



Highfield Primary School

Highfield Recovery Curriculum

Learning has not stopped despite the partial closure of our school. Leaders and teachers have made sure pupils have been given work to complete at home. We have all worked hard to have some level of consistency and the continuing development of Google Classroom is making a difference to the level of pupil engagement. We have distributed a number of devices to families so children can access this learning platform. The opportunity to watch assemblies, recorded lessons, teachers reading stories has been vital for our pupils'. We will continue this development so that it enhances homework and home becomes integral in our schools' excellent curriculum offer should we experience a second lockdown. We recognise that we need to further develop the real time support that teachers give remotely should that arise. We have also seen the success of the remote parent/teacher meetings which has enabled us to get a good idea of children's academic progress since the school has been shut.

We know that parents have been very supportive in these difficult times and have had a central role in their children's education. We have offered support to them so that they feel more confident in helping their children. This will continue in the new academic year.

Recover

Our road to recovery is not just about a catch up in learning. Children have had daily routines and structures disrupted over a number of months. We acknowledge this will be important to repair for a number of our more vulnerable pupils who have had little or no learning as well as living in challenging circumstances. Preparing for all pupils to return to a 'normal' school day will be difficult. We cannot expect all pupils to

slot back into school routines quickly. Pupils may get tired more quickly during the day. This may look different for each year group. For example, some lessons will be shorter with more physical and mental breaks so children are ready to focus on their next lesson. We will also be doing more work around collaboration and team building to develop relationships again. We want school to be a positive experience for all our children which includes allowing them to talk about concerns they may have.

Each of us, leaders, teachers, support staff, pupils, parents have had differing experiences of this pandemic. Some will have lost relations, friends, to the virus. Some will have relations working on the front line throughout lockdown. Some will have been shielding. Others will have had a chance to reconnect with families and enjoyed their time at home. Leaders will plan for their pupils and staff to have the opportunities to recognise that something big has happened. We won't know the impact of any loss or gains until we have had the chance to see all our school communities. The excellent systems for keeping schools clean will be a continuing feature into the new school year. Whole school activities to enable our school communities to pause and acknowledge the personal impact will be planned into the first few weeks of the Autumn Term. We will be using some ideas from Barry Carpenter's Think Piece on a Recovery Curriculum. (see link below).

<https://www.ssatuk.co.uk/blog/a-recovery-curriculum-loss-and-life-for-our-children-and-schools-post-pandemic/>

Whole School Blanket: In the first week the children are back the children will be asked to create a piece of work that will be about their experiences during lockdown. It could be a poem, a painting or a collage. What they produce will be as varied as the experiences they have had. Some pieces will be chosen to be added to a school blanket, others will be displayed in class.

Box of Happiness: As well as our Reading and Maths challenges we are asking children to create their own box of happiness. They can decorate their box how they choose and in it they should put anything that makes them feel happy. This could be an object, a photo, a memory they have written about etc. When they are back in school they will be given the opportunity to share with others (if they choose) what they put in there. Unfortunately, it will not be possible for them to bring the box in but we do encourage you to email a picture of the box with a short description to their year group email account.

Repair

School Values: Our school values of kindness, cooperation and respect are key to bringing our school community back together. In the Autumn term we will be focusing on our value of kindness and in particular how being kind to others helps us feel good about ourselves and reaffirms that we have value to others.

Assemblies will be different in September. These will be screened in class as the assembly is conducted by leaders and teachers in the school hall. This will begin to bring the whole school together whilst maintaining the class 'bubbles'.

Rebuild

Rebuild pupils' learning: We do believe the establishment of routine is vital for pupils to feel secure and ready to learn. This will be our first step. Teachers will be assessing how the children are finding the return to school and additional support will be offered to those who are struggling. After the initial period where pupils will be settling back to school they pupils then will be assessed for reading, and mathematics using standardised tests to have a benchmark for planning future learning. We do not plan to narrow our curriculum but ensure that key skills in Reading, Writing and number are taught through our other subjects. This is not new to Highfield but it is something we will have greater focus on. It is vital that all children are given the support and challenge they need to achieve their best.

Tutoring: The promised funding is welcome in our plans to rebuild pupils' confidence, learning and achievement. Once we have received the funding and criteria with how it will spent we will identify how it can best be used to support the children at Highfield. We will ensure the impact is measured and evaluated carefully to address gaps in learning.

Development of our wider Curriculum: At this moment in our collective history, it could not be any clearer that what we teach our children is not a settled sequence, but a contested debate. When Edward Colston's statue went headfirst into Bristol harbour (whatever one might think of the propriety of the act), it reminded us that we are not only still making history today, but we are remaking our relationship with the past, and the stories we tell about it.

We choose the stories to teach, the spin we will put on those stories, the evidence young people will examine in considering those stories. Of course, that is not the only history education young people will receive—they see the past via their own reading, their families, the public history embodied in statues, monuments and buildings—but still, the choices we make about the Highfield curriculum are powerful and important.

Our curriculum at Highfield is reviewed and adapted annually. Recently we have been focusing more on how to find more coherent, cohesive structures so that pupils retain and can use their knowledge flexibly. Children also need to understand the status of the knowledge they have encountered—that History is written based on evidence, for the use of which there are rules, and debates about interpretations are not incidental, but essential.

And of course, in the past few weeks, we have been reminded once again of the importance of ensuring that all voices about and of the past are represented, fairly and meaningfully, in our study of that past.

Some of the changes we have decided to make for our 2020-2021 curriculum involve the humanities. We will continue to study ancient civilisations as they are fundamental to understanding what unites rather than divides us and will also focus on the cradle of civilisations in the Middle East – from where Jews, Christians and Muslims all emerge – which points to our common ancestry, to how valued traditions emerge, to the bigger patterns of human interaction.

We have decided to no longer teach Black History Month as a separate entity. Instead, the very strong central thread of Multi-cultural Britain is woven throughout the history program, so that by Year 6, sophisticated studies of the diversity of London is possible. Black British History is embedded within the curriculum to address marginalisation and enable children to better understand and challenge racism and misrepresentation. For example, children in Year 2 will compare and contrast the history of nursing to explain how some people have helped us to have better lives, focusing on Florence Nightingale and Mary Seacole. They will discuss the founding of the NHS and explore the contributions made by the Windrush generation and nurses to the health service. The study of Ancient Rome and Roman Britain in Year 4 will include the multi-cultural nature of the Roman Empire and discoveries such as The Ivory Bangle Lady and the Aurelian Moors. Year 5 will learn about the Trans-Atlantic slave trade & abolition, Ignatius Sancho and Olaudah Equiano. Year 6 will study a London Through Time unit, from Tudor London to the aftermath of WW2, including looking at the diverse communities involved in the war, the rebuilding of London and re-visit the Windrush generation, settlement in London, the Race Relations Acts up to the present day, justice & rights and discrimination.

Our Geography curriculum is structured so that pupils gain, over their time in school, an in-depth knowledge of diverse reference points on which to draw from across the world, from the Arctic and Antarctic, to the Gambia, to California and the Amazon Basin, to the Mediterranean to Wales and London, to the Indus Valley and the coastal communities of the Indian Ocean, (with further underpinning from the historical dimensions of these places). It is very carefully sequenced, so that pupils' ability to build a comparison and reach a critical judgement, say, across sustainable use of natural resources or the impact on climate change, by Year 6, will have been served by the repeated and explicit focus on all the foundational geographical knowledge that serves informed understanding of climate change/resource use – the role of rainforests, the behaviour of oceans, the impact of land use).