

Oswald Road Primary School



Response Curriculum Statement

Our guiding principles will be the 4 Rs – *recovery*, *recalibration*, *reconnection* and *reinvention*. We will frame our curriculum around these core principles.

1. Recovery

Our recovery curriculum plan covers two main areas: **learning** and **pastoral**.

Learning

This year, we aim to implement a tailor-made curriculum designed to specifically target any gaps in children's learning and to allow for accelerated progress in core subjects. We will aim for all children to be ready for the year group content in September 2021.

Usually when a child moves year group, they have mastered enough of the content the previous year to enable them to move on. We recognise that this may not be the case this year. Rather than pushing on in teaching year group expectations, we will be flexible and responsive in our teaching.

We will ensure gaps are identified as quickly and as accurately as possible without using formal testing methods. Instead we will be monitoring children's learning through use of quizzes, questioning and in Key Stage 1, observing children in continuous provision following the early years learning through model. This will also help support the pastoral needs linked to a big transition after such a long period of absence. Some more formal pieces of work may be set in older year groups to

Teachers will plan wider curriculum activities to embed and revisit learning in the core subjects. Extra staff support will be used flexibly and in years 1-6 we will not have TAs attached to year groups for the entire academic year. We will move the staff to where the greatest need is.

Our plan is for extra staff to go where needed and support effectively, so all children make accelerated progress. This provision will be reviewed every three weeks and all staff will engage in ongoing formative assessment day after today to ensure we are moving in line with the children's needs.

Social, emotional and mental health

Transition is a complex, dynamic process and the COVID-19 pandemic has brought about unprecedented change across the globe for everyone. The change was immediate, unplanned and out of anyone's control. As a school community we are aiming towards a compassionate transition for our children.

The impact of prolonged period of lockdown and the restrictions placed on social connection and ability to exercise personal choice will have impact at every level of the ecological system and may leave individuals feeling anxious, disconnected and worried about being able to do/remember their school work. For others this may have been a time of growth; learning to cope with frustrations and disappointments while developing an understanding of other people's perspective.

Throughout the pandemic, information about self-care and managing anxiety has been readily available. As school reopens, these strategies will continue to be essential for our community to support children's emerging emotional needs. Therefore the focus on wellbeing, staying connected and having a sense of belonging will be a whole school priority. We recognise that safety and security are basic needs for all human beings, and schools are significant places of safety for most of our children. Our children will have a voice in how they reconnect with school and we will continue to ensure the principles of nurture are in place to understand children's wellbeing needs.

The six principles of Nurture:

1. Children's learning is understood developmentally.
2. The classroom offers a safe base.
3. Nurture is important for the development of wellbeing.
4. Language is understood as a vital means of communication.
5. All behaviour is communication.
6. Transitions are significant in the lives of children.

All classes will take part in our planned PSHE Recovery lessons and targeted support will be available for individuals/groups of children who require it.

2. Recalibration

School will be a little different. Year groups will be kept apart from each other during the school day. Playtimes, lunchtimes and start times may be different. Staff will have to work differently, children may have to learn differently.

It is our aim to adapt to the new circumstances and provide as much as we did before lockdown, but in a different way. For instance, while class assemblies may not be allowed, we will find other ways to deliver the same experience. Clubs may have to be run virtually for a time.

We will aim to make sure that while the offer we make to children will be different, that the experiences they gain from taking part will be the same. We are developing our digital learning capacity, in order that if a school closure was ordered, the quality of education the children receive will not suffer. We will issue a new home school agreement and work together in the best interests of your children.

3. Reconnection

We would like to take the time to explore what children have achieved during their time at home, celebrating any new skills they have developed. We would also like to identify any gaps in children's knowledge as quickly as possible. To do this effectively, communication with parents/carers is vital. Therefore, we will be asking parents/carers to complete a short survey about their child's learning since March. Following on from this, an earlier Parent's Evening will be organised, ensuring that the views of parents/carers are prioritised. The earlier date recognises our need to reconnect our school with parents/carers.

The whole school will start the term with a two-week unit based on a book called 'Here We Are' by Oliver Jeffers. This unit will focus on developing a sense of belonging and community within school. Through our teaching of this unit, we aim to: provide a framework for children to re-engage socially with each other and their wider community; provide opportunities to engage positively with the outdoor environment; stimulate thinking and talk about world events and the impact of these events; provide a safe space to share thoughts, concerns, ideas and personal responses; and use art and writing to help the children respond personally to experiences they have had.

We are looking forward to reconnecting with the local community in the usual shared projects and experiences that we take part in, while recognising that they may look a little different next year.

We will continue to take part in local and national fundraisers for charity, building on the sense of citizenship children have gained during this nationwide crisis.

Our rights respecting team will link with other teams in the local area and lead an art project which will be placed across the community.

4. Reinvention

All of the above amounts to a reinvention of our school. We recognise that things have changed and will listen to parents, carers, staff and children as we continue our journey together.