



ElmsBank

**Recovery Curriculum
Policy**

Rationale

Following the partial closure of Elms Bank due to the COVID-19 outbreak in the Summer of 2019 all students returned to formal education in September 2020. In order to offer continuous education and support to all of our students, despite bubble and pod closures this policy was written in order to ensure an effective and differentiated curriculum approach that supports both the educational and wellbeing development of all of our students.

What is the aim of this Recovery Curriculum Policy?

- To ensure that all teachers are aware of their expectations in each POD (KS3, KS4, Specialist Provision, Nurture and Thrive)
- To ensure that form teachers have a comprehensive understand of the intent of the curriculum
- To ensure that the curriculum at Elms Bank uses the 5 Pillars of Wellbeing to navigate through the curriculum content
- To ensure that KS4 students continue to work towards accreditation content

How does the curriculum differ across the PODs?

Key Stage 3	
<p>Intent: to offer students a holistic recovery programme that includes a gradual implementation of the curriculum. By using the Elms Bank 5 Steps to Wellbeing’ teachers will deliver a systematic, relationships-based approach to reigniting the flame of learning in each student.</p> <p>Elms Banks mission is to journey with each student through a process of re engagement, which leads them back to their rightful status as an engaged and authentic learner.</p>	
<p>Implementation:</p> <p>Planning Middle Leaders will contribute towards weekly thematic based learning that will work towards the 5 steps to Wellbeing through a balanced curriculum. Planning will be shared with teachers and differentiated for the Explore and Inspire curriculum. It will be teacher’s responsibility to differentiate this for their class.</p> <p>The weekly planning sent from the ML can be used as a ‘working document’, teachers can differentiate directly onto the document and then store this within their weekly planner/attach to their online planner alternatively they can work in their planner. NQTS will always still be required to evidence their differentiation/further planning within their teacher planner.</p> <p>Students Workbook Students will be given a workbook whereby they can evidence their learning journey for the Autumn term, all work will be evidenced within this workbook.</p> <p>Marking and Feedback A light touch marking, and feedback is still encouraged. Teachers and TA’s are encouraged to use stampers, identify where work is correct or incorrect during the lesson. All workbooks to remain in school.</p> <p>In the event of a closure – Key Stage 3 POD/Bubble will continue to work towards this curriculum during the Autumn term.</p>	
Key Stage 4	
<p>Intent: To ensure that students continue to access the curriculum to support their completion of examinations and accreditation</p>	

Implementation: All students in Key Stage 4 to continue to work towards accreditation. Where possible subject specialists are teaching the KS4 content within this POD. Where this has not been possible, Subject Leaders are heavily scaffolding the support.

Planning

Teachers to continue to plan according to whole school policy, within their school planner

Students Workbook

Students to continue to evidence their learning journey through their subject specific workbooks and folders. These should be kept secure in the event of a move to CAGs

Marking and Feedback

A light touch marking, and feedback is still encouraged. Teachers and TA's are encouraged to use stampers, identify where work is correct or incorrect during the lesson. All workbooks to remain in school.

In the event of a POD closure or lockdown students will continue to work towards accreditation and examination content via virtual learning

Key Stage 5

Intent: *To ensure that students continue to access the curriculum to support their completion of examinations and accreditation. Also to ensure that students have access to work related learning to further develop their 'work ready' skill and independence skills.*

Implementation: students within year 12 that are working towards 1-year accreditations to continue to work towards this curriculum. Both classes are to be supported by 1 class teacher to provide consistency. Both teachers to be further supported by EF and NPe to equip them with the skills to deliver increased curriculum content.

Students to continue to access an option to support developed of 'work ready' skills. Students within year 13/14 to continue to work towards accreditation with Open Awards and continue to ensure that all portfolio work is available for internal verification if required.

Planning

Teachers to continue to plan according to whole school /college policy, within their school planner

Students Work

Students to continue to evidence their learning journey through their portfolios/folders of evidence.

Marking and Feedback

A light touch marking, and feedback is still encouraged. Teachers and TA's are encouraged to use stampers, identify where work is correct or incorrect during the lesson. All work folders to remain at College.

In the event of a POD closure or lockdown students will continue to work towards accreditation and examination content via virtual learning

Specialist Provision

Intent: *To ensure that students continue to access the curriculum to support their sensory, educational and behavioral needs. Also to continue to support the students to ensure consistency and routine of learning.*

Implementation: students within KS4 that are working towards accreditations to continue to work towards this curriculum. This includes some subject specific accreditation as well as Working Towards Independence through ASDAN. Students are working within the POD and therefore ML for subject should communicate clearly to teachers, expectations for the course content.

All students within KS3 continue to work towards their usual curriculum. As identified on the Curriculum Pathway document.

Planning

Teachers to continue to plan according to whole school within their school planner

Students Work

Students to continue to evidence their learning journey through their portfolios/workbooks.

Marking and Feedback

A light touch marking and feedback is still encouraged. Teachers and TA's are encouraged to use stampers, identify where work is correct or incorrect during the lesson. All work books to remain in school.

In the event of a POD closure or lockdown some students will continue to work towards accreditation and content via virtual learning whilst other learners will move towards the Blending Learning Policy whereby the ML responsible for Specialist Provision will plan for a bespoke package of support for each student and family.

Nurture

Intent: *To ensure that students continue to access the curriculum to support their sensory, educational, behavioral and mental health needs*

Implementation:

- Some students within Newton class to continue to work towards accreditation in order to support them to access their next phase in learning as they move into KS5
- Students within Duffy class to continue to work towards their curriculum map
- Austen class to continue to work towards KS3 Curriculum map for Inspire students in Key Stage 3 – this is to support consistency and behaviour.

Marking and Feedback

A light touch marking and feedback is still encouraged. Teachers and TA's are encouraged to use stampers, identify where work is correct or incorrect during the lesson. All workbooks to remain in school.

Planning

Teachers to continue to plan according to whole school within their school planner

Students Work

Students to continue to evidence their learning journey through their portfolios/workbooks.

In the event of a POD closure or lockdown some students will continue to work towards accreditation and content via virtual learning whilst other learners will move towards the Blending Learning Policy whereby the ML responsible for Nurture will plan for a bespoke package of support for each student and family.

Thrive

Intent: *To ensure that students re-engage with their thematic curriculum; to develop ownership and rebuild confidence for self-expression by underpinning learning through re-establishing a sense of security and belonging in the Thrive community; to re-establish therapeutic programs and routines that support communication and postural management programmes which in turn enhance positive well-being in both physical and mental health to promote sensory engagement, and self-expression*

Implementation: Re-establish daily routines and resources which develop independence, communication, support emotional well-being and re-establish the class community. This will then enable students to feel safe and reengage as active learners. Students within KS4 that are working towards accreditation, will continue to work towards this curriculum. This includes some subject specific accreditation as well as Working Towards Independence through ASDAN. ML for subject should communicate clearly to teachers and ML responsible for the Thrive pathway to ensure clear expectations for the course content. Some students may need additional therapeutic input within their timetable to make up for the long periods of time lost over the lockdown period.

Marking and Feedback

A light touch marking and feedback is still encouraged. Teachers and TA's use Every Day Marking, stampers, stickers, merits and verbal or visual (video and pictures), feedback to identify where there is progress towards, or achievement of, objectives. All workbooks to remain in school.

Planning

Teachers follow the Thrive Long Term Plan and Schemes of Work, using the school planner (electronic or paper). In Autumn the department will have 1 theme, with extended Schemes of Work, allowing pupils and staff to embed routines which promote the development of therapy programs. In December, evidence of student progress will be used to evaluate if the Department continues with termly, rather than ½ termly Themes into Spring.

Students Work

Students to continue to evidence their learning journey through their portfolios/workbooks.

In the event of a POD closure or lockdown students will be offered Blended Learning. The ML responsible for Thrive will work with teachers to ensure there is provision of a bespoke package of support for each student and family that supports both their learning, physical, sensory and communication needs. This will include virtual learning and physical packs of resources. Co-production with parents in these virtual sessions will enable staff to role model communication and other strategies which promote independence. See the Blended Learning Policy.

How will it be monitored?

- Policy to be monitored by Nicola Pemberton (AHT)
- NPe to work with ML of Pathways to ensure effective provision for all learners

Who is the policy for?

- Teachers
- Teaching Assistants
- Middle Leaders
- SLT

Appendices

What further information is available to support The Recovery Curriculum at KS3?

Further information from the Subject Leaders	
English	<p style="text-align: center;"><u>Explore English</u></p> <p>Knowledge and Understanding</p> <p style="padding-left: 20px;">Reading</p> <ul style="list-style-type: none"> • Can you recall all 44 phonemes and identify appropriate graphemes? • Can you recall simple information about a story or character? <p style="padding-left: 20px;">Writing</p> <ul style="list-style-type: none"> • Can you recall that a simple sentence needs a subject (Who?) and verb (What doing) using colourful semantics? • Can you identify further features of a simple sentence, such as ‘capital letter, full stop’? <p style="padding-left: 20px;">Speaking, Listening and Communication</p> <ul style="list-style-type: none"> • Can you show your understanding in response to simple questions? <p>English Skills</p> <p style="padding-left: 20px;">Reading</p> <ul style="list-style-type: none"> • Can you segment and blend as a primary approach to reading? • Can you read common exception words that are not phonetically decodable from HFW List 1? <p style="padding-left: 20px;">Writing</p> <ul style="list-style-type: none"> • Can you use a pen with increasing control? • Can you write a simple sentence? • Can you find and match the letters in your target spellings? <p style="padding-left: 20px;">Speaking, Listening and Communication</p> <ul style="list-style-type: none"> • Can you share your wants and needs using your mode of communication, with growing independence? • Can you model target signs? <p>Knowledge and Understanding</p> <p style="padding-left: 20px;">Reading</p> <ul style="list-style-type: none"> • Can you share your knowledge and understanding of the themes and characters’ actions in a shared text? • Can you recall and identify the different organisational markers of varied text types?

	<ul style="list-style-type: none"> • Can you infer meaning from a text? <p>Writing</p> <ul style="list-style-type: none"> • Can you recognise how varied sentence types aid interest and fluency in a piece of writing? • Can you identify why a piece of writing has been structured in a certain way, drawing on the organisational markers and the changing themes of each paragraph? • Can you recognise how discourse markers have been used to link ideas? <p style="text-align: center;"><u>Inspire English</u></p> <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Can you share an accurate understanding of what has been said? Can you recall how to present information for different purposes and audiences? <p>English Skills</p> <p>Reading</p> <ul style="list-style-type: none"> • Can you clarify your understanding of new vocabulary, using a dictionary/Thesaurus? • Can you talk about how a writer's use of a specific word or phrase makes you feel and describe the image it paints in your head? • Can you summarise what has been read? • Can you predict what could happen next; drawing on evidence from the text to justify your thoughts and opinions? • Can you identify the organisational markers of varied text types? Can you comment on the structure of a text? • Can you identify explicit information and implicit ideas? Can you model strategies to aid accurate information retrieval? <p>Writing</p> <ul style="list-style-type: none"> • Can you use a variety of sentence structures to add interest and fluency in your writing? • Can you use lively vocabulary to add impact in your writing? • Can you use a wide variety of punctuation? • Can you use a wider range of discourse markers to connect and improve the fluency of your written drafts? • Can you proofread your work, checking the SPaG and then redrafting for improvement? <p>Speaking, Listening and Communication</p> <ul style="list-style-type: none"> • Can you share your opinions and enter on cue in discussion? • Can you extend the discussion by adding further detail and asking additional questions?
<p style="text-align: center;">Art</p> <p>When students are completing the art activities, the teacher can support them in developing their skills and understanding through questioning and discussion; encouraging the students to make links with the work of others, their previous experience and encourage them to develop their own ideas.</p> <p>The levels of challenge below can be used to support the students learning throughout the lesson.</p>	<p>Knowledge and Understanding</p> <ul style="list-style-type: none"> • Can you name all of the colours you have used? • Can you describe what you see? Can you describe in more detail what you see? • Can you collect research with support/minimal support/independently? • Can you talk about your work? Can you identify similarities and differences between your work and that of others? <p>Art Skills</p> <ul style="list-style-type: none"> • Can you distinguish between different textures?

	<ul style="list-style-type: none"> • Can you apply the glue accurately with independence? • Can you add more detail into your drawing? • Can you complete your work with verbal prompts? • Can you mix colours to make a desired outcome? • Can you consistently choose materials that are appropriate to outcome?
PE	<p>Knowledge and Understanding</p> <ul style="list-style-type: none"> • Can you describe difference in your body when you exercise? • Can you explain why exercise is important? • Can you recognise link the importance of diet to exercise? • Can you say what you have done well and give feedback to others? <p>PE Skills</p> <ul style="list-style-type: none"> • Can you participate in exercise over a prolonged period? • Can you perform to your maximum? • Can you monitor your heart rate/pulse during exercise? • Can you copy and perform simple dance steps? • Can you lead a small group?
Science	<p>Knowledge and Understanding</p> <ul style="list-style-type: none"> • Asking simple questions and recognising they can be answered in different ways. • Observing and using simple equipment. • Performing simple tests. • Identifying and classifying. • Using observations and ideas to suggest answers to questions. • Gathering and recording data <p>More challengege</p> <ul style="list-style-type: none"> • Scientific attitudes e.g. Evaluating risks and working safely. • Experimental skills and investigations e.g. record data use techniques and apparatus, follow a method, and make predictions. • Analysis and evaluation. e.g. Present data as tables or graphs, interpret data to conclude and identify further questions. • Measurements e.g. use SI units and calculations.
Technology	<p>Product Design</p> <p>Knowledge and Understanding</p> <ul style="list-style-type: none"> • Can I use research to help me come up with some ideas for a product? • Can I identify a target group for a product? • Can I generate ideas for a product considering its purpose and the users? • Can I plan the order of my work before starting to make a product? • Can I evaluate my product to identify strengths and areas for development? <p>Design Skills</p> <ul style="list-style-type: none"> • Can I with help measure, mark out, cut and shape a range of materials? • Can I begin to select tools and materials that I can assemble, join, and combine to make a product?

- Can I work safely and accurately with a range of simple tools?
- Can I use finishing techniques to strengthen and improve the appearance of my product?
- Can I think about my ideas as I make progress with my work and change things if this helps?

Food Tech

Knowledge and Understanding

- Can I identify some different hazards in the kitchen?
- Can I demonstrate how to use equipment correctly?
- Can I explain different ways to avoid hazards?
- Can I describe how to react to certain hazards?
- Am I able to help someone else recognise how to avoid hazards and highlight to them the importance of kitchen safety?

Cooking Skills

- Can I weigh and measure my ingredients?
- Can I use sharp equipment such as knives using the correct hold / grip?
- Can I use different preparation skills such as mixing, stirring, and whisking?
- Can I use a range of techniques to assembly my dish including roll-out, shape, spread and sprinkle?
- Can I use the correct cooking techniques and equipment to make my dish e.g. hob, oven?

Computing

Knowledge and Understanding

- Can I name different computer devices we might use?
- Can I list some of the reasons why we might need to stay safe when using devices?
- Can I explain the problems that things like sharing your passwords and viruses can cause?
- Can I describe ways in which we can stay safe online?
- Can I give someone advice for a given problem including where to go for support?

Computer Skills

- Can I add images and or text into software on a computer?
- Can I format information on a computer to change how it looks?
- Can I use more advanced features of software to improve the design of my work?
- Can I talk about what works well on my work?
- Can I review my work to suggest ways it could be improved and start to make these improvements?

How do I source required resources?

- Please ensure that requisition forms are submitted to Michelle Bentham to support the curriculum further
- Art resources to be supplied by Asima
- Food resources to be supplied by Shelby
- Technology resources – to be supplied by K Pe
- Science resources – Scientific equipment will be supplied by Asima. Teachers will have to order/supply their own food e.g. Oreo biscuits/lemon juice/salt