

Rosemary Lane Nursery School



Curriculum Recovery Plan Academic year 2021-22

Rationale

Following the break in education for most children during the coronavirus lockdown in Spring and Summer 2020 and further periods across the 2020-21 academic year, we have developed a plan to support pupils to 'recover' from the period of lost learning through play at nursery.

The plan has been developed from observations and assessment information collated in nursery from September 2021. Informal discussions and telephone conversations with parents.

As always, we recognise positive relationships are at the heart of our school. We have worked very hard to welcome children and families back to nursery. Our priority is to rebuild our strong home-school links and for our children to reconnect with both teachers and peers after breaks in their attendance.

We intend to reflect upon our curriculum offer. Placing significant emphasis upon the Prime Areas of the curriculum for all our children and in particular Personal, Social and Emotional development. Building up the skills and knowledge for the children to successfully engage with independent play and learning.

We cannot fully understand the impact of the break in education. We know children and parents continue to feel anxious about the attending school and continue to need support and reassurance. We know the changes in procedures and policies required to continue to be COVID secure will be an added anxiety to parents and children. Routines will build slowly and time will be made for children and parents to adapt once again to new norms.

Changes to be implemented:

- All children will be allocated stay and play visits into the outdoor garden areas of the nursery. These will be made with one parent/carer staying and playing. The visits will be in key person group, to reduce to volume of adults together at any one time. They will be in the gardens and provide the children with more individual staff interaction to build a bond.
- Parent/carer well-being and relationships will be developed where possible at drop off and collection times and through face to face individual parent meetings across the term.

- Contact with home will develop over time through outdoor, small group visit and engagement opportunities and face to face parent meetings.
- Children's wellbeing and attachment- we have employed additional staff beyond the EYFS ratio requirements. This will provide the children with more small group activities especially on the afternoons for the children attending all day. In addition, we have more staff in with the 2s to help them with a smooth transition back into nursery and to support the new starters in settling.
- Physical skills – we are introducing the Ready Set Go movement programme to all children to support with physical development.
- We are timetabling forest school activities from to provide children with more access to exploration of the outdoor environment and an introduction to fire. We hope accessing this environment will support children with their well being and confidence.
- Self-help and independence – the children are developing their independence with personal hygiene from 2years. All children will wash their hands upon arrival, before leaving, and regularly for snack and after visits to the toilet. The older 3-4s will carrying their own bags into school, place lunch bags in the hall on the correct shelf and dress/undress and hang their own coats up.
- Social skills – will have embraces communication friendly spaces training and are an accredited school. We have audited and adapted our environment and provision to support more interactions.
- Activity packs for home loan are available again as well as library packs. Allocated staff support the children with selecting books and packs to share at home.

Ratified by the LTA committee : Autumn term 2021

Head Teacher : Jill Jones	Chair of LTA committee: Cllr Robert Adcock-Forster
Signed:  Date: November 2021	Signed: Date: