

The Recovery Curriculum

At the forefront of our discussions surrounding a recovery curriculum was the wellbeing of all our children. Prior to the planning stage, staff spent time looking at the evidence and research presented by Professor Barry Carpenter on the development of an effective Recovery Curriculum: <https://www.evidenceforlearning.net/recoverycurriculum/#mentalhealth>.

Professor Barry Carpenter acknowledges that the children will have had very different experiences during 'Lockdown'. However, the common thread running through this shared experience is the loss of: routine, structure, friendship, opportunity and freedom. These losses can trigger anxiety in any child. We know that an anxious child is not in a place to learn effectively. Therefore, in order to support our children's transition back into school life we had to ensure that they felt happy, safe and able to learn. It was important to re-engage our children with their learning through building their confidence and capturing their interest with exciting and engaging topics.





The first two weeks of our children's school experience focused on addressing the **5 Levers** which Barry Carpenter proposes to support pupils' return to school life.

- **Lever 1:** Relationships – we can't expect our students to return joyfully, and many of the relationships that were thriving, may need to be invested in and restored. We need to plan for this to happen, not assume that it will. Reach out to greet them, use the relationships we build to cushion the discomfort of returning.
- **Lever 2:** Community – we must recognise that curriculum will have been based in the community for a long period of time. We need to listen to what has happened in this time, understand the needs of our community and engage them in the transitioning of learning back into school.
- **Lever 3:** Transparent curriculum – all of our students will feel like they have lost time in learning and we must show them how we are addressing these gaps, consulting and co-constructing with our students to heal this sense of loss.
- **Lever 4:** Metacognition – in different environments, students will have been learning in different ways. It is vital that we make the skills for learning in a school environment explicit to our students to reskill and rebuild their confidence as learners.
- **Lever 5:** Space – to be, to rediscover self, and to find their voice on learning in this issue. It is only natural that we all work at an incredible pace to make sure this group of learners are not disadvantaged against their peers, providing opportunity and exploration alongside the intensity of our expectations.

At Lathom, we took a narrative approach to exploring our children's own experiences of the 5 losses and 5 levers as *'stories are gentle methods that don't demand a response, but that stimulate, "thinking, experiencing, and ideas for problem resolution" (Lankton & Lankton, 1989, pp. 1–2).*

Guided Reading

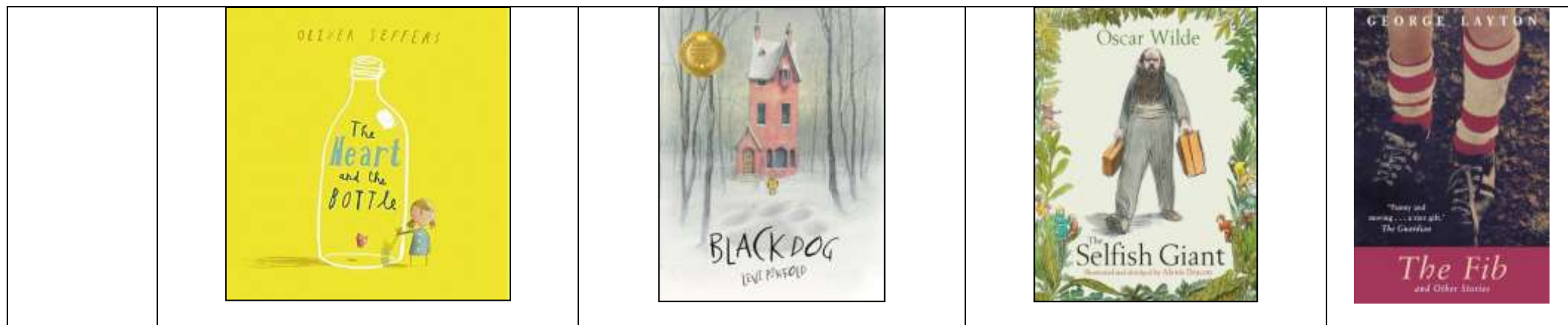
The range of texts chosen for Guided Reading were carefully considered to ensure that they were quality texts and that the themes would encourage communication among pupils about their own thoughts and feelings during their period of social isolation.

Whole Class Reading Texts				
	Year 3	Year 4	Year 5	Year 6
Text	Mr Gum by Andy Stanton	Max and the Millions by Ross Montgomery	From Here About Hill by Michael Morpurgo	Letters from the Lighthouse by Emma Carroll
Rationale	A light-hearted comical journey for a joyful transition.	Theme of isolation, fitting-in, friendship and the importance of co-operation.	These short stories encompass themes of: life, death, friendship and love.	Themes of courage, freedom and facing adversity.
				

Writing

The core texts for this term were chosen with specific themes linked to the '5 Levers'. Each year group produced two writing outcomes which made reference to the core themes in the text e.g. In year 3 who read 'The Heart and the Bottle' they produced a piece of instructional writing on how to mend a heart and a diary writing in first person.

Writing Texts				
	Year 3	Year 4	Year 5	Year 6
Text	The Heart and the Bottle by Oliver Jeffers	Black Dog by Levi Pinfold	The Selfish Giant by Oscar Wilde	The Long Walk by George
Rationale	<p>A theme of loss and grief as the central character places her heart in a 'safe place' to stop it ever being broken again.</p> <p>The metaphor here is the act of bottling up feelings, so even if children aren't experiencing grief directly, it's a great place to spark conversations about emotions and the need to express them.</p>	<p>A wonderful text that deals with the anxiety caused by an unknown, looming threat and how, as humans, worry and stress can build up and overflow into something unwanted and unpleasant; how they can grow and morph into something different.</p> <p>Children experiencing the anxiety of an intangible enemy.</p>	<p>This text explores a character that is isolated and alone and how friendship and play can help him 'blossom' and both literally and figuratively break down walls. This is ideal in a situation where children are moving out of a period of isolation back into society and helps address this transition and that it is not always an easy shift.</p>	<p>A depiction of a relationship between a boy and his grandfather. As they talk as they walk through the streets, each notices different things. The walk is literal and metaphorical.</p>



The Five Levers Discrete Sessions

As a school community, we decided to use the picture text: *Westlandia* as a vehicle to explore the different levers, over 10 discrete sessions. Each year group planned a range of creative outcomes that explored: social isolation, independence, relationships, community, resilience, metacognition and space. Teachers were encouraged to think 'outside the box' and plan a wide range of outcomes to capture our children's responses and reflections. Each class showcased their children's work in a display within their classroom.

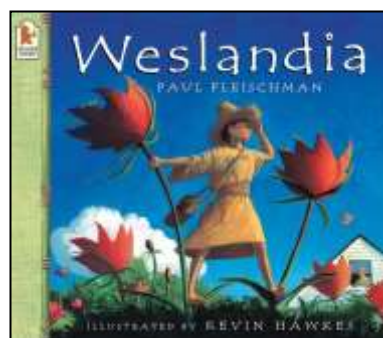
Proposed sequencing of the 5 levers:

- Session 1 and 2 – Children's current understanding of Covid-19 and inviting a specialist medical doctor to answer children's questions and to deal with misconceptions.
- Session 3 – Social Isolation
- Session 4 – Social Isolation
- Session 5 – Independence
- Session 6 – Independence
- Session 7 – Relationships
- Session 8 – Community
- Session 9 – Resilience
- Session 10 – Metacognition/Space

Planning for the core subjects in light of gaps

Maths

When looking at our maths curriculum for the Autumn term we mapped out the key objectives from the previous year group alongside the current year group.



Synopsis

Wesley's an outcast from the civilization around him – he's not into pizza or football or haircuts. But during the summer holidays, he has a brilliant idea: he'll found a civilization of his own – in the back garden! From this seed a whole world grows and blooms – the extraordinary, imaginative world of Weslandia! Wesley creates his own food, clothing, shelter, games, language even, and gradually wins over the other children.

When planning lessons, teachers identify what key skills and knowledge needed to be obtained in the previous year in order to move children on. Teachers then ensure that they 'plug these gaps' before moving children on to their current curriculum.

Below: An example of a Maths key skills and knowledge grid for Year 3

Year 2	Year 3
Counting	
count in steps of 2, 3, and 5 from 0, and in tens from any number, forward or backward	count from 0 in multiples of 4, 8, 50 and 100;
	find 10 or 100 more or less than a given number
Comparing numbers	
compare and order numbers from 0 up to 100; use <, > and = signs	compare and order numbers up to 1000
Identifying, estimating and representing numbers	
identify, represent and estimate numbers using different representations, including the number line	identify, represent and estimate numbers using different representations
Reading and writing numbers	
read and write numbers to at least 100 in numerals and in words	read and write numbers up to 1000 in numerals and in words
	<i>tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks</i> (copied from Measurement)
Understanding place value	
recognise the place value of each digit in a two-digit number (tens, ones)	recognise the place value of each digit in a three-digit number (hundreds, tens, ones)
Problem solving	
use place value and number facts to solve problems	solve number problems and practical problems involving these ideas.

Writing

At the end of last term we identified key objectives from the current year that we would need to embed in the first couple of weeks to ensure that children would be able to access the writing curriculum for their new year group. Teachers then planned daily grammar lessons based on these areas. It was also at the forefront of our minds that during lockdown children were using laptops regularly but had completed less written work. As a result of this, children's handwriting had become less fluent. We are currently implementing daily handwriting practise as part of early morning work as well as regular taught handwriting sessions.

Below: An example of a medium-term plan for Year Six recapping key objectives from Year Five

Lesson 3 – Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun.	<p>Introduce relative pronouns. Relative clauses (subordinate clauses) begin with relative pronouns: who, which, that, whose, where.</p> <p>The 'drop-in' game The 'drop in' relative clauses into simple sentences to add extra information about a character or object.</p> <p>Teacher model adding a relative clause to a simple sentence and <u>highlight</u> the use of commas. Juliet lay down to sleep. Juliet, who was tired of sneezing, lay down to sleep.</p> <p>In pairs, children practice 'dropping in' relative clauses into given simple sentences. When more confident, they create their own simple sentences.</p> <p>Online quiz – children choose the correct relative pronoun to complete the given sentences.</p>	<p>Children add relative clauses to <u>given</u> simple sentences. Ensure accurate use of punctuation, including commas.</p> <p>They refer to the story 'The Long Walk' and create simple sentences based on the key characters or objects. They then add relative clauses to provide extra information about the character or object.</p>									
Lesson 4 – Indicate degrees of possibility using adverbs e.g. perhaps, surely, or modal verbs e.g. might, should, will, must.	<p>Introduce degrees of possibility using a scale varying from 'almost certain' to 'very uncertain'. Children indicate the position of adverbs and modal verbs along this scale. Encourage them to justify decisions. Adverbs: perhaps, surely Modal verbs: might, should, could, can, will, would, must</p> <p>Noughts and Crosses game Once the child has chosen the square, he/she formulates a sentence that uses the adverbs or modal verb correctly before claiming the square. Example:</p> <table border="1"> <tr> <td>Can</td><td>must</td><td>should</td></tr> <tr> <td>Might</td><td>perhaps</td><td>surely</td></tr> <tr> <td>Shall</td><td>could</td><td>will</td></tr> </table>	Can	must	should	Might	perhaps	surely	Shall	could	will	<p>Less able children – they identify and circle modal verbs in given sentences. Extension: They choose 2 modal verbs and formulate their own sentences.</p> <p>Average children – they add appropriate modal verbs in given sentences.</p> <p>GDS children – they use modal verbs accurately in sentences.</p>
Can	must	should									
Might	perhaps	surely									
Shall	could	will									

Reading

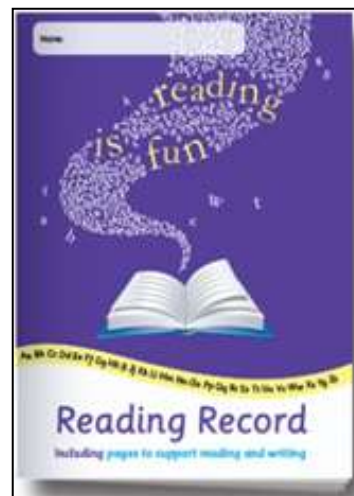
We read and discussed the Government's guidance on the reopening of schools and we acknowledged the importance of the following statement: 'School leaders are expected to prioritise identifying gaps and re-establish good progress in the essentials (**phonics and reading, increasing vocabulary...**), identifying opportunities across the curriculum so they read widely, and developing their knowledge and vocabulary.'

We also noted the findings from a recent **National Literacy Trust** report on children's reading during lockdown throws up some interesting implications for the return to school in September. It identified several key areas:

- **Engagement** – Children are reading and enjoying reading more during lockdown.
- **Gender** – Girls have been reading more than boys, but more boys than girls indicated that they enjoyed audio books and were listening to them more.
- **Mental health** – Children have used reading to make them feel better and as a means of dreaming about the future.
- **Barriers to reading** – Some children faced barriers such as access to books, lack of space support or space in the home environment.

As reading is one of the key targets of our school development plan, we decided that it was imperative that we raised the profile of reading from the start. We introduced reading logs to children and explained to them that as part of their 'home school learning' they should read for a minimum of 20 minutes each night (including the weekend). Each day, the children record the title of their book, the pages they read and a summarising sentence for that section of the text. The reading records are checked daily, and on a Friday where pupils have forgotten the record for two days or more a letter is sent home to remind parents to encourage their child to read.

In addition, as part of reading focus, we have introduced a designated lesson which is devoted to reading for pleasure as 'There is a growing body of evidence which illustrates the importance of reading for pleasure for both educational purposes as well as personal development (cited in Clark and Rumbold, 2006)'



Date, book and the page you read to	Comments Give a score out of 10 to show how much you enjoyed your reading
27/09/20 Hidden Figures Margot Lee Shetterley Chapter 3	The four women which who were mathematicians working they were helping to make the planes more advanced than the Germans. 10/10

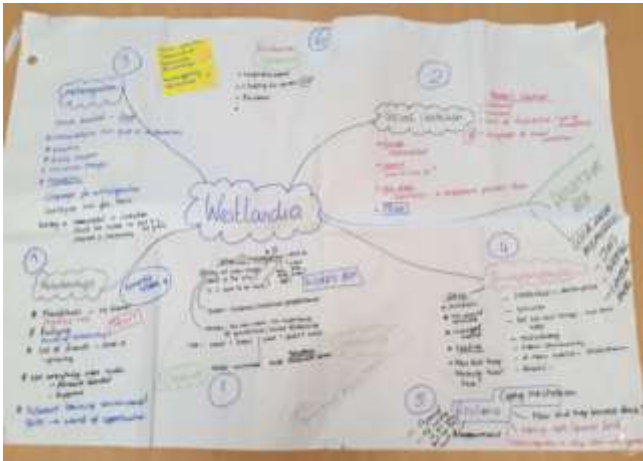
Adapted curriculum timetable for the first 2 weeks - sample of a timetable for the first two weeks of the Recovery Curriculum

Week: Monday 7 th September – Friday 18 th September 2020									
Monday		Tuesday		Wednesday		Thursday		Friday	
PSHCE	30 mins	PSHCE	30 mins	PSHCE	30 mins	PSHCE	30 mins	PSHCE	30 mins
The Five Levers	20 mins	The Five Levers	20 mins	The Five Levers	20 mins	The Five Levers	20 mins	The Five Levers	20 mins
PE	40 mins	PE	40 mins	Class values, class names and room names	40 mins	Class values, class names and room names	40 mins	Class values, class names and room names	40 mins
Maths	1 hour	Maths	1 hour	Maths	1 hour	Maths	1 hour	Maths	1 hour
Writing	45 mins	Writing	45 mins	Writing	45 mins	Writing	45 mins	Writing	45 mins
SPAG	30 mins	SPAG	30 mins	SPAG	30 mins	SPAG	30 mins	SPAG	30 mins
Reading	45 mins	Reading	45 mins	Reading	45 mins	Reading	45 mins	Reading	45 mins
Whole Class Reading	15 mins	Whole Class Reading	15 mins	Whole Class Reading	15 mins	Whole Class Reading	15 mins	Whole Class Reading	15 mins

Planning Stage

Initially Lathom SLT first met to discuss the best way to design the recovery curriculum with the main focus being: how to capture the whole team's thoughts and

ideas. The year group leaders then had two days where they brainstormed their ideas with their team and then decided upon what their recovery curriculum would look like for the first two weeks.



Class Cohorts Each class has been given an indigenous British tree species as their KS2 identity. Their tree name will travel with them as they move through KS2. Over the first two weeks, the children researched all about their tree and produced work to be displayed in the class which will remain there all year. One activity common to most classrooms was where pupils recorded their hopes and desires for the year on the leaf outline.

Year 3:

Alder (Common) 	Ash (Common) 	Aspen (Common) 	Beech (Common) 	Birch (Silver)
Year 4: Elder 	Elm 	Hazel (Common) 	Holly 	Hornbeam
Year 5: Juniper (Common) 	Lime (Common) 	Maple (Field) 	Oak (English) 	Pine (Scots)
Year 6: Rowan 	Willow (Crack) 	Spindle 	Poplar (Hybrid Black) 	Yew

Year 3:



Year 4:



Year 5:



Year 6:



School Reflection



As part of welcoming the children back to Lathom, Mrs Musinguzi visited each class and did an assembly about the school reflection.

This is our school.
May we all live happily together,
May we work hard.
May we be kind to one another.
May love dwell here:
Love of people everywhere, love of life itself.
May everyone make this school a safe and happy place.

Children had the opportunity to ask questions and explored how following the school reflection helps to keep us safe and enable us to learn well. There was a particular focus on the change in our school reflection from every child to everyone. It is everyone's responsibility to keep themselves and others safe by following all the guidelines. The children were all challenged to find many different ways in which they can be kind to others around our school. Children felt reassured that the leadership team is doing everything they can to keep us all safe from the virus.

Room Names

We have renamed all of our rooms after significant London landmarks. During the first two weeks, the children researched their given landmark and record their findings in a variety of ways e.g. landscape paintings, pencil sketches, fact files, quizzes, maps, collages and non-chronological posters.

Names of the classroom spaces - These are fixed and always remain the same				
Room 1 East Ham Town Hall	Room 2 The Theatre Royal	Room 3 Abbey Mills Pumping Station	Room 4 Church of All Saints	Room 5 House Mill
Room 6 London Aquatics Centre	Room 7 London Stadium	Room 8 Lee Valley Velopark	Room 9 The Shard	Room 10 Millennium Wheel
Room 11 The Millennium Dome	Room 12 Royal Observatory Greenwich	Room 13 British Museum	Room 14 St Paul's Cathedral	Room 15 Tower Bridge
Room 16 St Pancras Station	Room 17 Houses of Parliament	Room 18 Wembley Stadium	Room 19 National Gallery	Room 20 Natural History Museum

East Ham Town Hall	The Theatre Royal	Abbey Mills Pumping Station	Church of All Saints	House Mill
London Aquatics Centre	London Stadium	Lee Valley Velopark	The Shard	The Millennium Wheel
The Millennium Dome	Royal Observatory Greenwich	British Museum	St Paul's Cathedral	Tower Bridge
St Pancras Station	Houses of Parliament	Wembley Stadium	National Gallery	Natural History Museum

Class Values

Each class will be given a school value each half-term to explore – this will form part of our British Values Display in each classroom. During the first two weeks each class teacher worked with their class to establish their own set of class rules in order to create their desired class ethos. When assemblies return, they will sometimes focus on these core values. Certificates will be given out half-termly for children demonstrating these values in their behaviour and attitudes.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Friendship	Kindness	Responsibility	Honesty	Creativity	Re-visit
Year 4	Respect	Collaboration	Curiosity	Determination	Courage	Re-visit
Year 5	Resilience	Empathy	Equality	Integrity	Democracy	Re-visit
Year 6	Dignity	Innovation	Tolerance	Perseverance	Compassion	Re-visit

Talking to pupils about the Coronavirus Crisis

We were conscious that our children would have assimilated their own bank of information relating to COVID-19 and that it was important to help pupils separate the known facts, for example, 'there are cases of coronavirus in the UK and worldwide'; 'anyone can catch or transmit the virus and no one group of people is responsible for this outbreak'; 'hygiene routines such as handwashing and following government guidance regarding social distancing can help to reduce the risk of catching or passing on coronavirus' - from inaccurate information or speculative interpretations. As a SLT, we shared ideas on how to help pupils explore the difference between factual information, speculation and rumour in relation to Covid-19 and decided to contact some medical professionals to ask them to be specialist speakers. It was our goal to help our children be heard and get fact-based information that was likely to be more reassuring than whatever they were hearing from their friends or on the news.

We were fortunate enough to invite two specialist doctors: **Dr Edwin** (works in intensive care at King's Hospital) and **Dr Chaudhry** (works at Whittington Hospital) to host a zoom call, one to be given to Lower Key Stage 2 and the second to Upper Key Stage 2. With so much uncertainty, we suspected that many children were bound to have questions they might not be asking. They might range from the very serious ("Will Grandma be okay?") to the seemingly silly ("Will my favourite playground be shut down forever?"). Every child was encouraged to ask any question they had relating to Covid-19 and then each class teacher collated these questions and they were sent to Dr Edwin and Dr Chaudhry who then answered them during their zoom sessions.

Our priority in asking a medical professional to lead the Covid-19 information session was to ensure that no question was avoided and to teach children how to stay safe and tolerate uncertainty - as this is the key to reducing anxiety and helping them build resilience.



Covid-19 Guest Speaker (Dr Chaudhry) Years 3 and 4 Questions posed & Covid-19 Guest Speaker (Dr Edwin) Years 5 and 6 Questions posed

Questions linked to Covid-19 (9.30.10.30 Friday 11 th September 2020)
<p><u>Elder</u></p> <p>How did it start and where did it start?</p> <p>How did the virus spread from China to other countries?</p> <p>How did the number of cases rise so quickly?</p> <p>Which countries are doing well?</p> <p>What is the government doing about the virus?</p> <p>Why is Covid 19 so dangerous?</p> <p>Can the virus spread quicker in a hospital?</p> <p>What happens if someone gets sick in your bubble?</p> <p>Could my pet get sick?</p> <p>Did you have a lot of patients who have covid?</p> <p>If you get sick, do you have to go to hospital and could you die?</p> <p><u>Elm</u></p> <p>What does Coronavirus do to our bodies?</p> <p>Why do grown-ups get the symptoms worse than children?</p> <p>Can coronavirus spread at school?</p> <p>When do they think Coronavirus will stop?</p> <p>What do they do (doctors to make people feel better)?</p> <p>What is Coronavirus made from?</p> <p>Have the scientists found a cure?</p> <p>Have they found a vaccine?</p> <p>Which country has the most cases?</p> <p>How does it spread?</p>

<p>What steps could others countries have taken to prevent the spread across the world?</p> <p><u>Birch</u></p> <p>Will corona end or not? Will pollution levels go up?</p> <p>How many have been infected by the corona virus in the world?</p> <p>Is it hard to look after so many people that have coronavirus?</p> <p>How did the coronavirus start?</p> <p>How do doctors treat people with coronavirus?</p> <p>How does the doctor look after people?</p> <p>What medicine does a doctor use?</p> <p>When someone is ill how do you help them?</p> <p>How do you take care of patients if they are very ill?</p> <p>What test do the doctors do?</p> <p>What liquid do they put into people's hands?</p> <p>Have they made a vaccine?</p> <p>How hard is it to find a vaccination?</p> <p>How many years does it take to become a doctor?</p> <p>What did you study to become a doctor?</p> <p><u>Aspen Class</u></p> <p>How many people caught viruses?</p> <p>How many people died?</p> <p>How did Covid 19 start?</p> <p>How many different types of viruses?</p> <p>How many people survived?</p> <p>Have any animals died from Covid 19?</p> <p>What is the vaccine for Covid 19 made of?</p> <p><u>Beech Class</u></p> <p>When will Covid end?</p> <p>How did it start?</p> <p>Do I have to wear a mask?</p>
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Questions linked to Covid-19 (9-10am on Wednesday 9 th September 2020)
<p><u>Year 5</u></p> <p><u>Juniper</u> the best class in Lathom</p> <p>We understand that COVID is a lung disease, but can an infected person's blood infect another person?</p> <p>Does COVID attack other blood cells such as white blood cells?</p> <p>COVID can be transmitted through the nose and mouth because of breathing. So why is it recommended that we do not touch our eyes. (We do not breathe through our eyes).</p> <p>Maple Class:</p> <p>Now that we are back in school, what are the chances of the virus infecting/affecting children? Are children now at a greater risk? Are babies at risk?</p> <p>How soon will the antidote be released? When is it likely to be available?</p> <p>When will Covid 19 end?</p> <p>Pine class:</p> <p>Why are children super spreaders?</p> <p>Why don't children get ill from the coronavirus?</p> <p>What food can help us fight the virus?</p> <p>Is the cure for Covid-19 close?</p> <p>Oak class:</p> <ol style="list-style-type: none"> 1. What made you want to become a doctor? 2. How did you feel dealing with coronavirus patients? 3. How long does it take to get ready and change into your PPE? <p><u>Year 6</u></p> <p><u>Class Spindle questions</u></p> <p>When will covid 19 end?</p> <p>Why isn't Coronavirus like any other illnesses?</p> <p>Why does the virus mostly affect your lungs and not any other organs?</p> <p>Why do adults mostly get the virus as opposed to children?</p> <p><u>Class Yew questions</u></p> <p>How do people recover from being infected?</p> <p>What is the quickest time somebody has been killed by Coronavirus?</p> <p>When will Coronavirus come to an end?</p> <p><u>Poplar class questions:</u></p> <p>What is the progress on finding the cure?</p> <p>What does recovery look like? (What is the process/how do people feel?)</p> <p>What are the side-effects for some of the cures?</p> <p>Can you build immunity to the disease?</p>

Children in Year 3 and Year 4 reflected after their zoom session with their designated doctor

John - I learnt that the Coronavirus started in China and it came from bats. One person in China spread it to lots of people and they spread it all over the country, then to Italy and Spain and Europe. In March people had it here.

The virus is airborne. If you cough or sneeze you can spread the germs. You have to wear a mask but it might have small holes in it and you have to wash it. If you sneeze the germs can go onto the table and then next time you touch it you'll get germs on your hands. Not everyone gets sick with it. Lots of people have died.

Liyana - When you meet other people you have to not come close and you must wash your hands for twenty seconds; you get Coronavirus from each other. You can use sanitiser as well. You can't see the germs, they're microbes; we did an experiment with soap and glitter and put it on our hands then touch everyone's hands – we all had glitter on!

Romman A - The doctor said the Coronavirus started in a part of China and it spread to the other side of the world. At first they didn't know how it spread and so people in countries like Brazil and India didn't get it at first. Now we know that when you cough, particles of virus go into the air so scientists decided that standing 2m away was safe and if you come nearer you have more chance of getting infected; the virus goes inside the body and if you don't have a good immune system you get sick. Some people don't know they have the symptoms and that's why they need to be tested. If you have it you need to stay at home and isolate. When we spoke to the doctor I still felt a bit worried because the virus is still there but better as well because children have a small chance of getting it.

Aditya - We learnt that the virus spreads quickly and that at the beginning it was strong. People didn't take it seriously at first because they didn't know what it could do and they were careless. People understand how to protect themselves now like wearing a mask and washing their hands.

Children can get Coronavirus but it's rare – about 3000 children have had it but we can pass it on. They (children) have a healthier immune system than an old person.

I felt better after hearing the doctor because I learnt facts and tips to stay well.

Children in Year 5 and 6 reflected after their zoom session with their designated doctor

Lathusan - 'Today in the live lesson I learnt that we should never touch someone or cough on anyone otherwise you can give your germs to someone else and they can get sick. Also, Dr Edwin said that you can tell if you have Corona by having no smell or taste, a headache and a high temperature. I also learnt that even though the vaccine is not here we can still survive with our immune system. We also learnt that we should always stay two metres apart and wear a face mask wherever we go. then next time you touch it you'll get germs on your hands'. Not everyone gets sick with it. Lots of people have died.

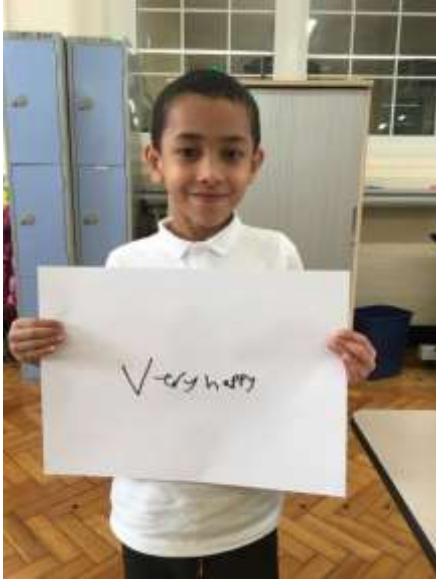
Shamera - What I have learnt from the video call is there is no exact type of food that will help but fruits, vegetables and vitamins will make a better immune system which will help to make a healthier body. I have also learnt that if you have the virus it could take five days to notice the symptoms of the virus.

Enza - During the session, I had learnt that the virus is so small that we need a microscope to see it. Also, I learnt that we should not touch our eyes that often because the virus can effect mostly our eyes, nose and mouth. You should regularly wash hands with soap. Do you know soap kills all bacteria which is on your hands or any part of your body? This is what I learnt from Dr. Edwin.

Jawat - Since the commencement of coronavirus, zoom meetings have been quite popular. We luckily had the chance to meet Dr. Edwin (on zoom) who spoke to us about this virus. Even though it was fascinating, I would've liked if it we could meet him in person as it would have been more captivating. He was kind-hearted and answered our elaborate questions thoroughly ensuring we had no confusion whatsoever about the virus. This was an once-in-a-lifetime experience.

Pupil Voice

We surveyed our children about their thoughts and feelings about returning to school. They shared a word which represented how they felt on their first day back at school.



Year 3 (Anish - Birch class)

Q1. What do you enjoy about being back at school?

I enjoy seeing my friends - sometimes friends came to my house when we weren't at school but I didn't see lots of them. I wanted to play with someone and I felt lonely, even my little brother said he wanted to go to school – he is in Reception now. It was different playing with my brother. At school, me and my friends used to play games like Hide and Seek and Tag.

I missed learning in classroom because I want to learn new things. It was hard to learn at home and my family members can't always help me; my friends at school help me when I'm struggling - they can show me what to do and I can ask for help.

I'm good at art, shading and making shadows in pictures but I'm not so good at football and I have to improve more at Lathom.

Q2. How have your teachers helped you settle back at school?

Miss helped me in my learning and welcomed me back to school – we made name labels for our coats so we know where to put our things and we coloured leaves for our tree.

I felt worried when I started because it's a huge place. I hadn't been there before especially my first day I was scared; the building looks so big and I was worried I would get lost. Miss told us what to do in an emergency and when the fire alarm went off. We walked round the school to find out where the toilets were and after six days I felt more confident.

Q3. What things have you done in class/school that have helped you understand Covid-19 more?

I learnt about germs – we did an experiment by putting glitter on our hands and we sat in a circle and shook hands to show how it spread; I had glitter on my hands! We wash hands, scrubbing and rubbing to make sure they are clean. In year 3 we watched a video by Zoom with a doctor and we asked questions and we looked at slides with facts. I felt that I was not so worried when the doctor spoke to us.

Q4. What did you learn from the stories you have studied or read in class?

We read Weslandia – he grew a huge garden. The main character was clever and he knew lots. He never gave up - we need to keep practising and practising.

Q5. What did you do to celebrate your class name?

We made a birch tree in our class with branches and we made leaves - we write about what's your goal and my goal is to try hard in lessons and to go to sleep on time or I won't be ready to learn for school and to have energy in class.

Q6. What do you like about your class name?

I like my class name; birch trees have silver branches and it drops seeds, 400 seeds to make new trees. We find them all over the world. We looked at photos and read some facts.

Q7. What are you looking forward to this year?

I want to get better at English, role playing and I like to make up my own stories. I want to write stories when I'm older.

Year 4 (Ikram – Hornbeam Class)

Q1. What do you enjoy about being back at school?

I enjoy learning new things but if it is online it is not the same, sitting in front of a screen – it is the experience with your friends and your teacher.

Q2. How have your teachers helped you settle back into school?

Made us feel more welcome by having hand sanitising stations and reassured us about the safety because we had a zoom call with the Doctor; lunch times have been adjusted.

Q3. What things have you done in class/school that has helped you understand Covid-19 more?

The Doctor's Zoom call helped us by answering our questions and made you feel more safe and secure coming to school during Covid-19. There was a story about a lady and her friend Stefan and he helped her as she was sick and he called 111 (it is an emergency but not urgent). He cleaned all the surfaces that had bacteria which she had touched.

Q4. What did you learn from the stories you have studied/read in class?

Black Dog helped me learn that we have to brave and we have to face Covid-19 because Small had to face the Black Dog and her family just hid so they felt silly at the end of the story. They all thought how brave she is and Mrs Hope said "you have lot of courage facing that big thing". The pictures in Westandia taught us that the boy is different which is like the times we live now. Wesley had an idea but we as a civilisation should come together and think about Covid-19 differently like Wesley did when he created his civilisation. We should be more positive and shouldn't say we can't do it and believe we can defeat Covid.

Q5. What did you do to celebrate your new class name?

We are called Hornbeam. We had a lovely art session where we made a tree for display and for our landmark: The Millennium Wheel we made posters about key facts and images.

Q6. What do you like about our new class names?

I like trees so it is nice being named after trees, they don't just sit still there is more to their life: their leaves fall off and experience, winter, summer and autumn in different ways. Even though trees can't walk like humans they have a bigger life, they don't just sit there every day – there are more to things than what it seems. Trees are living.

Q7. What are you looking forward to this year?

I am looking forward to lots of things since we are older we will be learning more things. This term for Science we are learning about electricity. After Covid is done, we can do our assemblies and show people/parents we have learnt more things. In year 4 our brains are going to be getting bigger and bigger and have more opportunities to go on more school trips.

Year 5 (Navneet - Maple Class)

Q1. What do you enjoy about being back at school?

I enjoy that I get to see my friends every day and that I am physically in school as when I was at home I didn't have my teacher there to help me; I had to wait for her to respond to me. I enjoy the classroom environment because at home I was sitting at my desk. I think I work better in a classroom.

Q2. How have your teachers helped you settle back into school?

The teachers have been coming around to our classroom asking lots of questions; how are you feeling? It makes me feel safe because I know someone's there guide to me and look after me. We have been doing class assemblies about lockdown and about how we feel to be back at school. It has helped me because it makes me realise how good it is to be back at school. It makes me feel very grateful as some children are still not back in school in some countries.

Q3. What things have you done in class/school that has helped you understand Covid-19 more?

We read some stories about Covid-19 and because we had the characters expressing their feelings it gave us confidence to share our feelings. When we see the posters around the school about washing our hands and it helps remind us how to keep safe. When we had a zoom call with the Doctor it helped us understand Covid-19 more because the news didn't explain enough; they just talk about cases.

Q4. What did you learn from the stories you have studied/read in class?

In Reading we are learning about The Giant's Necklace. The story is about losing a loved one and being grateful that we have a family and we can still see our friends unlike Cherry who had died and could not speak to her friends and family anymore. It made me relate to Cherry because she was stuck in the cove with the tide coming in and you were stuck at home with my family in lockdown. I think that Cherry is in her own world now she has died as she has not completely gone – she is still there but humans can't see her. She is a ghost but she still exists. I learnt that in Westlandia, Wesley was lonely because he didn't have friends and I felt like that during lockdown as I couldn't see my friends. Also, Wesley was miserable because he was always being tormented and had nowhere to go which is an emotion people felt during lockdown because they can't go anywhere.

Q5. What did you do to celebrate your new class name?

We are called Maple Class and we did lots of research on our class name and our landmark which is: British Museum. We created a poster and a leaflet. We learnt about deforestation last year and a video about an Orangutan who lost his home so I think it is important we protect trees because plants keep us alive by giving us oxygen.

Q6. What do you like about our new class names?

I like that it is not just a number. When I got a letter telling me I was in maple class I researched about the tree and I had Canadian maple syrup on my pancakes. My dad told his family in Canada about my new class name. It makes me feel proud because it isn't just a number – a number is not intriguing or exciting.

Q7. What are you looking forward to this year?

I am looking forward to being in school and learning lots of new things because I didn't have enough learning at home. I like the fact that I get to see my friends everyday as I didn't get that much contact with them every day. I am looking forward to reading lots of different stories as we are reading for pleasure one a week, every Monday in our Guided reading session and we are allowed to take books home to read. Now, everyone in class is reading at home because they are bringing in their reading records. I like reading different texts.

Year 6 (Anaya – Rowan Class)

Q1. What do you enjoy about being back at school?

I like being able to see the world again: learning, friends, teachers and the rooms themselves. I like that I am socialising again.

Q2. How have your teachers helped you settle back into school?

They have made me feel comfortable by hearing familiar voices. I feel safer because there are sanitising breaks.

Q3. What things have you done in class/school that has helped you understand Covid-19 more?

We did role play about Covid-19 where a girl wanted to go to the supermarket with her mum but hasn't left the house for months. We talked about the rules for what we do during Covid-19: sanitising, washing hands etc. This drama activity made me feel more confident about coming to school every day.

We had a zoom call with a doctor who answered our questions about Covid-19.

Q4. What did you learn from the stories you have studied/read in class?

Letters from the Lighthouse is set during World War 2 and talks about how children were evacuated from their homes and had to go and live with others. The children would have felt lonely and sad as they had to leave siblings and some of the family died. This is similar to our experiences during lockdown where we were unable to leave our homes and felt lonely and bored. However, we were lucky in that there was no bombing – just a virus!

Westlandia shows that you can do whatever if you want if you believe in yourself and ensure that you remain positive. Wesley he learnt to be creative, like we had to be during lockdown.

The Long Walk shows a positive relationship between a grandson and his grandad. This is similar to our situation in that our family, friends and relationships keep us positive during these times.

Q5. What did you do to celebrate your new class name?

We are Rowan class and made a display in class as well as information posters. We recorded our goals on the leaves of a rowan tree and added them to our display.

Q6. What do you like about our new class names?

I didn't know the names of all the trees so I am learning something new. I found that being called a number was boring as we know all the numbers.

Q7. What are you looking forward to this year?

I am looking forward to Art this year. I am also looking forward to making scones in DT as part of our World War 2 theme. I am looking forward to maths because I want to improve in this subject.

Parent Voice

We surveyed our parents to gather their views about the return to school and how their child is coping.

Continue doing the fantastic work that you do, at the highest level possible. Ensure the high level of teaching methods, enthusiasm, commitment and creativity and positivity are carried out and followed by every single member of staff, throughout the entire year. It is my daughters first year there, so her level of happiness and enthusiasm tells me that the lessons must be very engaging, exciting and challenging in a positive way. The transition from Altmore School to Lathom school during the pandemic could never have been easy to carry out, but the smooth transition of my daughter's school and settling in so well into a new class with a great teacher, is a testament to the great work you all do.

I could go on and on but I am sure that you got the idea that why school is so very important and it should remain open and In my opinion every school should try to come up with some kind of plan to catch up the loses which has been done during the lockdown as real life school is always the best.

Very happy my daughter is back at school. She was missing school terribly, but now she is interacting with friends and peers, studying new material, and keeping herself busy and active as she always likes to be. She thoroughly enjoys studying, learning new things, has a very good attitude towards school and academic progress, so it is nice for her to get back to some form of normality. She is always excited and looks forward to going to school, and is always enthusiastic and happy, explaining all the new activities she took part in and all the new topics she learned and achieved on the day.

I am really very happy that my child is back at school as it has been almost 6 months since all schools were closed and education is very important. School helps a child to grow both mentally and physically and socially. It is very important because it gets pupils to do many things: critically analyse, read, perform mathematical functions, write and many more. School also provides exposure to activities, ideas, and fields of knowledge that you might never encounter otherwise. Schools provide the major part of the formal education that one needs to live in society. It helps a person improve his academics, so he/she can contribute to the society. The person also becomes capable of working in the society. Schools also train the person to know about different cultures, beliefs and thoughts by interaction with different people.

Year 3

Year 3 studied the main character in the text: *The Heart and the Bottle* and discussed her inner thoughts and feelings and they then shared their experiences during lockdown.



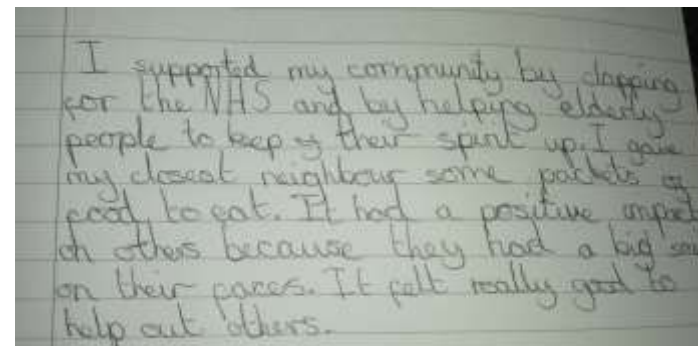
Year 4

Children's collated thoughts and feelings in response to the core texts: *Westlandia* and *Black Dog*.



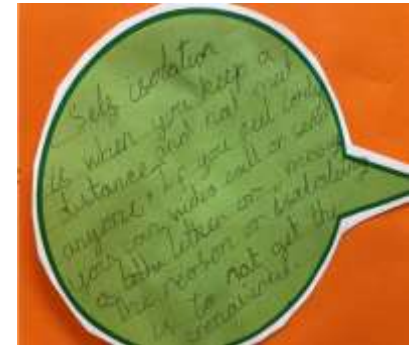
Year 4

A sample of pupils' work from 'The Five Levers' sessions:



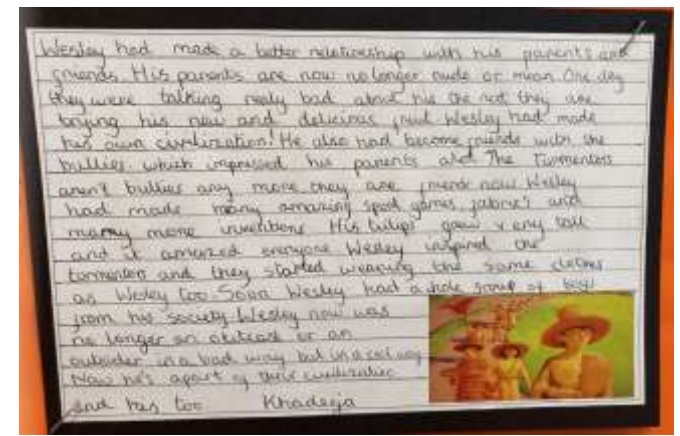
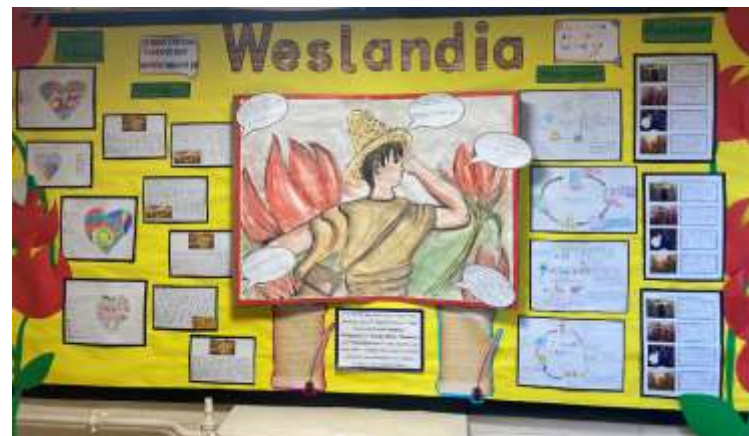
Year 5

Sample work following sessions where they shared their experiences during Lockdown and thoughts about the virus



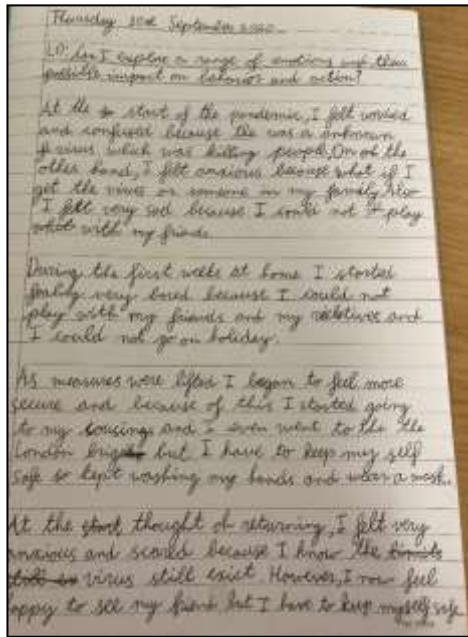
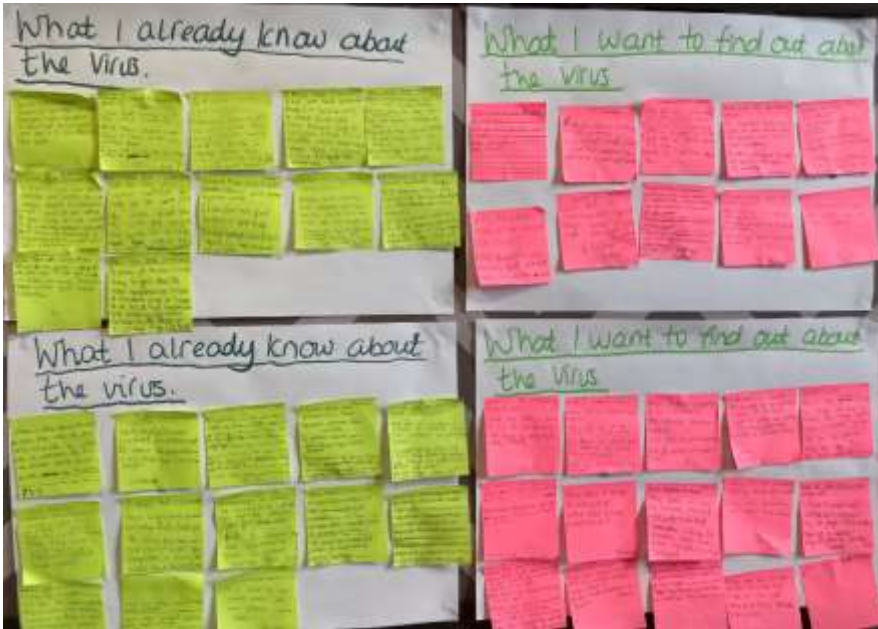
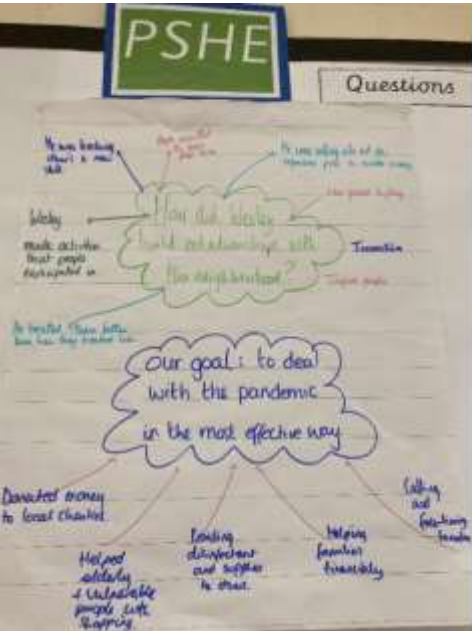
Year 5

Children's reflections about the themes contained in *Westlandia*.



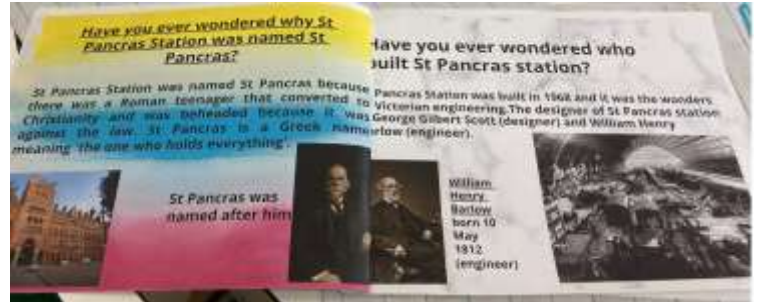
Year 6

Sample work following sessions where they shared their experiences during Lockdown and thoughts about the virus.



Year 6

Children shared their hope and dreams for the forthcoming year and produced posters about their class values and landmark.



Assessment to support teaching, learning and identification of catch-up requirements

The Education Endowment Fund (EEF) in their support guide for schools recommend that '*subject-specific assessments might be used to identify particular areas where pupils have forgotten or misunderstood key concepts, to ensure that new material being covered builds on secure foundations. Standardised assessments in literacy or numeracy might be used to identify pupils who would benefit from additional catch-up support*'. In order to get a baseline of where children are at, we have used National Foundation for Education Research (NFER) assessments for core subjects which provide a standardised assessment score. This will identify children who have fallen behind expectations and will mean that we can target our support effectively.

We are also completing a gap analysis to identify if there are any particular areas of weakness which need to be a focus. Once results are analysed (w/b 12th October), we will be holding Assessment Consultation meetings with each class teacher to share the results of the gap analysis as well as to identify children who may have fallen particularly behind where they should be. Teachers will then create action plans for targeted children. These will be reviewed during Autumn 2 PPMs.

Forename	Surname	Incorrect	Omitted	Raw Score	%	1	2	3	4	5	6	7	8	9
Average of group (selected pupils 111)		19.75	0	20.18	50.45%	0.7	0.27	0.57	0.55	0.56	0.52	0.32	0.77	0.28
Average of standardisation sample				19.5		0.65	0.44	0.56	0.54	0.71	0.47	0.66	0.75	0.25
Difference				0.68		0.05	-0.17	0.01	0.01	-0.15	0.15	0.26	0.01	0.03
% Omitted (selected pupils 111)						0%	0%	0%	0%	0%	0%	0%	0%	0%
POS / Focus						2d	2g	2a	2d	2b	2d	2d	2a	2d

Example of gap analysis

Adaptation of feedback policy

As a school, prior to COVID-19, we were using live marking and feedback during lessons, as evidence has shown this to be effective in ensuring rapid progress is obtained. Furthermore, in the DfE guidance on returning to schools, they recommend schools make '*effective use of regular formative assessment (for example, quizzes, observing pupils in class, talking to pupils to assess understanding, scrutiny of pupils' work)*'. We felt it important that this continues whilst also acknowledging that there would have to be changes in light of social distancing requirements. As a result, we reviewed the feedback policy to ensure that formative assessment is taking place throughout lessons.

Live Feedback (formative assessment)

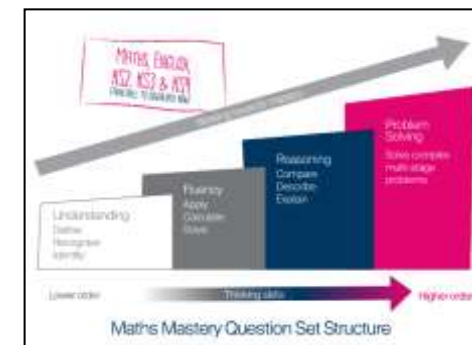
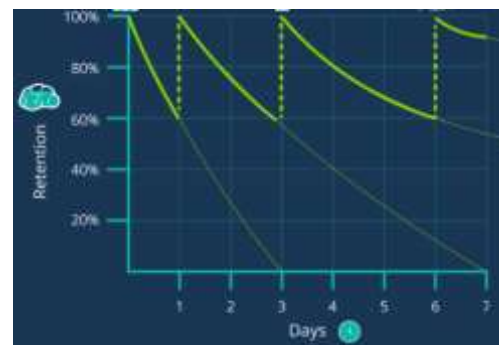
Due to constraints around Covid, there will be a focus on formative assessment. Live feedback happens at various points throughout the lesson where children/small groups are stopped, answers checked and misconceptions addressed. This can take various forms:

- The use of whiteboards for children to hold up their working-out, sentences e.t.c so that teachers can identify misconceptions, errors and good examples of work.
- Use of a visualiser to display and critique work.
- Screenshots of work to be displayed on the whiteboard. Teachers can discuss different strategies and identify misconceptions.
- Self-marking throughout lessons immediately followed by live feedback.

Check that each group is able to access the learning independently (this aspect is reliant on assessment for learning that has taken place during the direct teaching time).

Learning by questions

In the latest Ofsted framework, it states that '*over the course of study, teaching is designed to help learners to remember in the long-term the content they have been taught*'. Ensuring that children retain knowledge is even more paramount due to the levels of learning missed. As can be seen in the graph, children's retention of knowledge reduces every day after new learning. After just one day, children have retained only 60% of the new knowledge. We have adapted our lessons to ensure that there are ample opportunities for revisiting prior knowledge so that knowledge 'sticks'. For instance, Maths lessons begin with a question about something that was learnt the day before, the week before or the month before. As seen in the graph, when knowledge is revisited regularly it leads to long-term retention.



We have also invested in a technology called **Learning by Questions**. *Learning by questions* can be used as a resource for teachers in lessons to model questions, it can be used for short, low-stake quizzes and it can also be used as an end-of-unit assessment review. The end of unit assessment reviews provide detailed question-level analysis which clearly shows the teachers areas that need further work (see example below).

Name	Score	Understanding										Fluency										Reasoning					Problem Solv...				
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Pupil 13	3	2	6	3	2	2	3					3	2	6	2	10	3					2	3	3	5						
Pupil 12	4	8	5		4	3	4	4	4	3			9	3	3	6			11	7											
Pupil 14	5	9	3		2	2		3	3	3			2																		
Pupil 24	7			2		2	3						3			5	3	3	7												
Pupil 6	9		7	4	6	3	3	4					8	4							4	3	3	3							1
Pupil 17	9				2	2	2			2			2	6		3		3		11			3								
Pupil 9	10	3	2		3	2							3	9							4	3	3	15	5	6					
Pupil 10	10	8			3	2		3		3				17		5				6											
Pupil 2	11				4		2							7	2	5	3				5		1	2		3					
Pupil 4	11		3		2		3	3						6		11	3				6										
Pupil 7	11		3			2	2						3	3		3	3			8		3	3	3			3				
Pupil 21	11				3	2	2	3								3					3	3	4		3						
Pupil 1	12			2									3		3		3	6			5				6						
Pupil 11	12				3	2	2									6	3				3										
Pupil 19	12	3	5			2	2	3					3	6	4		3										2		3		
Pupil 3	13			2		2			3								3	3			2	3	3		2		2				
Pupil 16	13					3								3		3	3														
Pupil 18	14			3			3								3		3				3	3				5					
Pupil 22	14		2					2					3	4			3				3	3	3	2		3					
Pupil 8	15		5		2		2											3			3	3	3	2		3				4	
Pupil 15	15													3	3		3				4	3									
Pupil 23	15	3	2				3	3						3	3		3					3									
Pupil 5	19				3																3			2	3						15
Pupil 20	19		3				2														4										