



Thurnby Mead Recovery Curriculum

Thurnby Mead Primary Academy have put the child's well-being at the centre of the recovery curriculum plan. We acknowledge that the children will have had different experiences during this time. However, the common thread running through all is the loss of routine, structure, friendship, opportunity and freedom.

We know that an anxious child is not in a place to learn effectively. So, with this in mind, we have thought about the most effective way to support all of our children's ability to learn. This approach will encompass and support the academic expectations of all children.

Please have a look at our full Recovery Curriculum document to see how we will support your children effectively



Wellbeing and Mental Health

Priorities identified from September baseline assessments

- ❖ Rebuilding friendships
- ❖ Links to children shielding/self-isolating
- ❖ House Captains
- ❖ Pupil leadership team
- ❖ Focus on Wellbeing and Mental health
- ❖ Do Jo champions/Route to Resilience
- ❖ Support introduction to curriculum and learning.



How we will address priority areas when/who

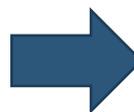
- ❖ Wellbeing and Mental health. To make sure all the children are welcomed back into school All staff
- ❖ Contact with children through teams. Principal and ST
- ❖ Assemblies via Teams CR
- ❖ Jigsaw recovery package in addition to Jigsaw scheme of work Teachers
- ❖ Survey at regular intervals throughout the term.
- ❖ Introduce all interventions that the children took part in before lockdown September 2020
- ❖ Training for staff on Mental health Jan 2021
- ❖ Staff survey October 2020
- ❖ Wellbeing and Mental Health Action Plan. ST



EAL

Priorities identified from September baseline assessments

- ❖ All staff to be made aware of the potential gaps in language development for pupils with EAL.
- ❖ Staff to be made aware of top strategies to support pupils with EAL.
- ❖ 'Language structures' introduced to all year groups to aid the development of academic language and to allow pupils with EAL to use academic language with confidence .
- ❖ Specific needs to be identified for pupils with EAL.
- ❖ Intervention groups to be identified through assessment results and professional discussions.



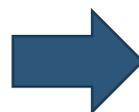
- ❖ How we will address priority areas who/when
- ❖ EAL inset during 1st week in school.
- ❖ Language structures to become part of planning and on display in each classroom.
- ❖ Observations of pupils with EAL to take place by all staff throughout Autumn 1
- ❖ Teachers to complete NASSEA assessment by October 16th to give a more accurate picture of language proficiency.
- ❖ EAL lead to analyse NASSEA data, identifying insufficient levels of development or regression in English proficiency.
- ❖ EAL lead to take these findings to teachers to discuss intervention groups.
- ❖ EAL intervention training for TAs to take place during Autumn 2 to implement in Spring 1.



English -Phonics

Priorities identified from September baseline assessments

- ❖ Majority of children in Reception need to build upon their Phase 1 phonics knowledge
- ❖ Year 1 children need to strengthen their prior learning of Phase 3 & for some children Phase 2 phonics. Also misconceptions with oral blending & segmenting need to be addressed.
- ❖ Year 2 children need to strengthen their prior learning of Phase 5a phonics, for some children Phase 4 phonics & for some children Phase 3 phonics
[Year 2 will be required to sit a past phonics screening check in Aut 2 which means children will need to be secure in Phases 4 & at least 5a]
- ❖ DSP children need to strengthen their prior learning of Phases 2, 3 & 4 phonics
- ❖ Some Year 3 children (LA/SEND) need to strengthen their prior learning of Phase 4 phonics



How we will address priority areas

- ❖ Reception staff will continue with Phase 1 phonic activities alongside their teaching of Phase 2 daily
- ❖ Year 1 staff will revisit to strengthen Phase 3 phonics for 71% of children and Phase 2 phonics for 29% of children - two groups daily
- ❖ Year 2 staff will revisit to strengthen Phase 5 phonics for 52% of children, Phase 4 phonics for 26% of children & Phase 3 phonics for LA/SEND - three groups daily
[Also daily practice of reading real & nonsense words]
- ❖ DSP staff will revisit to strengthen Phase 4 phonics with 50% of children, Phase 2 phonics with 50% of children alongside the teaching of Phase 1 and incorporating 'Cued Articulation' – three groups daily
- ❖ Year 3 TA will deliver daily Phase 4 phonics session with 27% of children (before moving onto Phases 5 & then 6)



English -Reading

Priorities identified from September baseline assessments

- ❖ Some children have limited access to books at home and have not read as often as they would in school
- ❖ Even where children have had access to books, they may not have been at the correct instructional level, and they may not have discussed the books they have read with an adult, reducing their opportunities to develop their reading comprehension skills



How we will address priority areas

- ❖ Children's reading ability has been baselined throughout the school and children are reading books at an appropriate level
- ❖ Our Literacy lessons are based around high quality texts which are read and discussed in depth, increasing children's exposure to different texts and genres and requiring children to think and reason about the texts they read
- ❖ Y1 to 6 have a weekly reading comprehension lesson
- ❖ Children who need additional support with reading have been introduced and are taking part in interventions including Reading Recovery and Reading Coaching
- ❖ In class, staff lead a daily reading group based on the principles of Reciprocal Reading and children also read regularly on a one to one basis with an adult
- ❖ Opportunities for reading for pleasure have been timetabled including regular "Drop Everything and Read" sessions, daily story time in classes, and reading on Myon.co.uk



English-Reading Interventions

Priorities identified from September baseline assessments

- ❖ The majority of last year's 'Reading Coach' intervention pupils have retained their spring instructional reading levels but are now even further away from attaining ARE.
- ❖ Intervention readers in years 1-4 (reading below level 21) will need extra support with phonics as cross class phonic groups are unable to go ahead as normal
- ❖ Some pupils in KS 1 who are reading just under ARE will need intervention to allow them to catch up and reach ARE as quickly as possible
- ❖ Pupils will need access to a range of books to make up for book deprivation over lock down



How we will address priority areas when/who

-JM will analyse assessment data and decide on pupils' suitability to receive 'Reading Coach', 'BRP', 'Reading Recovery', 'Reading Recovery Light Touch' and 'Group guided reading' intervention during the Autumn term.

Once targets are achieved new pupils will then access an intervention suited to their needs.

KS 1 and 2

AUT-SUM TERM

-Bottom 4 readers in every class will receive 'Reading Coach' intervention for 10 minutes 3x a week with class TA (as usual)

KS1 and YEARS 3,4,5

-**AUT 2 JM** will provide TA refresher Reading Coach/BRP intervention training (with an emphasis on phonics) and selected readers in years 1-5 (below level 21) will receive either Reading coach or BRP 4 days a week for 15mins (for pupils who could make rapid progress)

YEARS 6

-**AUT 2 FN** will establish comprehension intervention for pupils ??

YEARS 1 and 2

AUT 1 JM will work with 12 yr 2 pupils with the aim for them to make accelerated progress and reach ARE:

-2 group guided reading sessions will take place 4x a week together with an individual reading session 1x a week. Parents will have access to the books being read via 'Engage Literacy Online' so pupils can practice their new learning at home. JM will inform parents daily about the sounds, reading and comprehension strategies being learnt.

-3 pupils will receive RR Light touch intervention, for 15-20 minutes 5 days a week

-1 pupil will receive RR intervention for 30 minutes 5 days a week

AUT 2 JM will continue with these interventions with more pupils across yrs 1 and 2

-JM will establish class libraries and ensure that texts usualising diversity and well-being will be integrated into the everyday life of the classroom and school environment.

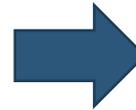
-All library books will be allowed home (every class has a quarantine library box)



Maths Recovery Plan

Priorities identified from September baseline assessments

- ❖ Content missed at end of previous spring 2
- ❖ Some pupils missing secure foundations on which to build prior to returning to regular timetable.
- ❖ Arithmetic skills; four operations with number at age related levels.
- ❖ Greater depth and reasoning opportunities missed.
- ❖ Times table skills at age related levels.
- ❖ Ensure that all pupils/adults are able to access online/blended learning for the foreseeable future



How we will address priority areas when/who

- ❖ Teachers to use previous year spring 2 planning as starting point for recap and reference to missed content.
- ❖ Continued low-stakes discussion for assessment.
- ❖ Focus on basic operation with number work to ensure competence in order for children to be ready to progress.
- ❖ Build in greater level of exploration, investigation and discussion of concepts and knowledge where appropriate to the curriculum
- ❖ Reset TTRockstars levels in order to get clear baseline of skills; address teaching based on revised data.
- ❖ Use White Rose premium resources in addition to Abacus to add greater concrete and pictorial elements across KS1 & 2
- ❖ Continued regular assessment to inform next steps
- ❖ Implement interventions timetable



Physical Education

Priorities identified from September baseline survey

Fitness

Teambuilding (loss of friendship's due to COVID)

Introducing a form of Daily Mile

Competitions

SSPAN (virtual competition)

Individual class PE lesson (extra)

Health and Well being

Assemblies

Swimming on hold until further notice.

Access to `Safe Practice` in PE



How we will address priority areas when/who

Fitness/Teambuilding Friday with Mr Ballard. On going

Daily Mile to commence W/B 28th September. The walk will take place within the class zones.

Competitions. Each class to be chosen for a particular competition It will be recorded and submitted to SSPAN. S Tattersall/teacher

Key stage 1 and 2 teacher led 15-20-minute sport activity based around fitness. Circuit training/keep fit lesson/ salsa/ yoga. November 2020 S Tattersall/teachers.

Health and Well being covered through PHSE and Mr Ballard with Healthy eating and exercise.

On going

Assembly on keeping fit and healthy eating. S Tattersall. Jan 2021