Our Recovery Curriculum

Coronavirus (COVID-19) Catch-up Premium

For the academic year 2020-21 the Government announced catch-up funding for pupils in Reception to Year 11. This funding was for specific activities to support pupils to catch up on missed education from March to July 2020.

At Chestnut Lane School this funding was used to address the academic gaps that were identified through our baseline assessments in September 2020, and the assessments conducted on the full reopening of school in March 2021. Meeting the children's wellbeing needs was a crucial part of our catch-up work, and feedback from parents and guardians on this informed our planning.

Interventions formed a large part of *Our Recovery Curriculum*, particularly as they allowed us to personalise learning, within the constraints of class 'bubbles'. A greater proportion of interventions were possible during the year due to the catch-up premium.

During 2020-21 interventions, and catch-up sessions, to target the following areas were implemented within the school:

Speech, language & communication	Social skills
Reading, phonics & spelling	Fine & gross motor skills
Processing & following instructions	Memory skills
Handwriting (letter formation and joining)	Nurture
Early maths & mathematical reasoning	Active listening
Creative & extended writing	Presentation
Self-care & functional independence	Regulating emotions

- In total **117** separate interventions ran across the school in 2020-21. Each running for 6-8 weeks.

Across the school	Sep-Dec 2020	March – May 2021	May – July 2021
Pupils who attended at least one intervention	51%	60%	61%
Pupils who attended more than one intervention	27%	27%	25%

- In 2020-21, across all 117 interventions, **70%** of pupils made expected or better progress.
- Although not statutory assessments, at the end of Early Years Foundation Stage (EYFS) **81%** of pupils achieved Good Level of Development (GLD).
- At the end of Key Stage One (KS1) **97%** achieved the expected standard in reading, **88%** achieved the expected standard in writing and **93%** achieved the expected standard in maths.
- These outcomes are in line with the academic year 2018-19.

Education Recovery Support Package

In June 2021 the Government outlined that they were extending their support for schools. In reality for Chestnut Lane School, this includes:

- New training for Early Years staff
- Hungry Little Minds – tips and practical activities for parents of children under 5 years old
- Early Years Language Intervention Programme
- The National Tutoring Programme – aimed at the most disadvantaged pupils
- High quality training for early career teachers, and some access to National Professional Qualifications for experienced teachers
- Continuous Professional Development (CPD) support for teachers

Moving Our Recovery Curriculum Forward

At Chestnut Lane School we have had a well-embedded personalised learning approach in place for a number of years. We understand how important it is to enable pupils of all abilities to access personalised learning.

Our aim has always been to ensure that a child's chances of success are not limited. High expectations of progress apply equally to all children so that early promise can be fulfilled and potential developed. There is an expectation of participation, fulfilment and success.

As we move forward with *Our Recovery Curriculum* we are pleased to see many of our favoured ways of working with the children return. Below we have outlined the approaches we will take.

Continued interventions for all abilities

Interventions remain a crucial part of our curriculum, for all pupils. They provide pre & post-teaching and catch-up for those requiring support, as well as additional 'challenge' opportunities to develop potential. Interventions cover a wide range of focuses, both academic and social & emotional. They allow us to target teaching to the specific needs of individuals, and record their progress through baseline and impact assessments.

A Model of Lesson Study

This approach engages teams of teachers in a process of observing focus pupils, assessing and evaluating their learning progress and collaboratively planning to meet the needs identified. The model provides coaching opportunities between staff, and ensures all children benefit from the child-centred planning.

"Lesson Study has had an impact on planning across the curriculum and is not just isolated to the Lesson Study sessions." [Member of classroom staff]

Intensive Teaching Sessions

Intensive teaching sessions, with flexible groupings based on the individual's current needs and priorities, creatively provides teaching, from qualified teachers, to groups of children smaller than 30 (on average 15-20 per group). Our use of specialist music and dance teachers allows us to make classroom staff available.

"Children are receiving more focused and guided learning…"
[Member of classroom staff]

The role of Quality First Teaching

Quality first teaching is the most effective way of personalising learning. The priority is providing high quality, inclusive teaching with the highest possible expectations for *all pupils*.

In order to facilitate quality first teaching across the school, the following are our focusses:
- ✓ Positive relationships within the classroom, between staff, pupils and peers. Relationships based on knowing all children well.
- ✓ Engaging, child-led topics and themes – created using pupils' ideas and interests.
- ✓ Established classroom routines and stable timetables wherever possible.
- ✓ Greater use of cross-curricular outdoor learning and physical activity across the timetable.
- ✓ A refocus on the Characteristics of Effective Learning, through praise, reward and targeted explanation of the learning behaviours.
- ✓ Whole class wellbeing sessions across the week, and wellbeing tracking for each individual pupil at four points in the year.
- ✓ Movement breaks incorporated into lesson time to support pupils' focus and ability to sustain longer periods of learning.
- ✓ Purpose-built learning environments to facilitate collaborative learning.

G Rehal – September 2021