



**The OLC Rainbow Curriculum
(A Recovery Curriculum)**

OVERVIEW

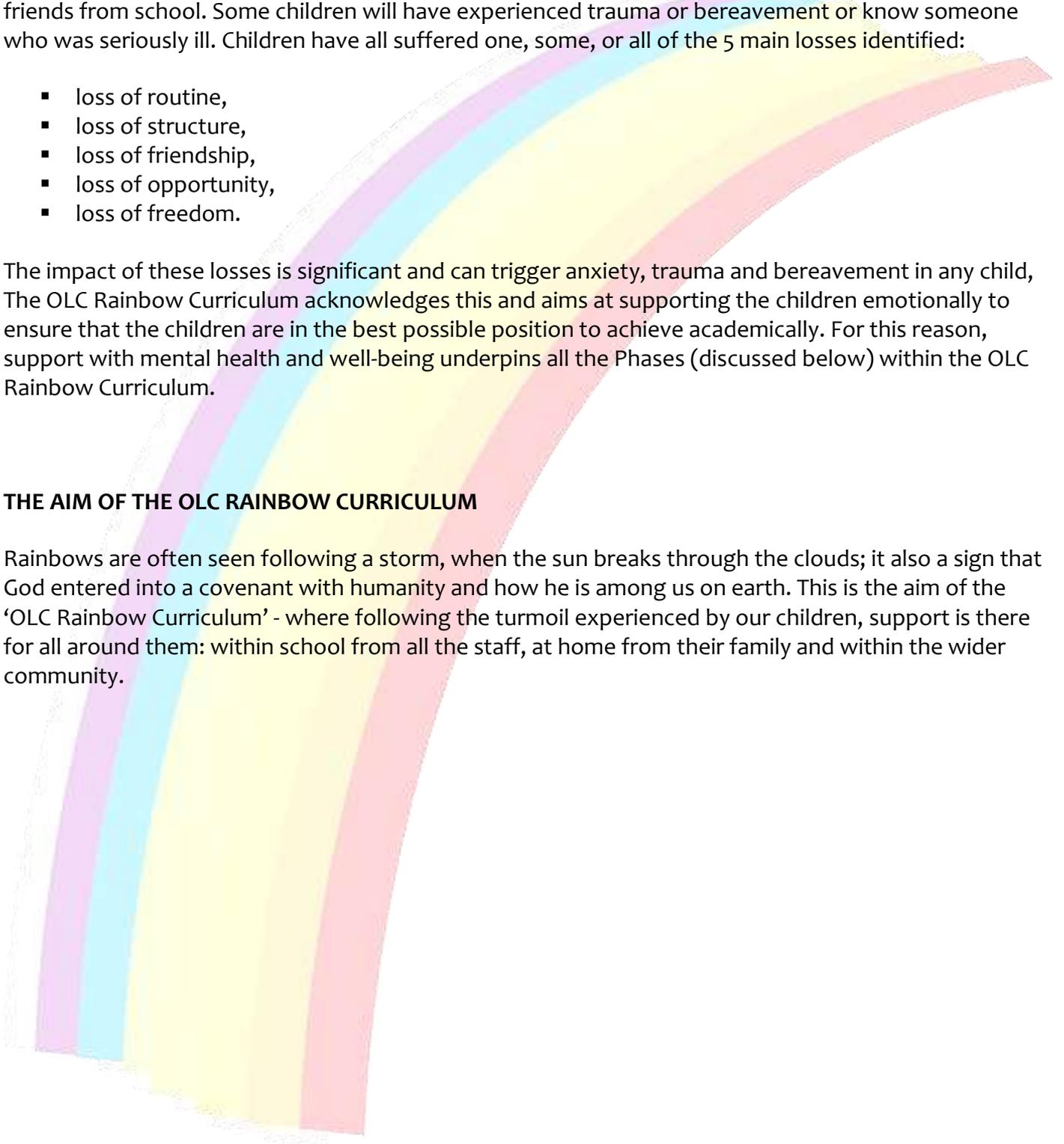
Our OLC Rainbow Curriculum is a Recovery Curriculum, implemented to support the children's return to school following time spent away from school due to Covid-19. Over this time, most of the children have lived experiences with a common thread of loss: the sudden loss of school, friends, teachers, and the certainty that the world is a safe place. Many have missed family members they do not live with and friends from school. Some children will have experienced trauma or bereavement or know someone who was seriously ill. Children have all suffered one, some, or all of the 5 main losses identified:

- loss of routine,
- loss of structure,
- loss of friendship,
- loss of opportunity,
- loss of freedom.

The impact of these losses is significant and can trigger anxiety, trauma and bereavement in any child, The OLC Rainbow Curriculum acknowledges this and aims at supporting the children emotionally to ensure that the children are in the best possible position to achieve academically. For this reason, support with mental health and well-being underpins all the Phases (discussed below) within the OLC Rainbow Curriculum.

THE AIM OF THE OLC RAINBOW CURRICULUM

Rainbows are often seen following a storm, when the sun breaks through the clouds; it also a sign that God entered into a covenant with humanity and how he is among us on earth. This is the aim of the 'OLC Rainbow Curriculum' - where following the turmoil experienced by our children, support is there for all around them: within school from all the staff, at home from their family and within the wider community.



PHASE 1 – SUPPORTING TRANSITIONS (Summer Learning Plans - 6 weeks Summer holidays 2020)

Over the 6 weeks of the summer break, the children were provided with Summer Learning Plans, which were uploaded onto the website and were there to support the children's learning as they prepared to transition back into school in the Autumn Term. The children had the option to complete some or all of these activities at their pace over the summer holidays.

PHASE 2 – IDENTIFYING GAPS (Revisiting 'Lost' Learning – Autumn 1 2020)

The children started Phase 2 of the OLC Rainbow Curriculum as they started back at school in September. Over the first half-term (Phase 2), the children revisited the curriculum from the previous year to embed the knowledge that was lost as a result of the first lockdown. This Phase of the curriculum also ensured that all children had the opportunity to engage in transition and induction to their new class, where they were able to get to know their teacher and the children in their class. Well-being opportunities were also implemented in the form of class discussions and circle time, where the children were able to discuss worries and concerns related to lockdown and/or coronavirus as they returned to school.

Phase 2 of the OLC Rainbow Curriculum aimed at:

- *ensuring that the vast majority of the children are secure in the most important knowledge and understanding within each year group so as to build on prior learning and continue to develop their learning,*
- *ensuring that the vast majority of the children continue to develop their ability to read easily, fluently and with good understanding,*
- *ensuring that the children continue to develop the habit of reading widely and often, for both pleasure and information, acquiring a wide vocabulary and an understanding of grammar,*
- *identifying gaps in the children's learning resulting from Covid-19.*

PHASE 3 – ACCESSING NEW LEARNING (Building New Knowledge and Skills – Autumn 2 2020)

Across Autumn 2 (second half-term), the children worked on their current year group's curriculum, whilst continuing to embed knowledge and skills from prior learning. Targeted support for children with SEND was also implemented so as to facilitate the removal of barriers to the children's achievement.

We also prepared for different situations when remote learning will be vital to the continued learning experience of the children, to ensure their continued progress. As infections rates across the country continued to rise, children experienced more bouts of home-learning:

- *children may be off school for an individual day due to a medical appointment,*
- *children may be poorly with an illness not related to Covid-19,*
- *children may need to self-isolate,*
- *children may be part of a whole class that may be required to self-isolate due to a confirmed case,*
- *whole school closure may be necessary at some point,*
- *lockdown may be reinstated as a last resort.*

It was important for us as a school at that point, to ensure that processes are in place for the children to continue on their learning journey should any of the above situations happen. For this reason, we implemented the following:

- *OLC Rainbow Plans are uploaded weekly onto the website and are accessible to parents to support them in engaging their children in home-learning, should they be off school for any of the reasons identified above;*
- *Children are expected to use the class email to send work regularly to their teachers for feedback; this will enable the teachers to monitor the children's progress and engagement.*

In the event of a whole class closure, the remote learning process aimed to replicate the effectiveness of live classroom teaching:

- *Ensuring that the children have the opportunity for clear explanations in the learning that they are working at*
- *Ensuring that the children are supported as they grow in confidence with their new learning which builds on what they already know.*
- *Ensuring that the children have the opportunity to apply their new knowledge or skills and practise what they have learnt so that this is embedded in their long-term memory.*
- *Ensuring that the children have the opportunity to receive feedback on their work which enables them to identify their next steps and make progress.*

For this reason, the children have the opportunity to engage in live virtual sessions with the class teacher twice daily, whilst receiving feedback on work submitted through the class email.

The children's progress will continue to be monitored during this Phase to ensure that and further support is implemented.

REMOTE LEARNING – SPRING 1 2021 (Lockdown)

PHASE 4 – IDENTIFYING GAPS & IMPLEMENTING SUPPORT (Identifying and Addressing Gaps – Spring 2 & Summer 1 2021)

Ongoing teacher and progress assessments are used to track the children's learning and further identify any potential gaps that may have resulted from the recent lockdown and that may impact on them securing their knowledge and understanding and continue to build on their learning. Throughout this Phase (Spring 2 and Summer 1), in class support and small group/individual interventions will be implemented to enable the children to maintain progress and recover any missed learning. This support will be provided by school staff within the school day or at the start or end of the school day – this information will be given to parents of identified children as appropriate.

Along the way, parents will be kept informed on how their children's progress during parents' consultation meetings and during additional meetings as appropriate.

PHASE 5 – IMPLEMENTING TARGETED SUPPORT (Rainbow Tutor Intervention Programme)

Where we recognise continued need for additional support, despite interventions given in-house, we are planning for the children to be given the opportunity for further targeted support which OLC will source through our partnership with other local Catholic schools. As a group of schools, we have explored how we can best support our children recover learning lost due to time away from school as a result of COVID-19 and will be pooling our resources and expertise to offer the children the opportunity to benefit from an intervention programme, 'Rainbow Tutor Intervention Programme'.

This intervention programme will run as a small group intervention, where children with similar gaps in their English or maths needs come together to form an intervention group (eg a group of Year 6 children who are struggling with multiplication and division). A Rainbow Tutor is allocated to the group to deliver a targeted programme of learning using a virtual learning platform (MS Teams). Intervention sessions will take place over a 3-week period with 6 hours of virtual teaching in total, outside of the school day (that is, in the evening or over the weekend). Following on from the session, the children will be expected to complete 'follow on' activities to embed their learning and make the most of this provision.

To ensure that this support is effective and equitable, its implementation will be identified according to the following criteria:

1. *Children in Year 6 with specific gaps in their learning, identified through continuous assessments, who will benefit from targeted provision in their area of difficulty (this will start to be implemented in Summer 1 and will run concurrently with Phase 4 to best support these children as they transition to secondary school).*
2. *Children in KS2 with specific individual gaps in their learning who have accessed support through Phase 4 of the OLC Rainbow Curriculum and who would benefit from further support to address misconceptions and consolidate their learning.*
3. *Children in KS1 with specific individual gaps in their learning who have accessed support through Phase 4 of the OLC Rainbow Curriculum and who would benefit from further support to address misconceptions and consolidate their learning.*

PHASE 6 – SPECIALIST SUPPORT (Specialist External Intervention and Support – Ongoing)

Where needed and appropriate, specialist support will be sourced to meet the needs of specific children and their families. This support may be accessed through various agencies, including the following:

- *SEMH (Social, Emotional and Mental Health) Team from SISS (Specialist Inclusion Support Service)*
- *Autism Team from SISS*
- *SPI (Sensory and Physical Impairment) Team (includes hearing, visual and multi-sensory impairment and Physical Disability Teams) from SISS*
- *SCLD (Speech, Communication and Language Disorders) Team from SISS*
- *Early Years Team from SISS*
- *Educational Psychologist*
- *Speech and Language Therapist*
- *EWO (Education Welfare Officer)*