

South Baddesley Recovery Curriculum

This year we have received £14,700 additional funds to support children return to school and to begin to close any gaps created as a result of school closure. At South Baddesley we have used this money to incorporate the 'Recovery Curriculum' into our wider provision. We believe that this approach supports both academic learning and importantly pupil wellbeing.



We have...

Recovery Curriculum	Expenditure	The story so far...	Impact
<p>Relationships</p> <p><i>We have invested time in building relationships so that children are able to reconnect with their peers and teachers.</i></p>	<p>£250 (resources)</p>	<p>We have:</p> <ul style="list-style-type: none"> • Held an 'Open Classroom Event' in September to invite children back to school in small groups. • Explored the concept of kindness further on Special Me Day. • Provided children with opportunities to work in collaboration with others on creative projects such as 'the message of Hope film' at Easter. • Increased opportunities for child-initiated learning in KS1. • Offered a breadth of wider curriculum opportunities within covid restrictions, including swimming, first aid, Titanic trip, a residential and camping experience (Explorer days). 	<p>We believe that: Children have maintained good relationships with adults in school and friends.</p> <p>We have felt 'connected' as a community.</p> <p>Children have continued to develop their personal, social and emotional skills.</p> <p>Children have felt reassured and prepared for changes.</p>



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<p>Transparency</p> <p><i>We have ensured regular opportunities for assessments have enabled us to identify gaps in learning.</i></p>	<p>Third Space £1125</p> <p>Staffing for Tutoring and contribution towards small groups £10, 722</p> <p>Supply for professional development related to GROW plans £2500</p>	<p>We have:</p> <ul style="list-style-type: none">• Continued to use on-entry and exit tasks in English and mathematics so that we can target our teaching.• Implemented a rigorous process of assessment and review into our phonics programme, continuing with this approach throughout school closure.• Used our assessments to identify targets on our collective GROW plans (team targets).• Provided small groups and targeted support for phonics teaching across EYFS and KS1.• Organised KS2 pupils into smaller groups for mathematics and some foundation subjects.• Provided opportunities for 1:1 tuition where necessary and engaged in the National Tutoring programme to provide additional Third Space mathematics.• Intervention programmes such as Reading Journey implemented.• Provided professional development to support the teaching of phonics, reading, writing and mathematics.	<p>We believe that: Children have made good progress in phonics, reading, writing and mathematics.</p> <p>Children in EYFS have made exceptional progress in early reading and writing.</p> <p>The quality of teaching learning is consistently good across the school; through effective team work and CPD, teachers have continued to develop and adapt.</p>



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<p>Metacognition</p> <p><i>We have developed our understanding of how children learn at home and school.</i></p>	£250	<p>We have:</p> <ul style="list-style-type: none">• Used resources from the Education Endowment Foundation to develop our understanding of metacognition alongside a range of resources to develop our understanding of self-regulation.• We have attended a range of CPD opportunities to develop our understanding of metacognition and social and emotional learning.• Provided opportunities and strategies for children to self-regulate their emotions ready for learning.	<p>We believe:</p> <p>Our school is calm and learning takes place in well-managed and purposeful environments. Children are developing essential learning skills to support their academic success.</p>
Recovery Curriculum	Expenditure	The story so far...	Impact
<p>Community</p> <p><i>We have developed new ways to communicate and engage our wider community.</i></p>		<p>We have:</p> <ul style="list-style-type: none">• Continued to use Google Classroom to communicate with families.• Provided a series of virtual meetings for parents, including virtual meet the teacher, partnership problem-solving meetings and information about the recovery curriculum.• Used feedback from parent questionnaires to help us evaluate our impact and plan next steps.	<p>We believe:</p> <p>We have listened and responded to our community.</p> <p>Our communication has been varied and efficient.</p> <p>We have maintained a strong community; working in partnership with parents.</p>

What we will continue and further develop during the school year 2021-22:



Recovery curriculum	Continued and further developed 2021-22
Relationships	<ul style="list-style-type: none"> • Open Classroom invites for some pupils. • Revised class charter and introduction of emotional language workshops across the school. • Opening of Acordian club for some pupils. • On-going practitioner training in mindfulness and nurture. • Further opportunities for Explorer Days. • Increased activities at lunchtimes for music, art and sport. • Return of competitive sport. • 'Family' lunchtimes.
Transparency	<ul style="list-style-type: none"> • Continued development of school assessment systems. • Continued small group teaching across KS2 through the introduction of 'learning pods.' • Continued opportunities for 1:1 tuition where necessary. • Continued development of English, maths, science and Foundation subjects with a selection of parent workshops/ open classroom events to support. • Continued use of a range of interventions to support children when gaps in learning found.
Metacognition	<ul style="list-style-type: none"> • Continue to develop our professional understanding and provide regular opportunities across the school for self-regulation.
Community	<ul style="list-style-type: none"> • Continue to use a selection of communication methods. • Hold virtual meet the teacher event in September. • Hold community events in partnership with the Friends of SBS.