



Abbey School Recovery Curriculum Intent Statement 2020-2021

Following the closure of all schools in March 2020 due to Covid-19, Abbey School staff share the government's expectation that all pupils should receive a high quality education, which is both broad and balanced.

The Abbey School's teaching staff have been planning the curriculum for our pupils this academic year. Since September, we have been implementing a "Recovery Curriculum", which acknowledges that there has been missed learning due to their extended time at home and that these losses can contribute more widely to a pupil's mental health. Whether intended to or not, children will have been exposed to adults who are anxious and may not be acting in their normal way or maintaining the normal routines which they are used to. To help us support pupils in reconnecting with their peers and school life, our Recovery Curriculum will focus on four areas:

1. Supporting pupils to build positive relationships with others

We will support pupils to rebuild their relationships and to re-learn how to interact and build relationships with others. We will provide opportunities for sharing, turn taking, greeting and interacting with others positively by allowing them to play alongside and with peers; to respond to familiar and new adults and to seek adults to help, support and comfort them when they need it.

2. Supporting pupils to manage feelings and behaviour

Using our new Personal, Social, Health Education (PSHE) scheme, Jigsaw, we will support pupils to understand their emotions and feelings and begin to process the experiences they have had. We will support pupils to re-learn some positive behaviour which they may have forgotten from being outside of the school environment. We will support pupils in engaging with self-regulation strategies and tools which help them to feel safe and calm. We will support pupils to understand the world we live in with tools and strategies to help them process what is different and what we can do to help.

3. Supporting pupils to enjoy and achieve

We will support our pupils to have moments where they feel success and are engaged in times of enjoyment and achievement. This will be within pupils' abilities and easily accessible, recognising that when pupils have experienced trauma, their abilities to learn new concepts and to be challenged in their learning, is less.

In line with government guidance, Abbey School has been prioritising the most important components of each subject and addressing any significant gaps in pupils' knowledge to re-establish good progress in the essentials of phonics, reading, increasing vocabulary, writing and maths. We aim to return to the school's full curriculum in all subject areas by Summer 2021.

4. Supporting pupils' physical health and well-being We will support pupils to re-engage with physical health and well-being routines, as well as learn new routines



which will support pupils to keep safe and enable infection control. This will include hand washing, social distancing, understanding of new school routines and supporting pupils with their personal care. We will support pupils to be independent and to be physically well through active sessions and use of outdoor space.

Abbey School Recovery Curriculum Overview

English

Guided Reading

Within Key Stage One and Early Years Foundation Stage (EYFS), Guided Reading will be implemented through the reading of whole class, age appropriate texts to allow for revision of key phonic phases.

Similarly, in Key Stage Two, in order to ensure pupils are exposed to both a breadth and depth of texts, all classes will be reading an age appropriate class novel, which will enhance both their summarising and prediction skills. Daily reading will also give pupils the opportunity to listen to the teacher modelling how a text should be read, improving their own ability to read fluently and with expression. The increased focus on the class novel will allow Key Stage Two classes to further explore authorial intent, as well as dig deeper in to how a story develops from beginning to end.

Alongside this, we have streamlined the focus upon the most important reading skills required to improve children's comprehension. To do this, we will be exploring a range of fiction/non-fiction texts each week, that focus on a specific theme, to ensure all pupils have a rich and varied reading diet. In using this approach, we aim to instil a love of reading in the children, whilst focusing on the key reading skills needed to aid their comprehension of a text.

Writing

During daily English lessons, pupils will be given the opportunity to write for a range of audiences and purposes, enhancing their understanding of how to structure different writing pieces. Teachers will be embedding punctuation and grammar revision in to each English lesson to ensure pupils are secure on the punctuation and grammar learnt in the previous year; this may be used as a warm up for writing, or as part of their editing checklist when proof reading their work.

Spelling

In order to ensure that the pupils have a secure understanding of spelling/spelling rules, we are applying the "*revisit, teach, practise, apply*" model, allowing all pupils to secure the pre-requisite of the spelling rule, before moving on to the next stage. Within Key Stage One, this model will utilise weekly spellings to revise key phonic phases. Towards the end of Autumn term, weekly spellings will be linked to the phonics teaching/revision that has taken place that week.



Similarly, in Key Stage Two, weekly discrete teaching of spelling rules will take place, that re-visit prior learning attached to the rule, in accordance with the National Curriculum. Pupils will then investigate and practise the rule, before applying this knowledge at the end of the week in a dictation, or similar form of assessment. The application of this model will ensure the children are applying what they have learnt to their writing across the curriculum, as well as in spelling lessons.

Handwriting

Throughout the school, we have introduced a new continuous cursive scheme to aid pupils in writing both fluently and in a joined style: this specific style of handwriting demonstrates a lead in and out from each letter with every letter starting at the same point on the line. Letters are grouped in to letter families and each handwriting lesson will have a specific letter focus. Pupils will view animations, modelling the letter and joins, before practising their skills.

In EYFS, letters will be modelled to pupils during phonics teaching, using the continuous cursive script. EYFS have regular handwriting lessons, however, we will only encourage children to begin joining once their letter formation is secure.

Maths

Our main priority in maths is to provide the children with an ambitious and broad curriculum that they enjoy and excel in. To support planning a recovery curriculum, the teachers are closely following a new publication from the DFE. This recent publication aims to bring greater coherence to the National Curriculum by exposing core concepts and demonstrating progression from Year 1 to Year 6. It also summarises the most important knowledge and understanding within each year group and important connections between these mathematical topics.

There could be a real danger in Maths that many of the underlying pedagogic principles (that we know to be so important), could be abandoned in the rush to 'catch up'. At Abbey, we use a mastery approach where the learning is done in a series of really small steps. If we attempt to accelerate this, by missing out some of these mastery steps, we risk confusion and gaps in our children's learning.

In addition to the wide range of resources available to both the teachers and pupils, the DFE guidance will be used to ensure that the most important elements are covered at the right time and to insist that there is continuity and consistency for pupils as they progress from one year group to the next. Teachers will use the guidance to inform decisions on how much teaching time to set aside for the different parts of the curriculum. We will also encourage pupils to 'make connections' and will use 'language focus' to make concepts more accessible to all pupils. We believe that there is a real value in making explicit these connections to our children to support them as they continue their maths journey through our school.



Foundation Subjects

At Abbey School, we aim to deliver an inspiring and challenging curriculum that sparks curiosity in our pupils. We will be using the foundation subjects to help fill any gaps in core knowledge, by utilising the core skills of reading, writing and maths within these lessons.

All pupils will receive a weekly music, RE, and PSHE lesson. PE will be taught twice a week, with a daily active session to get the children moving. All Foundation subjects will be taught across the year, but not every subject will be taught in all three terms apart from those listed above. Each class will outline further details of this in the autumn curriculum letter.

Pastoral Support

The Abbey School is a voluntary aided school affiliated to the Church of England, and it enjoys strong links with St Albans Cathedral, which is its parish church. The school's Christian ethos permeates all areas of school life.

Our priority at the Abbey School is to establish a happy and caring learning environment and to enable each child to develop to his or her full potential in many fields. We pride ourselves on high academic standards, but also place great emphasis on the development of the whole child and aim to prepare each child to take the next step in their education with confidence and with an understanding of the world in which they live.

We pride ourselves on our distinctive Christian character and ethos. We live our school's vision and values under the over-arching line 'We learn, we care, we achieve'. Christian values underpin all areas of the school's work.

Although the pupils, staff and parents are currently unable to attend St Albans Cathedral or whole school collective worship, we have been fortunate that Mother Abi and Mother Kim have been visiting Abbey School weekly since March.

Since September, each class holds a daily act of reflection and Mother Abi or Kim visits the classes on rotation on a Thursday morning. Mrs Baker uses the weekly music lesson in Years 1-6 to teach the children new hymns related to the week's collective worship themes and references them on the music ClassDojo page for children and parents to use at home.

Early Years Foundation Stage (EYFS)

In EYFS, we will be assessing and addressing any gaps in language, early reading and maths, ensuring children have a solid acquisition of phonics knowledge and extending their vocabulary. We will endeavour to deliver EYFS learning and development requirements and continue to provide an environment that invites learning across the seven areas.



Remote Learning

All schools are expected to plan to ensure pupils educated at home due to Covid-19 are supported and at Abbey School our plan is as follows:

If a child is self-isolating, as opposed to the whole class, the parent should email the office at admin@abbey.herts.sch.uk to ask for remote learning to complete, if the child is well enough to do so. Following this, the class teacher will send the daily work/PowerPoints used in class via ClassDojo for the child to complete the next working day. The teacher will upload this at the end of each school day.

The remote learning submitted on to the year group ClassDojo page will be acknowledged by the teacher within two working days with a moving on suggestion if appropriate. This facility is only for children who are self-isolating and well, therefore should not be used if your child is absent due to illness or if on holiday.

Year 6 Remote Learning

Year 6 are now using, in addition to ClassDojo, the Remote Learning Platform G-Suite for Education (Google Classroom), which Miss Smith is leading on. This will then be introduced to other junior classes.

EYFS Remote Learning

Miss Felstead will be introducing 2Simple Evidence Me to Reception families to show the impact of children's learning by capturing learners' experiences and monitoring their development. Evidence Me captures observations through a variety of media on the go. Miss Felstead and the EYFS staff are using it internally at the current time. Via the app, teachers and parents will be able to share information instantly, in class and at home.