

# Education Services

## Framework for Recovery, Resilience and Re-connection (RRR2020)

### Recovery, Reconnecting and Resilience – The Glasgow 3Rs Curriculum – Primary

#### Introduction

This guidance takes the national guidance: *Coronavirus: Curriculum for Excellence in the Recovery Phase* [SG Recovery Curriculum](#) and clarifies the approaches which should be taken in planning the Glasgow 3Rs Curriculum in Primary schools.

#### Rationale

*Coronavirus – Curriculum for Excellence in the Recovery Phase*: Schools should use the Refreshed Narrative for Curriculum for Excellence [Refreshed CfE Narrative](#) for the BGE in the recovery phase, with an early focus on reconnection in the initial stages of returning to school.

#### Glasgow 3Rs Curriculum:

Primary schools should have a short rationale for their 3Rs curriculum. It should commit to reconnection including how they will move from reconnection to returning to delivering the Glasgow Education Service priorities (below) in the shortest possible timescale:

- Raising attainment and achievement through Glasgow's Improvement Challenge 2015-2020;
- Continue to improve how we meet the learning and care needs of children before the go to school and as they move through school, including how we support their families;
- As we move towards a Nurturing City, continue to improve how we meet the needs of all children and young people, particularly those with additional support needs; and
- Make best use of our finances and resources to help ensure the best outcomes possible for our children and young people.

The rationale will clarify the approach to delivering learning across all curriculum areas, including the importance of literacy, numeracy and health and wellbeing.

#### Literacy, Numeracy and Health and Wellbeing

*Coronavirus – Curriculum for Excellence in the Recovery Phase*: Focusing on learning across literacy, numeracy and health and well-being will be the initial priority.

Recognition that good health and well-being is fundamental to ensuring that children and young people can engage effectively in their learning.

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Children have regular contact with an adult who knows them well, to talk about their well-being; to share experience during lockdown; to offer compassions and individual support as required; and to support engagement with learning

### **Glasgow 3Rs Curriculum**

#### **Health and Well Being**

On the initial return to school, schools should plan activities which will provide opportunities for children to reconnect with school, their teachers and staff and their classmates and to explore their experience of lockdown. This should be a short term approach for the first week of learning. There is very helpful advice in the Recovery, Reconnection and Resilience [paper](#) written by our Psychological Services Team, which can inform our planning of these opportunities. As always, teachers should be flexible to respond to any issues as they arise.

#### **Literacy and Numeracy**

The Glasgow's Improvement Challenge 'Glasgow Counts' and 'Literacy for All' principles and methodology will be the approach supporting the 3Rs curriculum,

As part of planning, teachers should use their knowledge of children through their assessment and tracking prior to lockdown and links this to assessment of children's early learning in the 3Rs curriculum to identify gaps in learning and plan school-based programmes with associated in-home learning activities to recover any ground lost.

Based on our nurture principles and mindful of the stress levels of our children, this analysis of learning gaps should not be carried out on the basis of a range of standardised tests nor a battery of formal block tests.

Learning at school will connect to learning at home activities to enhance and extend the range of learning including, for example, Reading Challenges; Writing Competitions; Word Games; Number Fun; Sumdog; Channel Chat and Family Film Fun. Teachers will be able to signpost children to these activities during their time with them in school.

#### **Learning across all Curricular Areas**

*Coronavirus – Curriculum for Excellence in the Recovery Phase:* Increasing learning experiences across all four contexts for learning. Linked themes across curricular areas can help learners' experience activities across the BGE and access learning in a wider range of curriculum areas.

### **Glasgow 3Rs Curriculum**

Alongside Literacy, Numeracy and Health and Wellbeing, schools will plan learning in as many curriculum areas as possible. During their time in school children should learn in all curriculum areas either across a week or across a two week period of time.

The learning in curricular areas may be planned for individually or through IDL projects which have planned learning in two or a maximum of three curricular areas planned around relevant, enjoyable and challenging activities. Learning can be linked on a thematic basis e.g. Sustainability.

The learning in school will be extended and enhanced by activities and programmes in which children can participate when learning at home or in local communities. This builds on some of the excellent practice which emerged during lockdown including: The 30 days of Creativity

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model provides a useful model for supporting learning across other curricular areas. As well as Creativity, we are planning to develop programmes including 30 days of STEM; 30 days of language learning; and 30 days of outdoor learning.

### **Outdoor Learning; Physical Activity and Play**

Coronavirus – Curriculum for Excellence in the Recovery Phase: Benefits of play and outdoor learning will be factored into learning plans – including opportunities for learners to be physically active, to enjoy and learn about their natural environment, and to relax.

### **Glasgow 3Rs Curriculum**

It would be reasonable to assume that not all of our children will have had sufficient exercise during the lockdown. In coming back to school, we should be able to plan opportunities for physical education and physical activity outdoors or safely indoors which fits with one of the key messages about the return to school. Active Schools Coordinators will be supporting schools in developing and delivering exercise and physical activity as a priority for their work.

There is guidance and activities to support schools in developing both Outdoor Learning and Learning Outdoors developed by the Leaders of Learning and Leaders of Early Learning in partnership with the team at Blairvadach.

The team at Blairvadach will also be providing support and CLPL on delivering Outdoor Education in a school setting and further afield as part of the Recovery Curriculum

### **Blended Learning; Coherence between School Based Learning and Home Learning**

*Coronavirus – Curriculum for Excellence in the Recovery Phase:* in educational settings and remote learning at home, in line with the curriculum to reflect local circumstances.

### **Glasgow 3Rs Curriculum**

In planning the curriculum, teachers will plan learning activities which will be delivered during their time in schools. These will then be linked to activities which children will complete at home. The links between school based learning and learning at home will have to be carefully thought through to ensure learning for children is coherent and progressive in their context and circumstance. Staff will have face-to-face contact with children across each week which will make the planning of home learning more straightforward.

To support teachers in this, the Glasgow Improvement Challenge Team are extending the 'Glasgow Counts' and 'Literacy for All' frameworks to include activities for learning at home and learning outdoors.

Education Scotland are developing 'Scotland Learns' which also has an increasing number and range of resources from which teachers will be able to select to support the learning they have delivered in school.

### **Digital Learning**

*Coronavirus – Curriculum for Excellence in the Recovery Phase:* Focus on promoting and developing skills that will increase children and young people's abilities to learn remotely.

### **Glasgow 3Rs Curriculum**

A small group of DLOs, supported by a Lead officer and a secondee, are considering how experiences and outcomes, in both computing science and digital literacy, at every level from early through second, can be exemplified and incorporated to support the delivery and

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children's entitlement to learning in other curricular areas. This exemplification, including digital recordings will be quality assured and available for an August return of pupils. Professional learning opportunities to support schools' and practitioners' use of applications such as Showbie and Seesaw will continue.

### **Glasgow 3Rs Curriculum Planning**

Headteachers should now use this guidance and work with all of their staff to develop their approach to Curriculum for Excellence in the Recovery Phase. By doing so, the curriculum offered will be in line with both national and local authority advice.

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