



# A Recovery and Remote Learning Curriculum appendix for Blackwell Children



**Introduction** - During their time at Blackwell, children will develop the school's values and key competencies in line with our vision. They will also develop the outlined National Curriculum subject knowledge and skills. This policy appendix explains the school's approach to a recovery curriculum, including remote learning in light of periods of absence from on site learning. This policy has been written in conjunction with the school's governing body and staff and following feedback from our families. By recovery curriculum we mean the school's planned approach to balancing the provision to support both children's wellbeing and their need for connection and stability with the need to support the closing of gaps in knowledge and skills. Professor Barry Carpenter, in establishing an approach to a recovery curriculum stated,

*'It would be naïve of any Headteacher to think that the child will pick up the curriculum at the same point at which they left it on the day their school closed. Too much has happened. Listen to what the children are saying. Look at what the children are experiencing. None of this follows the usual pattern of a school year with all of the annual cycle of events. It feels like a period of true social disorder. Compassionate leadership is crucial at this time.'*

## School Vision

At **Blackwell First School** we aim to educate the whole child and to ensure children are happy, healthy and fulfil their potential in terms of development of skills for life, social and moral values and academic success.

**Values** - \*Respectful and responsible citizens \*Competent and confident learners \*Aspirational individuals

**Key competencies** - \*Co-operation \*Communication \*Independence \*Resilience \*Problem solving

In all subject areas at Blackwell, the curriculum prioritises the values and key competencies, through the use of aspirational subject content selected for teaching, the use of resources and teaching methods and the provision and opportunities that are carefully chosen. Remote learning is no exception and we have outlined our approach below.

## Recovery and Remote Learning - Purpose and Aims (Intent)

The key principles of our recovery curriculum are steeped in relationships, wellbeing, metacognition and basic skill development. Our plans include: ensuring people are and feel safe; providing for mental wellbeing for everyone; engaging children in their learning; identifying gaps in knowledge and skills and planning to close those gaps and prioritising basic skills.


Our remote learning offer is designed to keep children connected to school in every possible way in order to continue to learn immediately. It takes one of four forms dependent on the needs of the situation:

- Whole school closure with remote learning for all but key workers;
- Isolated bubble closure due to self isolation requirements from Public Health;
- Individuals self isolating due to requirements from Public Health and
- Teachers self isolating due to requirements from Public Health.



All approaches will enable daily work to be set and shared using our ParentApp, following the timetable of a conventional school day and provide relevant, engaging learning opportunities. Films of teachers delivering sessions are available on Blackwell First School's YouTube Channel and feedback from teachers is available each day via the class emails. School's approach is sustainable, enables families to work, learn, rest and play in a flexible way and to create a routine that suits their personal circumstances. A combination of resources provided by school and access to personalised online learning is available.

## Teaching and planning approach (Implementation)

Whole School closed	Isolated bubble learning	Individual child self isolating	Individual teacher self isolating
Remote learning for all	Remote learning for all in bubble	Remote learning for individual children	In school learning for children in school
<b>Quality of Education -lessons-</b> -Daily lesson planning sent home for a broad curriculum via ParentApp by 9am -Video lessons by teacher for introducing concepts, links on planning (YouTube) -Resource packs sent home, including exercise books, pencils, maths and spelling resources	<b>Quality of Education -lessons-</b> -Daily lesson planning sent home for a broad curriculum via ParentApp by 9am -Video lessons by teacher for introducing concepts, links on planning (YouTube) -Resource packs sent home, including exercise books, pencils, maths and spelling resources	<b>Quality of Education -lessons-</b> -Daily lesson planning sent home for a broad curriculum via 'Home Learning Pack for Self Isolation' -Packs for 20 days of learning sent in advance and families use for each day of absence. Ts/Families monitor usage -Video lessons by school staff, links on planning (YouTube) -Exercise book sent home	<b>Quality of Education -lessons-</b> -TA in class supporting lessons delivered via Zoom by teacher to classroom 

## Overview of resource implication (Implementation)

Whole School closed	Isolated bubble learning	Individual child self isolating	Individual teacher self isolating
Remote learning for all	Remote learning for all in bubble	Remote learning for individual children	In school learning for children in school
<b>Resource implications</b> -Class emails set up -ParentApp -YouTube films- Openshot installed and training completed -Phoncall recording sheet -Staff on site or at home and resources required for both -Telephone numbers for calling home	<b>Resource implications</b> -Class emails set up -ParentApp -YouTube films- Openshot installed and training completed -Phoncall recording sheet -Staff at home and with required resources -Telephone numbers for calling home	<b>Resource implications</b> -YouTube films- Openshot installed and training completed -Home Learning packs for Self Isolation sent home in advance -Phoncall recording sheet	<b>Resource implications</b> -Zoom -Possible further TA support (dependent on bubble situation)



## Planning for the wider school experience (Implementation)

Whole School closed	Isolated bubble learning	Individual child self isolating	Individual teacher self isolating
Remote learning for all	Remote learning for all in bubble	Remote learning for individual children	In school learning for children in school
-Weekly Collective Worship -Weekly photoboards -Challenges and activities -Whole school virtual events -Newsletters from headteacher and classteachers -Letters from Chair of Governors -ParentApp messages daily from headteacher -Pet News -Boredom busters	-Virtual engagement with the on site classes -ParentApp messages from headteacher	-Phoncalls from school each week	-School Curriculum in operation



## Assessment, recording and reporting (Implementation)

Whole School closed	Isolated bubble learning	Individual child self isolating	Individual teacher self isolating
Remote learning for all	Remote learning for all in bubble	Remote learning for individual children	In school learning for children in school
-Tasks set for Maths, English and a foundation subject each week to be scanned and returned via class email and feedback sent via email -Key pieces of work added to in school exercise books/ records -Email support on class email between 9am-3pm from teachers -Phoncalls home each week from teachers	-Tasks set for Maths, English and a foundation subject each week to be scanned and returned via class email and feedback sent via email -Key pieces of work added to in school exercise books/ records -Email support on class email between 9am-3pm from teachers -Phoncalls home each week from teachers	-Tasks set for Maths, English and a foundation subject each week to be scanned and returned via class email and feedback sent via class email -Key pieces of work added to in school exercise books/ records -Phoncalls home each week from school staff	-Tasks set as usual -Feedback to pupils through Zoom -Marking shared between TA and T (when T returns from self isolation)

## Leadership (Impact)

The leadership team, including governors, will ensure that the quality of Remote Learning and Safeguarding enables the school's vision to continue to flourish through monitoring and development of policy and practice, including online resources. Ensuring high quality provision for all children, including those with SEND, will enable the gap to close from periods of remote learning.

## Impact Overall

The quality of remote learning and the school's approach to maintaining the broad curriculum and strong relationships with staff enables the children to make progress and return to school with minimal disruption, both in relation to their academic progress but also their wellbeing and their love for school and learning.