



Kestrel Mead Reconnection curriculum (8.3.21- Easter)

1	Rationale	Nat- summary of discussion at SLT day
2.	Vulnerability index – DSL non attenders information	Ellie - -what/when/how/analysis meetings
3	3 weeks reconnection – how will this work incl timetables	Zoe- Phase leaders
4	Assessment / mid year reports	Ellie/Nat
5	Short term school Priorities – SHOW ME!	All
6	Staffing bubbles and allocation of human resources	Ellie
7	Support staff reconnection strategies – timetables	Nat
8	Strategic action plan for subject leaders of 'lost learning'	Jo -
9	Supporting those shielding/isolating & bubble closure	Lauren / Emma / Dan
10	Reconnection curriculum organisAtion	Zoe

Kestrel Mead Recovery 3 & enrichment (Summer term 2021)

will be with teachers by Friday 12th March allowing 2 weeks pre Easter to plan next term

11	Recovery and Enrichment - how will this work incl timetables	Zoe/phase leaders
12	Medium term school priorities – Recovery and enrichment	All
13	Assessment DP3/ vulnerability	
14	Transition and reducing vulnerability	

1. Rationale and theory of reconnection and recovery curriculum

What	What is the reconnection curriculum? Theory around the need for reconnection..	LEVER 1,2,3  RECONNECTION
When	Last three weeks before Easter	
By whom	All staff	

A Shared Understanding

Recovery Curriculum Language

Why?

It is important that we reduce the anxiety that children may be feeling as a result of disruption to their learning.

The language that we use will be key to building their confidence with their learning and motivating them to move forward in a way that is supportive of their wellbeing.

Our approach to this needs to be **consistent** with everyone using **positive developmental language**.



Map



Master



Move Forward

Overarching Approach and Mantra

We are going to:

- **Map** (where the learning is at)
- **Master the learning** (use the map to know what and where needs mastering and do this)
- **Move forward** (new content, next sequence of learning)

Language we avoid

- Catch up
- Learning gaps
- Lost learning
- Repair learning
- Damage to learning
- Time lost
- Recover (irony I know that this is a recovery curriculum!)
- Make up lost time
- Behind
- Cover ground
- Speed up
- Cram in
- Won't fit it all in
- Impossible to fit it all in

Language we use

- Map where we are currently at
- Move forward
- Master our prior learning
- Consolidate / strengthen prior learning
- Enhance our subject knowledge
- Deepen the knowledge
- Revisit to strengthen
- Next sequence
- Build upon
- Enhance
- Desirable difficulties (during retrieval)
- Develop the learning
- Challenge ourselves
- Misconceptions (this is a valid term for when there are mistakes in learning)

We can be powerful as a collective pronoun – an endeavour that we are all engaging in as a community.

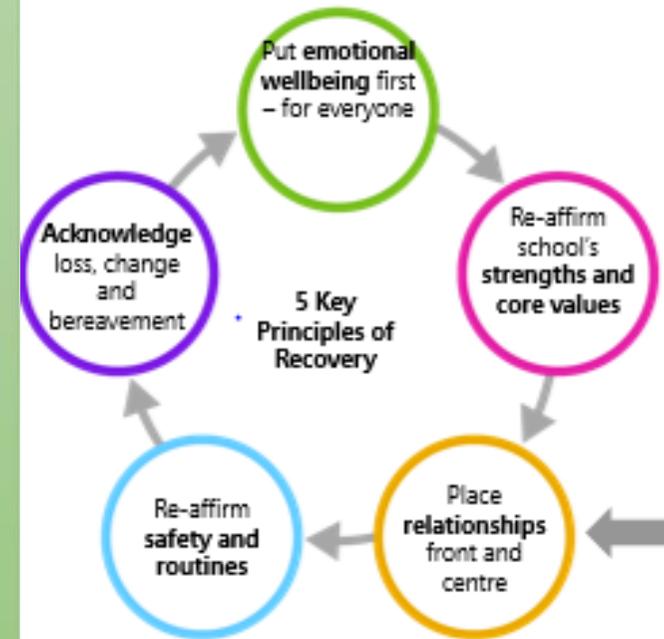
Lever 1: Relationships – we can't expect our students to return joyfully, and many of the relationships that were thriving, may need to be invested in and restored. We need to plan for this to happen, not assume that it will. Reach out to greet them, use the relationships we build to cushion the discomfort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



Reconnection – The ability to reconnect with others through 5 key principles/ 5 R’s. The 5 R’s sit inside the 5 key principles For *any interaction* taking place inside our school the 5 Rs provides a framework for what to remember to do. That is; help the **relationship**, listen and **reflect** carefully, **recognise** and look out for needs and cues, support **regulation** of emotions so that things are manageable and in so doing support new habits of **resilience**.



5R's – Relationship, Recognition (the ability to recognise/ notice), Reflection, Regulation and Resilience. The 5 Rs is an aide-memoiré, of actions, of ways of helping. They support recovery of wellbeing and nurture increase in learning, growth and hence resilience

Supporting children during this reconnection curriculum is vital in supporting their physical and mental wellbeing. The 5R's sit inside the Psychological First Aid (PFA) which is ultimately the glue in linking these interactions. It's important to acknowledge that **behaviour is a form of communication**. The importance of PFA is the idea of **Looking** for the signs, taking time to **Listen** and then **Link** this to outside agencies. In our school context this would be linked with the DSL's.

		
Look For signs of distress	Listen Even a short time can be great Use good empathy Build understanding Be kind	Link Them to sources of support Remember community activities like clubs, faith groups, physical activities Charities and statutory agencies On-line resources



2. Vulnerability - what we know from lockdown Jan/Feb 2021	
What	Understanding the different experiences children have had and the where and how this has lead to increased social, emotional and academic vulnerability
When	Monday 8 th March- Friday 26 th March
By whom	Leaders, DSLs,



Non attenders strategy

Who will be identified/why? How this will be shared with teachers?	Actions
Those children identified by DSLs, receiving targetted support from a leader will be identified as this group have already had a specific suport package. Those children receiving an alternative offer not identified as their non attendance relates to a specific set of circumstances.	<p>DSLs/ leaders to provide classteachers with the names and the specific targeted actions including letters by Friay 5th</p> <p>Teachers to build relationships with this group, having not had contact with them during live lessons.</p> <p>Teachers to recognise impact on this group socially, creating opportunities for this group to socialise and regulate their feelings.</p> <p>Teachers to reflect on the learning of this group, making clear through the mid term report the need for resilience in learning.</p>
Impact will be assessed and reviewd by/date/measure	<p>DSLs/leaders within the first week back at school all DSLs with identified children will have had a check in with class teacher relating to these children.</p> <p>Where necessary specific contact may be made with parents.</p>

Poor attenders strategy

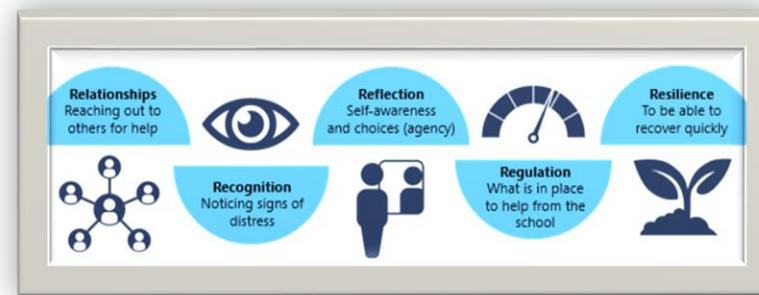
Who will be identified/why? How this will be shared with teachers?	Actions
Teachers will identify those children who were poor attenders based on the letter classification. Those children who received a letter 4 in February.	<p>Teachers to reflect on the learning this group did attend and provide opportunities for them to apply this learning.</p> <p>Teachers use the reconnection curriculum time to identify the lost elements of learning for this group and build their resilience with these elements of learning by using practical learning, paired and colloborative learning and speaking and listening opportunities during the 3 weeks of reconnection curriculum.</p>
Impact will be assessed and reviewd by/date/measure	By Easter all these children will have received a mid year report with clear next steps.

	This will identify which elements of learning children will need to focus on. Teachers will continue to support this group through the recovery curriculum
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Those identified as vulnerable in prior data point/vulnerability index scale

Who will be identified/why? How this will be shared with teachers?	Actions
Those children identified as vulnerable based on the dtp1 information along with any children identified by the results of the September vulnerability.	EN to share class information from September VI questionnaire to support teachers in identifying this group. Teachers to reflect on progress made by this group during remote learning. During reconnection teachers to support this group by building their resilience in learning again. Building stamina in school lessons- meeting individual needs for these children were necessary. Rebuild positive relationships through break and lunch activities, through mindful activities. Use daily mindful sessions as a means to observe/reflect on this group and how they have settled back into school. Complete the impact ed questionnaire with all children and compare results and responses. DATE TBC.
Impact will be assessed and reviewed by/date/measure	Key area of focus during recovery curriculum. Assessed at dtp3 Impact ed questionnaire focus when completed. DATE TBC

3. Kestrel Reconnection curriculum (3 weeks prior to Easter)	
What	Children will have a 3 week reconnection curriculum which will be based around the 5 Rs.
When	8 th March – Easter holidays
By whom	Leader – Relationships – Phase leaders Recognition – Teachers Reflection – Teachers Regulation – DSL/Inclusion Resilience – all Timetables for this phase are designed by phase leaders according to arising need.



Key Aims and Criteria for success	<p>Relationships – rebuild through continuous provision, break and lunchtime, golden time, support for those identified as struggling with social interaction</p> <p>Recognition to pupils– recognise the significant amount of learning that has been completed remotely. Give children the opportunity through the ‘SHOW ME’ approach of what they know. Recognise the year that children have had and the impact this has had on their lives (PSCHE, Learnful)</p> <p>Recognition to parents – issuing a mid year report will show that children are not experiencing years of lost learning. Recognise the hard work of families in this period of time in the mid year report.</p> <p>Reflection – Reflect on learning completed remotely in ‘Show me’ sessions. In Recovery 3 – reflect on what has happened in the last year that has made the world better – lessons learnt for looking forward</p> <p>Regulation – vulnerability index scale work, DSL work in lockdown and pupil knowledge will guide human resource allocation to allow those at highest need are offered firm regulation.</p> <p>Resilience – recognise how quickly children ‘bounced back’ last time and build upon this. Make no assumptions of ‘damage’ or ‘lost learning’ but work with what the reconnection period shows us.</p>
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Agreed focus	Actions	Desired impact
Relationships	<ul style="list-style-type: none"> *Daily learnful with Jo Bradley, daily R time in EYFS and KS1 *Supported activities to encourage relationships in continuous provision, time to facilitate relationship building by teachers where identified need, *Break and lunch duty staff play a key role in identifying and supporting children struggling with unstructured times or disengaging, be responsive and supportive. *Time to re-establish relationships with teachers and pupils face to face (induction week style activities) 	Children to quickly re-establish relationships with minimum disruption to their sense of belonging.
Recognition to pupils and reflection - LEARNING	There is NO new learning in this time – it is a ‘show me’ approach to acquired knowledge with focus on practical application and oracy. Through this, assessments will be made, but as a by-product to celebration of learning and empowerment of pupils. A snapshot, gut feeling to ‘on track’ will be made in this period and shared. Pupil assessment grids will be updated by teachers in this period to inform planning in Recovery 3.	Valuing the learning completed at home and celebrating successes for children.
Recognition to pupils and reflection - RESILIENCE	Children may suffer from lowered ‘bounce back ability’. Celebrate, empower, motivate, praise and motivate at every opportunity.	Children’s
Recognition to parents	See section 4	xx

Phase 1 timetable – Amy COMPLETED IN 'RECONNECTION YEAR GROUP TIMETABLES' - COLOUR CODING TO BE FINALISED

Phase 2 timetable – Lauren COMPLETED IN 'RECONNECTION YEAR GROUP TIMETABLES' - COLOUR CODING TO BE FINALISED

Phase 3 timetable – Jo COMPLETED IN 'RECONNECTION YEAR GROUP TIMETABLES' - COLOUR CODING TO BE FINALISED

4. Assessment and reporting

What	<p>During the 3 weeks of reconnection there is no formal testing. Teachers will use the 3 weeks before Easter to gather information about children’s ability to apply fluency skills, read and respond to texts and complete a writing outcome.</p> <p>On 25th March a mid-year report will be shared via class dojo with parents. This will provide reassurance of ‘lost learning’; continue the connections with parents.</p>	 
When	8 th March- 25 th March	
By whom	<p>Teachers to carry out the activities set out by subject leaders</p> <p>Phase leaders/subject leaders to provide guidance and support.</p> <p>Teachers to upload mid year reports to class dojo for all children in their class on Thursday 25th March by 4:30pm.</p>	

Assessments to be made	Actions	Impact
Maths	<p>It is important to spend time giving children chance to use and apply what they have learnt remotely into new contexts in school. There shouldn’t be a need to re-teach what you have taught this term, but you should set up opportunities for children to demonstrate and apply this learning, having the expectation that they have understood these concepts and retained them. Some concepts will not have been possible to teach effectively remotely and it won’t be possible to assess them. There will be no tests. Teachers to use the assessment grids to make an assessment judgment for their mid-year report level.</p>	<p>AFL that will guide the planning of the Recovery and Enrichment curriculum</p> <p>Mid year report to parents</p> <p>Teachers to update assessment grids to inform recovery 3</p>
Reading	<p>During week 1 of the reconnection curriculum teachers to complete observations of children’s reading, in guided reading and shared reading sessions and update their a3 tracking sheets.</p> <p>In week 2 and 3 teachers in Year 1 to 6 will to complete benchmarks and star tests to ensure children are all on correct book levels and update individual reading grids. Reception teachers will use independent reading time to inform teacher judgement, benchmarking can be completed at teachers discretion.</p> <p>Teacher assessment to inform mid-year report level</p> <p>Teachers to assess HFW reading and spelling during DP3.</p>	<p>AFL that will guide the planning of the Recovery and Enrichment curriculum</p> <p>Mid year report to parents</p> <p>Teachers to update assessment grids to inform recovery 3</p>
Writing	<p>Teachers to plan a writing cycle to be completed by the end of the reconnection curriculum following on from online teaching using the</p>	<p>AFL that will guide the planning of the Recovery and Enrichment curriculum</p>

	<p>current novel/book with an appropriate writing outcome (this may not be what is on the long term plan.) No work to be put into books apart from the planning proforma and writing outcome.</p> <p>Planning will allow for opportunities to recap, investigate and apply the knowledge covered through online teaching. (No new learning will be taught.)</p> <p>Teachers will assess the writing outcome when the cycle comes to an end using the normal school assessment procedures. (Success criteria, marking and writing grid.)</p> <p>Teacher assessment to inform mid-year report level.</p>	<p>Mid year report to parents</p> <p>Teachers to update assessment grids to inform recovery 3</p>
Phonics	<p>Nur to continue to teach Phase 1 and assessments to be completed at the teacher's discretion before moving any children onto Phase 2 in Summer term.</p> <p>Rec to move onto the next phase of phonics (3) and assess all children on Phase 2 within the reconnection curriculum. Teachers will identify children who have not passed Phase 2 and plan appropriate interventions.</p> <p>Year 1 will continue to teach Phase 5 and assess all children within the first 2 weeks of Recovery Phase 3 (after Easter) to identify which graphemes need reteaching.</p> <p>Year 2 to start teaching Phase 5 alternative graphemes and assess at appropriate time.</p>	<p>AFL that will guide the planning of the Recovery and Enrichment curriculum</p> <p>Teachers to update assessment grids to inform recovery 3</p>

Pupils with additional needs

Pupil passports	Actions	Impact
<p>SEND pupil passports are important in ensuring continuity for SEND pupils through lockdown and back into school.</p> <p>SEND Passports will be updated and new targets will be created for the Summer Term for reconnection and rebuilding the learning moving forward.</p>	<p>Teachers to highlight the Spring Term targets.</p> <p>Red - if not met this target</p> <p>Yellow - if on the way to meeting this target.</p> <p>Green - If target is met</p> <p>These targets will be measured during the reconnection curriculum. During the afternoon</p>	<p>Acknowledge home school connections- role of family during lockdown.</p> <p>Reassure parents of 'lost learning' impact. Acknowledge successes for children.</p> <p>Parents with children with SEND now more than ever need reassurance that their children are making progress and what provision we are putting in place to support them with this.</p>

<p>Targets will be focused on and looked at during the reconnection curriculum and assessed accordingly..</p> <p>Pupil Passports will be sent alongside the mid-year reports via Class Dojo: Thursday 25th March.</p> <p>Pupil Passport Targets to be completed on S: Drive by Monday 22nd March 3:30</p>	<p>sessions, time should be allocated to assess each target individually.</p> <p>New Targets created should link to the main area of need e.g. If their need at that time is around social development, then targets could link to this.</p> <p>Provision for these targets need to be clearly highlighted with bullet points on what we are doing to support this e.g. practical resources, check ins, a focus on social interaction at playtime/lunch time.</p>	
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Reporting to and reassuring parents

What/When	Actions	Desired impact
<p>Proforma to be shared with teachers 5th March</p> <p>8th March- 23rd March</p> <p>22nd-25th March Mid year report to be sent home via Class Dojo: Thursday 25th March.</p>	<p>Teachers to include summary about reinduction and reconnection- how well the children have settled back in. A focus on the 5Rs of resilience, recognition, relationships, regulation, reflection.</p> <p>A Qualitative statement about how the children have learnt during lockdown with an additional statement about an area to work on next.</p> <p>A personal comment to parents thanking them for engaging in remote learning or as appropriate.</p> <p>Teachers to complete this during the first 2 weeks of based on observations of children in class and reflection on remote learning.</p>	<p>Acknowledge home school connections- role of family during lockdown. Reassure parents of 'lost learning' impact Acknowledge successes for children.</p> <p>Teachers are able to identify and celebrate pupils achievements made during remote learning and parents understand children's next steps in learning. Parents and children know the improvements that have been made and what the focus will be during the recovery curriculum</p>

5. Short term School Priorities

What	There will be a discreet focus on certain subjects during the reconnection curriculum allowing for time to recap, investigate and apply knowledge taught through online learning.	
When	To be reviewed at the end of the reconnection curriculum (Easter Holidays)	
By whom	Teachers, monitored by SLT	

Agreed priorities		Rationale	How	When
English AMY AND LAUREN	Phonics	Children have had access to quality daily phonic sessions via online learning in R and Y1. Teachers have supported children to continue with the learning of the phonic phase they were working on before school closure. Teachers have been unable to assess children's phonic knowledge during this time. Nursery have had prerecorded phonics phase 1 videos posted onto dojo, they may not have accessed this. Year 2 have had no phonic teaching.	Nur to continue to teach Phase 1 Rec to move onto the next phase of phonics (3) and assess all children on Phase 2 within the reconnection curriculum. Teachers will identify children who have not passed Phase 2 and plan appropriate interventions to begin in Recover phase 3. Year 1 will continue to teach Phase 5 Year 2 to start teaching Phase 5 alternative graphemes	Daily for N,R, Year 1 and 2 (alternative graphemes)
	GAPs/Spelling	Important part of the writing process and develops an understanding of the structure and rules of words and sentences. Contributes to the child's vocabulary development and understanding. During this time children have not been practising spellings on a weekly basis. Some grammar teaching may have been taught in Years 2 to 6 as part of live English sessions.	Children will continue with spellings at the point they were left prior to school closure (Spring 1 – Week 1). This will impact the spelling program as each year group will not fulfil the spellings by the end of the year. Grammar sessions during reconnection curriculum will allow for children to recap, investigate and apply learning taught via online sessions.	Weekly spelling lessons, activities and tests as per timetable Embedded grammar sessions in English cycle
	Reading	Children will have had limited exposure and access to books. An important part of children's early education, setting them up for their future learning. English sessions have continued with the novel approach, however, not all children have been reading all extracts outside of the lessons. Teachers have been posting daily story times for children to access.	Reading assessments as explained above will allow for our usual book systems to resume. Continue as it is our practice according to timetable and current systems for book safety. Teachers to ensure longer books, when returned, are quarantined for 72 hours. Infants - Both R4P and levelled books given on a Friday for the full week. If a child has not finished, they can retain their book for 2 weeks or longer. The batch collected in are quarantined. Teacher has 2 boxes on rotation. Don't take a book off a child that isn't finished 😊 Teachers to use quiz reports etc to inform book selection for the children. Book match will be accurate and move children forward. Reading for pleasure to continue as promoting a love of books.	Weekly shared reading sessions as per timetable. Guided reading for each group at least once a week as per timetable. Reading deep dives as part of the English cycle.

			Nur, R and Year 1 - shared reading to be reviewed after assessments- AFL will inform the text choice based on phonic assessments.	
	Handwriting	Handwriting expectations have lowered during lockdown. Some children may not have used a pencil regularly due to completing worksheets online.	Teacher to have high expectations of handwriting in all other books. Children will continue with handwriting at the point they were left prior to school closure (Spring 1 – Week 1). This will impact the handwriting program as each year group will not fulfil the joins by the end of the year. Year 1 and 2 to pause handwriting during the reconnection curriculum to allow more time for continuous provision but will start again in Recovery Phase 3.	KS2 5 minute daily handwriting at start of English session
	Speaking and listening	Many children will have spoken in their home language and used limited English. Children have been accessing daily learning sessions, that allow exposure to the English language. On Friday's they have also had opportunities to talk and listen to others. Children may have had a lot of exposure to different types of technology.	Continue as good practice in our English cycles Teachers will make time in their timetables to allow for class discussions, partner talk, sharing and listening time. This might include children having the opportunity to share things they've done, how they are feeling etc. Topic will continue to have a good model of speaking and listening.	Throughout the day
	Modelling of writing	Children have had limited exposure to a good model of writing by hand, however, they have been exposed to model writes using typing during their English lessons. It is possible that parents may have modelled incorrectly due to a lack of English skills.	Continue as it is providing AfL as per timetable. Shared writing to increase within the English cycle, with each year group incorporating at least one modelled shared write per week.	N,R and Y1 as per timetable biweekly Year 2 to 6 – 1 session per week as part of the writing cycle
	Writing	Children will have had access to writing cycles that have been adapted as part of English live lessons. Children may not have completed the independent follow up tasks or may have completed them with more support than in school (adults or internet.)	Teachers to plan a 2-week cycle for the start of reconnection curriculum following on from online teaching using the current novel/book with an appropriate writing outcome (this may not be what is on the long term plan.) No work to be put into books apart from the planning proforma and writing outcome. Planning will allow for opportunities to recap, investigate and apply the knowledge covered through online teaching. (No new learning will be taught.) Teachers will assess the writing outcome when the cycle comes to an end using the normal school assessment procedures. (Success criteria, marking and writing grid.) Week 3 of reconnection will allow time for teachers to revisit or reteach any misconceptions which can be linked to the novel or Easter.	As per timetable
Maths	All programmes of study	Continue with curriculum as normal, but spend additional time on any concepts/areas of learning that were not possible to teach effectively remotely.	It is important to continue the learning remotely, rather than replace it. Have a clear expectation that children have completed all work set remotely.	As per timetable (discrete lessons and continuous provision)

		<p>It should be possible to continue with the curriculum as planned. Where some areas have been missed due to it not being possible to teach them remotely, they should be taught as an initial priority.</p> <p>Ensure the calculation policy is taught up to the correct time period with all methods covered.</p>	<p>Recap areas of remote learning briefly, but build on this knowledge and spend a greater amount of time focusing on the reasoning and problem solving elements of this.</p>	
Being connected – voice and mental wellbeing	Jo Bradley Mindful	<p>Children will need time to explore and identify their emotions as they return to school. Restricted time with children of own age will have impacted on social skills. Children will need skills and support to manage their own feelings, manage their reactions to incidents.</p>	<p>Time has been allocated within the timetable for daily Jo Bradley mindful sessions.</p> <p>Teachers to be role models in this and engage fully with all the activities alongside their class during each session.</p> <p>This is time for the whole class to develop tools to manage their feelings and emotions and staff to develop strategies which will enable them to recognise and reflect on children's behaviour and support children to regulate themselves.</p>	Daily within the timetable.
Physical wellbeing		<p>After restricted movement, this is rebuilding stamina fitness and enhancing physical and mental wellbeing</p> <p>Children have been inside and had restricted movement. 1 lesson a week based on physical fitness will help create a basic level of fitness.</p> <p>To encourage a basic level of fitness</p>	<p>Break times consists of a daily mile* by whole class. (build up to this)</p> <p>PE afternoons to reduce contamination risk and rebuild stamina</p> <p>The P.E session led by teachers each week will be a fitness themes session based on building stamina, co-ordination and muscle strength.</p> <p>Every Friday after assembly children will partake in a zoom with a 10 minute fitness session.</p>	<p>As per timetable</p> <p>As per timetable</p> <p>After assembly on a Friday.</p>
PSCHE/RE		<p>Wider wellbeing and rebuilding connections. Rebuilding of relationships between pupils. Ensuring staff have full knowledge of children's well-being and lived experience during lockdown</p> <p>Providing children and staff with tools to</p> <p>RE- Focus on celebrations upcoming in Spring, Easter reconnection weeks and Vaisakhi (recovery 3 and enrichment). Celebrations rebuild connections.</p>	<p>Daily Jo Bradley mindful sessions.</p> <p>PSHEC Curriculum using Jigsaw to be taught, ensuring that the next element Healthy Me has dedicated time and is completed within the 3 weeks. Teachers to use Jigsaw materials and PSHE long term plan to plan and teach this.</p> <p>A focus on the healthy me element will support and further build on the focus on the physical well-being as well as incorporating skills learnt during the mindful sessions.</p> <p>RE opportunity to mark Easter and begin reconnection of different faiths.</p>	<p>Dedicated time within the timetable for Jo Bradley and completing the Healthy me Jigsaw for all year groups.</p> <p>RE celebration focus on Easter (reconnection)</p>
Topic		<p>Children will not have been able to fully explore the practical elements within their current topic, nor have</p>	<p>Teachers will recap learning during lockdown for those children who did not fully engage. Children will be given time to incorporate missed art</p>	<p>As per timetable- taught by teachers.</p>

		they had the opportunity to work exploratively or collaboratively. Not all children have engaged with topic lessons during lockdown.	and DT skills into their topics, with a focus on rebuilding connections within the class. Journaling will also be completed for their current topic during this time (third week).	
EYFS & Y1 Emma				
Continuous Provision		Remote learning has not offered children the vital learning opportunities and application of skills that Continuous Provision enables. Children may not have: <ul style="list-style-type: none"> - Collaborated with peers - Found out and explored - Built confidence to try new things - Kept trying when faced with difficulty - Expressed own ideas and made links It is crucial that Teachers support children with these learning behaviours during the Reconnection Curriculum	EYFS – Y1 to think carefully about their environment and resources. Spend time talking with your children about their new/current interests (this may have changed) ensure opportunities for play are built around these and environment reflects their needs/interests. <u>N</u> <ul style="list-style-type: none"> - Extended periods of time in Continuous Provision - All staff to facilitate within environment to model desired learning behaviours <u>R & Y1</u> <ul style="list-style-type: none"> - Extended periods of time in Continuous Provision - Teachers to lead maximum of x1 guided group per day to increase time spent facilitating within environment - All staff to facilitate within environment to model desired learning behaviours 	As per year group timetables
Enhancements		Remote learning has offered children lots of opportunities for learning linked to English and Maths. Area of learning linked to the EYFS Prime Areas however have not been taught/facilitated. Children have not been able to build on their character/learning behaviours within a classroom environment.	The Reconnection Curriculum places lots of focus on the 5 Rs. Time has been given to the year groups timetables to ensure these are priorities during this period. EYFS – Y1 are to enhance areas of their classroom to incorporate elements of the 5 Rs. <ul style="list-style-type: none"> - Teachers to plan X3 enhancements each week - Teachers to be explicit about which R(s) the enhancement will build upon - Teachers to use language of the 5RS when modelling with the children - Templates edited to support this planning process 	Weekly planning Children to access enhancements daily during CP
Objective-led planning Focus Children		Teachers have been unable to assess individual attainment during closure. Differentiation and addressing of misconceptions less-effective and more challenging during remote learning. Level of connection reduced between staff and child. <u>EYFS</u> Non/poor attenders to be focus children every week during reconnection All children to sit on focus children rota over x3 weeks	Extended periods of continuous provision will enable an increase in: <ul style="list-style-type: none"> - High-quality observations - Time to rebuild relationships and connections - Assessment for learning – Teacher knowledge and understanding of class - ‘show me’ time for children to demonstrate and apply - Tailored support, working towards individualised next steps - Time to gather information for mid-year reports 	As per year group timetables
Fun time Intervention		Non-attenders and poor-attenders during remote learning identified by DSLs/Teachers. Some will have had none or very little interaction with peers. This is likely to impact on their wellbeing and ability to reintegrate within the classroom.	These children to be grouped within each class to take part in a daily fun-time session (minimum 4 times per week) with class TA. Teacher to re-connect with these children in class when support staff not available. Circle time type activity.	Daily during afternoon CP

6. Staffing bubbles and allocations of human resources (inclu PPA release)		
What	Staffing bubbles in place. No movement of cover staff between year groups. Lunches and breacktimes scheduled to reduce the cross bubble contamination	
When	Reconnection curriculum period of time	
By whom	Overseen by leaders	

Leadership/DSL in Reconnection (pre easter)- Red -non contact

	Infants	Juniors
Monday	Zoe, Dan (DSL), Emma	Ellie, Alison (DSL) Nat, Lauren, Jo
Tuesday	Zoe, Dan (DSL), Emma	Ellie, Alison (DSL) Nat/Nat Lauren, Jo
Weds	Zoe, Dan (DSL), Emma	Ellie, Alison (DSL) Nat Lauren, Jo
Thursday	Dan, Alison (DSL), Emma	Zoe, Nat (DSL) Lauren, Jo
Friday	Ellie, Alison (DSL), Emma	Zoe, Nat (DSL) Lauren, Jo

Leadership/DSL in Recovery and Enrichment (Summer term) Red – non contact

	Infants	Juniors
Monday	Zoe, Alison (DSL) Ph1, Emma	Ellie (DSL) , Nat, Lauren, Jo
Tuesday	Zoe, Alison (DSL), Emma, Ph 1	Ellie (DSL) , Nat, Jo, Lauren
Weds	Zoe, Nat (DSL) PH1, Emma	Ellie, Alison (DSL) Lauren, Jo
Thursday	Ellie (DSL), Nat, Emma, Ph1	Zoe, Alison (DSL) Lauren, Jo
Friday	Ellie (DSL) Nat, Emma, Ph1	Zoe Alison (DSL) Lauren, Jo,

COMPLETE – Staffing bubbles and PPA Cover

Meetings in Reconnection curriculum period

Wk beg	Meeting	Who
8 th March	Tuesday –9 th 3.30-4.30- Business on teams	Teachers + PD minutes to share

15 th March	Wednesday 17 th - 3.30-4.30 - Recovery 3 and Enrichment curriculum launch	Teachers/HLTAs/CS
22 nd March	Weds –24 th 3.30-4.30 - Phase (socially distanced outside if weather permits- if not, on teams)	Teachers and all TAs

7. Support staff reconnections strategies		
What	Timetables for support staff within reconnection curriculum. Staff in EYFS/KS1 will continue to work with key focus children that they were supporting pre-lockdown. Staff in KS2 will be either assigned bases to work or will be working on timetables supported by Inclusion Leader with key focuses within the afternoon on social communication, interaction and building positive relationships.	
When	To be reviewed after reconnection curriculum or adapted when necessary.	
By whom	Support staff, Inclusion leader to oversee	

AU Timetable Reconnection- COMPLETE

NS Timetable Reconnection- COMPLETE

NT Timetable Reconnection- COMPLETE

JT Timetable Reconnection- COMPLETE

SC Timetable Reconnection- COMPLETE

9. Supporting those pupils that are shielding/isolating and bubble closures

What	For our remote learning offer to be in line and beyond of the legislation set out by Government. To ensure that all staff are fully aware of their commitment to this offer when children are isolating or when a bubble pops.
When	In case of bubble closure or pupil who is shielding/ isolating
By whom	Overseen and monitored by SLT



Bubble closure document - [HERE](#)

Families refusing to send their children to school – attendance concern

Tiered strategy	Expectation from school
Office	Office to make daily phone calls as per usual policy. Office to report any concerns over attendance to DSL's via CPOMS.
School support - Alison	Alison to follow up any CPOMS concerns with personalised support. This will differ depending on the context and could include doorstep home visits.
EWO Involvement - Dan Letter - Dan	Families not attending who are not receiving FSW support will be referred to EWO by Dan. They will be home visited by EWO where appropriate. A school attendance concern letter will be written where attendance remains a concern and none of the above strategies have had a positive impact.

Reconnection Curriculum organisation

	Monday	Tuesday	Weds	Thursday	Friday
Wk beg 2 nd March	Remote AM No afternoon commitments – planning for reconnection (additional PPA)	REMOTE AM No afternoon commitments – planning for reconnection (additional PPA) World book day videos to Lauren and Amy	REMOTE AM No afternoon commitments – planning for reconnection (additional PPA) PHASE MEETING	World book day – final day online – make it feel super special	No online lessons/calls – all teachers in school setting up classes. Work with and be respectful towards TAs in classes that have been working tirelessly. Full day - PPA
Wk beg 8 th March No PPA – teachers to reconnect (PPA allocation in prev week)	Children write note to parents and take home card and love hearts Office strategies for retuning chrome books to begin	 BUSINESS MEETING	ABC Training 9:00-10:30	ABC Training 9:00-10:30	Assembly Mothers day crafts PM
Wk beg 15 th March PPA week 1			LAUNCH OF RECOVERY 3 MEETING		Assembly
Wk beg 22 nd March PPA week 2	Prepare Easter celebration that will be shared with others (3 minutes)		PHASE MEETING	Reconnection mid year reports to go home All assessment grids to be updated based on AFL and demonstrations of learning.	Easter egg hunt completed in classes Easter celebration assembly 3pm – staff egg hunt!

Kestrel Mead Recovery 3 & enrichment (Summer term 2021)

will be with teachers by Wednesday 17th March allowing 2 weeks pre Easter to plan next term

10. Kestrel RECOVERY 3 and ENRICHMENT Curriculum (Summer term)		
What		LEVER 1,2,3 
When		
By whom	ZOE TO WRITE	

Key Aims and Criteria for success	
How this will be personalised and executed	

Agreed focus	Actions	Desired impact
Show me		

EYFS timetable – Emma

Phase 1 timetable - Amy

Phase 2 timetable - Lauren

Phase 3 timetable – Jo

Enrichment day timetable and organisation

Enrichment planning format – to be shared here

11. Medium term School Priorities and Enrichments

What		LEVER 3,4,5 
When		
By whom	ZOE TO WRITE	

Agreed priorities		Rationale	How	When
English AMY AND LAUREN	Phonics	Reception teachers will have completed phase 2 phonic assessments that will allow for interventions to be planned. In Nur, Year 1 and 2 children will have had access to high quality phonics sessions in school allowing them to recap, investigate and apply knowledge. Assessments will not have been completed for these year groups in the reconnection curriculum.	Nur to continue to teach Phase 1 and assessments to be completed at the teacher's discretion before moving any children onto Phase 2 in Recovery phase 3 Rec to continue to teach Phase 3 and implement planned interventions for children who did not pass Phase 2 Year 1 will continue to teach Phase 5 and assess all children within the first 2 weeks of Recovery Phase 3 (after Easter) to identify which graphemes need reteaching. Year 2 to continue teaching Phase 5 alternative graphemes and assess at appropriate time.	Daily for N,R, Year 1 and 2 (alternative graphemes)
	GAPs/Spelling	Children will have had access to weekly spelling lessons and activities as part of the reconnection curriculum. Grammar sessions will have allowed for recap, investigation and application of learning taught through online sessions.	Children will continue with spellings at the point they have got to in the reconnection curriculum (Spring 1 week 4) This will impact the spelling program as each year group will not fulfil the spellings by the end of the year. Grammar sessions will teach new content that has not been covered this academic year.	Weekly spelling lessons, activities and tests as per timetable Embedded grammar sessions in English cycle
	Reading	Teachers will completed summative and formative assessments during the reconnection curriculum. This will mean children are on the appropriate book level. Children will have had access to high quality guided and shared reading sessions in the reconnection curriculum.	Continue as it is our practice according to timetable and current systems for book safety. Teachers to ensure longer books, when returned, are quarantined for 72 hours. Infants - Both R4P and levelled books given on a Friday for the full week. If a child has not finished, they can retain their book for 2 weeks or longer. The batch collected in are quarantined. Teacher has 2 boxes on rotation. Don't take a book off a child that isn't finished 😊	Weekly shared reading sessions as per timetable. Guided reading for each group at least once a week as per timetable. Reading deep dives as part of the English cycle.

		<p>Teachers to use quiz reports etc to inform book selection for the children. Book match will be accurate and move children forward.</p> <p>Accelerated reader to be relaunched with children.</p> <p>Reading for pleasure to continue as promoting a love of books and restart reading bingo and incentives.</p> <p>Nur, R and Year 1 - shared reading to be reviewed after assessments- AFL will inform the text choice based on phonic assessments.</p>	
Handwriting	<p>Children in Year 3 to 6 will have had access to high quality handwriting sessions through the reconnection curriculum.</p> <p>Children in Year 1 and 2 will not have had access to high quality handwriting sessions in school due to a focus on continuous provision.</p>	<p>Teacher to have high expectations of handwriting in all other books. Children will continue with handwriting at the point they finish the reconnection curriculum (Spring 1 – Week 4). This will impact the handwriting program as each year group will not fulfil the joins by the end of the year.</p> <p>Year 1 and 2 will continue with handwriting at the point they were left prior to school closure (Spring 1 – Week 1). This will impact the handwriting program as each year group will not fulfil the joins by the end of the year.</p>	<p>Daily handwriting sessions for Y1 and 2 as per timetable</p> <p>KS2 5 minute daily handwriting at start of English session</p>
Speaking and listening	<p>Children will have had access to a good model of the English language in school. Opportunities have been provided in the reconnection curriculum for them to develop their own speaking and listening skills.</p>	<p>Continue as good practice in our English cycles</p> <p>Teachers will make time in their timetables to allow for class discussions, partner talk, sharing and listening time. This might include children having the opportunity to share things they've done, how they are feeling etc.</p> <p>Topic will continue to have a good model of speaking and listening.</p>	<p>Throughout the day</p>
Modelling of writing	<p>Children will have had access to high quality shared writing sessions as part of the English reconnection curriculum that have focussed on modelling concepts taught through online learning.</p>	<p>Continue as it is providing AfL as per timetable.</p> <p>Shared writing to increase within the English cycle, with each year group incorporating at least one modelled shared write per week.</p>	<p>N,R and Y1 as per timetable biweekly</p> <p>Year 2 to 6 – 1 session per week as part of the writing cycle</p>
Writing	<p>Teachers will completed summative and formative assessments during the reconnection curriculum.</p> <p>Children will have had opportunities to recap, investigate and apply knowledge taught during online sessions.</p>	<p>Teachers to continue to plan English cycles that focus on content that has not been taught this academic year. Loosely following the long term plans.</p>	<p>As per timetable</p>

<p>Maths</p>	<p>Complete year group curriculum as planned</p>	<p>Teach objectives as planned. Focus on reasoning and problem solving for the skills taught remotely. Ensure the calculation policy is complete for your year group and all methods learnt and understood.</p>	<p>By the end of the summer term it should be possible to ensure the curriculum has been completely taught.</p> <p>Plan objectives per week as normal. Spent 1 week on multiple objectives where possible - you could split i.e. 2 lessons on calculation, 3 lessons on other areas. Be flexible according to children's needs and their learning.</p> <p>Use the assessment grids formatively to keep an up to date understanding of gaps in children's knowledge and areas that still need to be covered.</p>	<p>As per timetable (discrete lessons and continuous provision)</p>
<p>Continuous provision focus</p> <p>EMMA</p>				

Agreed priorities	Rationale	How	When	Agreed enrichment opportunities
History and Geography Jo			As per timetable- taught by teachers.	
Science Jo				
Art and Design Sophie	There are many missed objectives in these areas due to COVID.	These will be taught on enrichment days, where children will have the opportunity to produce quality pieces of work.		
Music/French Sophie	Music and French have not been taught at all so far this year, so time needs to be given to these subjects.	Music objectives will be taught to boost confidence, develop creativity, ignite passion and to communicate in a variety of ways. French planning for all year groups has been completed. Planned lessons are collaborative and practical. KS2 teachers to enhance lessons further.	Enrichment day each week.	
Physical wellbeing	After restricted movement, this is rebuilding stamina fitness and enhancing physical and mental wellbeing After a substantial amount of time inside children have not been able to play or watch their favourite sports live.	Break times consists of a daily mile* by whole class. (build up to this) PE afternoons to reduce contamination risk and rebuild stamina To encourage discussion of children's favourite sports and express their opinions and ideas.	As per timetable Sports celebration day- Children will attend school as one of their favourite sports players. Children will receive an assembly based on celebrating different sports.	On a suitable day selected in summer term by SLT.
PSCHE Claire		Children in all year groups will continue to work through the PSHE jigsaw process. The 'jigsaw' for Summer 1 is Relationships. This is essential. Identified year groups with specific need to learn about Changes can also cover this as appropriate. TBC.	Pre half term all year groups to focus on 'Relationships' element of jigsaw. this will build on the mindful sessions, the health me jigsaw which includes elements of wellbeing whilst also providing a clear focus on the recovery of relationships for all children.	

RE Elli9e		RE big questions for Vaisaki (14 th April) Ramadan 12 th April-13 th May Eid 14 th May	Enrichment opportunity in first week back- Vaisaki and May 14 th /15 th - Eid	Vaisakhi 14 th April Eid 14/15 May
Computing Emma				
Dance and Drama Sophie				

12. Assessment and data point 3/vulnerability index		
What		
When		
By whom	THIS INFORMATION IS CURRENTLY UNKNOWN	

13. Transition and reducing vulnerability – an end of year project		
What		
When		
By whom	THIS INFORMATION IS CURRENTLY UNKNOWN	