

## The Recovery Curriculum and Continued Curriculum

### Rationale

The Recovery Curriculum has 5 levers with the purpose of “reigniting the flame of learning in each child.” (Carpenter & Carpenter, 2020). We need to balance the Recovery Curriculum with a Continued Curriculum as the latter considers those who flourished with home learning and do not have loss of learning while the former considers gaps in knowledge and skills.

Until we rebuild our relationships with students and make students feel successful in class, they will not catch-up on missed learning in their own time. The classroom, therefore, is the first place rebuilding students’ confidence, resilience and motivation must begin.

### The Recovery Curriculum

This has 5 Levers: Relationships, Community, Transparent Curriculum, Metacognition and Space.

**Lever 1: Relationships** may need to be invested in and restored.

#### Additional LHS documents:

*See Empathetic Culture Lever 1.*

*See Positive Behaviour Strategies.*

#### Strategies to build relationships (SLT Lead):

- In lessons, teachers to check prior knowledge in a non-judgemental way, instead to be positive and explain you have resources so they can quickly gain this knowledge (ALL).
- Mentoring of as many students as possible with face-to-face one-to-one sessions before students return to lessons in school (All).
- Raise the profile of this lever with teaching staff and discuss ways we can rebuild relationships with students as well as sharing what we know about individual students and how to best support them (All).
- Mentor time to be used for Well-being activities which also help to build relationships and interpersonal skills so students can smoothly adjust to working again as part of a group (FB).
- In lessons, teachers to demonstrate they understand how challenging lockdown has been for students and that a return to routines will be part of the journey back to our normal way of working (ALL).
- The most disengaged students who we know struggled at home, to be mentored by PST Team and HoYs (ALL).
- Identify the most disengaged & facilitate intervention (based on resources & context) – HoFs.
- Discuss the types of intervention as these would be bespoke – HoFs & HoYs.
- Keep reviewing teaching style in regards to engaging students – (ALL).
- Perhaps look at how topics can support students in talking & sharing – create empathy & oracy – ALL.

**Lever 2:** We need to listen to the **Community** so we understand their needs and engage them in the transitioning back into school.

#### Strategies to listen to and engage the community:

- Surveys of Y10 parents to identify if phased return plan would work as well as to capture feedback (KW).
- Surveys of Y10 parents/ carers to identify their needs about the return of y10 (RC).
- Surveys for other year groups to capture the needs/ voice of both parents/ carers and students (RC).
- Attendance & Child Protection team to continue with phone calls to parents/ carers & students for the most vulnerable students to support their return (FB).

- Learning Support Team to continue with phone calls to parents/ carers & students for the SEND students to support their return KA).
- New Y7 parent/ carer information & student friendly, accessible Y6 student information shared via videos, student written typical days etc. to support smooth transition (CF).
- HoFs continue with *Gallery of Home Learning* in response to feedback about celebrating those who are flourishing & keeping that cohort motivated (RC).
- Individual parent/ carer concerns about return to school are managed sensitively by HoYs and those who know the parent/ carer best are used to support the return of their child (ALL).
- At the start, mentor time to be used for students to discuss their thoughts and feelings about the return to school and share their lockdown experiences if they wish – the message will be given to students is twofold (a) Your peers & friends will have had different experiences as no two will be the same – you just need to support each other – now a team again (b) We will support you with catching-up on your learning (ALL).
- Continual sharing of information with parents/ carers on how school will run including the curriculum etc. (SLT).

**Lever 3: Transparent Curriculum** is sharing with students how we are addressing the gaps in knowledge and skills as well as consulting with them and acting upon their feedback.

Strategies for a transparent curriculum:

- HoFs & HoDs to share each week's topic of learning & what they need to know before in quick & accessible catch-up ways e.g. websites, GCSEpods – see website *What am I learning this week?* (RC).
- HoFs will share map out the knowledge & skills (to identify how catching-up) taught each term (a curriculum map) with parents/ carers & students on the school website (BH).
- In lessons, wave 1 intervention (quality first teaching) is that all teachers will share success criteria to show students what knowledge & skills they need to demonstrate and provide resources for them to achieve these (ALL).
- HoFs to facilitate discussions with teams about different ways to assess prior learning.
- HoFs to facilitate wave 2 interventions which are for larger groups who have gaps in knowledge e.g. Set additional learning for home or adapt the lesson to cover these gaps. (All)
- HoFs to facilitate wave 3 interventions which is smaller groups and fundamental loss of learning which means for many lessons, the student is always undertaking different work (catching-up) to other students as they cannot access the work the other students are undertaking. (All).

**Lever 4: Metacognition** is explicitly showing students how to learn in a school environment as these skills may have been lost, this rebuilds their confidence as learners.

Strategies for metacognition:

- All teachers to use 'Progress Plenary' to give students the opportunity to reflect on how they have learnt and celebrate what they have achieved (ALL).
- All teachers to focus on 'what went well' for students and when addressing students' errors, misconceptions or 'how to improve' they will remind students that the best learning is from making mistakes.
- All teachers to focus on the answers to Memory Platforms and ask students who did not have the right answer to listen out for this as making progress is about learning something new (ALL).
- Mentor time & Assemblies to reinforce the message of growth mindset and how to develop this (RC).

**Lever 5: Space** is opportunities for students to explore and rediscover self, and to find their voice on learning in the context we are facing.

Strategies for space:

- Mentor time activities to support open dialogue and groups of specific students undertake well-being discussions/ activities (FB).
- Feedback from students is actively sought about their lessons from their teacher (ALL).
- Break and lunch times are opportunities for students to spend time with their peers – we must be mindful of this when it comes to interventions.
- Intervention groups/ pairs dynamics to be carefully considered so students who are comfortable making mistakes in front of each other are together, the furthest behind are with each other, quieter students are together etc.
- Student voice group on improving home learning. (RC)

**Source of the 5 levers (not the strategies):**

Carpenter, B & Carpenter, M (2020). *A Recovery Curriculum Loss and Life for Our Children Post Panademic*. Website: Evidence For Learning.

### **The Continued Curriculum**

The purpose of this is to ensure that students who do not have loss of learning are not held back from extending existing knowledge and skills or from learning new knowledge and skills. If we do not offer these students a curriculum which considers their prior learning, then they will become disengaged.

#### **What does a Recovery Curriculum and Continued Curriculum look like in a scheme of work and in a lesson?**

In the classroom, we will be faced with some lessons where some or most of the students **do not** have the prior knowledge needed to access the learning objective or topic being taught, here we will have to look at where we can condense information, leave out some reinforcement activities etc. so we can rapidly catch students up in the classroom. We must not, however, forget those that **do have** the prior knowledge so they cannot be undertaking the same activities/ learning as those we are catching up. Instead, they must be given access to information and skills which will extend and enrich their knowledge of either the topic being taught, or even making links to another topic etc.

The curriculum map for every subject needs to be followed, however schemes of work and lessons will have to be adapted to meet the needs of all learners. Teachers, therefore, need to be flexible and plan for the following:

- **Identify prior learning:** Find out what each student does know and doesn't know about the topic you are teaching. *See strategies below.*
- Possibly students will have **different learning objectives** depending on their knowledge & skills. See examples below.
- Resources need to be in place so students who do not have prior knowledge, **gain knowledge rapidly** without having to research this etc. *See strategies below.*
- Resources/ activities need to be in place for students who do not have gaps in knowledge & skills – these need to deepen and extend their knowledge, so it needs to be different from what students who have gaps in knowledge are doing/ learning.
- Once students have gained the knowledge rapidly, they can quickly move to the resources/ activities which the other students who had the knowledge are undertaking.

- Liaise with your HoF or HoD to identify what websites with short video clips etc. could quickly give students some knowledge or/ and skills so they can watch these BEFORE the lesson – this starts to help students take more ownership of their learning. Do not, however rely on this as there may be some students who will still need resources in the lesson to catch-up.

Identifying Prior Knowledge	Different Learning Objectives	Gain knowledge rapidly
<p>Activities which can prompt recall such as:</p> <ul style="list-style-type: none"> <li>-A Memory Platform so a quick quiz.</li> <li>-Simple hands-up, however not all students will instantly remember what they know or don't know.</li> <li>-Write down everything you know about ____ it could just be key words/ phrases or sentences.</li> <li>-Give students 10 words/ phrases and ask students to tick the ones they know or hand-ups or write down what they mean.</li> </ul> <p>Note: Give students a few minutes, but if any student(s) say they don't know anything give them prompts or give them a paragraph with part of the information on so they can read this and say you will ask them what they've read, or ask them to write down and summarise this information etc.</p>	<p>From identifying what students know and don't know, you may add to the learning objective.</p> <p>For example take the learning objective:</p> <p><i>To analyse the structure of the play 'An Inspector Calls'.</i></p> <p>Ideally, the above learning objective relies on students having prior learning of (a) what happens in the play; (b) how characters are presented (c) Author's intentions (d) Social-historical context.</p> <p>Therefore, for those students who do not know (a) to (d) they need the learning objective of:</p> <p><i>To explain what happens in the play, how some characters are presented and key social historical context that influenced the author, J.B. Priestley.</i></p>	<p>Taking the 'An Inspector Calls' example from the previous column, the following resources need to be given to students to catch them up so they may have an opportunity to reach the analysis of structure objective this lesson, or next.</p> <p>The resources could be:</p> <ul style="list-style-type: none"> <li>-Cartoon or short summary of what happens.</li> <li>-Short questions such as multiple choice to test their reading of the character</li> <li>-Pictures of the characters with a few words about who they are and 3 words to describe them.</li> <li>-Short questions such as multiple choice to test their reading of the characters.</li> </ul> <p>OR they go back and answer the memory platform questions.</p>