



St Barnabas CE Primary School Re-Integration and Recovery Education Plan

There are **three phases** to our response to the educational and personal development needs of pupils following a significant period of absence from school. The reintegration phase, the recovery phase and the full curriculum phase.

To help understand how to approach this plan teachers need to appreciate that there are many reasons why children have not attended; because they can't (due to their own or parents situation), because they don't want to (due to their own or parents' views). Each of these will require different levels and nature of response. Done well, this phasing will put children back on the learning pathway as quickly as possible.

During the lockdown period, children have experienced 5 losses:

- Routine
- Structure
- Friendships
- Opportunity
- Freedom

These losses will have affected children in a variety of different ways and with differing levels of severity. For those who are more significantly affected the 4 major consequences are:

- Attachment
- Anxiety
- Trauma
- Bereavement

If any of these issues remain unaddressed, they will forever tarnish the achievements and attainment of the child.

Many children may return to school disengaged, feeling abandoned by school and unable to concentrate for sustained periods of time.

The Recovery Curriculum is built on 5 levers to support children in the process of re-engagement, which will lead them back to becoming a fully motivated and engaged learner.

1. **Relationships** – previously positive relationships may need to be repaired
2. **Community** – learning has taken part within the community for a long period of time. Allow children to share what has happened over this time and engage them in transitioning learning back into school.
3. **Curriculum** – make the curriculum clear and transparent to pupils. Many will return feeling anxious that they've missed lots of learning. This needs to be acknowledged and children need to know that there is a plan to fill these gaps and what it will look like
4. **Metacognition** – children will have been learning in lots of different ways in different environments. Allow pupils time to share what worked well for them and what was difficult. Incorporate the best bits of home learning into school and allow pupils time to rebuild effective learning skills.
5. **Space** - just to be. To rediscover themselves as learners, to reconnect with school.

Phase 1 – The Reintegration Phase:

The re-integration phase contains 3 tiers:

1. Holistic Level – this is for all children and staff
2. Personalised Level – for children exhibiting greater anxiety, who need more time to recover/re-integrate – this will be responsive to individual need.
3. Deeper Level – for children who have experienced trauma/bereavement etc. This may be longer term approach involving activities such as bereavement counselling

Holistic Level

Upon returning to school, all children to be considered potentially vulnerable and offered opportunities to:

- Learn about Covid-19 in a factually accurate way in order to enable them to make sense of things they have seen or heard
- Share own experiences of lockdown if they wish – positive or negative
- Be given the time and space to re-connect with others and rebuild relationships
- Time just to be sociable with friends
- Time to learn about new routines and to understand why some routines have changed
- Discuss metacognition – ways they learned effectively during lockdown and things they struggled with
- Time to engage in physical activity in order to improve physical health and well-being
- Be given opportunities to rebuild learning skills
- Begin to focus (for short periods of time initially) on consolidation of previous year's key objectives in RWM.

Personalised Level

Following work at the holistic level, children in need of further support will be identified and offered additional support or intervention which is bespoke to their needs. This will involve children exhibiting greater worries, who need more time to recover/re-integrate – this will be responsive to individual need.

Deeper Level

Following work at the personalised level, children in need of further support will be identified and offered additional support or intervention which is bespoke to their needs. This will be for children who have experienced trauma or bereavement. This may require a longer term approach involving support such as play therapy or bereavement counselling.

Phase 2 – The Recovery Phase:

This phase commences when children need more depth in curriculum study and learning is structured for more consistent learning. The length of the re-integration phase may vary between year groups, or groups of children. There is no set readiness test. Teachers will apply this phase when they consider it is necessary for children. During the Recovery Phase, there will be a strong focus on core subjects and a rigorous programme of catch up support and intervention will be implemented. There will continue to be a focus on emotional health and well-being for all children. In addition, some children will need to continue to access additional support at the personal or deeper level as in phase 1 (Re-Integration Phase.)

Characteristics	Rationale
Tailored curriculum which is an enhanced narrow curriculum both in terms of breadth and depth. It has a clear focus on catch up quickly. Teaching to the expected standard with significant pre-teaching or missed content will be determined by the groups of pupils. It will include Reading, Writing, mathematics and wider group of subjects.	This content 'bridges' from the missed content to the year group expectation of the chronological time.
The core learning will be determined from current year group's Autumn Term objectives and the previous year group's prioritised specific essential learning. This will support the school's existing curriculum.	This will prevent lost knowledge blocks essential for future learning, keeping hierarchical knowledge in place.
PSHE programme is utilised well to support broader range of learning. This is also built alongside RE.	Ensures sufficient attention to the social and emotional needs of pupils, giving space and time for self-awareness and awareness of others.
Strong blended educational provision that includes face-to-face and online provision to support a continuation of effective home learning.	Increases participation in both online and face-to-face, where preparation expected prior to lesson. Opportunity to re-visit learning, practice and improve.

Phase 3 – Full Curriculum

The full curriculum phase is expected to begin by Summer Term 2021. This will be continue to be accompanied by the rigorous programme of catch up support in the core subjects where necessary. When the full curriculum entitlement begins, there will continue to be a focus on emotional health and well-being for all children. In addition, some children will need to continue to access additional support at the personal or deeper level as in phase 1 (Re-Integration Phase.)

St Barnabas Recovery and Re-Integration Curriculum Plan				
	<u>Well-being and Mental Health</u>	<u>Metacognition/Independent Learning Skills</u>	<u>Core subjects/Basic Skills</u>	<u>Wider Curriculum</u>
Phase 1: Re-Integration	<p>Holistic Level</p> <ul style="list-style-type: none"> Factual teaching about Coronavirus at an age appropriate level Factual teaching about new routines and rules Share own experiences of lockdown if they wish – positive or negative Be given the time and space to re-connect with others and rebuild relationships Time just to be sociable with friends 	<p>When children are ready, start to focus on learning skills.</p> <ul style="list-style-type: none"> Give pupils time to discuss how they learned during lockdown Share aspects they found difficult Discuss ways they found learning effective Incorporate some of these strategies into face to face teaching Give children time to rebuild learning skills 	<p>When children are ready start to focus on core skills. Start by ensuring gaps in knowledge/skills are closed - revisit key objectives from previous years if necessary.</p> <p>Reading Daily phonics Vocabulary activities Guided/whole class reading sessions with wider curriculum content Reading for pleasure activities Class novel/story – choose from EHWB book list</p> <p>Writing Daily phonics/spelling/fine motor skills/handwriting Daily shortburst writing Daily English lesson based on T4W approach</p>	<ul style="list-style-type: none"> Use the wider curriculum as a vehicle for promoting improved emotional well-being Discuss mental state before and after exercise Music Art Create a happiness box etc Lots of physical activity Arts focus

	<ul style="list-style-type: none"> • Class story/novel to be based on well-being • Visual timetables for all classes • All classes to have worry jars/positivity jars, reinforce Tootoot, children to have emotional well-being journals • Focus on things that make us happy • Worship – whole school (via Teams and in class to focus on resilience, courage, determination etc) <p>Positive language from all staff at all times Make use of: Mentally Healthy Schools, SCARF, Place2Be, Anna Freud & social stories.</p> <p>Personalised Level – for children exhibiting greater anxiety, who need more time to recover/re-integrate – this will be responsive to individual need.</p>	<ul style="list-style-type: none"> • Gradually length of learning time • Acknowledge children’s anxieties at having missed lots of learning • Show children the plan we have to help them catch up with lost learning • Discuss different learning techniques used 	<p>Explicit vocabulary and grammar teaching (Summer term objectives)</p> <p>Maths Daily maths lesson including rapid recall</p> <p>'Ready to Progress Criteria' document focusing on key concepts to aid recovery and build firm foundations for pupils in Years 1-6.</p> <p>White Rose – full year curriculum plans Active Maths Weave statistics, measures and geometry into number lessons</p>	<p>This year we are going to change the order the wider curriculum is taught in: Autumn: Arts focus Spring: History focus Summer: Geography focus</p>
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	<p>Deeper Level – for children who have experienced trauma/bereavement etc. This may be longer term approach involving activities such as bereavement counselling</p>			
<p>Phase 2: Recovery</p>	<p>Continued focus on emotional health and well-being Using resources as above Amount of time will be dependent upon needs of the cohort. Visual timetables for all classes Positive language from all staff at all times Develop wider use of peer mentors Focus on things that make us happy Worship – whole school (via Teams and in class to focus on resilience, courage, determination etc)</p> <hr/> <p>Personalised Level – for children exhibiting greater anxiety, who need more time to recover/re-integrate – this will be responsive to individual need.</p> <hr/> <p>Deeper Level – for children who have experienced trauma/bereavement etc.</p>	<p>Continue to use metacognitive strategies within everyday teaching Modelling of thought processes Give children regular opportunities to evaluate reflect on their learning, focussing on strengths and areas for improvement Give children regular opportunities to discuss to discuss strategies they found particularly effective (Use EEF Toolkit)</p>	<p>The core learning will be determined from previous year group’s prioritised specific essential learning. Start by ensuring gaps in knowledge/skills are closed - revisit key objectives from previous years if necessary.</p> <p>Reading Daily phonics Vocabulary activities Guided/whole class reading sessions with wider curriculum content Reading for pleasure activities Class novel</p> <p>Writing Daily phonics/spelling Daily English lesson based on T4W approach Explicit vocabulary and grammar teaching</p> <p>Maths Daily maths lesson including mental maths</p> <p>'Ready to Progress Criteria' document This document is a well researched, evidence</p>	<ul style="list-style-type: none"> • Teach wider curriculum through daily reading lessons. Focus on knowledge and vocabulary • Use Cornerstones Curriculum Maestro Knowledge Rich Unit • Science, RE, PE, Computing • Regular retrieval eg low stakes quizzes and games to aid knowledge retention • Art focus

	<p>This may be longer term approach involving activities such as bereavement counselling</p>		<p>based (John Hattie) resource for Primary teachers focusing on key concepts to aid recovery and build firm foundations for pupils in Years 1-6. White Rose Active Maths</p>	
<p>Phase 3: Full Curriculum</p>	<p>Continued focus on emotional health and well-being Using resources as above Amount of time will be dependent upon needs of the cohort. Visual timetables for all classes Develop wider use of peer mentors Focus on things that make us happy Worship – whole school (via Teams and in class to focus on resilience, courage, determination etc) Positive language from all staff at all times</p>	<p>Continue to use metacognitive strategies within everyday teaching Modelling of thought processes Give children regular opportunities to evaluate reflect on their learning, focussing on strengths and areas for improvement Give children regular opportunities to discuss to discuss strategies they found particularly effective (Use EEF Toolkit)</p>	<p>The core learning will be determined from previous year group's prioritised specific essential learning. Reading Daily phonics Vocabulary activities Guided/whole class reading sessions with wider curriculum content Reading for pleasure activities Class novel Writing Daily phonics/spelling Daily English lesson based on T4W approach Explicit vocabulary and grammar teaching Maths Daily maths lesson including mental maths White Rose Active Maths</p>	<p>Full wider curriculum offer Science, RE, PE, computing, music, also termly focus wider curriculum subjects</p>
<p>Assessment</p>	<ul style="list-style-type: none"> Identify children who may need additional support 		<ul style="list-style-type: none"> Low stakes quizzing and daily retrieval Identify children in need of pre and post teach /intervention 	

			<p>support ASAP via teacher assessment and existing assessment data</p> <ul style="list-style-type: none">• Autumn term assessment in Nov• Pupil progress discussions and intervention planning	
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