



**Cedars' Learning Recovery Plan
2020-2021**

Vision

On children's initial return to Cedars Primary and Nursery, children's well-being and personal development will be prioritised.

In Nursery and Reception children's knowledge will be baselined in the 7 areas of learning of the early year's foundation stage curriculum. In Key Stage 1 and 2 children's gaps in knowledge in phonics, reading, writing and maths will be identified using assessment for learning combined with some informal tests/quizzes and standardised tests.

From the children's early years baseline in Nursery, the prime areas of learning, including: communication and language, personal, social and emotional development (PSED) and physical development will be prioritised. For children in reception, gaps in children's language, early reading and mathematics will be prioritised.

In key stage 1 and 2 re-establishing strong progress in phonics and reading, increasing vocabulary, writing and maths will take precedence.

The curriculum will remain broad with a full set of subjects taught over the year including science, computing, history, geography, art and design, design and technology, modern foreign language, music, physical education and relationships and health education.

Remote Education will be developed so that it can be integrated into curriculum planning.

Our aim is for most of our children to be taught the school's normal curriculum in all subjects by summer term 2021.

Cedars' Recovery Curriculum Overview

Relationships

Begin focusing on re-establishing relationships

Community

Listen to what has happened during the school absence (recognising the curriculum will have been based in the community for a long time). Begin transitioning back to school – short bursts of subject learning balanced with a strong focus on well-being. Learning Mentor time for those children who need it.

Transparent Curriculum

Healing the sense of loss in learning – addressing gaps in children's knowledge.

Metacognition

Explicitly teaching children metacognitive strategies

Space

Give children space to be (mindfulness, non-directed playtimes), to rediscover self (extra-curricular activities) and to find their voice on learning (variety of task design)

ISSUE	INITIATIVES	IMPACT (Success Criteria)	RESPONSIBILITY	RESOURCES
Re-establishing positive relationships	Well-being time each day Circle Time Jigsaw (PSHE) Curriculum	Relationships among children and staff reflect a positive and respectful culture – 'The Cedars' Safety Way' and 'The Cedars' Way' is followed.	All staff	Time

	<p>Class Charter</p> <p>Helping Hands</p> <p>Key Stage Assemblies</p> <p>Class Teacher Deputy Head, Headteacher Awards</p> <p>Bubble playtimes – new equipment</p> <p>Extra-curricular – key stage teacher led</p>	<p>Children know how important friendships are in making us feel happy and secure, and how people choose and make friends</p>		
Attendance	<p>Communication to parents – positive and reassuring regarding Cedars' protective measures</p> <p>Implement attendance process – fortnightly monitoring</p> <p>Adjustments of staggered start and finish times for some families as appropriate</p> <p>Part-time timetable for a short period considered if appropriate</p>	<p>Children's attendance is high – at least 97%.</p>	<p>Headteacher Deputy Head SENCo Louisa Swannell</p>	<p>Time School Newsletter</p>
Personal development – promoting positive well-being	<p>Implement recovery Jigsaw (PSHE) Curriculum for Autumn 1</p> <p>Affirmation Stars, Blob Trees, Reflection Books, Cedars' Ometer</p> <p>Active Lunchtime</p> <p>Afternoon breaktimes</p> <p>Learning Mentor 1:1 as required</p> <p>Environmental adaptations for children with SEND (complex needs)</p>	<p>Children are safe and feel safe.</p> <p>Children know that mental wellbeing is a normal part of daily life, in the same way as physical health.</p> <p>Children know how to recognise and talk about their emotions, including having a varied vocabulary of words to use when</p>	<p>Teachers</p>	<p>Jigsaw PSHE Curriculum</p> <p>Cedars Ometer</p>

	Extra- curricular activities	talking about their own and others' feelings.		
Baseline children's knowledge	Teachers to use assessment for learning combined with some informal tests/quizzes and standardised tests to identify gaps in pupils' learning in English and maths From this prioritise quality first teaching	Teachers know the gaps in children's learning in English and maths. Children have a baseline assessment at the end of week 4 in English and Maths Quality first teaching in English and Maths focused on addressing gaps in children's learning	Teachers	Standardised Tests
Key Stage 1 and 2 Curriculum coverage	Key concepts and knowledge that need to be emphasised and taught before starting new units of work are identified Subject Leaders share with the Key Stage Leaders Key Stage Leaders lead Teaching Team on planning for their key stage – modified medium term plans Short Term Plans written	<u>From Autumn Term</u> Children taught English, Maths, Computing, Religious Education and Physical Education Children taught key 'pillars' of knowledge in science, geography, history, art and design and design technology <u>From Spring Term</u> Children also taught key 'pillars' of knowledge in Music.	Deputy Head Subject Leaders	Release Time for Subject Leaders
Developing children's stamina	Over the course of the Autumn Term build up children's stamina – begin with shorter lessons and build up slowly according to the needs of the class or child/ren	Children have positive attitudes to their learning and low-level disruption is rare	Deputy Head SENCo Key Stage Leaders Teachers	

	Use a variety of task design	Children's work is of good quality.	Teaching Assistants	
Developing children's metacognition	Whole School CPD for teachers on metacognition and self-regulated learning Coaching and mentoring in key stage teams	Teachers explicitly teach children metacognitive strategies, including how to plan, monitor and evaluate their learning.	SLT Teachers	January INSET – EEF guidance Leadership and management release time – coaching and mentoring
Targeted academic support	Address identified gaps in core knowledge in reading, writing and maths through catch-up teaching by: Structured interventions Small group tuition One to one support Reading interventions National Tutoring programme Review impact half termly	The percentage of children at age related and above expectations in reading, writing and maths will increase termly.	SLT Teachers	Catch-Up Funding - £23,440 National Tutoring Programme
Remote Education development	Evaluate existing Remote Education provision Research IT platforms in relation to DfE expectations Decide on a platform Design and build a remote education model Train staff, children and parents	Aligned to our curriculum expectations, progressive, meaningful and ambitious work in a number of subjects will be set from the Autumn 2 term for children requiring learning at home. It will allow interaction, assessment, and feedback.	Deputy Head IT Technician Teachers	Purple Mash Technician additional days of work CPD for Teachers

