

## ‘Recovery’ Curriculum 2020-21

*Supporting pupils and staff in the wider opening of schools and return to teaching the National Curriculum from September 2020*



## Contents

1. Importance of Mental Health and Well-being in a Recovery Curriculum
2. Identifying and supporting those pupils experiencing Mental Health difficulties upon returning to school
3. Principles for developing a Recovery Curriculum
4. Training
5. Use of resources
6. Monitoring Mental Health questionnaire
7. Signpost 1-3 (Curriculum Newsletters)
8. English Curriculum
9. Maths Curriculum
10. Principles for Foundation subjects – advice for Art, Science, Geography and Music

This full resource can be accessed if you have the appropriate SLA with Education Gateshead that gives access to the eGHub. External schools also purchasing the Advice and Support SLA will be sent a copy of the resources on a memory stick. If you do not have this SLA and would like access to these resources, please contact Andy Carr in our Admin team who would be happy to help. ([AndrewCarr@Gateshead.Gov.UK](mailto:AndrewCarr@Gateshead.Gov.UK) )

**Any questions about the Recovery Curriculum or contents of this document please direct to Stephen Jones (Primary Link Inspector) [stephenjonescwl@gateshead.gov.uk](mailto:stephenjonescwl@gateshead.gov.uk) or Jane Sutton (Primary Link Inspector) [janesutton@gateshead.gov.uk](mailto:janesutton@gateshead.gov.uk) in the first instance.**

## Section 1: Importance of Mental Health and Well-being in the Recovery Curriculum



There is a great risk that when we finally have all our pupils back in school, we could fall into a cycle of intense catch-up which would be unhelpful for both staff or pupils, potentially compounding anxiety and other mental health difficulties. These may already be significant for pupils and staff, as a result of the Coronavirus crisis and lockdown.

*‘Rather than becoming trapped in a results-based culture focussed upon catch up, we need to focus more upon recovery and well-being, helping pupils develop positive mental well-being and attitudes which will then help them be in the best place for learning to occur.’ (Prof Barry Carpenter – Professor in Mental Health in Education at Oxford Brookes- May 2020).*

The charity Barnardos have also produced a report ‘Time for a clean slate’ (May 2020) which warns:

*‘Children have been exposed to an unprecedented level of trauma, loss and adversity, with those who were already vulnerable likely to have been badly affected.’*

They recognise that as we prepare schools for wider opening and the eventual return of all pupils, we have a ‘*once in a lifetime opportunity*’ to place mental health and well-being at the heart of education.

Mental Health charities in surveys of their young clients and young people are seeing significant increases in mental health problems:

- Young Minds survey of young people with existing conditions found that 83% reported an increased anxiety, problems with sleep, panic attacks or urges to self-harm.
- Barnardos’ practitioners report that 69% of their clients have increased mental health issues since the Covid19 crisis began.
- Surveys of school staff found that 88% of schools felt that Covid19 would impact upon the mental health and well-being of pupils. 67% felt that changes to curriculum structures and exam process would help them to better support the mental health and well-being of pupils.
- A study by Oxford University has found that 1/5 of pupils do not now feel safe to leave their homes.
- 72% of practitioners in the Barnardos study stated that families were expressing significant concerns about becoming infected by Covid19, which was evident in only approximately 5% of Vulnerable children attending school since the crisis began.

In addition, all pupils have lost some of the key stability factors of their lives, such as loss of routine, structure, friendship, opportunity and freedom. Each of these can be potential triggers to anxiety, trauma and sense of bereavement.

As we seek to plan for the further opening of schools and the return, in the new academic year, to the full expectation of delivering the National Curriculum we must be mindful of the experiences of our pupils and their families during the lockdown.



This helps to direct and guide our thinking about the priorities of transition, over a timescale which, for a significant number of pupils may be longer than we envisage.

Perhaps we can think of this in terms of the potential losses and changes which all, most and some of our children have experienced as we begin to re-write and structure our curriculum:

All children	Most children	Some children
Experienced different routines at home	Have missed seeing their friends and family as regularly as before the lockdown	Will not have missed their friends, peers and wider family
Have not seen the majority of their friends and peers	Will have experienced the anxiety of adults around them concerned about the virus	Will not have missed school
Have had little opportunity to play in groups of more than 2-4 (this being their own family)	Have missed opportunities to play with their friends face to face.	Will not have enjoyed spending more quality time with their immediate family
Will have followed different rules and expectations at home	Will have had opportunity to undertake some home learning	Will feel scared and have no one to talk to
Have had limited contact with adults outside their immediate family	Will have spent additional time outdoors	May no longer feel safe in school
Will have sensed their community in isolation as being an unsafe place to be	Will have learnt that they should be wary of contact with others	Could have experienced bereavement for the first time
Will have increased awareness of viruses and bugs being very dangerous	New understanding of the importance of hand washing to kills germs/viruses	May have had no one to listen to them or talk to them
Experienced a sense of isolation at times	Will now understand the Government makes decisions which affect us all	Will have experienced family stress/anxiety and perhaps seen DV
Developed an understanding of adults socially distancing when outside, queuing for food etc	Developed greater respect for the NHS and key workers	May not feel safe outside the boundaries of their home
Will have had greater contact with the people in the family they live with	Spent more time on electronic devices and watching TV than before	May have enjoyed not having structure and routine in their lives
	Have a greater awareness of illness and death	Could have felt abandoned by friends, family and school staff
	Will have enjoyed spending more quality time with their immediate family	Will now be negative and disengaged with school, not appreciating its importance to life
		May become overwhelmed by the physical and sensory perception of others around them in school

This list is not exhaustive, and it will be helpful during the summer term 2020 to speak with your parents and families in order to develop a sense of each child's experiences and those areas which may prove difficult upon returning to school.

*“While addressing gaps in learning is undeniably important, children need to be ready to learn first. The impact of enforced isolation on young people is little understood, yet likely to be significant for many. This might range from loss of routine, social interaction and self-regulation to an erosion of Mental Health and coping with anxiety, bereavement and trauma.”*  
(Nick Brook, Deputy Leader NAHT)

In identifying the starting point for a Recovery Curriculum, the Scottish Government have given a helpful reminder not to negate the impact of the lockdown upon our pupils and staff:

*‘Set out a clear statement of intent to prioritise the physical, mental and emotional well-being of children and young people, practitioners and families. Recognition that good health and well-being is fundamental to ensuring that children and young people can engage effectively in their learning.’* (Scottish Government: Coronavirus (Covid 19) – Curriculum for Excellence in the Recovery Phase. May 2020)

## **Section 2: Identifying and supporting those pupils experiencing Mental Health difficulties upon returning to school**

The CALM model may be helpful for staff to be aware of as we welcome children back into our schools:

C – Connect to where the person is emotionally

A – alert for any changes in the situation

L – Listening to the needs of the young person

M – Mindful to empower the Young Person to grow resilience in order to help them move forward.



It is clear that some young people are experiencing significant changes and challenges at the moment. For these young people we may need to use an appropriate screen for risk factors and to establish the root of their challenges. This may result in a referral for further support to External Agencies, such as The Educational Psychology Service, CAMHS or the School's own Counselling or Mental Health Team. A useful screening tool from the Educational Psychology team is available at:

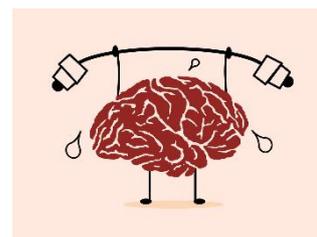
<https://educationgateshead.org/educational-psychology/>

(Open link in section: Newsletter/Resources and Documents: Monitoring Checklist (Newsletter 2) – also found in Appendix 1)

This could be completed by a practitioner who knew the child well before the lockdown and also by the teacher/practitioner working with the child now. It will give a clear baseline from which to identify their current needs and also to measure future improvements.

The website of the Educational Psychology service is also an excellent source of resources they recommend to support all pupils, as well as those who may need specifically focussed support as a result of the lockdown during the Covid19 crisis. It has the following sections with links to a wide range of recommended resources:

- Covid19 – Advice
- Resilience, Mental Health & Well-being
- Loss and Bereavement
- SEND specific resources.



In addition, we have a rich resource base within the Gateshead Schools Health and Well-being programme available to you if you are affiliated to their service. You can also link to a wide range of free resources for all schools and parents via the Gateshead Schools Sports Partnership website.

(<https://www.gatesheadssp.org.uk/activities-for-all/activities-for-allhealth-wellbeing-resources>).

The Education Gateshead team have also sourced and signposted a wide range of curriculum resources and websites which have specific materials which will support a

programme of Mental Health and Wellbeing in your school. These can be found in the Signpost Newsletters 1 to 3 via the eG Hub (<https://eghub.eschools.co.uk/login>).

This can be accessed if you have the appropriate SLA. If you do not have this SLA and would like access to these resources, please contact Andy Carr in our Admin team who would be happy to help. ([AndrewCarr@Gateshead.Gov.UK](mailto:AndrewCarr@Gateshead.Gov.UK))

In addition, the Government are investing significantly in the creation of resources and access to services for children and young people as a result of the Covid19 crisis (7<sup>th</sup> June 2020):

**Children and Families Minister Vicky Ford said:**

*There has never been a more important time to speak about mental health and wellbeing – especially for thousands of children, young people and teachers who are adapting to education and different ways of living and learning in these unprecedented times.*

*Schools and colleges are often a safe haven for children and young people, but the challenges we face at this time mean we are all more likely to feel anxious or sad – no matter our age or circumstances.*

*These new resources, created with charities and health experts, will encourage confident conversations between friends, colleagues, pupils and their teachers, and improve our understanding of how to make ourselves and others feel better.*

**Minister for Mental Health Nadine Dorries stated:**

*The coronavirus pandemic has shone a light on the importance of looking after our mental health. It is very normal during these uncertain and unusual times to be experiencing distress or anxiety or be feeling low. What is important is that you get help.*

*We know the impact on our children and young people has been especially tough, which is why as schools return, we're determined to equip teachers and pupils with the tools they need to look after their wellbeing.*

*Mental health must be a priority as we start to get back to normality and I hope these brilliant new measures alongside our NHS services will help start new conversations and reassure children that it's ok not to be ok, and that support is available.*

The Government have begun to share these resources and training modules for schools – more information can be found at the following link for the first of these modules.

(Link: <https://www.gov.uk/guidance/teaching-about-mental-wellbeing>)

'This (initial) training module supports the [physical health and mental wellbeing section](#) of the statutory relationships, sex and health education curriculum. This is the first of a series of 14 modules to support schools to implement the new curriculum.

We have developed this mental wellbeing teacher training module to help subject leads and teachers understand what they should teach, as well as improving their confidence in delivering mental wellbeing as part of the new curriculum.

The new curriculum becomes statutory in September 2020 but the content in this module may be useful for teachers who are currently working with pupils, either face-to-face or remotely, to support them to maintain good mental health and address issues before they escalate.'

## Section 3: Principles for developing a 'Recovery Curriculum'



As we plan for a new academic year in 2020-21, our planning will be unlike anything we have experienced before. We are mindful that:

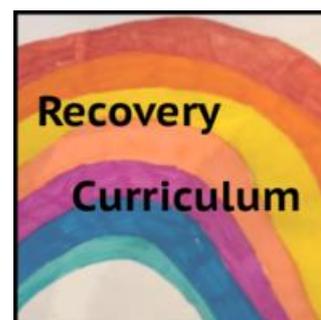
- Some children will have experienced no time in school since March 2020
- The National Curriculum and EYFS curriculum have not been fully taught to those pupils in school or learning from home since March 2020
- It will not be possible for children to experience fully the closure we would wish them to have from the end of the current academic year and prepare for the beginning of the new academic year
- Whilst some pupils will have engaged fully with home learning, many will not. This will be through no fault of their own but due to a wide range of factors including
  - lack of IT equipment to access Virtual Learning
  - having to share equipment with siblings and parents also working from home (both IT and physical resources such as pens, paper, books etc)
  - impact of anxiety and mental health issues upon ability to self-regulate learning
  - lack of parental guidance, interest or understanding to support learning
  - illness (their own or that of family members)
  - failing to see the importance of home learning
  - difficulty in understanding the work which had been set and becoming disillusioned about learning

As a result, the gaps in understanding between pupils (especially our most vulnerable) may have increased. There could also be a significant increase in the misunderstanding and misconceptions of key areas of learning as a result of working independently without the support of a qualified teacher or support staff helping them to navigate and exploit fully the learning opportunities available via home learning.

Prof Barry Carpenter (Oxford Brookes University – Professor in Mental Health in Education) suggests that pupils will need to relearn 'the rhythm of school (both in terms of daily life (bedtimes and get-up times) and school life (Start , learning, break, lunch and home times)).' He also suggests that we should be mindful of the need to plan our curriculum to respond to what pupils have learnt and not what we expect them to have learnt.

In addition, we need increased awareness of the sensory impact upon pupils of returning to school e.g. being overwhelmed by the proximity of others, separation anxiety from being away from family and a sense of the world (and school) no longer being the safe place that they knew it to be before the crisis.

He recognises 5 key levers within a Recovery Curriculum. We shall use some of these principles to help us create and embed our curriculum during the next academic year. These are:



Lever 1: Relationships – these may be fragile as there has been little investment in them since March (both between their peers and staff). We should not assume that relationships will be as they were or can be picked up from this point but plan for them to be restored and renewed.

Lever 2: Community – the new school, local and world ‘community’ will be very different to the old one prior to the crisis. We must give pupils and staff opportunity to learn about the new community by hearing, accepting and then learning from one another’s points of view to build the new community.

Lever 3: Transparent curriculum – recognise that we have missed learning opportunities since March and this has created gaps in understanding, perhaps also that some misunderstanding and misconceptions may have arisen. We need to plan to help address these areas – not with a barren, unbalanced diet of catch-up but with a carefully planned curriculum which identifies these areas and addresses them in a way which will enable all pupils to move forward and reach their age related end points by the end of next academic year. This will make learning measured and appropriate to the needs of all learners.

Lever 4: Metacognition – acknowledge that children learn in many different ways and help them to become proficient in recognising and applying learning strategies which will help them to get the most from every learning opportunity.

Lever 5: Space – to remember who they were, discover who they are now and explore who they would like to be in the future.

In one of the many guidance documents produced by the DfE for the wider opening of schools, they have advised Governors that:

‘We expect school leaders to prioritise support for pupil’s mental health and wellbeing and make their own assessment of pupils’ learning and further curriculum support needs, including those with additional needs or those facing transition to another phase.’

As schools seek to plan their ‘Recovery curriculum’ we would recommend that the following areas should be included in their discussions:

1. There is real uncertainty about the continued restrictions placed upon all of us due to the Coronavirus and what school will look like in September. However, it would seem unlikely at this stage in the year that we can expect to have full cohorts of pupils back in our classrooms full time, as last September. It is therefore plausible that we should be thinking and planning for a mixture of learning sessions between home and school. This blended learning approach may include online independent learning, video lessons e.g. Google classroom or Teams classroom/discussion formats, face to face lessons in groups, feedback on work which has been completed.
2. We need to recognise that the school summer holiday is approaching and that both pupils and staff need a long-deserved break. This will further compound the potential loss of knowledge and skills learnt or acquired by pupils both prior to and since March of this year for our pupils.
3. It is important we allow time for both the **Sending teacher** (academic year 2019-20) and the **Receiving teacher** (academic year 2020-21) time for discussion of each pupil’s strengths and areas for development of their learning, prior to the summer holidays. We feel this discussion should focus upon where the child was at the end of the spring term (March 2020) – what areas of learning were secure, which need

consolidation and which areas of the 2019-20 curriculum have not been taught. Our Maths and English consultants have planned a 'Recovery curriculum' for 2020-21 which can be informed by the discussion between the 2 class teachers. They have highlighted key areas which the receiving teacher may assume have not been taught, key areas which will need to be revisited but give opportunity for input of the individual cohorts' strengths and weaknesses. ( This is discussed in later sections of this document and the associated resources for each year group are available on the Education Gateshead Hub (external schools and those not buying into the SLA should contact Andrew Carr in the Education Gateshead office for details of how to access these documents).

4. Look at the curriculum for 2020-21 and identify the tricky areas: those that learners often struggle with and where misconceptions often arise. These should be given a higher focus within the planned face to face curriculum so that misunderstandings, mistakes and misconceptions can be minimised and overcome.
5. Continue to support pupils in developing self-regulation skills i.e. those strategies to use for when they get stuck. The OUP use the ideas of the 4 'B's':
  - Board/sheet – re-read the instructions
  - Book – look at the textbook, re-watch the video/demonstration to find the answer
  - Buddy – ask someone at home or in the classroom to help
  - Boss – ask the teacher
6. Create opportunities for pupils to use the outdoor learning environment as much as possible, as this is both an area where transmission of the virus can be lower due to the larger space in which to exercise social distancing. Also, the practical nature of activities undertaken outdoors stimulate focus and concentration upon learning.
7. Remember those pupils who will be unable to return to school due to being clinically extremely vulnerable and consider how their needs can best be met by continued home learning.
8. Have realistic expectations about learning following the many different experiences of our pupils during lockdown. The Centre for Mental Health suggest that we should take a trauma informed approach to learning (Trauma, Mental Health & Coronavirus: Supporting healing and recovery – 56. Centre for Mental Health). They suggest that recovery from trauma is rarely linear and it does not proceed according to a fixed schedule. There should therefore be built into a return to school a gradual re-engagement with day to day life in which individuals and communities are supported to come to terms with what has happened at their own pace. This can be a faltering, elusive process that needs time, patience and ongoing compassion. They recommend that best practice in returning to school (or everyday life) should be:
  - Initially focussed around promoting a sense of safety and stability, with a focus upon active and community centred activities. This will help to address 3 of Carpenter's Levers: Relationship, Community and Space. This will need time in the curriculum given to well-being, creating safe spaces to talk about experiences, time to play and reconnect with their peers, staff and school life. Opportunity to celebrate life and time to be creative in expressing feelings and understanding. This is the equivalent of an extended transition phase which

colleagues in the Education Gateshead team will also be creating further guidance around.

- In the next phase they suggest that reflective coping begins to take priority, with increasing reconnection to ordinary life – the rhythm of school and community life is once again established. At this time, we will have a more stable curriculum and timetable across the school day and week.
- By the final phase we will be able to recognise those pupils (and staff) who may need further professional support to help them re-establish the rhythm of school and community life.

However, within our planning for a Recovery curriculum, we need to be continually mindful that developing the resilience and strength to move on is not a fixed end point – indeed resilience is not static, nor is it a personality trait. We do not all have the same level of resilience and our individual levels of resilience fluctuate. Katie Hurley (A Clinical Psychologist’s perspective 2020) suggests that resilience is the process of establishing connections, coping with stress and anxiety, adjusting thought processes and establishing wellness – she notes that increasing resilience is like building muscle or getting fit; it takes time and dedication and needs to be done bit by bit.

**As we seek to support our pupils return to school, and during the course of the next year reach their age related expectations, be mindful that this is a journey and there will be areas where pupils climb rapidly in their understanding and others where it seems as if we have slipped back or the brakes have been applied. By a continuous process of plan – do – review, within an environment of quality first teaching, we will ensure that pupils can make the best progress and highest attainment of which they are capable.**

In the remainder of this document we will give key guidance specific to English, Maths and Foundation subjects in regard to the measured approach we ask schools to take in planning their ‘Recovery Curriculum’. To support HT’s, subject leaders and class teachers we are planning to host a series of on-line webinar sessions where our Primary consultants and Subject leaders will give detailed training and advice regarding the approaches which we suggest.

DO 	DO NOT 
<ul style="list-style-type: none"> <li>• Reassure all staff that, as a school community, you are aiming for security in knowledge and understanding and that this is not achieved by ‘cramming’.</li> <li>• Aim for good subject knowledge, good formative assessment, high quality lessons with explicit teaching, strong modelling and plenty of opportunity to revisit and practise applying skills.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Timetable more English and Maths lesson time at the expense of a broad and balanced curriculum for the children.</b></li> <li>• See the Autumn term as a time for ‘intensive catch up’.</li> <li>• Rush through the teaching of skills and understanding, focusing on coverage rather than deep, long-term understanding.</li> </ul>

### Key points to share with colleagues:

1. The National Curriculum is planned to be a cumulative build-up of knowledge.
2. In order to reach ARE children need to **build from firm foundations** – e.g. the grammar, spelling and handwriting or maths taught in one year needs to be embedded to allow children to move on to the understanding expected in the next year.
3. Cognitive Load Theory: cognitive capacity in working memory is limited. If a learning task requires too much capacity, learning will be hampered. Design your curriculum and individual lessons to optimise the use of working memory capacity and avoid cognitive overload. Intensive catch up during 2020-21 and 'rushing' to fill in all the content and understanding required goes against this theory – we want learning to be retained in the long-term memory with skills being applied automatically. **It is SECURITY we should be aiming for NOT surface coverage.**
4. Every school in the country is in the same situation: Every year group and every class.



### Statutory Assessment in 2021

There has been no guidance or announcements from the DfE about assessment in 2021. We don't yet have any information about the Phonic Screening Check, SATs or moderation. As soon as information is available, we will look at it together (Gateshead schools and educationGateshead staff) and plan to prepare for it together.

The priority in September is designing a curriculum that works for your children and that moves their learning forward while keeping well-being of children (and staff!) at the forefront.

## **Section 4: Training for a Recovery Curriculum**

Training will be via Webinars led by our English consultant (Paula Thompson), Maths consultant (Sarah Williams) and Link Inspectors (leading specific curriculum areas and assessment).



### **Summer term 2020:**

**English webinar for subject leaders and HT's: Friday 26<sup>th</sup> June 2-3:30 pm**

**Maths webinar for subject leaders and HT's: Friday 3<sup>rd</sup> July 2-3:30 pm**

**Course title: Recovery Curriculum 2020-21 – sessions for English and Maths subject leaders.**

*Course description: The Recovery curriculum has been written by our English and Maths consultants to support curriculum leaders. It ensures that all pupils from Y1-Y6 have opportunity to cover each aspect of their respective year groups curriculum during 2020-21, as well as incorporating those aspects of teaching and learning which were not taught or need further consolidation from their previous year group due to the Corona virus lockdown.*

*This is not a 'fast track catch-up' programme, which could cause further stress and anxiety for pupils and staff, but a programme which presents a progressive structure of learning to give all pupils the opportunity to reach their potential by the end of the academic year 2021.*

*The whole 'Recovery Curriculum' will also support staff in identifying those pupils who may have underlying mental health difficulties as a result of the 'Lockdown.' The premise of the curriculum gives school leaders an opportunity to restructure and create a holistic approach to learning. Following the recent evidence from a number of educationalists and mental health charities:*

*'Rather than becoming trapped in a results-based culture focussed upon catch-up, we need to focus more upon recovery and well-being, helping pupils develop positive mental well-being and attitudes which will then help them be in the best place for learning to occur.'* (Professor Barry Carpenter – Professor in Mental Health in Education at Oxford Brookes University – May 2020)

*Learning Outcomes:*

- 1. To give subject leaders in English and Maths opportunity to review the Recovery curriculum.*
- 2. To support leaders in identifying, with both the 'sending and receiving' class teachers, the key elements of the 2019-20 curriculum which will need to be taught, as new concepts or for consolidation, in 2020-21.*
- 3. To enable every pupil to cover all elements of the Maths and English curriculum, relevant to their key stage and year group, by the end of the academic year 2021.*
- 4. To support subject leaders in developing their understanding of the key expectations within the National Curriculum for both KS1 and KS2.*



## Autumn 2020

### **Maths - Year group specific webinar sessions for class teachers:**

- Year 1 – 21<sup>st</sup> September 9 -11:30
- Year 2 – 21<sup>st</sup> September 1:15 – 3:45
- Year 3 – 22<sup>nd</sup> September 9 -11:30
- Year 4 – 22<sup>nd</sup> September 1:15 - 3:45
- Year 5 – 24<sup>th</sup> September 9 -11:30
- Year 6 – 24<sup>th</sup> September 1:15 – 3:45



### **English – Year group specific webinar sessions for class teachers:**

- Year 1 – 28<sup>th</sup> September 1:15 – 3:45
- Year 2 – 29<sup>th</sup> September 9 – 11:30
- Year 3 – 29<sup>th</sup> September 1:15 – 11:30
- Year 4 – 30<sup>th</sup> September 1:15 - 3:45
- Year 5 – 1<sup>st</sup> October 9 -11:30
- Year 6 – 1<sup>st</sup> October 1:15 – 3:45

### **Course Title: Maths/English Recovery Curriculum Year group**

*Description: The Recovery curriculum has been written by our English and Maths consultants for teachers during 2020-21 academic year. It ensures that all pupils from Y1-Y6 have opportunity to cover each aspect of their respective year groups curriculum during 2020-21. As well as incorporating those aspects of teaching and learning which were not taught or need further consolidation from their previous year group due to the Corona virus lockdown.*

*This is not a 'fast track catch-up' programme, which could cause further stress and anxiety for pupils and staff, but a programme which presents a progressive structure of teaching and learning to give all pupils the opportunity to reach their potential by the end of the academic year 2021.*

*The course will look in detail at the Learning Outcomes for each year group in separate English and Maths sessions, to ensure that by the end of the year all pupils will have opportunity to reach their age appropriate potential.*

*Delegates will identify aspects of the 2019-20 curriculum which may need to be taught within 2020-21, either because this was not taught or the 'sending' teacher identified that pupils need further consolidation of these concepts. Delegates will also identify 'tricky' areas of the curriculum which would be best taught by dedicated face to face teaching should a blended approach of school/home teaching and learning be necessary for 2020-21.*

*The course will develop a holistic approach to teaching the curriculum to avoid any of the pressure that 'Catch-up' programmes can bring. We believe that by following this programme of study within the normal expectation for teaching Maths and English i.e. 1 dedicated daily lesson for each subject, then it is possible to help pupils consolidate and develop deeper understanding of the curriculum for their year group by the end of 2021.*

#### *Maths Learning Outcomes:*

- *To give year group teachers opportunity to review and discuss in detail models that could support the Recovery curriculum.*

- *To support teachers in identifying, with both the 'sending and receiving' class teachers, the key elements of the 2019-20 curriculum which will need to be taught, as new concepts or for consolidation, in 2020-21. This will give a personalised Recovery curriculum that is year group appropriate.*
- *To reflect on how the CPA approach can be adapted and implemented.*
- *To support class teachers in developing their understanding of the key expectations within the National Curriculum for both KS1 and KS2.*

*English Learning Outcomes:*

- *To give year group teachers opportunity to review and discuss in detail the Recovery curriculum.*
- *To support teachers in identifying, with both the 'sending and receiving' class teachers, the key elements of the 2019-20 curriculum which will need to be taught, as new concepts or for consolidation, in 2020-21. This will give a personalised Recovery curriculum that is year group appropriate.*
- *To support class teachers in developing their understanding of the key expectations within the National Curriculum for both KS1 and KS2.*
- *To identify quality texts which can be used as a stimulus for writing and guided reading during the Recovery Curriculum.*

**Year 2 and Year 6 specific webinar sessions for class teachers covering end KS1 and KS2 assessments (including Science)**

**Year 2: Monday 2<sup>nd</sup> November – 1:15 – 3:15**

**Year 6: Tuesday 3<sup>rd</sup> November – 1:15 – 3:15**

***Title: Using the Recovery Curriculum to support children in Y2/Y6 for end of Key Stage Assessment in 2021 (including Science)***

*\*Please note this will reflect the current Government guidance at the time of the training.*

*Course description: The course will consider current Government guidance regarding end of Key Stage assessment in 2021. It will be especially useful for those teachers who will be new to (or teachers returning to these year groups after a break) Y2 or Y6 statutory assessment. Delegates will consider the usually timetable for the assessment cycle, including information about moderation and preparing pupils for end of key stage tests within the Recovery curriculum. There will also be a discussion around preparing and gathering information to support the judgements that teachers will make in Y2 and Y6 regarding their Teacher Assessment for KS1 and KS2 Science.*

*Learning outcomes:*

- *Delegates will receive up to date information about the end of KS1 and KS2 assessment for 2021*
- *To have an understanding of the assessment and moderation cycle for 2020-21 academic year within the Recovery curriculum.*
- *To identify training needs and support available in preparing pupils for end of key stage assessments.*
- *To consider the rationale behind SAT tests and how to use these effectively within a broad and balance curriculum.*

- *To develop understanding of how to assess Science at the end of KS1 and KS2, without having taught themselves all elements of the Science curriculum.*
- *To identify quality resources for English, Maths and Science which will support teaching and learning in Y2 and Y6.*

### **Charges and booking details for these training events**

Maths Recovery Curriculum 2020-21 – For Subject Leaders  
English Recovery Curriculum 2020-21 – For Subject Leaders

Price: £50/Free pp (Non-SLA/SLA)

All other Recovery Curriculum sessions in Maths and English for individual year groups are priced as follows £50/£40 pp (Non-SLA/SLA)

Using the Recovery Curriculum to support children in Y2 for end of Key Stage Assessment in 2021 including Science is priced as follows £50/£40 pp (Non-SLA/SLA)

To book places at any of the Recovery Curriculum sessions go to:

[www.servicesforschoolsnortheast.org.uk](http://www.servicesforschoolsnortheast.org.uk)

### **Network meetings - Autumn term 2020**

Network meetings for subject leaders during the autumn term 2020 (may be webinar or Face to Face at Dryden) will also discuss the Recovery Curriculum and how it relates to each specific subject – Science; Geography; RE; Art; History; Music; Computing; English; Maths; EYFS – dates available in CPD directory on Services to Schools.



## Section 5: Use of resources

### General advice

To prevent the spread of the virus it is strongly advised that whenever possible pupils should not share resources either from home to school or within school.

This means that pupils should have their own resource pack of the basic equipment which they will need within a lesson. These should be placed within a small container or zip locked bag on the pupil's desk and remain here for the entire day.

The Government advice is that:

- Soft furnishings, fabric resources and items with intricate parts which are difficult to clean should be removed from the setting.
- Limit the amount of shared resources that are taken home and limit exchange of take-home resources between children, young people and staff
- Seek to prevent the sharing of stationery and other equipment where possible.
- Shared materials and surfaces should be cleaned and disinfected more frequently

A source of very clear advice for organising and managing hands-on activities in Science, D&T and Art in a partially re-opened primary school has been produced by CLEAPSS. This guidance is also useful more generally as we begin to re-establish the learning environment:

<http://primary.cleapss.org.uk/Resource-File/P104-Managing-hands-on-activities-in-a-partially-reopened-school.pdf>

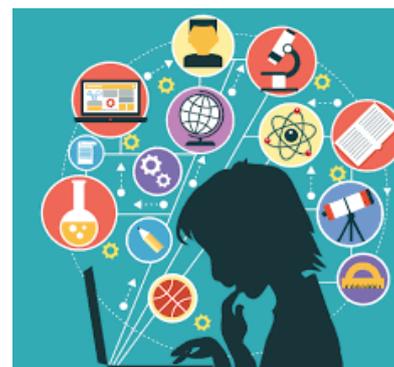
### Use of reading books and resources by multiple pupils

In response to requests from schools about sharing resources and specifically reading books, after reports of discussion recently on social media about this subject, we asked Public Health for their view:

- Use of books/resources in classroom and quarantining between use by different children
- Taking reading books home and quarantining on return of books to school

'The guidance is very limited and there is no definitive evidence on how long the virus could survive on various surfaces – the only thing we know is that it is likely to survive longer on hard surfaces hence the cleaning of door handles, tables etc. There is also no definitive evidence on transmission of the virus from other surfaces such as paper with various studies emerging/being undertaken but no firm guidance on this:

- There are various studies/papers on the internet and the most referenced scientific research about surface rate of infection is from the National Institutes of Health (NIH), Centre for Disease Control (CDC), UCLA, and Princeton University, which studied how stable the coronavirus was on different surfaces. It found that of plastic, stainless steel and cardboard, the virus lasted the longest on plastic (up to 72 hours) and the shortest on cardboard (up to 24 hours). That time is shortened when the surface is exposed to air, with the virus becoming less and less potent the more it's exposed.



As you can see some of the studies have ranged between days and hours, but nothing has been published or referred to in the Government UK guidance.

There is no further guidance from Gov.UK other than the guidance for schools other than the advice to reduce the use of shared resources:

- Limit the amount of shared resources that are taken home and limit exchange of take-home resources between children, young people and staff
- Seek to prevent the sharing of stationery and other equipment where possible.
- Shared materials and surfaces should be cleaned and disinfected more frequently

However, the council risk assessment states “Only essential items are taken home by staff or pupils. Exchanging of take-home resources (between staff/pupils or between pupils is limited), and pupil exercise books are not taken home by staff.”

Therefore, in line with this at present we would advise:

- Reading books are not taken home by pupils
- Wherever possible they are not shared between pupils and if they are shared it is within that individual bubble

If reading books are to be shared between pupils, staff can consider the following:

- If the book has a hard/shiny cover, staff could disinfect these
- Staff could put a quarantine on books before they are used by another pupil – as per the information above this could be for a period of 72 hours.

### Sharing of I Pads, Laptops and Desktop computers



As mentioned above it is thought that the virus may remain live on hard surfaces for up to 72 hours. It is essential therefore that the use of I Pads, tablets, laptops and desktop computers are carefully planned so that they can be thoroughly wiped down between users, with the appropriate cleaning fluids suggested by the Schools Cleaning team.

In schools where these devices are used between year groups it may be that careful consideration is given to making them available to 1-year group for a longer period i.e. one week. Lessons would need to be tailored to the availability of this equipment.

### Resourcing Maths activities

Children will need their own personal resources to be used during maths lessons in addition to the standard pen, pencil and ruler. These will vary from year to year, unit to unit and, in some cases, child to child. More specific guidance about resources is given in the individual year group plans (see appendix 4) but, in general, Base 10 and different coloured counters could be used in all year groups. These can only be used by the same child and will require cleaning after use.

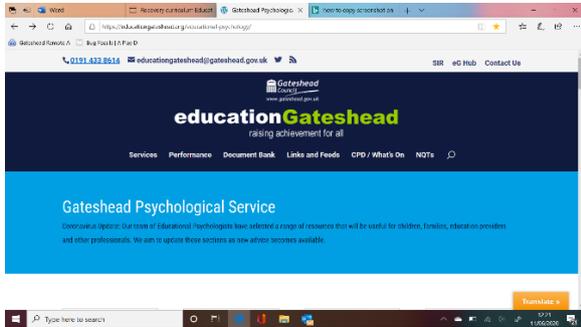


Schools may also want to consider the order of maths units in their medium-term plans. This would mean that different year groups are not teaching the same unit at the same time thereby reducing strain on resources. For example, properties of shape or place value.

To help maintain social distancing, the use of resources can also be modelled on the IWB using the free website [www.mathsbot.com](http://www.mathsbot.com). This is not a substitute for the use of concrete resources but support for teachers to model how to use the resources to support conceptual understanding.

## Section 6: Monitoring Mental Health questionnaire

This document can be found on the Gateshead Psychological Service website by following the links below:



<https://educationgateshead.org/educational-psychology/>



School Specific

- Darlington EPS – Year 11 Coronavirus support resource
- Darlington EPS – Year 6 Coronavirus support resource

Your Title Goes Here

Newsletters

- Newsletter 2 Resilience in Schools – Monitoring
- Newsletter May 2020
- Newsletter-2-Resilience-in-Schools
- Newsletter 2 Universal resilience – coping skills
- Newsletter April 2020

Newsletter Resources and Documents

Open Newsletter 2  
Resilience in schools - monitoring

### Resilience in Schools: Monitoring Guidance

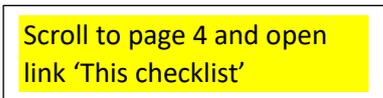
May 2020

Being aware of potentially vulnerable groups

1. Taking into account different experiences and situations

All children will manage the return to school in different ways but there are some groups with increased potential vulnerability to be aware of:

- Children of front-line
- Children of other key



**Resilience Checklist** [This checklist](#) may be helpful for monitoring and planning support for children on their return to school.

**Books/Stories** Books may provide a useful conversation starter for children of all ages. [Schoolreadinglist.co.uk](#) is a website that lists tried and tested books for children of various ages on various topics. Some of the picture books referred to may have been turned into a [Read Aloud resource on YouTube](#). This story about a [little elf](#) may be a useful starting point.

**National Initiatives** Teachers could make reference to the fact that during closure it was Mental Health Awareness Week and the topic was Kindness. How were children kind to themselves and others during home learning and how can we do the same now? Children could make pledges about how they can be kind to themselves and others at school and at home. This could include safety around germs, hygiene, social distancing and health promoting behaviours.

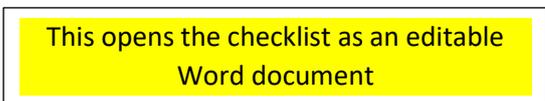
Key: Strongly Disagree = SD;  
Disagree = D;  
Undecided = U;  
Agree = A;  
Strongly Agree = SA

#### SUPPORTING RESILIENCE – TRACKING DOCUMENT

This document is based on what research tells us supports the development of resilience for children and young people. It can be used as a monitoring tool on return to school following the period of school closure linked to COVID-19.

The document can be used flexibly, but schools may wish to establish a baseline reflecting the presentation of the child or young person prior to school closure and then monitor to establish any changes on return to school. This information can then inform support systems and intervention.

Emotional Development:	SD	D	U	A	SA
<input type="checkbox"/> Has a positive view of self	<input type="checkbox"/>				
<input type="checkbox"/> Can empathise with others	<input type="checkbox"/>				
<input type="checkbox"/> Can recognise and name their own feelings	<input type="checkbox"/>				
<input type="checkbox"/> Can identify appropriate coping strategies	<input type="checkbox"/>				
<input type="checkbox"/> Can manage feelings of anger, frustration, stress, anxiety etc.	<input type="checkbox"/>				
<input type="checkbox"/> Can identify things that support feeling relaxed	<input type="checkbox"/>				
<input type="checkbox"/> Has positive future aspirations	<input type="checkbox"/>				
<input type="checkbox"/> Has awareness of how to keep self-safe.	<input type="checkbox"/>				



## **Section 7: Signpost Curriculum Newsletters**

Since the commencement of the Coronavirus lockdown we have produced 3 issues of our Signpost curriculum newsletter. These can be found on the eGHub section of the Education Gateshead website by following the link: <https://eghub.eschools.co.uk/login>

You will need your password for this website (access is for schools buying the Advice and Support SLA – external schools and those not buying into the SLA can purchase the resources and they will be sent on a memory stick). When page opens click 'Files' tab; then 'Shared with me' – next open the 'Advice & support' folder – then 'Primary Schools' folder – finally click the 'Recovery curriculum' folder and you will be able to access the folder containing 'Signpost Newsletters.'



### **Signpost issue 1: Focus – Maths Games**

Religious Education  
Science  
Art  
Sport  
Music  
History  
SEND  
Languages

### **Signpost issue 2:**



Focus – Maths and English 'Home Learning' resource focus  
Review of BBC Bitesize education  
Keeping Children Safe On-line.

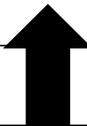
**Signpost issue 3: Focus – SEND**

Outdoors and active learning  
Books and Resources to  
support pupil  
well-being & mental health





STAGE C: Typical Range of Year 3 Attainment			
	Beginning to develop Year 3 expectations	Embedding understanding of Y3 expectations	Securely demonstrates application of Y3 expectations
Sentence Structure	Developing the use of subordination by beginning to use a wide range of subordinating conjunctions (e.g. when, before, after, if, because) e.g. <i>They went to the cinema after they had their dinner.</i> Beginning to use adverbs within a sentence to show when and how (e.g. then, next, soon, eventually, surprisingly) Beginning to use prepositions to show: <ul style="list-style-type: none"> <li>Place – under, between, near, in, on e.g. <i>The parcel was placed in the bin near the car.</i></li> <li>Time – during, before, after e.g. <i>They went to the cinema after their dinner.</i></li> <li>Relationships – with, from, of, because of e.g. <i>She decided to leave because of the noise. The safe exploded with a bang.</i></li> </ul>	Usually uses a range of subordinating conjunctions Usually uses a range of adverbs (both to start and within sentences) Usually uses prepositions	Uses conjunctions, adverbs and prepositions to express time and cause Able to use the variety of sentence openers previously taught
			Able to use a variety of sentence types including: simple, compound, and complex



This Year 3 class had embedded understanding of subordination and they were using adverbs both within and at the start of sentences when schools were closed in March 2020. Their new year 4 teacher needs to teach them how to use prepositions effectively in their writing in the Autumn term as this had not been taught at all.



**2: Make links between the previous and current year group objectives -** These

links can be used to support teachers to understand how they can teach objectives from the previous year while still moving towards or into their own year group objectives during the Autumn term.

- Hopefully, this will give teachers the confidence to pick up teaching from where the children were in March 2020 and know that they do not need to rush straight into their year group’s objectives (for fear of not meeting age related expectations by the end of the year). Rather, they can see learning English skills as a continuum with natural progression and links between year groups.
- **It is important that schools recognise that it is counter-productive to ‘leap-frog’ skills and understanding in order to ‘catch up’ to age related expectations as this results in gaps for children and a lack of security. Without firm foundations, children will not be able to achieve ARE.**
- There is a detailed breakdown of the links for each class teacher – it is important that they read this to understand the reasons behind which objectives should be targeted for the Autumn term and why.
- There is a summary sheet at the end of the writing section for each year group – this is a quick reference sheet for teachers and provides an overview for the SLT.
- In this pack, there is a curriculum overview for the SLT displaying Y1-6 on a single sheet

PLEASE NOTE: we have made recommendations on the writing forms/genres than could be used in Autumn to help to deliver the objectives. Most of these are based on the objectives in the ‘Text Organisation’ strand. They have been suggested because they are a good vehicle for children to apply organisational and cohesive writing features that year group is targeting. **THEY ARE ONLY SUGGESTIONS:** it is up to each school to decide what would work best in their context and for their children. Each year group has also been directed to the Writing Toolkits on the Gateshead Hub to support their subject knowledge and expectations for 24 different genres (\*many new toolkits have been added this term with more to come).



## SUMMARY: CURRICULUM DESIGN FOR 20-21

Autumn Term	Spring Term	Summer Term
<ul style="list-style-type: none"> <li>•Focus on consolidating objectives/understanding from previous year– decided through review of learning</li> <li>•Consider where key objectives can be combined</li> <li>•Resume phonics, spelling and handwriting programmes from point reached in March 2020</li> </ul>	<p>P.o.S for the current year</p>	<p>Continue with P.o.S for the current year</p>

While it is possible to deliver teaching on all the objectives, some children will need more time to fully embed understanding. Therefore, it is realistic to assume that 'recovery' for some will need to continue into 2021-22 with teachers ensuring that children have sufficient time to practise and apply the skills they have been taught.



**EXAMPLE:**

Multiplication and Division	Multiplication and Division 2 weeks	Multiplication and Division 2 weeks	Multiplication and Division 2 weeks
<ul style="list-style-type: none"> <li>Count in multiples of two.</li> <li>Make connections between arrays, number patterns, and counting in twos.</li> <li>Recall doubles of numbers to 5 and corresponding halves.</li> <li>Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.</li> <li>Through grouping and sharing small quantities, pupils begin to understand multiplication and division; doubling numbers and quantities; and make connections with finding simple fractions of objects, numbers and quantities.</li> <li>Make connections between</li> </ul>	<ul style="list-style-type: none"> <li>Make connections between arrays, number patterns, and counting in twos, fives and tens.</li> <li>Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognizing odd and even numbers.</li> <li>Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs.</li> <li>Solve problems involving multiplication and division using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including</li> </ul>	<ul style="list-style-type: none"> <li>Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognizing odd and even numbers.</li> <li>Connect the 2, 5 and 10 multiplication tables to each other. Connect the 10 multiplication table to place value and the 5 multiplication table to the divisions on a clock face.</li> <li>Continue to recognise doubles and corresponding halves.</li> <li>Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs.</li> </ul>	<ul style="list-style-type: none"> <li>Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognizing odd and even numbers.</li> <li>Continue to recognise doubles and corresponding halves</li> <li>Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs.</li> <li>Solve problems involving multiplication and division using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.</li> </ul>

This Year 2 class had embedded counting in multiples of two, were able to make connections between arrays, number patterns and counting in twos and were able to understand multiplication and division when schools closed in March 2020. Their new Year 3 teacher will need to continue to develop their understanding of how to solve one-step problems and recalling doubles of numbers to 5 and corresponding halves. The receiving teacher will also need to teach children how to doubling numbers and quantities; and *make connections with* finding simple fractions of objects, numbers and quantities and how to make connections between arrays, number patterns and counting in twos, fives and tens as these objectives have not been taught at all.



**STEP 2: Make links between previous and current year group objectives.**

Once all objectives from the Autumn and Spring term have been highlighted, the receiving teacher can then begin to make links between previous and the current year group objectives. The links can be used to support teachers to understand how they can teach objectives from the previous year while still moving towards or into their own year group objectives during the Autumn term. **EXAMPLE:**

Multiplication and Division	Multiplication and Division 2 weeks	Multiplication and Division 2 weeks	Multiplication and Division 2 weeks
<ul style="list-style-type: none"> <li>Count in multiples of two.</li> <li>Make connections between arrays, number patterns, and counting in twos.</li> <li>Recall doubles of numbers to 5 and corresponding halves.</li> <li>Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.</li> <li>Through grouping and sharing small quantities, pupils begin to understand multiplication and division; doubling numbers and quantities; and make connections with finding simple fractions of objects, numbers and quantities.</li> <li>Make connections between arrays, number patterns, and counting in twos and fives.</li> <li>Recall doubles of numbers to 10 and corresponding halves.</li> </ul>	<ul style="list-style-type: none"> <li>Make connections between arrays, number patterns, and counting in twos, fives and tens.</li> <li>Through grouping and sharing small quantities, pupils begin to understand multiplication and division; doubling numbers and quantities; and make connections with finding simple fractions of objects, numbers and quantities.</li> <li>Recall doubles of numbers to 5 and corresponding halves.</li> <li>Recall doubles of numbers to 10 and corresponding halves.</li> <li>Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognizing odd and even numbers.</li> <li>Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs.</li> </ul>	<ul style="list-style-type: none"> <li>Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognizing odd and even numbers.</li> <li>Connect the 2, 5 and 10 multiplication tables to each other. Connect the 10 multiplication table to place value and the 5 multiplication table to the divisions on a clock face.</li> <li>Continue to recognise doubles and corresponding halves.</li> <li>Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs.</li> <li>Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.</li> </ul>	<ul style="list-style-type: none"> <li>Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognizing odd and even numbers.</li> <li>Continue to recognise doubles and corresponding halves</li> <li>Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs.</li> <li>Solve problems involving multiplication and division using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.</li> <li>Work with a range of materials and contexts in which multiplication and division relate to grouping and sharing discrete and continuous quantities, to</li> </ul>

As you can see, the receiving class teacher has taken the consolidation objectives that were highlighted in orange or red and has inserted them into the autumn term in an appropriate place. In order to remove some of the pressures from too many objectives, the teacher has then identified an objective that could be taught in the spring term and has highlighted this in blue. Also visible in this example is an objective in red text that is not highlighted. This was an objective from the summer term of Year 2 that would not have been taught at all due to lockdown. These have already been populated into a suitable place in the Year 3 curriculum.

Fractions decimals and percentages	Fractions decimals and percentages	Fractions decimals and percentages	Fractions decimals and percentages
<ul style="list-style-type: none"> <li>Continue to recognise fractions in the context of parts of a whole, numbers, measurements, a shape, and unit fractions as a division of a quantity</li> <li>Recognize, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators</li> <li>Understand the relation between unit fractions as operators (fractions of), and division by integers</li> <li>Recognize and use fractions as numbers: unit fractions and non-unit fractions with small denominators. Use them on a number line and deduce relations between them such as size and</li> </ul>	<ul style="list-style-type: none"> <li>Continue to recognise fractions in the context of parts of a whole, numbers, measurements, a shape, and unit fractions as a division of a quantity</li> <li>Make connections between fractions of a length, of a shape and as a representation of one whole or set of quantities.</li> <li>Understand the relation between non-unit fractions and multiplication and division, with particular emphasis on tenths and hundredths.</li> <li>Compare and order unit fractions, and fractions with the same denominators</li> <li>Add and subtract fractions with the same denominator within one whole e.g. <math>5/7 +</math></li> </ul>	<ul style="list-style-type: none"> <li>Recognise and show, using diagrams, families of common equivalent fractions</li> <li>Use factors and multiples to recognise equivalent fractions and simplify where appropriate e.g. <math>6/9 = 2/3</math> or <math>1/4 = 2/8</math>.</li> <li>Extend use of the number line to connect fractions, numbers and measures.</li> <li>Count forwards and back using simple fractions and decimals.</li> <li>Count up and down in fractions including tenths</li> <li>Count up and down in tenths and hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.</li> </ul>	<ul style="list-style-type: none"> <li>Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number.</li> <li>Add and subtract fractions with the same denominator practising through increasingly complex problems beyond one whole.</li> <li>Extend understanding of the number system and decimal place value to tenths and hundredths and relate this to decimal measure.</li> <li>Understand decimals and fractions are different ways of expressing numbers and proportions.</li> <li>Extend use of the number line to connect fractions, numbers and</li> </ul>

In this Year 4 example, the decision has been made to continue to cover some of the Year 3 objectives in the spring term in order to reduce cognitive load. The teacher has decided to teach the Year 3 objective “Count up and down in fractions including tenths” prior to the corresponding Year 4 objective “Count up and down in tenths and hundredths”.

- Hopefully, this will give teachers the confidence to pick up teaching from where the children were in March 2020 and know that they do not need to rush straight into their year group’s objectives (for fear of not meeting age related expectations by the end of the year). Rather, they can see learning maths skills as a continuum with natural progression and links between year groups.
- It is important that schools recognise that it is counter-productive to “leap-frog” skills and understanding in order to “catch up” to age related expectations as this results in gaps for children and a lack of security. The best preparation for the next stage is security in the previous stage so moving on too quickly is counter-productive in the long term. Without firm foundations, children will not be able to achieve age related expectations.**

## KEY CONSIDERATIONS FOR SLT:

### Lower Attaining Pupils:

Many teachers will be concerned about supporting lower attaining pupils in the current circumstances. There will be several children in each class who were either just beginning to get to grips with the year group curriculum in March 2020 or who had large gaps in learning and were working within previous year group’s curriculum/objectives. There is also the unknown element of how much home learning took place and the retention of this.

- Plan keep-up and catch up interventions as in a “normal” school year – don’t overload lower attaining children’s days with intervention sessions that mean they miss out on P.E, foundation subjects, outdoor learning and well-being time.
- While it is important to have high expectations for all, these expectations should also be realistic and celebrate the smaller steps that some children are able to make.
- Bear in mind the above points about cognitive load theory and overload
- Good quality formative assessment, teaching and a good subject knowledge is vital for teachers to have in supporting children to make progress and 2020-2021 is no exception to this. Keep teachers focused and dogged in their determination to close

the gaps in basic skills and give them the confidence that they are not expected to rush on with coverage at the expense of security.

### **Whole School “Tricky” Areas of Maths:**

During the review of learning in step 1, it may become apparent that one or more areas of maths may require a whole school approach. In the case of the schools who trialled the process, this ranged from fractions to measurement depending on the approach to teaching maths taken in the 2019-2020 academic year.

- Do you need to revisit medium term plans and adapt weighting given to certain topics?
- As a school, how will you ensure that certain “tricky” topics are revisited regularly to ensure understanding?

### **Year 1:**

In normal circumstances, it is recommended that Year 1 provision builds on Reception provision in the spirit of EYFS in order to provide a seamless learning journey for the children. In September 2020 it is likely that many children, possibly even the majority of children, will be working within EYFS objectives and will not be ready to move onto the National Curriculum P.o.S. Recent EYFS guidance from educationGateshead warned against the danger of trying to “boost” children’s learning so they can “catch up” in maths at the expense of giving access to a rich, broad, balanced and suitably paced curriculum experience and at odds at their developmental needs.

- Is the Year 1 teacher confident in their knowledge of the EYFS curriculum and approaches?
- Would they benefit from some support for planning from experienced EYFS teachers?

### **Feedback to Children:**

Schools are taking different approaches with regards to handling books and paper and marking. Whatever decision your school has made, it is clear that most schools are trying to keep marking and handling of books to a minimum. Research tells us that high quality feedback impacts on children’s progress. The most effective feedback, we know, is at the moment of learning/in the lesson so that teachers can address misconceptions quickly allowing children to act on advice. It is crucial for children who have been successful with a task to know why and how. Take some time to consider where you staff are in their practice.

- Would staff benefit from sharing ideas and good practice around giving feedback?
- Do you need to give support or guidance to a member of staff of more widely to the whole staff?
- Are your TAs aware of how to manage and deliver this verbal feedback?

### **Resources:**

Children need hands on and visible resources to learn new concepts in maths. As mathematics is abstract, concrete maths manipulatives provide the learner with a way to make sense of the maths by touching them, playing with them and exploring the patterns and relationships. Resources support children to understand for depth and not just procedure. Manipulatives have a significant positive impact on learning in maths. Therefore,

children will need small sets of manipulatives as part of their own personal equipment. These resources will vary according to year group, the unit being taught and sometimes from child to child. They can only be used by that one child and will require cleaning after use as per guidance given by educationGateshead.

- As a school, do you need to consider the order of units in each year group to reduce strain on resources?
- Do you need to complete an audit of resources to see how many you in order to create individual packs for children?

### **Staff Subject Knowledge:**

In order for staff to make links between previous objectives requiring reinforcement and current year group objectives, it is IMPERATIVE that every class teacher knows the previous year group's curriculum and expectations. The consolidation column will support teachers with this but further support in understanding how skills progress can be found on the NCETM website.

<https://www.ncetm.org.uk/resources/50639>

These documents provide information on the learning steps required for specific maths skills and can support teachers to develop their subject and pedagogical knowledge.

- Do you need to give support or guidance to a particular member of staff of more widely to the whole staff on progression of skills?
- Would staff benefit from working with the previous year's teacher to plan specific units?

**Several schools helped in the development of this recovery curriculum. In particular, I would like to give thanks to all staff at Lobley Hill, South Street, St Augustine's and Whickham Parochial for their time, effort and feedback.**

## **Section 10: Principles for Foundation subjects**

### **Look to the Arts – Visual Art**

In its report 'Returning to school after the coronavirus lockdown', Mentalhealth.org identified the arts as one way of supporting children's mental health and wellbeing as they return to the classroom. 'The creative arts can often help us express feelings that we struggle to put into words or help us feel less alone in difficult feelings. Pieces of music, visual art and drama that reflect some of the feelings that children might be having can be a useful way to start discussions – they don't have to be about coronavirus specifically. Creating art can also bring people together. '



'The creative arts can often help us express feelings that we struggle to put into words or help us feel less alone in difficult feelings. Pieces of music, visual art and drama that reflect some of the feelings that children might be having can be a useful way to start discussions – they don't have to be about coronavirus specifically. Creating art can also bring people together. '

#### **Rebuilding relationships and developing a sense of community**

Creating a piece of art as a whole class (or even as a whole school) can help build connections and create a sense of belonging. Something simple like a picture made up of individual handprints is easy for pupils of all abilities to access. It can be displayed in the classroom as a physical reminder of the class's joint identity.

A school rainbow where each child draws/paints a portrait of themselves in a particular colour which are all put together to make a huge school rainbow.

Painting pebbles to make a school path

<https://www.weareteachers.com/collaborative-art/>

#### **Using art and music in the classroom when talking about feelings.**

In her article ' Art for a post lockdown school' , Emily Gopaul gives a number of suggestions <https://theprimaryartclass.com/2020/05/27/art-for-a-post-lockdown-school/>

**Creative flow** – Play [relaxing music](#) and let the children get in 'the zone'. You could start and end each day like this and maybe even do this in transition times. I really like doodle books, a book where the children can draw or doodle whatever they like but you could also try (I by no means advocate this as a usual art lesson) colouring in activities. Just playing with playdough or modelling clay is another good one – for all ages!

Zentangles and Mandala Patterns can calm and relax. This kind of repetitive creative work, in and of itself, can be calming and self-soothing as well as simple as they only require paper and a pencil/black pen.

Art Therapy is an intervention used in many schools to support children with mental health issues. If you have a member of staff trained in this therapy, it could be very useful if they share their knowledge and expertise with other staff.

<https://www.nursingschools.net/blog/2011/01/100-excellent-art-therapy-exercises-for-your-mind-body-and-soul/>

Looking at art and discussing it or writing about it can provide an excellent stimulus for talking about feelings and processing them in a safe way.

## Art in the Environment

In the document '[Implementing Protective Measures in Education and Childcare Settings.](#)' References are made to using outdoor space to expand capacity and reduce transmission.

<https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings>

In the current context, the benefits of outdoor learning include:

- a positive impact on learner, teacher or educator's health and wellbeing following a time of stress and ill health for many.
- engaging learners in an effective and different way which helps the transition back to formal learning.
- increased space, for social distancing and extra capacity in schools.

There are huge amounts of artwork that can be done outside. Below are a couple of links which give ideas for outdoor art.

<https://www.tts-group.co.uk/blog/2018/08/22/top-12-outdoor-art-ideas.html>

<https://www.countrysideclassroom.org.uk/storage/resource/downloads/e8137741-d25a-442e-a658-8149993cf1aa/original/outdoor-art-natural-connections.pdf>

<https://outdoorclassroomday.com/resources/lesson-ideas/>

## Making Art relevant to the current situation

During the lockdown, lots of people have turned to art to relieve both the stress and boredom of time spent at home. Many galleries have made collections and exhibitions available for the public to view online. Googling 'lockdown art' brings up a wide range of very recent, relevant artwork produced around the world. Fun projects such as photographs of people [dressing up and recreating their favourite artworks](#) provide opportunities to talk to the children about the role of art and artists in society.

<https://www.bbc.co.uk/news/uk-england-essex-52656032>

<https://mymodernmet.com/izoizolyacia-isolation-art-challenge/>

## Practical advice for delivering practical lessons

Delivering art sessions while adhering to social distancing and implementing protective measures has its challenges. Children will need to have their own set of basic resources such as pencils, rubbers, coloured pencils/pens etc. Paint brushes and mixing pots cannot

be shared and will need washing between uses. Other resources such as tins of pastels etc may need to spend 72hours 'quarantined' before being used by children in another bubble. The following guidance may also support in helping teachers navigate these challenges.

<http://primary.cleapss.org.uk/Resource-File/P104-Managing-hands-on-activities-in-a-partially-reopened-school.pdf>



# Science



Considerations for Subject leaders in the 2020-21 Academic Year

- The teaching of Science is enquiry led and highly interactive involving contact with various types of equipment and close engagement between pupils and staff. The requirement for social distancing and possible transfer of the Covid19 virus on resources means that we need to be more mindful of how we teach and resource science as pupils begin again to follow the full National Curriculum.
- It is possible that pupils will have had limited opportunity to complete aspects of the Science curriculum planned during the spring and summer terms 2020. Even for those pupils who have followed home learning materials provided by the school diligently, there is the potential of gaps in pupils understanding. It is also highly plausible that misconceptions and misunderstandings may have arisen about tricky aspects of the curriculum which pupils have studied.
- Aspects of the Science NC follow a spiral curriculum e.g. plant and animal biology. This means as we approach the next timetabled topic from our Science curriculum, we should begin our planning by reviewing where pupils are in their understanding of these areas. This would be the usual practice in quality first teaching when we would assess the prior learning of pupils. However, this may be much more extensive in the next year group e.g. Y3 pupils may not have studied any plant biology since Y1 if this had been timetabled for spring/summer term in Y2. Planning therefore may need to incorporate quite extensive periods of time to cover these missing areas.
- The school Science curriculum for 2020-21 may have been planned to include visits to place of scientific interest, museums, Life centre or University. Due to the requirements for social distancing and travel restrictions when using public transport these may need to be moved to the spring/summer 2021.



**The ASE (Association of Science Educators)** held a webinar recently which looked at Planning to address gaps in pupils learning within science as a result of the Lockdown.

This gives a useful overview for subject leaders to address these gaps. Click on the image link below to access a recording of the webinar. You do not have to be a member of the ASE to access this resource. (Please bear with the session – there were some problems with IT which have also been

recorded!! However, the content is very appropriate.)

## Approaches to address these considerations



Step 1: Subject leader and teachers discuss and identify areas of Science not covered in the 2019-20 academic year and those areas which may require consolidation.

Step 2: Using the Gateshead Science Curriculum document the 'sending teacher' (responsible for science teaching in 2019-20) and 'receiving teacher' identify the gaps in understanding in order to plan where they can be taught during 2020-21.



This will include:

- Class teacher for 2020-21 (receiving teacher) reviews science topics to be taught during this academic year and adjusts plan to account for any restrictions results from the continued Coronavirus restrictions and awareness of risks to transmission of the virus.
- In the planned curriculum for 2020-21 any 'trickier' concepts are identified and appropriate time and also face to face teaching periods are allocated to these areas.
- Recognise the practical elements of the science curriculum which could not be covered by remote learning as pupils did not have resources at home.
- Reviewing the types of investigations which can take place whilst applying social distancing and safe use of resources. Consider how the whole class or bubbles can plan and undertake investigative work safely whilst also being able to develop their understanding of the topic.
- Identify secondary sources i.e. on-line investigations, use of remote 'live' links to different habitats, recordings of previous investigations can be used support the development of knowledge and skills.

### Key documents/resources which you may find helpful

- A copy of Gateshead Science curriculum – available on the eG hub. Access the eGHub section of the Education Gateshead website by following the link:  
<https://eghub.eschools.co.uk/login>

You will need your password for this website (access is for schools buying the Advice and Support SLA – external schools and those not buying into the SLA can purchase the resources and they will be sent on a memory stick). When page opens click 'Files' tab; then 'Shared with me' – next open the 'Advice & support' folder – then 'Primary Schools' folder – finally click the 'Science folder. The Science Curriculum can be found here as both a Word and PDF file.

- To improve your subject knowledge, of the areas to be taught in 2020-21, use the CPD resources found at:

<https://www.reachoutcpd.com/courses/>

The CPD modules for each of the topics covered in the National Curriculum will improve your subject knowledge of the topics and how they fit in the National

The screenshot shows the ReachOut CPD website interface. At the top, there are logos for 'ReachOut CPD', 'Imperial College London', and 'Imperial College Education'. Below the logos, there are navigation links for 'FREE SIGN UP' and 'SIGN IN'. The main content area is titled 'Courses' and includes a brief description: 'What are you teaching next? Brush up on your subject knowledge, discover great practical activities and hone your science teaching skills. Each course is made up of bite-size, twenty-minute units.' There is also a 'Get certified' badge indicating that completing any course earns a CPD certificate. Below this, there are three circular icons representing different course categories: 'Lower Primary', 'Upper Primary', and 'Skills-based'. Each category has a list of topics: Lower Primary (Planet Earth and Space, Plants, Light and Sound); Upper Primary (Food and Feeding, Body Systems, Rocks and Soils); Skills-based (Working Scientifically, Outdoor Science, Science Classroom Management).

curriculum. They also identify the core areas of knowledge which pupils need to know about the topic as well as suggesting useful resources/activities to teach this area.

- CLEAPPS provide useful guidance about managing risk and safety measures which should be undertaken when teaching science in the classroom:

<http://primary.cleapss.org.uk/Resource-File/P104-Managing-hands-on-activities-in-a-partially-reopened-school.pdf>

## **Classroom management during a hands on activity**

### **Before the lesson:**

- Setup any equipment at the children's tables before the lesson.
- Setup equipment in individual trays for each child. This will help speed up setup and clearing away and the trays will contain any spills.
- If water is required for the activity, then this should be provided as part of the equipment. Children must not leave their table to collect anything.
- Adults will need time prior to and after the lesson for setting up/clearing up.

### **During the lesson:**

- Teacher demonstrations may be required for children to access the activity. Children must not leave their tables to crowd round a demonstration table, so make use of data projectors and digital cameras / visualizers to project what is being demonstrated.
- Use large visual aids to support instructions. Within this highlight/incorporate safety messages, for example, step by step PowerPoint slides on a whiteboard.
- If at any point during the lesson, you feel that the activity isn't working as you had planned or something is about to go wrong, for example, an accident may happen (even though nothing has yet), then stop the activity. This might mean stopping an individual child or stopping the whole class. Ordinarily you would intervene, but now this is much harder/you can't, so you need to take alternative steps. If necessary, swap to a written/oral activity.

### **End of lesson:**

- If your planning has highlighted that clearing up will need to be done. Think about how this will happen and how long it will take.
- Once the activity has finished, children should place all equipment back into the tray. An adult must clear the trays away when the children have left the classroom, and then carry out any cleaning of equipment as required by your school (for more guidance see cleaning equipment).

## Use free virtual resources made available by many Science focussed organisations

Once pupils return to school make use of the many free virtual resources which have been made available during the lockdown.

STEM Learning as always provide a rich resource with an excellent archive of materials.

Also, if we can't take children out remember we can bring the outside in with Live Webcam feeds. Many Zoos, Animal parks and areas of scientific interest around the world host these live events – caution though in that many are seasonal and for a lot of the year there may not be much to see. However, a good example is the virtual London Zoo. Follow the link below:

## Geography

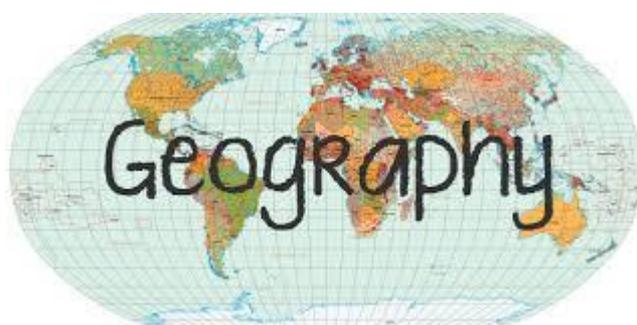
The impact of Covid19 will undoubtedly change aspects of how we teach about Geography in the future. Indeed, we may one day teach in our Human Geography lessons about the impact of Covid19 upon human movement (including travel and migration), transport of goods and the effect of the lockdown upon climate change in 2020.

Worldmapper.org gives an excellent animation of the spread of the virus around the world showing the density of infected cases over time. This is an excellent way for children to consider the role of maps and how they can be used in society to track movement. It would be most appropriate for KS2 pupils.

<https://worldmapper.org/map-animation-covid19/#&gid=1&pid=1>

However, whilst there is still a risk of the transmission of the virus from person to person, the following may help or need to become part of the discussion about how we teach Geography in the Primary classroom.

'Pandemic throws the importance of space back into sharp relief. We're thinking about it at the smallest scale, navigating supermarket aisles or converting closets into serviceable home offices.'  
(Eric Steiner)



Pupils must be given time for mapping out in their own minds the change from the familiar space of the classroom to the now Post-Covid classroom and school building/grounds. This will help them to become more aware of the risks and have greater ability to self-regulate.

Resources used in the classroom for Geography teaching should be evaluated in the light of possible virus transmission. The recommended time for the virus to become inactive on a hard surface is 72 hours, so consider that when pupils have handled a resource it should be wiped down and potentially quarantined until this time is over. Resources made from fabric and other soft furnishing should be removed as the virus may potentially have a longer life span on these materials. However, research is very scarce in these areas.

Use of Atlases: Wherever possible allow each child to have access to their own atlas. This should remain in their own bubble. If it must be shared with other pupils in their bubble, then wipe down covers. Atlases should not be shared across bubbles unless they have been cleaned and quarantined for 72 hours.

Use of the school grounds for field work:

- Ensure all staff are aware of your route and the time you will be outside.
- Emphasise to pupils the importance of social distancing.
- Discuss the avoidance of touching surfaces outside.
- Where possible use Google Maps or aerial views of the school grounds to pre-plan routes

- As pupils walk the route use cameras or I pads to create their own horizontal view of the route they take. They could also collect natural materials to add to the map they then recreate in the classroom (see also use of Journey sticks resource to support this activity <https://vimeo.com/243115655> )
- Remind pupils to use all of their senses in this activity – What can they Hear? Smell? See? This may be very different to before the virus and give an added dimension to maps they produce.

### Leaving the School Grounds for Fieldwork:

As children develop their understanding of mapping and fieldwork skills, we will move out of the familiar school grounds and into the immediate area around the school. The following may need to be considered during the crisis:

- Ensure the risk assessment includes steps taken to minimise the risk from Covid 19 transmission both from inanimate objects and when in proximity of the general public.
- Additional adults to your normal ratio may be required to ensure point 1. All will be needed to supervise pupils whilst socially distancing themselves.
- Caution pupils about touching surfaces – all pupils to wash hands on return to school.
- It is unlikely that pupils will be able to travel further than walking distance from the school due to the risks and cost of travelling on buses. This may mean visits planned as part of your Geography curriculum may need to be curtailed until spring or summer 2021 at the earliest when it is safer to use buses.

### Additional resource ideas



Use various photographs such as the one on the left to show how the natural environment in some parts of the world is taking over man-made structures during the lockdown.

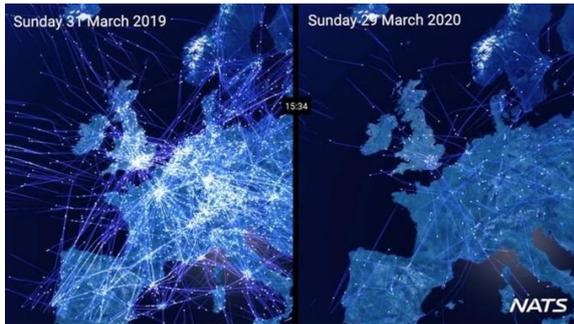
Allow pupils to think critically and pose geographic questions from these images.

Great opportunity to develop vocabulary.

Question: If there were no traffic and no one cleaned the roads, what would happen to them?

A useful set of video images from pre and post Covid19 cities around the world has also been produced by Channel 4 which could help in promoting discussion about transport, air pollution, the need for travel etc.

<https://www.youtube.com/watch?v=vFZZF39fgWM&feature=youtu.be>



Skies over UK fall silent as air traffic falls by almost 90% compared with last year

<https://www.itv.com/news/2020-04-03/uk-air-traffic-down-by-almost-90-compared-with-last-year/>

The Geographical association have listed a wide range of resources which can be used to support the teaching of Geography from Home and during lockdown.

<https://www.geography.org.uk/geography-from-home>

Some possible question for a 'critical thinking' approach in Geography:

**How will the virus ultimately change the lives of (young/old) people?**

**How did the virus amplify existing inequality?**

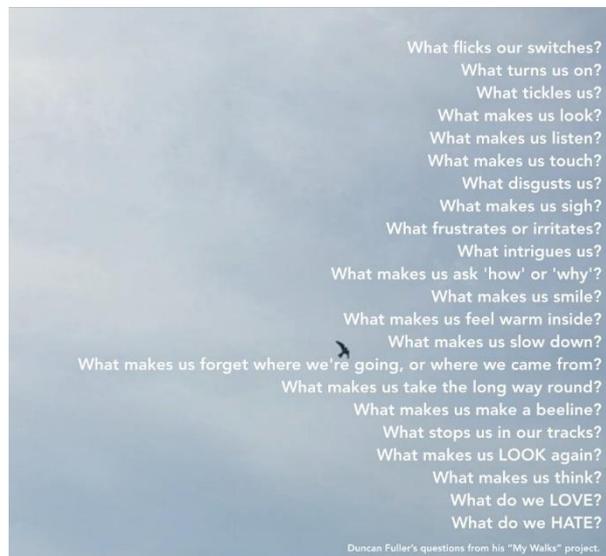
**Why did panic buying show up the fragility within the global food system?**

**Will the definition of an 'essential' job change, and our celebrity culture diminish after the virus?**

**How does the way we live as a species make us more vulnerable?**

**Do we need to travel to other countries?**

### **MyWalks - Duncan Fuller Questions**



### Countryside classroom – resources

<https://www.countrysideclassroom.org.uk/resources>

Royal Geographical Society – resourcing Home and School Learning of Geography during the Lockdown and Afterwards

<https://www.rgs.org/schools/teaching-resources/geography-at-home/>

The association for Physical Education have produced some guidelines for outdoor activities which schools may find helpful when thinking about planning for Outdoor learning, PE and Physical activity sessions.

<https://www.afpe.org.uk/physical-education/wp-content/uploads/COVID-19-Interpreting-the-Government-Guidance-in-a-PESSPA-Context-FINAL.pdf>

## Look to the Arts – Music

Listening to music and playing an instrument improves Mental Health and wellbeing. As children return into schools, their emotional wellbeing needs to be a priority. It has long been recognised that Music is good for you, and in 2011, researchers found that music releases dopamine, the feel-good chemical in your brain. It also found that dopamine was up to 9% higher when volunteers listened to music that they enjoyed. It may be obvious to us, but it is strong evidence for the link between music and mental wellbeing.



<https://bebrainfit.com/music-brain/>

### **What are the mental effects of music?**

The benefits to pupils of participating in musical activity in terms of their wellbeing are well-known. Sheffield University's music department has a specific research group dedicated to wellbeing; many mainstream and special schools fund music therapy sessions and music is a staple of youth work and mental health projects. The charity Mind devote a page of their website to the benefits of music to mental health.

Because of its rhythmic and repetitive aspects, music engages the neocortex of our brain, which calms us and reduces impulsivity. We often utilize music to match or alter our mood. Through the following FREE resource you can bring the magic of music into your classroom.

<https://im.abrsm.org/en/classical100primary/>

ABRSM's Classical 100 is a fantastic collection of 100 carefully selected pieces of music and activities for schools and families to share over the summer.

Classical 100 features 100 pieces of classical music, ranging from Bach to Bernstein and Handel to Haydn. You can sort the music by mood, instrument, style and historical period, or any other way that suits you.

### **Rebuilding relationships and developing a sense of community**

Singing together can be a fantastic way to build a sense of community with groups. Singing in a choir or singing in any sort of group environment with other people can be a fun, bonding activity. It gives you an opportunity to share an experience with a group of people.

Rewriting the lyrics to a favourite tune could be a lovely group activity where the group can work together in a socially distanced way. This would also give the children opportunities to share their emotions and feelings about the topic you were writing the song about.

Playing ambient background music around the school and in classrooms can also bring about a greater sense of community.

### **Risk Assessments and Singing.**

The UK Association for Music Education– Music Mark is a subject association for music and a membership organisation for those providing musical learning across the UK. They have produced guidance which states

'For most singing activity, including class work and assemblies, normal social distancing will suffice. Whilst singing releases potentially hazardous bioaerosols in proportion to volume: the louder the singing, the more aerosols are released (this is also the case when talking loudly or breathing more heavily), measurements taken with university-level students and professionals suggest that there is minimal air movement much over 0.5m from a singer.

Assemblies, singing lessons and even lunchtime choirs do not last anything like as long. A well-ventilated room, large enough to maintain the usual 2m social distancing guideline, will usually suffice. Note that the area of the room is critical here: a higher ceiling does not mean singers are safe to stand closer together. Consider singing outdoors if you can. The risk of airborne transmission is thought to be significantly lower in the open air but be aware of wind direction for both the singers and the leader'

They have also produced a risk assessment proforma which can be accessed from The Gateshead Music Service website <http://servicesforschoolsnortheast.org.uk/Services/4456>

### **Making music relevant to the current situation**

Many articles have been written about Singing in Lockdown and many people have taken part in or been moved by online musical activities and choirs to get them through these months. <https://uk.style.yahoo.com/why-singing-in-lockdown-is-so-good-for-our-mental-health-101143681.html?>

Musicians have been streaming concerts on the internet and songs written about the pandemic. Even clapping on Thursday evening developed with members of the community playing musical instruments and pans! <https://www.bing.com/videos/>

For further support and advice around your music curriculum, please go to the Gateshead Music Service website. Here you will also find information about live streaming and a range of other ways the Music Team can support you in your delivery of the curriculum.

<http://servicesforschoolsnortheast.org.uk/Services/4456>

