



TMET Primary

Recovery Curriculum Intent

-an adaptation of the typical offer in response to the coronavirus pandemic.

Together we make a positive difference



TMET Primary Recovery Curriculum Intent

This is an adaptation of the typical offer in response to the coronavirus pandemic, to ensure that our primary children are afforded opportunities to catch up, refresh, review and progress, with due consideration given to wellbeing, mental health and resilience.

“We will provide all of our children with a *broad, relevant* and *enriched* curriculum so that they have the *character* to make a *positive* contribution to our society and are *knowledgeable, skilled and ready* for the next phase of their education.”

The TMET 7Cs underpin all trust activities and decisions and are enacted through the curriculum in each of our academies.

- Challenge:** an ambitious curriculum which gives pupils access to rich, challenging knowledge, concepts and materials no matter what their starting points or characteristics.
- Collaboration:** teachers and leaders collaborate to curate the best content and pedagogical approaches; pupils collaborate to deepen learning and develop social and communication skills.
- Culture:** a curriculum which actively builds the cultural capital of our pupils so that they can be enriched and empowered.
- Community:** a broad curriculum which teaches about tolerance and an appreciation of diversity, equipping students to be active citizens who contribute positively to society, steeped in British values.
- Courage:** pupils are encouraged to persevere and show courage in the face of learning challenges which result from a broad and demanding curriculum; and to make informed choices with confidence, compassion and integrity.
- Creativity:** pupils are taught to think creatively from a foundation of rich knowledge; via a wide variety of learning experiences to stimulate innovation and creative expression.
- Character:** opportunities abound for character development through an ambitious wider curriculum offer designed to develop positive personal traits, dispositions and virtues such as kindness and care for others.

The enactment of TMET's Primary Recovery Curriculum Intent:

Knowledgeable & Skilled	Enriched
<ul style="list-style-type: none"> • Explicit teaching of early reading, writing and maths skills; particular focus and time will be placed upon the teaching of phonics, handwriting, grammar, number facts, arithmetic and times tables • Vulnerability index to be undertaken on all children in the first week of the autumn term. • Clear subject assessment criteria is in place for all subjects. • Assessments to be undertaken on all children in the first fortnight to establish where children are academically. • Talking classrooms established and promoted • Developing vocabulary through working walls/speaking opportunities (a lot of our children do not speak English at home) • Language skills due to lack of language – adult talking – demonstrate/model correct English • Think it- Talk it-Write it • Use our novel rich immersive curriculum to enable children to make links between their learning and build effectively on prior knowledge • Curriculum sequenced for progression throughout the year • Support every child to be strong readers to enable them to access the wider curriculum with confidence • Academic knowledge focus in each subject, with knowledge organisers attached to unit of work • Challenge provided for all children • Strong independent learning culture to be re-established supported by resources and activities 	<ul style="list-style-type: none"> • Outdoor learning opportunities • Celebration events for cultural and religious holidays, allowing pupils to share their own knowledge and experience with their peers • In school enrichment to be provided for all children • Opportunities to perform: assemblies - sense of connection - links to resettling • Revised programme of extended activities with a focus on physical activity to support mental well-being • Revised programme of extra-curricular experiences supported through virtual events • Creative methods to enable performance opportunities utilising outdoor space and technology • Wide range of fiction and non-fiction books – supplemented with a range of emotional literacy texts • Creative methods to enable cross trust events and opportunities with the support of technology • Commitment to enabling enrichment through technology such as Zoom visitors from the local community and beyond and access to authentic resources to promote diversity in religious belief and to support understanding of British values • Whole school events providing immersive and in depth learning opportunities for pupils – sharing of learning via technology • Aspire for all children to complete the Daily Mile and Daily Boost • Aspire to provide specialist dance, sport and language instruction

- Recovery of phonics teaching and learning through revisions made to the timetable and additional interventions where required
- A revised selection of novels and increased access to sophisticated picture books to enable children to make sense of their experiences and emotions
- Ongoing CPD for staff to increase subject knowledge and specialist focus – teaching of early reading and phonics will be a priority. Trauma Informed Practice will underpin our approach
- Return to Spring 1 curriculum to ensure all gaps in learning are revisited- concepts within mathematics and use Assessment for Learning to adjust pitch and ensure conceptual understanding of concepts in order to reconnect with prior learning, Grammar, spellings etc to be revisited
- Deployment of Teaching Assistants, support children to be strong readers to enable them to access the wider curriculum with confidence (BRP) additional phonics and maths interventions
- Ensure curriculum design and timetabling is inclusive of the Equality of Opportunity policy and ensure pupils with SEND or disabilities have full accessibility through the tailoring of provision
- Ensure pitch and challenge is appropriate through regular assessment, feedback and planning

- Access to and use of the specialist equipment and programmes.
- Timetabled use of Library and access online to Accelerated reader
- Ensure curriculum design and timetabling promotes physical, emotional and personal health pupil
- Promotion and timetabled use of well stocked library
- Specialised PE provision to promote healthy lifestyles and physical activity in order to reduce likelihood of pupils developing health complications that are more prevalent amongst the BAME community and our children’s demographic i.e. 3 times more likely to develop Type 2 diabetes.
- Launch & Landing Days to promote intrigue, curiosity and a love of learning
- Celebrate the enrichments that pupils have been sharing on Class Dojo. Ensure that teachers are in tune with pupils talents and skills.
- A risk assessed selection of clubs to continue to begin to open the enrichment offer

Character and Positive Contribution	Ready for their next phase (For EYFS, for KS1, for KS2 and for KS3)
<ul style="list-style-type: none"> • Character reminders and character to continue to be central to life and school • PSHCE is woven throughout our curriculum • Positive behaviour policy and systems • Feeling Calm: Teachers are clear, positive communication, No ambiguity & Period of calmness is very important, as there may be waves of spikes. • Increasing Self-Efficacy: What you do results in positive outcomes. I can ... You can..., What could you do to make someone smile?, Encourage pupils e.g “I remember when you could do...” & Helping the child to feel in control • Increasing connectedness: Essential in increasing positivity and togetherness through circle time like activities, class charters etc. • Access to a Family support network • Attendance initiatives and interventions • Whole school assemblies with a focus on character, community and empathy • Pupil voice -to articulate, debate and express emotions, ideas and experiences (PLT, collective worship, etc.) • Empowering pupils to take pride in their achievements and celebrate successes • Rebuild their confidence- catching up without overwhelming • Challenge children to strive harder, utilising fun, educational and motivational resources will competitive elements (i.e. Times Table Rock Stars, Reading Pro) • Inclusive, equality driven approach allowing all pupils a chance to flourish 	<ul style="list-style-type: none"> • Feeling Safe: Hand washing – hygiene safety, Peg line – express a concern or worry & Watch and observe children – address the apparent issues • School uniform for pupils, to make them feel part of our school community • Strong parent/carer relationships established through phone calls in the week before term starts and then again throughout the first half term. • Dojo to be utilised to share work and key information • Teachers to post a new teacher video and be available to message via Dojo • Embed citizenship within the curriculum • Work around transition, mental health and PSHCE • Sensory/learning breaks- more often- <i>communication overload</i> • Explain the familiar- same desk, work stations so the unfamiliar becomes familiar- clear expectations • Encourage healthy eating and good sleep hygiene through Teams assemblies and PSHCE • Staggered transition and re-settling arrangements for all pupils • Re-design of the year one structure to align with EYFS • Detailed Welcome Packs, transition records, transition calls and home calls and visits via Zoom to Nursery and Reception families • Creative methods to engage in Trust-wide events through the support of technology • Transition calls with local secondary schools

- Pupils are taught how to keep themselves safe in various settings (online, at home, at school) with confidence
- Extend parental engagement with positive behaviour policy through technology
- Support dysregulated or disengaged children through family support, positive behaviour policy and clearly established school routines
- The development of character muscles and positive reflection enabled through recovery conversations and mindfulness activities
- Family Support Worker and Well-being First Aiders to identify families and children requiring specific recovery interventions through the vulnerability index
- Establishing parental confidence with regards to safety to support attendance through clear and concise communication
- Community events and charitable projects to focus on supporting the local food bank
- Exposure to problem solving in a variety of contexts
- Support pupils to manage emotions, value relationships and enhance thinking skills/process to overcome challenges brought about by the lockdown
- Highlighting successes of BAME characters across the curriculums and promoting BAME authors

- Meet the teacher letters and moving on calls and videos from new teachers
- Homework to prepare for secondary school expectations
- Provide equal access to SCMH and PSHE curriculum content
- Senior teachers, Recovery teachers and TAs to provide precision interventions and catch-up groups
- High quality, sequenced lessons and resources prepared in advance to re-divert to remote learning as required
- CPD for teachers on the use of Teams and ClassDojo to deliver live lessons for remote learning
- Transition videos for new classes allows current pupils to build familiarity with teachers prior to and across the summer holidays via dojo
- Home door step visits have taken place and virtual tours for pupils new to our Nursery and Reception classes allows new pupils to build familiarity with teachers and their settings prior to and across the summer holidays
- Schedule time for transition, mental health and PSHCE in new term will help to provide a smooth transition
- Established year group email addresses, Twitter and WEDUC allow for clear communication and sharing of important messages
- Links with Universities linked to aspirations