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'Catch Up' Recovery Plans

4th March 2021

Dear Families,

We are writing to share with you the developing 'Catch Up' plans for pupils at Hemingford Grey Primary.

You may have seen articles in the media about the government plans for 'Catch Up'. So that we all keep on the same page about this topic, we will also call it 'Catch Up'. However, we would like to share with you the Oxford dictionary definition of 'catch up' first:

1.
succeed in reaching a person who is ahead of one.
"he stopped and waited for Lily to catch up"
2.
talk to someone whom one has not seen for some time in order to find out what they have been doing.
"it's always good to **catch up with** old friends"

We would like define our approach to the term 'Catch Up' for Hemingford Grey Primary School –
'A Journey of Recovery'

"Every child has a beginning and we recognise these starting points... the journey of learning never ends"

As our children return to school and to the classrooms, how will the last school closure have affected all involved? How will our school adapt to meet the needs of our pupils? How will teachers address the undoubted gaps in the curriculum? To seek out the actual impact of interruptions caused by the pandemic on individual pupils as we return, we will be carrying out carefully calibrated assessments, which will offer a more accurate and complete picture to map out the journey and process of recovery.

Barry Carpenter, Professor of Mental Health in Education at Oxford Brookes University produced a Think Piece entitled *A Recovery Curriculum: Loss and Life for our children and schools post pandemic*. <https://www.evidenceforlearning.net/recoverycurriculum/>

The piece resonated with those within Education and was shared widely across social media, launching the construct of the 'Recovery Curriculum' and it is just that -a construct- not a set of

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resources to be worked through, or tick boxes to check off. The following points summarise the piece:

- We cannot expect children to simply continue from where they left off in March 2020.
- Pupils have experienced great loss: loss of daily routines, structure, friendship, opportunity and freedom.
- Children who are struggling with loss, anxiety, trauma, bereavement, are not able to learn- instead of focussing on the recovery of lost knowledge we should foremost focus on recovery from these losses: on children's wellbeing and on their positive development.
- We will need to help children re-engage with school and see it as relevant, as well as helping them to consider it a safe place – something that was always a constant in their lives was taken away with little warning.
- In response to these losses, Barry defines five Levers of Recovery:
 - Relationships – these need investing in and restoring.
 - Community – consider the different ways children have been learning in their community whilst schools were closed.
 - Transparent Curriculum – explicitly share with students/ parents how schools are addressing the gaps in learning.
 - Metacognition – the need to reskill and rebuild confidence in learners, re-establish their learning routines, and help them to redefine themselves as learners.
 - Space – to give pupils' space to be and to rediscover themselves.

In order to protect the children's futures from the potential challenges of learning through and after the pandemic, we are using research alongside the existing pedagogy and practice of Hemingford Grey Primary to evolve and develop a holistic approach to learning in response to all children's needs.

As a school we will address the 'Recovery' in many, many different ways. This week, we have had a virtual visit with our Local Authority Primary Advisor who is pleased to hear how we are using the funding. Our plans are focussed on research from the Education Endowment Foundation (EEF) <https://educationendowmentfoundation.org.uk/> and using their templates, we have uploaded onto the school website an overview of the type of projects the school are undertaking with some of the funding. These plans are for each phase FS, KS1, LKS2 and UKS2. Phase 1 of planning for 'Catch Up' Funding was based on the end of autumn 2020 data, which has been closely looked at with the Governing Body Curriculum Committee. Phase 2 of planning of 'Catch Up' funding will follow the return of all pupils to school after routines for learning are re-established and assessments have taken place.

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There are some whole school approaches where consistency and progression in an approach is key, for example, our whole school approach to reading, supported by quality reading material at 'Book Banded' colour levels. Other aspects are phase relevant, for example, developing KS1 outside learning. Some aspects are focussed on the smaller group and individual needs of children where specific learning objectives are a focus and delivered through small group teaching both before and during the school day with teachers or teaching assistants.

If your child is in KS1, you will know that we have working with National Foundation for their first report on the EEF site which can be viewed here:

[https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19 Resources/Impact of school closures- potential implications for practice.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19%20Resources/Impact%20of%20school%20closures-%20potential%20implications%20for%20practice.pdf)

The Department for Education produced a 'Supporting pupil and student wellbeing' in July which supports our approach to supporting the wellbeing and mental health of our young people <https://www.youtube.com/watch?v=MYmBLnSQh3M>

We hope you find this information useful and if you have any questions, a 'Playground Pop-in' will take place on 10th Wednesday and more information will follow. We will be happy to answer any general questions about the school's approach to recovery in this session, but we ask that any questions specific to your own child can be addressed in a postponed Home/School meeting with your child's teacher. These will take place early in the summer term, once teachers have had time back in school with your children.

With kind regards,

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