

## Reconnection Curriculum Statement - March 2021

As we return to school this March, we recognise that many of our children may have experienced not only a loss of school-based learning, but also social and emotional regulation skills. Many will have experienced mixed emotions during the last few months and it will need to be a priority to support these children in processing these feelings.

We have developed our reconnection curriculum to help the children to adjust back into school life, as well as to help them to make sense of their emotions, relationships and friendships, and the challenges they have had. This will help the children to reconnect to the whole school community.

Our whole-school theme for the first weeks of term will be 'Healthy-me', with a focus on being physically active and being outdoors, along with mental health and well-being.

As we continue to plan using our book centred approach, we will use key texts in each class to support our theme and address the key areas of:

- Friendships, relationships and trust
- Emotions
- Challenges and resilience

We will plan for learning in all areas of the curriculum, with a focus on PSHE, as well as allowing time to recap core skills in Maths and English, and to rebuild our learning stamina.

The core components of our Reconnection Curriculum are summarised below, through a RICHER curriculum. This will be delivered by weaving purposeful outdoor delivery through Maths, English, Science and the Foundation subjects.

**R** – Resilience

**I** – Independence

**C** – Character

**H** – Healthy Body and Mind

**E** – Enrichment

**R** – Relationships

We acknowledge that a flexible approach may be necessary in order to help the children return to school, and teachers may alter planning accordingly to fit with the emotional and academic needs of their class.

The climate and culture at RPA remains one of high expectations and of respect. Our values of Respect, Pride and Achieve will be the focus of assemblies and widely discussed to reinforce the ethos of the school.

## Reconnection Curriculum Statement - March 2021

### Well-being



The well-being of our children is at the heart of our school. We recognise that children will need support to reconnect with the school community and expectations.

To support with the transition back in to school, we will use:

- Whole-school/year group events to reconnect with school community and rebuild relationships
- Jigsaw - 'Healthy Me' PSHE
- Re-establishing positive relationships
- Develop growth mindsets and self-efficacy for ourselves and our learners
- Team games
- Outdoor learning
- Active Maths
- Active English
- Mindfulness
- Book Talk
- ELSA (Emotional Literacy Support Assistant Programme)
- SENCO & FSW to liaise with children and families and offer/signpost support

### Curriculum



In light of the disruptions to schooling this year, we have reviewed our curriculum and ensured that:

- Each year group has developed a Long Term 'reconnection' plan for the Summer which is shared on our website
- Quality literature is the driving force in our curriculum
- EYFS & Y1 will continue to access continuous provision
- Reading is valued and prioritised
- Talk and discussion is at the centre of all of our learning
- Vocabulary is modelled, rich and progressive
- Mathematics teaching will continue to use the CPA approach and be supported by NCETM and White Rose resources
- Concrete resources and Active Maths should be used whenever appropriate
- Opportunities for outdoor learning have been integrated across all subjects
- Develop growth mindsets and self-efficacy for ourselves and our learners
- Accurate starting points are identified for all children
- Targeted interventions are used to close gaps
- Where knowledge has been missed, thematic weeks will begin to address this
- Skills will be revisited and will continue to be built upon

### Assessment



Across the school, formative assessment will be used in the first instance to identify learning needs and pastoral/SCSMH priorities. Before the Easter break, summative assessment will be used in years 2-6 to provide accurate starting points for the summer term.

- EYFS will continue to assess using the Early Learning Goals
- EYFS & Year 1 will use Tapestry observations to evidence against the ELGs
- Year 1 will use the PIXL summer assessment
- EYFS - Y2 children will be individually assessed in phonics - this will inform phonics groupings
- Children in years 3-6 may have targeted phonics or spelling support
- PM Benchmarking will be used to ensure children receive an appropriate reading book
- Years 2-6 will complete PIXL assessments in Reading, Maths and Spelling
- Gap analysis will ensure accurate starting points for all children
- Pupil progress meetings will be held to ensure appropriate provision is in place for all pupils moving forward
- In Maths the NCETM Ready to Progress document will be used to plan to address gaps in learning
- In English, the school's Ready to Progress documents will be used to plan to address gaps in learning

### Transition



Transition is a tricky time for all children but it will be especially challenging this year. A good transition can mean the difference between floundering and flourishing. As such it is crucial to get it right.

Thinking about transition is key in all year groups, especially for Year 6 children on the move from primary to secondary settings. Transition puts enormous demands on to children – socially, linguistically, emotionally, academically and practically. Some children will inevitably find transition more difficult than others, however this can be mitigated. Whether children are moving between year groups, or moving on to secondary school, transition needs to be a top priority. To make our transition effective, we will ensure:

- Meaningful dialogue between teachers
- Accurate assessment information and gap analysis of core and foundation subjects communicated
- Continuation of the previous years curriculum
- Increased 'settling in' and 'getting to know you' opportunities with new teachers
- Year 6
- A Hero's Journey transition package
- Team and group work with peers attending the same secondary setting
- 2 day transition to secondary setting
- Transition meetings with secondary staff