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## Summary of the School Development Plan 2020-21

### Curriculum Intent Implementation and Impact from September 2020.

#### Context

We believe that given recent events our children will need time to recover both personally and academically. The following paragraph summarises the ideas of Professor Barry Carpenter who advises the provision of a 'recovery curriculum' in all schools.

*'The common thread that runs through the current lived experiences of our children, is **loss**. From loss emanates three significant dynamics that will impact majorly on the mental health of our children. Anxiety, trauma and bereavement are powerful forces. For them all to appear at once in an untimely and unplanned fashion is significant for the developing child. Our children are vulnerable at this time, and their mental health fragile'*

We anticipate that the loss of friendship and social interaction may have triggered a bereavement response in some of our children. As a result of the loss of routine, structure and friendship, it is possible there may have been an emergence emotionally of anxiety, trauma and bereavement in some of our pupils. Whilst the severity of need will vary enormously from pupil to pupil we believe that all of our learners will need some form of recovery plan and some may need a more focused recovery intervention programme, personalised to their need.

Many children may return to school disengaged. Our aim will be to guide our children through a process of re-engagement to rediscover themselves as enthusiastic and successful learners. In the past school has always been a constant, love it or hate it. The question for some of our children will be 'Can I trust you again and how will our relationship be re-established? School is no longer the safe, constant place we all thought it was. We must be ready to understand, to reframe their perceptions, and show that we are trustworthy.

Our focus in the first few weeks will be to establish where children are in their learning so that we can best plan for their needs. This will be done in a way that puts children's wellbeing at the centre of learning. We know that children who feel safe and happy in school learn best and we will work extra hard to provide opportunities to explore their feelings about being back at school, re-establish relationships and routines and remind them how much fun learning in school can be! We will ensure that all children, whatever their starting point in September, will be supported to transition back into full time school.

Nationally, there is an understandable focus on the need for the recovery of lost knowledge. Whilst we of course want to ensure all children are able to catch up our first concern will be to ensure we are safeguarding the wellbeing of the children and staff in our school. We will do this by building learning onto the recovery of secure emotional and academic foundations. The levers for this recovery are identified by Prof. Carter as:

**Lever 1: Relationships** – we can't expect our students to return joyfully, and many of the relationships that were thriving, may need to be invested in and restored. We need to plan for this to happen, not assume that it will. Reach out to greet them, use the relationships we build to cushion the discomfort of returning.

**Lever 2: Community** – we must recognise that curriculum will have been based in the community for a long period of time. We need to listen to what has happened in this time, understand the needs of our community and engage them in the transitioning of learning back into school.

**Lever 3: Transparent curriculum** – all of our students will feel like they have lost time in learning and we must show them how we are addressing these gaps, consulting and co-constructing with our students to heal this sense of loss.

**Lever 4: Metacognition** – in different environments, students will have been learning in different ways. It is vital that we make the skills for learning in a school environment explicit to our students to reskill and rebuild their confidence as learners.

**Lever 5: Space** – to be, to rediscover self, and to find their voice on learning in this issue. It is only natural that we all work at an incredible pace to make sure this group of learners are not disadvantaged against their peers, providing opportunity and exploration alongside the intensity of our expectations.

The aims and values of our school before this pandemic remain constant and we will use them now to guide our judgements, to build a personalised response to the needs of all children. Our Recovery Curriculum will be built on core principles and will apply the five levers, as a systematic, relationships-based approach to re-engage all children with learning.

## The **SMILE** initiative - a basis for recovery

In order to make our intention to integrate the five levers for recovery into our curriculum transparent to our community we are introducing our **SMILE** initiative from September 2020 :

**S**ocialise and enjoy time to reconnect with each other to re-establish relationships and trust so that we can all work and play successfully together (Lever 1: Relationships)

*Providing time and opportunities for:*

- *Engaging in positive social interaction with peers and adults*
- *Building self esteem*
- *Recognising the qualities in others*
- *Building trust and cooperation*
- *Reminding each other of what makes a good friend*
- *Reestablishing old and developing new friendships*
- *Managing any conflict that arises*

**M**anage and understand our feelings and focus on our well being both physical and mental

**(Lever 5: Space)**

*Providing time and opportunities for:*

- *Building self esteem*
- *Building trust and cooperation*
- *Thinking about how we feel and why - appreciating that we have all dealt with events and change in our lives in different ways*
- *Refocusing on the strategies we can use to manage negative thoughts and feelings*
- *Using our creativity as a focus for mindfulness and wellbeing*
- *Playing, exercising and learning outside*
- *Appreciating and engaging in the world around us*
- *Reading and listening to stories and poems that talk to us about how we feel, make us smile and give us hope*

**I**nvestigate and explore what we have remembered and where we need time to catch up **(Lever 2: Community)**

*Providing time and opportunities for:*

- *Building self esteem*
- *Building trust and cooperation*
- *Celebrating and sharing new skills we have developed*
- *Unpicking what we need to do to catch up*
- *Identifying the different ways and rates that everyone has developed and learned*
- *Supporting everyone to develop core skills, including those who have missed out*
- *Learning from others and with others*
- *Developing effective support programmes that mean no one is disadvantaged*

**L**earn how we learn best and use what we know to learn more **(Lever 4: Metacognition)**

*Providing time and opportunities for:*

- *Building self esteem*
- *Building trust and cooperation*
- *Re-establishing routines, systems, structures and consistency to support a successful return to learning*
- *Reflecting on the resilience, perseverance and thinking skills that make us all successful learners*
- *Remembering and celebrating what we already know*
- *Achieving success and building on and developing new skills*
- *Re-igniting a love of learning*
- *Understanding what we need to do next*

**E**ngage with an exciting learning journey designed to help rediscover our love of learning and realise our potential **(Lever 3: Transparent curriculum)**

We are convinced The above initiative sits naturally with our existing vision for our curriculum which remains appropriate and unchanged . The breadth and scope of our curriculum will be designed in the context of **SMILE** and line with our three main principles:

- To give all pupils **appropriate experiences** to develop as happy, healthy, confident and responsible citizens
- To provide a **coherent, structured, academic curriculum** that leads to sustained mastery for all and a greater depth of understanding for those who are capable
- To provide access to a rich diet of arts that reflects the best of human endeavour 'cultural capital' for all pupils

### **1. Appropriate experiences**

Encapsulated in the words **Loving, Learning and Living** are the core aims and values of our Church school. They embody our commitment to respond to the particular needs of our community and are the 'curriculum drivers' that shape the implementation of our curriculum. They will guide our pupils' learning journey and inform the outcomes for them both personally and academically:

**Loving** *God, ourselves, each other and being thankful and reverent about the world around us*

**Learning** *from all our experiences, good and bad, to gain the endurance, wisdom and humility to become our best selves*

**Living** *together in peace, friendship, trust and forgiveness, with the belief and compassion to enable everyone in our school to flourish and thrive*

### **2. Coherent, structured and academic curriculum**

Underpinned by the three drivers , our curriculum sets out:

- a) a clear list of the breadth of topics that will be covered;
- b) the threshold concepts pupils should understand
- c) criteria for progression within the threshold concepts
- d) criteria for depth of understanding

### **3.Acquisition of Cultural capital**

Cultural capital is the background knowledge of the world that pupils need to infer meaning from what they read. We believe that it is through active participation in the world, in its history, science and nature and experiences and understanding of its traditions, culture and arts that develops cultural capital. We aim to offer a range of experiences which ensure pupils actively participate and then in turn have opportunities to be inspired to adapt and create for themselves. Their confidence in themselves and their own abilities to do this is a key part of their cultural capital.

***Finally, we will ensure all our practice is in line with [DfE guidance for the full reopening of schools](#) and the key principles that will underpin all our curriculum provision and development planning from September are:***

- All pupils have the right to receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life
- Our curriculum must remain broad and ambitious: all pupils will continue to be taught a wide range of subjects
- Remote education, where needed, is high quality and aligns as closely as possible with in-school provision
- We will continue to build our capability to educate pupils remotely, where this is needed

## **Summary of School Development Planning Key Priorities 2020-2021**

### **Key Priority 1**

***‘The continued provision of an innovative, inclusive and creative curriculum both indoors and out, underpinned by the highest quality teaching and assessment to ensure that every child achieves and sustains outstanding academic, personal and spiritual development’ (Overall Effectiveness, Quality of Education, Behaviour and Attitudes, Personal development)***

### **Key Priority 2**

***‘Effective leadership from the Head teacher, staff and Governors ensures that clarity of vision, high expectations driven by rigorous monitoring and evaluation and supported by highly efficient organisational systems continues to provide a safe environment which enables all pupils and staff to excel.’ ( Overall effectiveness, Quality of L and M, Quality of Education, Behaviour and Attitudes, Personal development)***

***Informed by all the above we intend to meet the following Key Intentions (KI) to ensure continuous improvement in our overall effectiveness in the Quality of Education provided, the Behaviour and Attitudes and Personal Development of pupils at our school during the academic year 2020 to 2021:***

- **KI 1 To teach an ambitious and broad curriculum in all subjects from the start of the autumn term, but make use of existing flexibilities to create time to cover the most important missed content**
- **KI 2 To plan on the basis of our ongoing assessment of the educational and emotional needs of pupils**
- **KI 3 To ensure that integral to our curriculum delivery will be our RE and PSHE provision supported by therapeutic interventions such as THRIVE and FBL activities to all pupils**
- **KI 4 to develop metacognitive strategies to increase all children’s depth of understanding across the curriculum so that they ‘get it, get why they get it, and ...enjoy it’**

- KI 5 To maintain the aspirational quality of our curriculum offer and continue to ensure a high take-up of sport, outdoor and extra-curricular activities

*In addition we intend to meet the following Key Intentions to ensure continuous improvement of the Quality of Leadership at our school during the academic year 2020 to 2021 which will be to:*

- KI 6. Ensure Safeguarding remains effective and school is COVID secure
- KI 7. Maintain our Governor, staff and stakeholders' shared vision and ambition to achieve continuous and rapid improvement through meticulous planning and accurate self-evaluation that results in the very best outcomes for all pupils
- KI 8. Provide effective support and provision to promote the health and wellbeing, personal and spiritual development and academic progress of all children including those identified as vulnerable or with SEND
- KI 9. Deliver remote education that is integrated into school curriculum planning and ensure there is a return to systematic and orchestrated delivery of the school's normal curriculum in all subjects by summer term 2021
- KI 10. Share Information in such a way that clearly and consistently informs and describes our current position and expectations to all our stakeholders
- KI 11. Maintain a culture that provides mental health and wellbeing support and plans for the continuing professional development for all staff
- KI 12. Plan strategically and manage our resources to enable the school to respond effectively to the changing needs of our growing school and community