts and ends/break time and lunch time zones etc
- Establish routines and structure
- Discuss changes to stationery and classroom layout
- Introduce the FAITH values
 - Lesson and assembly on Family – focus on reconnection with their school family
 - Corridors to display the family value work contributed by each class
- PSHE x 2 lessons
- RE taught every day – start your first unit for Domestic Church
- Class charter and golden rules – use this as an opportunity to discuss routine and structure
- PE kits sent home to be washed
- Liaise with SENDCo about strategies for pupils whose circumstances have been extremely challenging over this pandemic