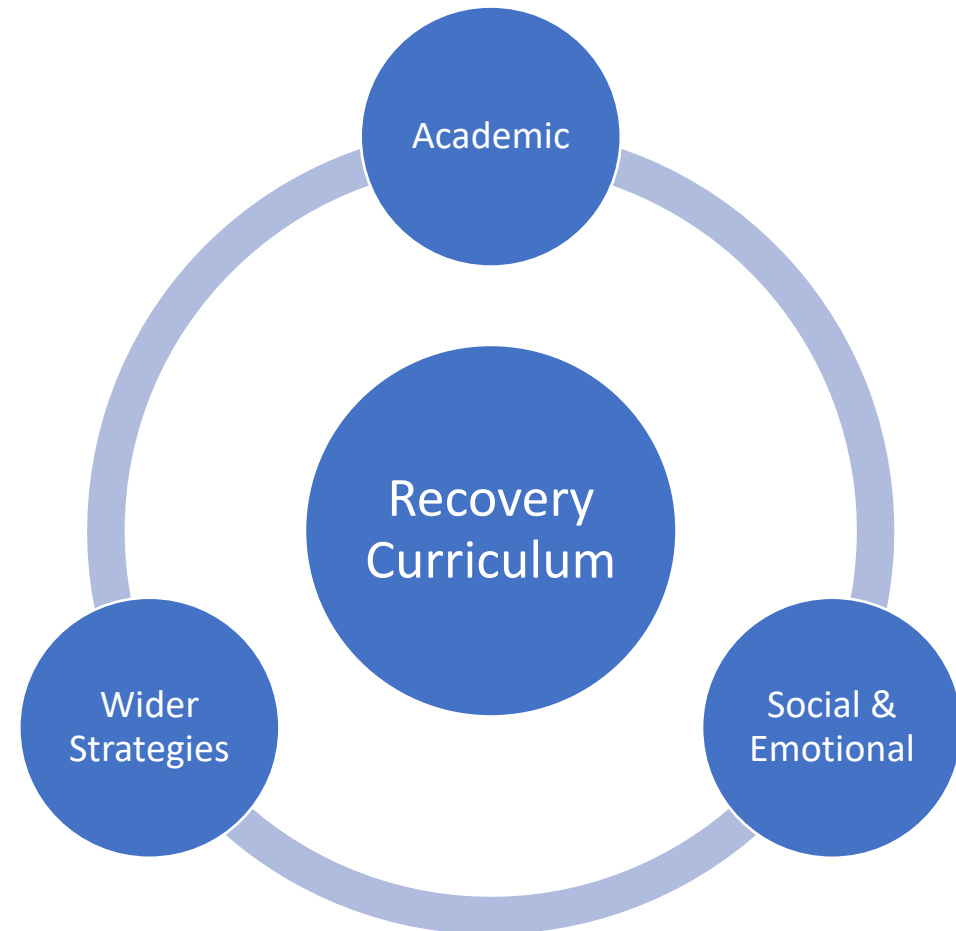


Covid – 19 Recovery Curriculum

Our Recovery Curriculum adopts a holistic approach in aiming to support the academic, social and emotional well-being of our learners.

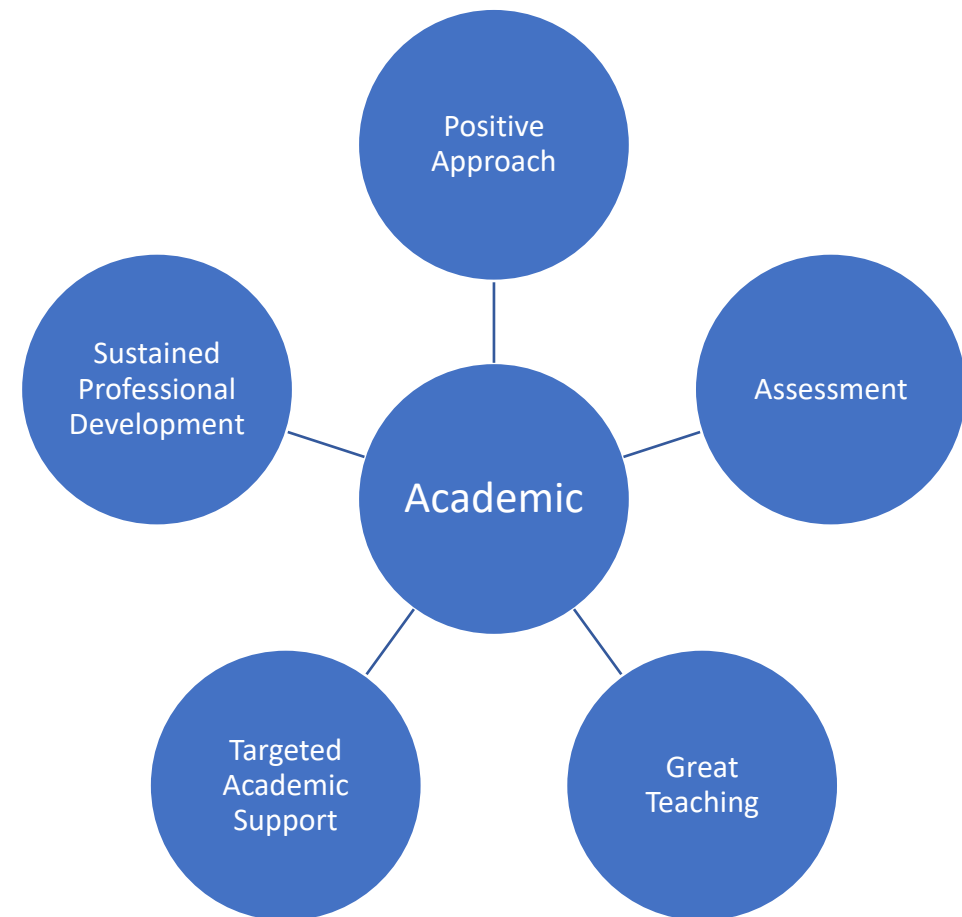
We will utilise a tiered model that focuses upon high quality teaching, social and emotional well-being and wider strategies to provide a systematic, relationships-based approach to **reigniting the flame of learning in each child.**

Our framework aims to mitigate the impact of school closures, prepare for the uncertainty of the coming year and give our students the best chance of success in a school year unlike any other.



Academic

As educators, a key aspect of our role is to equip young people with the academic capabilities to live a fulfilling life. In 2020, Covid-19 disrupted and caused us to modify the traditionally recognised means of educating young people. As we return to school in September, we are keen to mitigate the impact of school closure and work to reignite the flame of learning in each child.



Social & Emotional

A large part of our work at St John Fisher has always involved providing support for students' social, emotional and behavioural needs. Understandably, the impact of Covid-19 closures means that we are revisiting our approach to supporting our students during the uncertainty of this academic year.





Wider Strategies

Wider strategies relate to the most significant non-academic barriers to success in school including attendance, behaviour and working in partnership across our community to support our students and each other in a school year unlike any other.

Re-establishing the rules of the classroom alongside nurturing the school's ethos for high expectations in such areas as attendance, behaviour and uniform will be essential.



St John Fisher Catholic High School

Covid-19 Recovery Curriculum

September 2020



Educating for Life



Our Recovery Curriculum adopts a holistic approach in aiming to support the academic, social and emotional well-being of our learners.

We will utilise a tiered model that focuses upon high quality teaching, social and emotional well-being and wider strategies to provide a systematic, relationships-based approach to **reigniting the flame of learning in each child**.

Our framework aims to mitigate the impact of school closures, prepare for the uncertainty of the coming year and give our students the best chance of success in a school year unlike any other.

What are our aims?

- Support our students
- Re-engage and empower our learners
- Assess and close learning gaps
- Continue to meet the curriculum requirements
- Develop independent learners
- Re-establish routines and reconnect with pupils, so that all pupils go on to thrive
- Mitigate the impact of partial school closures
- Provide the best chance of success in a school year unlike any other.
- We must do everything possible to ensure the physical and emotional health of our students whilst delivering a broad and balanced curriculum

Academic

Great teaching

The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for students.

Prioritising high quality instruction in the classroom has new-found logistical barriers, but the principles of great teaching remain unchanged:

- Explicit instruction
- Clear explanations
- Scaffolding
- Cognitive and metacognitive strategies
- Deep subject knowledge
- Reflection
- Sustained and extended opportunities for independent application of learning

These are all key components of high-quality teaching and learning for students and will be our focus to re-establish and further improve teaching and thereby positively impact upon students' learning in the coming year.

Positive Approach

Recognising that our students will have returned to school after a considerable absence with mixed emotions, it is important to us that we do not project anxiety onto students surrounding their learning. It is our intention to instil a spirit of confidence, reassurance and eagerness, rather than of crisis. As such, our choice of language, as teachers and parents/carers is essential and we need to work together to cultivate this positive, forward looking approach to learning.

Positive - Forward looking

- ✓ Moving forwards
- ✓ Building on
- ✓ Re-establishing
- ✓ Securing
- ✓ Consolidating
- ✓ Opportunity to revisit
- ✓ Reconnecting

Unhelpful, doom-laden language

- ✗ Gaps
- ✗ Catching up
- ✗ Lost learning
- ✗ Falling behind

Curriculum Review

In response to the remote learning experience imposed through lockdown, Curriculum Leaders have, in advance of this academic year, reviewed their existing curriculum plans to respond to our students' learning needs and ensure targeted curriculum coverage.

- Reviewed & redesigned to allow for an element of revision, consolidation to secure prior learning & to establish a firm base from which to move forwards.
- More agile and more responsive.
- Interleaving the teaching of new material with the spaced revisiting of previous learning.
- Challenging & ambitious – retaining our high expectations of our students.
- Careful consideration of what prior knowledge may need revisiting in order for this new learning to be successful.

This process of curriculum review will continue throughout the year in response to a changing social and educational climate as well as national guidance relating to Covid-19.

Assessment

Assessment has been a sustained focus in our work to support high quality teaching.

High quality assessment is essential to great teaching. It will enable us to differentiate between learning that has been forgotten due to extended absence from the classroom and material that hasn't been learnt properly, helping us understand what students have (or have not) learned. Targeted diagnostic assessments can support teachers to monitor students' progress, particularly as they re-establish classroom routines and to establish the security of the remote learning they engaged with. We will also assess our students' engagement with school, their learning and their well-being.

We will carefully consider and be sensitive to the manner and timing of any assessment with consideration of students' extended absence from face to face learning and mindful of successfully reintegrating them back into school.

Assessment will take the form of:

- Low stake quizzes, low-threat knowledge checks and multiple choice questions will be effective to assess student understanding. This low-stakes approach should help students feel secure in what they already know and confident about what else they need to learn.
- increasing the use of open-ended verbal questioning within lessons
- An Assessment schedule which combines diagnostic, formative and summative assessment.

With the absence of SATS data for Year 7 students, it is important that we establish a baseline from which to measure individual progress. Year 7 students will engage with standardised assessments such as CATs (Cognitive Abilities Tests) alongside an English and Maths assessment which will enable us to identify specific areas of strength in English and Maths as well as what they need to learn or do next to develop further.

Targeted Academic Support

High-quality teaching should reduce the need for extra support, but it is likely that some students will require high quality, structured, targeted interventions to make progress. These interventions will be carefully targeted through identification and assessment of need. The organisation and commencement of any intervention will be within the logistical parameters of our re-opening risk assessment.

Sustained Professional Development will support the delivery of high-quality teaching especially for early career teachers. Incorporating areas such as effective remote teaching may need to be revisited in professional development, thereby ensuring effective remote curriculum provision should unplanned closures occur.

Like all schools across the country, we have made significant adjustments to organisational and logistical aspects of school life due to the conditions related to Covid-19. Ensuring teachers have training and support to adjust to these changes will create the space needed for high quality teaching as all students return to school.

Social and Emotional

A large part of our work at St John Fisher has always involved providing support for students' social, emotional and behavioural needs. Understandably, the impact of Covid-19 closures means that we are revisiting our approach to supporting our students during the uncertainty of this academic year.

Assessing Students' Needs

In order to effectively implement the Social & Emotional tier of our Recovery Plan, it was essential for us to identify any students who may require support. Upon return to school in September, students engaged with a questionnaire, the results of which enabled Form Tutors and Heads of Year to support those students who were concerned or anxious about re-engaging with face-to-face learning.

Students will be provided with a follow-up questionnaire this term which will enable them to reflect their experience of returning to school. This will enable us to identify any other students who might require support as well as monitor the impact of any universal or targeted support.

Students can also self-refer for emotional and well-being support by utilising the confidential messaging service, Confide. Accessed through students' home screen, an email is sent to a prioritised group of school staff to notify them of a student's need and from there the most appropriate support will be provided.

During staff training we have reminded staff of the need to be observant in identifying any students who may not have directly identified themselves as requiring support. Outlined below are some of the signs staff have been told to be alert to:

An anxious child is not a learning child.		
Emotional Signs	Physical Signs	Behavioural Signs
Crying more often	Headache	Avoiding taking part in class or activities
Extreme mood changes	Stomach ache	Staying quiet
Self-doubt	Changes in eating habits	Avoiding social situations
Panic attacks	Fidgeting or restlessness	Not wanting to go to school
Worrying about the future	Feeling tense	Feeling angry/emotional leaving family
Nightmares	Trouble sleeping	Developing compulsive behaviours (hand washing, arranging things etc)
Intrusive thoughts		Lack of concentration
Low mood		
No enjoyment in life		
Low self esteem		

Mentoring

A comprehensive mentoring service is underway with a select cohort of Year 11 students being trained as Well-being Champions and Peer Listeners. This peer to peer support supplements the Pastoral staff group who are already providing mentoring opportunities.

Counselling

Students who have identified as requiring support to re-engage with their learning as a result of their lockdown experience or their return to school will have access to counselling.

As a school, we have invested in training twenty staff as Mental Health First Aiders to enhance the pastoral support that students can already access. Bereavement counselling is also available as part of the Educational Psychology Service. Wellsprings Counselling is an externally sourced service which runs alongside our in-school provision.

Well-being Curriculum

A modified curriculum is in place across PSHE lessons providing a safe and supportive opportunity to develop students' understanding of such topics as self-esteem, anxiety, study skills and ultimately equip them with the independence to identify and implement strategies to enhance their well-being.

The Wellbeing for Education Return project, which has been set up by the government to offer support, resources and guidance, to support students' return to school is due to be shared with schools. Once information is received we will incorporate their recommendations into the Social & Emotional tier of our Recovery Curriculum.

Wider Strategies

Wider strategies relate to the most significant non-academic barriers to success in school including attendance, behaviour and social and emotional support.

Re-establishing the rules of the classroom alongside nurturing the school's ethos for high expectations in such areas as attendance, behaviour and uniform will be essential.

Attendance

It is vital for all children to return to school to minimise, as far as possible, the longer-term impact of the pandemic on children's education, wellbeing and wider development. Missing out on more time in the classroom risks students falling further behind. Those with higher overall absence tend to achieve less well. School attendance will therefore be mandatory again from the beginning of the autumn term.

We are conscious that some students and parents may be reluctant or anxious about returning to school after such a prolonged absence. We are here to support those students and families and available to discuss their concerns and provide reassurance of the measures we are putting in place to reduce the risk in school. As always, our Attendance Officer will make contact in the event of a student's absence and will be willing to discuss any concerns. Alternatively, please make contact with your child's form Tutor or Head of Year who will be happy to offer support. As a parent/carer, please reach out to us if you or your child is concerned or anxious about being in school

Behaviour

Whilst many students will welcome the return to school, a minority of students may struggle with re-engaging with the rules and routines of daily school life.

Students have been reminded of our expectations for behaviour within lessons and around the school. This is particularly the case surrounding the measures that have been put into place to ensure the safety of our community in response to Covid-19. Deliberately breaking these rules and putting the safety of others at risk will not be tolerated and sanctions will be applied in the event of any infringement of our expectations.

Communication/Partnerships

Parents/carers have played a key role in supporting children to learn at home and it will be essential that we continue to work together in the year ahead.

We will endeavour to keep you up to date with all relevant information and to sustain communications and partnerships with students and parents/carers. Close engagement during this period is clearly crucial to ensure that our young people are supported to learn and thrive and as such we welcome any communication which will help us to achieve our aims to support our students and reigniting the flame of learning in each child.

Contingency Plans

Whilst we have seen the welcome return of all students in September there is still a great deal of uncertainty as to whether the academic year will be interrupted by Covid-19 outbreaks.

As part of our Recovery Curriculum, there will also be a focus on developing high-quality remote learning. Research has shown that the quality of teaching is more important than how lessons are delivered and, as a school recognised for its high-quality teaching that is very reassuring. Ensuring the elements of effective teaching are present—for example, clear explanations, scaffolding and feedback— is more important than how or when they are provided.

We are keen to develop the remote learning experience that we put into place during lockdown and as such have already started a series of audits of our existing provision. These audits will aim to establish the capacity of our current ICT infrastructure, staff training needs, students' access to ICT and other important considerations in order to develop our remote learning provision. In response to the aforementioned, we have already commenced a programme of staff development to strengthen teachers' capacity to utilise Microsoft Teams to deliver effective learning experiences for our students. Our phased developmental approach will ensure that students who are absent as a result of Covid-19 will continue to receive quality learning. As we formalise this phased approach, further information will be provided to both students and parents/carers.