

Lakeside Primary Academy – A Recovery Curriculum

Introduction

The Lakeside curriculum will be based on the five ‘sensible’ levers set out by Professor Barry Carpenter in his think piece, ‘A Recovery Curriculum: Loss and Life for our children and schools post-pandemic’¹. The *Five Levers* form a systematic, relationships-based approach to the curriculum that will drive and support the school’s response to the five significant losses caused by a child’s experience of the pandemic: ‘losses of routine, structure, friendship, opportunity and freedom’. These five losses can trigger the emergence emotionally of anxiety, trauma and bereavement in any child. The overall impact, says Carpenter, ‘cannot be underestimated’. Children will have missed the security of routine and the structures of learning that are in place in schools. They will have missed their friends and adults in school, who often represent very significant figures in their lives. The loss of social interaction alone will have had a big impact: ‘It is as key to their holistic development as any lesson’. Children will have many questions in their minds: Will I be safe in school, will teachers and friends still remember me, will the virus strike again, will my future be different now, have things changed forever? We must be perceptive, open and available to answer questions, to reframe perceptions and demonstrate that trust, stability, friendship and hope are still possible and fulfilling attachments can be made anew.

Our overarching school curriculum strategy and guiding set of principles (*The Five Levers*) will be combined with an intense focus on individual needs and personalised intervention strategies to support emotional well-being and to identify and close gaps in learning. The Lakeside Primary curriculum before the pandemic ([here](#)) recognised that many children in our school have significant barriers to learning and, after consultation with all stakeholders in the school community, set out the necessary curriculum strategies to overcome these barriers. These key drivers remain and, although we are adapting the curriculum to face new challenges we are not losing sight of the fact that our curriculum already addresses many of the issues raised by the pandemic. But, we do need to prioritise and adapt and sharpen its cutting edge (and impact) accordingly.

The BAME Community

In our Recovery Curriculum we also recognise the significant impact of COVID-19 on the BAME community in the UK and globally. There are many different reasons for this but one is undoubtedly that minority ethnic communities have been in frontline key jobs during the pandemic, often with inadequate protection from the virus. This has led to a significant difference in infection, fatality and loss between BAME communities and others. The evidence for this is set out in the report by Public Health England found [here](#)².

At Lakeside 60% of our children come from BAME backgrounds. It is vital that we recognise they may have been more significantly affected by the pandemic than other children. In the light of recent events around the world and rising levels of intolerance and racism, it is extremely important

¹ Carpenter, B. (2020) *Think Piece – A Recovery Curriculum: Loss and Life for our children and schools post pandemic* (<https://barrycarpentereducation.files.wordpress.com/2020/04/recovery-curriculum-loss-and-life-for-our-children-and-schools-post-pandemic.pdf>)

² Public Health England (2020) *Disparities in the risk and outcomes of COVID-19*

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that the school's ethos, actions and curriculum support an anti-racist approach with zero tolerance to unacceptable behaviour and attitudes within the school community and high standards for all³.

The Five Levers - An overview⁴

Lever 1 (Relationships) – Rebuild Relationships

Build up positive relationships. Not all children will come back to school with a sense of joy or confidence. We need to carefully set about helping to mitigate a sense of loss. This means re-establishing friendships and connections between all members of the school community. We need to plan for this; not assume that it will happen automatically.

Lever 2 (Community) – Understand the individual and their community

Ensure the curriculum intent is linked to the school context, aims and values. Recognise that children from different communities will have experienced the lockdown and pandemic differently. The curriculum should allow their voices and experiences to be heard. School should listen and understand what that experience has meant for children and what it means in how we deliver the curriculum.

Lever 3 (Transparent Curriculum) - Know, acknowledge and address the gaps in learning through a transparent curriculum

All our children will feel they have missed out and lost time in learning. We need to show them that we understand and recognise this. Identify the most significant coverage and knowledge that children have missed. Many of these concepts will need embedding before children can move on. Identify those children who have significantly fallen behind and require additional catch-up tuition and a curriculum that is personalised to their needs. An intense focus on the individual child and high pace of learning will be required to avoid learners, many of whom have barriers to learning and other disadvantages, becoming even more disadvantaged by the circumstances of lockdown.

Lever 4 (Metacognition) – Ensure the children continue to develop the skills for learning

Children will have been learning in different ways and in very different environments. Schools themselves during lockdown have learned how to communicate and provide learning opportunities in different ways. We need to make the skills for learning explicit again as well as maintaining our learning offer in innovative ways via IT. We need to identify the skills that children need to navigate the catch-up process and rebuild their confidence. Make the skills of metacognition explicit and ensure they are embedded.

Lever 5 (Space) – A curriculum that envisages and inspires, gives children the space to adjust and minimises any disadvantages

School should be an escape and an inspiration after the narrow experience of lockdown. The curriculum needs to inspire, delight and reengage hearts and minds. We must plan a rich and diverse curriculum that rekindles the joy of learning. Children need to be, to rediscover self and find their voice again.

³ <https://neu.org.uk/anti-racism-charter>

⁴ Additional information from: <https://cornerstoneseducation.co.uk/news/what-is-a-recovery-curriculum-and-how-can-primary-schools-implement-it/>

The Recovery Curriculum – What it will look like

The curriculum will use the *Five Levers* to focus on the areas that will have most impact in addressing the losses and gaps created by school closure and the effects of the pandemic. This includes the following areas already established in our school curriculum:

Mental Health and Wellbeing

- Thrive
- Forest School
- SEN support
- Active lifestyles
- Learning outside the classroom
- Family support
- Links to the local community through the Lakeside Community Hub
- COVID-19 health and safety regulations will be part of school routine
- Physical health and hygiene

Core curriculum drivers

- Whole school reading strategy
- Read, Write Inc. Phonics
- Rainbow Spelling
- Maths – White Rose, Maths Mastery, Learn-its, Maths with Parents, times tables rock stars.
- Foundation subject coverage, progression and intent, bespoke to the Lakeside school community – knowledge-rich but fun.
- The acquisition of cultural capital in all subjects
- Creative learning opportunities

Pedagogy

- Prioritise reading skills
- Focus on key learning goals
- Based on accurate, moderated assessment – formative, summative and assessment for learning
- Reactivation of prior learning
- Responsive teaching
- Fluency strategies and opportunities in every lesson
- Embedding learning through use of cognitive science strategies: spaced practice, retrieval, elaboration, dual coding, interleaving.

Wider Curriculum

- Virtual Learning Environment
- Family Learning
- Local walks and visits
- Lakeside Community Hub

The Five Levers – What they will mean in practice

Lever 1 (Relationships) – Rebuild Relationships

Build up positive relationships. Not all children will come back to school with a sense of joy or confidence. We need to carefully set about helping to mitigate a sense of loss. This means re-establishing friendships and connections between all members of the school community. We need to plan for this; not assume that it will happen automatically.

What this will look like

- Check-ins with pupils every day
- Clear routines and boundaries
- A patient and emotionally responsive approach from all adults in school
- Close and careful monitoring and intervention from all staff, particularly from the inclusion team
- Built-in sensory and active play breaks
- Lots of opportunities for interaction
- Thrive based class and small group activities
- Games in the classroom and outside
- ‘How to stay safe’ throughout the curriculum, as well as lessons

What we hope to achieve

- Children will re-bond successfully with their peers and adults in school
- Behaviour and conduct will remain good – calm, careful, considerate
- Children will be able to share their experiences
- Children will quickly regain resilience and confidence
- Children will see school as a positive experience and are able to fully engage in learning

Lever 2 (Community) – Understand the individual and their community

Ensure the curriculum intent is linked to the school context, aims and values. Recognise that children from different communities will have experienced the lockdown and pandemic differently. The curriculum should allow their voices and experiences to be heard. School should listen and understand what that experience has meant for children and what it means in how we deliver the curriculum.

What this will look like

- Learning linked to children’s interests and motivations
- Topic lessons and activities that make connections between subjects and different areas of knowledge
- The curriculum, resources and books should reflect cultures within and beyond the school community
- PSHE and RE lessons that are linked to children’s experiences and their spiritual development
- Using skills in different contexts
- Story-telling, ‘circle time’ and opportunities for shared talk.

What we hope to achieve

- Pupil Voice will be evident in all areas of school life.
- Diversity and understanding of cultural difference is built-in to school life
- Good speaking and listening skills
- Parents will feel valued and engaged in the school life and the curriculum

Lever 3 (Transparent Curriculum) - Know, acknowledge and address the gaps in learning through a transparent curriculum

All our children will feel they have missed out and lost time in learning. We need to show them that we understand and recognise this. Identify the most significant coverage and knowledge that children have missed. Many of these concepts will need embedding before children can move on. Identify those children who have significantly fallen behind and require additional catch-up tuition and a curriculum that is personalised to their needs. An intense focus on the individual child and a high pace of learning will be required to avoid learners, many of whom have barriers to learning and other disadvantages, becoming even more disadvantaged by the circumstances of lockdown.

What this will look like

- A familiar, structured curriculum and planned, schematic learning
- Reinforcement of key basic skills
- High expectations
- Class and subject plans that identify missed coverage in all subjects and reassign the gaps in the current year's curriculum
- Less content but more depth and linking – a robust focus on the key learning objectives
- A personalised approach to learning
- Catch-up tuition for those children who need it
- Timely assessment that supports learning and doesn't disrupt it

What we hope to achieve

- Parents and children will understand what the recovery curriculum sets out to achieve and why
- Children will feel less anxious about missed learning and feel supported in catching-up
- Learning will not add more anxiety – it will have a sharp focus on key knowledge and skills but still be enjoyable and creative wherever possible
- Summative assessment will take place when needed. Assessment will also happen in a variety of non-threatening, child-friendly ways – through shared talk, 'low stakes' quizzes, self-assessment

Lever 4 (Metacognition) – Ensure the children continue to develop the skills for learning

Children will have been learning in different ways and in very different environments during lockdown. Schools themselves during lockdown have learned how to communicate and provide learning opportunities in different ways. We need to make the skills for learning explicit again as well as maintaining our learning offer in innovative ways via virtual learning. We need to identify the

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skills that children need to navigate the catch-up process and rebuild their confidence. We must make the skills of metacognition explicit and ensure they are embedded.

What this will look like

- Clear communication, short instructions, visual support
- Responsive teaching
- Reactivation of prior learning
- Fluency sessions to secure learning in all subjects
- Embedding learning through use of cognitive science strategies: spaced practice, retrieval, elaboration, dual coding, interleaving.

What we hope to achieve

- Children know what they have learned and understand what they need to learn next
- Children will know and be able to confidently use a wide range of metacognition strategies
- Children are able to explain how they learn and what strategies they use
- Children will be able to organise their own work space and self-direct
- Children will be able to effectively reflect on and self-evaluate their learning

Lever 5 (Space) – A curriculum that envisages and inspires, gives children the space to adjust and minimises any disadvantages

School should be an escape and an inspiration after the narrow experience of lockdown. The curriculum needs to inspire, delight and reengage hearts and minds. We must plan a rich and diverse curriculum that rekindles the joy of learning. Children need to be, to rediscover self and find their voice again.

What this will look like

- Curriculum and teaching promote curiosity, innovation and self-expression
- Prioritise the skills and love of reading
- A rich, theme-driven curriculum that is imaginative and inspiring but has a sharp focus on subject knowledge
- Knowledge-rich lessons – focus on essential knowledge and skills
- Exciting and culturally diverse resources
- Child-focussed teaching

What we hope to achieve

- Happy children, engaged in learning
- Children who love reading and can talk about what they have read and what it means to them
- Children who have a wide knowledge and unprejudiced view of the world and other cultures
- Children who can talk confidently about their learning
- A confident, respectful, knowledgeable school community that has is welcoming to all, positive and outward-facing