

# Education Recovery



## Vernon Primary School's Recovery Curriculum

### Introduction:

Vernon Primary School always places children's well-being at the centre of our thinking when looking at ways to support children returning back to school following the national response to the Covid-19 pandemic. We acknowledge that the children will have had different experiences during this time. However, the common thread running through all is the loss of routine, freedom, relationships, social interaction, opportunity, structure and educated knowledge.

*'You cannot underestimate the impact of the loss of that social interaction. It is as key to their holistic development as any lesson. Human beings are fundamentally social creatures, and the brain grows in the context meaningful human to human interaction.'* (Barry Carpenter, CBE, Professor of Mental Health in Education)

At Vernon Primary School, we recognise that these losses can trigger anxiety in children. We also acknowledge that an anxious child is not in a place to learn effectively. With this in mind, Vernon Primary School has thought about the most effective way to support children's transition back into school life with a readiness to learn. We believe that our approach encompasses and supports the holistic development of all children to enable them to reach their full potential.

### Rationale:

Our approach will be based on the DfE's recommendations alongside the research of Professor Barry Carpenter, who has developed the Recovery Curriculum, as a response to the losses described above. It is a way for schools to help children come back into school life, acknowledging the experiences the children have had. We strive for children to be happy, feel safe and able to be engaged in their learning; as educators, this means leading them back to their rightful status as a fully engaged, authentic learner. A way to achieve this is using the following 5 Levers:

**Lever 1: Relationships** - *We cannot expect the children to always 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. We will reach out to greet them, work tirelessly to build our relationships and use these to cushion the discomfort of returning back to school.*

**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 children 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 children to heal this sense of loss.*

*'Nobody else is quite like me'*

**Lever 4: Metacognition** - In different environments, children will have been learning in different ways. It is vital that we make the skills for learning in a school environment explicit to our children 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

*'Now is the time to return to more humane approaches concerned with the fundamental wellbeing, and secure positive development of the child. Without this there will be no results that have true meaning and deep personal value to the child in terms of their preparation for adulthood.'*

Professor Barry Carpenter, CBE is Professor of Mental Health in Education at Oxford Brookes University.

## Intent

Our aim is to ensure a holistic approach as we welcome back all children, staff and parents. We understand that children will be returning to school with a vast range of starting points, some of whom may have been personally affected by Coronavirus and its devastating consequences. In addition to the sense of loss, our children have been through a period of learning that is both limited in the quantity and quality. We know that some children have had no learning at all due to a lack of parental support. We also acknowledge that some children have undertaken some independent learning, without the teacher to intervene, which can lead to mistakes, misunderstandings and misconceptions going unchecked.

The experiences of home learning will vary from child to child and our curriculum plans need to be adaptable and responsive to support the diverse needs of all learners. Our curriculum also needs to reflect the uniqueness of our families as this will be vital during the recovery phase of our curriculum. We have also considered the need for some periods of blended learning as children may need to isolate or Vernon Primary School could face a period of local or national lockdown.

Our recovery curriculum is designed around six key areas that we believe will have the greatest impact on supporting children to recover from the loss suffered throughout this pandemic and ultimately impact on their academic achievements as life-long learners.



### 1. Re-establish routines and behaviour

We acknowledge that children have had significant changes to their daily routines as the nation battled to deal with the pandemic. Many children have been absent from school for long periods of time and the expectations at home are very different to those that are expected in school. We have dedicated the first few weeks of the Autumn term to ensuring that children are able to settle back into the daily routines of being back at school and adapt to the high expectations of appropriate behaviour.

Rewarding and recognising positive behaviour is the main driver of managing behaviour at Vernon Primary School. All adults reward children for positive behaviour using a fair and consistent approach. Children can be rewarded for 'in-the-moment' positive behaviour using 'dojos'. Children will receive positive verbal feedback, headteacher and star award certificates home or positive conversations with parents/carers at the end of the school day. Children can also receive the weekly Praise certificate in recognition of their positive behaviour or learning behaviour that is linked to our curriculum drivers: creativity and curiosity; independence; respect and co-operation.

*'Nobody else is quite like me'*

## **2. Welfare and wellbeing**

The welfare and wellbeing of children, parents/carers and staff is one of our main priorities as we recognise that low self-esteem and unhappiness can lead to poor performance, absence and mental ill health. The following provision has been put in place:

### Children

- Individual class 'worry monsters'
- PSHE lessons and themed assemblies linked to the different areas of wellbeing.
- Lessons on metacognition and wellbeing
- Check in sessions from a member of the pastoral team, led by the school's dedicated Pastoral Manager.
- 1:1 or small group counselling for identified individuals.
- Individual wellbeing plans led by the school's 'Mental Health Lead' where appropriate.

### Parents/Carers

- Drop-in sessions with SENDCo or DSL
- Signposting to different agencies
- Opportunities for consistent/regular communication with class teachers and SLT
- Opportunities for liaison with school's Pastoral Manager and Mental health Lead if needed.

### Staff

- Mentor and coaching to support development
- Fortnightly key stage meetings to seek support and guidance
- Free access to Mental Health and Wellbeing support from SAS App
- Tailored CPD to support teaching
- Revised marking policy, new guided reading system and revised phonics planning programme to create a reduction in marking

## **3. Family Engagement**

Communication and partnership with parents and carers is crucial in supporting children to learn, especially as we face the unprecedented time of dealing with the coronavirus pandemic. How parents are feeling at this moment in time varies based on their own circumstances and feelings regarding the pandemic. We acknowledge that a clear approach to building on relationships is key to increasing parent confidence, attendance and support with home learning.

- A rota for meeting and greeting parents in the playground has been created, ensuring that they have a familiar and friendly person to talk to about any questions or concerns they may have. In addition, leaders and class teachers are always in the playground/in their classroom outdoor area at the start and end of each day.
- Safeguarding and SENDCo meetings are still taking place. These are carried out virtually, over the telephone or face to face outdoors (and indoors when restriction permit these). Offering a range of meetings allows us to reach and support as many parents as we can.
- Feedback to parents about how children are getting on is also strongly encouraged. Phone calls, daily conversations with class teachers and certificates home are all part of our plan to improve parental relationships and engagement.

## **4. High Quality Teaching and assessment**

We firmly believe that through high quality teaching and learning, teachers are quick to respond to children's gaps in knowledge, address misconceptions and scaffold new learning. We have reshaped our curriculum to ensure that children are taught the knowledge and skills they need to thrive and that this knowledge is revisited and retained for life-long learning.

Subject	Education Recovery Response
<p style="text-align: center;"><b>English</b></p>	<ul style="list-style-type: none"> <li>• Reading focus in the autumn term will be on key skills such as fluency, stamina and vocabulary. Baseline assessments to be carried out in reading (through comprehension and decoding tasks), writing (through independent writing tasks) and phonics (using 'Little Wandle' baseline assessment tools) – children identified for further support, as well as whole-class themes and opportunities for consolidation.</li> <li>• Innovative new 'Reading Hub' has become a centre of reading in the school, an immersive space where children can develop their love of literature and become immersed in books. This space will be used by all children across the school regularly, for 'stop, drop and read' sessions, additional phonics, library skills, shared reading or individual reading opportunities.</li> <li>• Additional opportunities for reading throughout the school day (as well as during English lessons, individual reading and Guided reading sessions); regular 'stop, drop and read' sessions to allow children to read and/or hear books. Teachers will, at times, choose literature that focuses on emotions and emotional language to support children's anxieties and wellbeing at the same time as their reading knowledge and enjoyment of literature.</li> <li>• Reading streams introduced throughout the school to expose children to books based on a theme. The books have been carefully selected to extend the children's vocabulary.</li> <li>• Teachers to select books, both as a stimulus for English lessons, as well as for additional reading opportunities, that are rich in vocabulary and promote a love of words, literature and to enhance children's exposure to quality texts.</li> <li>• There will be ample opportunities for children to practise their writing during English lessons and throughout other subjects. The primary focus will be based around re-visiting previously taught skills, ensuring that the basic components for writing are re-embedded. Teachers will be aware that children's writing stamina will have decreased and that shorter pieces will be needed initially. Writing sessions to be designed to increase stamina for writing over time. Regular handwriting practice, as well as intervention groups, to continue throughout the school.</li> <li>• Daily systematic, synthetic phonics within a specific programme ('Little Wandle Letters and Sounds Revised') to take place at the same time daily for all reception and Key Stage One children.</li> <li>• Additional support and reading opportunities for those children making the slowest progress (lowest 20% of readers) – this includes phonics, individual reading and 1:1 support.</li> </ul>
<p style="text-align: center;"><b>Mathematics</b></p>	<ul style="list-style-type: none"> <li>• Opportunities to learn and apply mathematics skills into other subjects has been developed to support children gain the knowledge that they have lost throughout lockdown, such as incorporating data handling from investigation and elements of time into science and humanities or using direction, co-ordinates and keeping scores of games using tallies in PE.</li> <li>• When deciding what to teach to support education recovery most effectively, leaders can help all children by focusing on making sure they are fluent and confident in the facts and methods that they most frequently need in order to be successful with further study. In the context of missed education, it remains crucial to take the time to practise, rather than moving through curriculum content too quickly. What children already know is key. Progressing to teaching new content when children are not secure with earlier content limits their chances of making good progress later.</li> <li>• The sequence of teaching mathematical content is also very important: gaps need to be filled before new content is taught.</li> </ul>
<p style="text-align: center;"><b>Science</b></p>	<ul style="list-style-type: none"> <li>• Our carefully designed spiral curriculum in Science ensures children revisit prior learning in order to gain new knowledge. Careful mapping of the curriculum has highlighted what prior knowledge has been missed and when this will be revisited at the beginning of a new concept. Using the Rosenshine's Principles of Instruction as the basis for all of our teaching ensures all lessons begin with a review of previous learning. New material is then presented in small steps, facilitating children's understanding before moving on.</li> <li>• The use of pre- and post- assessments help teachers to know exactly where children are before beginning a new concept. This ensures that prior knowledge is secure and any misconceptions or gaps can be carefully eradicated. Post assessments support</li> </ul>

	<p>teachers to check the understanding of children in their class. These are carried out the week before the end of the topic so that they can inform where extra support and intervention may be needed. The use of progression documents also helps to support teachers know what prior knowledge children should have before moving on. These are used to re-cap past objectives as necessary or pitch objectives lower and teach 'up' to close the gap.</p>
<b>Computing</b>	<ul style="list-style-type: none"> <li>• The Computing subject leader has worked alongside the head of Computing at Poynton High School to map a 'Computing Curriculum Journey'. This is introduced in Year 1 and continues through to Year 11 and, if appropriate, through to A-Level. Throughout this process, a focus has been to ensure any missed knowledge that is crucial for children's next steps was incorporated into each unit of work. This is particularly important due to the hierarchical aspects such as programming, algorithms, understanding computers, and data. Priority will also be given to using computing devices safely and responsibly, depending on children's previous exposure to and experience of technology.</li> <li>• The DfE funded computing programme devised by the 'National Centre of Computing' has been adopted by the school to provide full curriculum coverage and clear progression from Year 1 to Year 6.</li> <li>• At Key Stages One and Two, teachers will give priority to developing children's knowledge of algorithms, notably sequencing in Key Stage One. In Key Stage Two, teachers will focus on sequencing, selection and repetition. Children will be given enough time to practise programming to secure knowledge of key programming constructs.</li> <li>• Gaps in knowledge of how to use digital devices will be identified in the Autumn term and addressed as a priority. At Vernon we felt it is important that children use devices confidently and competently, so that they can focus on complex tasks without also having to learn how to use a device, which may otherwise get in the way of processing information. Google Chromebooks have been purchased to enable up-to-date technology usage for all children throughout the school.</li> </ul>
<b>History</b>	<ul style="list-style-type: none"> <li>• In History, priority curriculum content is focused on the specific knowledge that will be critical for progression. Each year group will revisit and teach the milestones previously planned for each key stage, i.e. the objectives that have been previously split across Year 1 and Year 2 will be merged and therefore all the historical objectives for Key Stage One will be taught in Year 1 and then consolidated in Year 2. This approach also applies to Lower Key Stage Two and Upper Key Stage Two.</li> <li>• Throughout all History teaching across the school, there will be an additional theme of leadership that threads through learning, to support our children in recognising and reflecting on the different attributes/perceptions that represents positive leadership.</li> <li>• Each year group has an additional adventure &amp; exploration enquiry unit that focuses on the key historical skills of using sources, chronology and evidence.</li> <li>• In Key Stage One, the priority curriculum content will include a range of sufficiently detailed period- specific knowledge. Children will have the opportunity to situate this knowledge in relation to other significant historical events studied and will have opportunities to learn about particular people and places through records and artefacts.</li> <li>• In Key Stage Two, teachers will establish strong foundations for studying a wider range of periods, with greater complexity. Teachers will regularly locate this knowledge in wider timelines so our children gradually gain a sense of the chronological relationship between different historical events and periods. At Vernon we are aware that we will need to develop children's knowledge of how historians study the past and construct historical arguments (for example, considering what makes claims valid or invalid). Historical knowledge and knowledge of how historians work support each other, so our children will not develop one without the other. It is likely to be less effective to focus on 'source skills', for example, in isolation, than to study, in diverse contexts, how historians approach sources and evidence.</li> </ul>
<b>Geography</b>	<ul style="list-style-type: none"> <li>• At Vernon, our priority is to make sure children have gained adequate knowledge of different places and therefore teaching will explore select locations in greater depth. Prioritising the regular use of atlases and maps can reinforce children's locational knowledge and their sense of place.</li> </ul>

	<ul style="list-style-type: none"> <li>• Geographical fieldwork remains an important focus across the school and the curriculum has been reshaped to ensure that this skill threads through every year group. Each year group has a termly fieldwork focus that intends to identify and emphasise core geographical skills and knowledge.</li> <li>• In Key Stage One, key knowledge and skills, including basic locational knowledge such as the names and locations of the world's continents and oceans, will be the focus to address missed education and provide the basis for knowledge that will be required further on in their educational journey.</li> <li>• In Key Stage Two our curriculum prioritises knowledge such as weather and climate, geology, topography, trade links, and natural resources and their distribution.</li> <li>• We have chosen to teach these concepts using an example of a region (for example, the Amazon rainforest). These aspects of Geography, as well as locational knowledge, are fundamental to children's understanding of the interconnectedness of Geography, as seen for example through biomes, or the location and development of settlements. A secure grasp of this underpinning knowledge will ensure that children are ready to learn subsequent knowledge about human and physical processes as their educational journey continues into high school.</li> </ul>
<p style="text-align: center;"><b>Art &amp; Design</b></p>	<ul style="list-style-type: none"> <li>• Our planning identifies and emphasises core knowledge across each year group; this includes approaches to the creation of art as well as its historical and cultural development.</li> <li>• We ensure that children have a secure grasp of the formal elements of art; knowledge of colour theory, tone, line and shape underpins all artistic study and practice. Without a clear understanding in these areas, children will struggle both to analyse and interpret the work of artists they study, and to manipulate different media to create particular effects in their own artwork. We have decided to use portrait drawing as a repeated focus to refine and develop both their subject knowledge and practical skills.</li> <li>• Children's skills in manipulating tools and equipment to create work and use their imagination are essential for exploring materials and techniques later in the curriculum. It is therefore a priority, in EYFS and Key Stage One, to develop and embed fine and gross motor skills by teaching children how to use a range of tools competently. This includes cutting with scissors or using the correct grip for specific art tools.</li> <li>• In Key Stage Two, teachers are prioritising securing depth and mastery of children's practical knowledge, such as different artistic methods, techniques, media and materials. Securing this knowledge allows children to communicate, record and create.</li> <li>• Teachers are revisiting previous content, placing more emphasis on developing mastery in the process of making rather than a performative final outcome.</li> <li>• Key inspirational artists have been identified throughout each unit of work to ensure that children's cultural capital is enhanced and they become introduced to and familiar with artists they may not have been exposed to.</li> </ul>
<p style="text-align: center;"><b>Design &amp; Technology</b></p>	<ul style="list-style-type: none"> <li>• At Vernon we have decided to prioritise developing children's ability to design by, first, providing their knowledge of materials, equipment and tools to support their application of concepts such as 'functionality' and 'aesthetics'.</li> <li>• Across the school we are encouraging children to work with a range of simple materials, including textiles and ingredients, emphasising the design process rather than simply the end product.</li> <li>• Where practicable, children will be introduced to simple tools and their safe use to meet an identified need.</li> <li>• Teachers are revisiting previous content, placing more emphasis on developing mastery in the key skills of making rather than a final outcome, alongside exposing the children to a designer or architect linked to their area of interest for the term. For example, in Year 2 a focus area is construction – and the children will be exploring the work of the architect: David Adjay. Focusing on a key inspirational designer or architect identified in each unit also ensures that children's cultural capital is enhanced and they become introduced to and familiar with individuals they may not have been exposed to.</li> </ul>
<p style="text-align: center;"><b>Physical Education</b></p>	<ul style="list-style-type: none"> <li>• Our PE subject leader recognised that the curriculum needed to be adjusted in order to give priority to supporting children to be physically active and confident in fundamental movement skills, as well as developing the complexity and accuracy of movement patterns. Therefore we have invested in the 'Primary PE Passport', a</li> </ul>

	<p>planning, assessment, CPD and evidence tool to support and reshape our PE curriculum. This tool will strengthen the planning and assessment of PE across the school to ensure that our children receive a balanced and broad PE curriculum that enables gaps in our children’s knowledge to be easily identified and addressed.</p> <ul style="list-style-type: none"> <li>• It is a priority to develop and refine children’s fundamental movement skills in a variety of contexts, including dance and game-based activities.</li> <li>• In Key Stage Two, each context will require different knowledge to develop competency. For example, developing attacking and defending strategies in netball and football will require our children, in each case, to remember and understand different knowledge.</li> <li>• Swimming and water safety will remain a priority at Key Stage Two.</li> </ul>
<p><b>Music</b></p>	<ul style="list-style-type: none"> <li>• We have incorporated the recently published Model Music Curriculum throughout the school and reshaped our music curriculum accordingly to focus more on musical styles, eras and inspirational musicians and performers.</li> <li>• A key priority in all key stages is a curriculum which allows a return to practical music-making through singing and playing instruments (including music technology). To ensure the safety of our children and staff, this is carried out in line with the DfE’s current Schools coronavirus (COVID-19) operational guidance and with the guidance issued by the Department for Culture, Media and Sport (DCMS).</li> <li>• To support our teachers in delivering our music curriculum, we have invested in Kapow music programme; this tool supports teacher’s with their CPD as well as provides quality resources and progression documents.</li> <li>• At Key Stage One, the music curriculum will maintain its focus on increasing children’s accuracy, fluency and expression through singing and playing a range of instruments. Singing familiar songs together, concentrating on intonation, phrasing and clear diction, and adding simple rhythmic accompaniments can help to build children’s confidence and quickly develop their listening skills.</li> <li>• At Key Stage Two, the focus will be on the technical knowledge and skills that children have not been able to practise or develop sufficiently through performance or composition work when they have not been in school.</li> <li>• More attention will be given to the extent to which pupils have missed the opportunity to develop their instrumental and singing skills, or their knowledge of constructive elements such as scales, chords and musical forms. To develop this further, we have organised for different year groups, throughout the academic year, to have whole class music lessons taught by an external provider (through our partnership with Love Music trust); for examples, all Year 5 children will be taught how to play the ukulele.</li> <li>• The music subject lead had liaised with SLT in order to carefully consider the order in which key components are taught or re-taught, so that these important skills can be rebuilt deliberately and incrementally.</li> <li>• As Vernon, to reintroduce children to practical music-making, we will also focus on their aural development, which is important in rebuilding their expressive knowledge and understanding of music.</li> </ul>
<p><b>Religious Education</b></p>	<ul style="list-style-type: none"> <li>• We feel our children need to develop thorough knowledge of a particular religion, its origins, settings, cultures, stories, sights and sounds, as then they will gain not only a secure sense of what a religion is but will also have a strong foundation for studying other religions. At Vernon, our teachers will therefore retain breadth of study within a religion. As we acknowledge that if this strategy is not used, children may develop misconceptions about what it means to be religious and non-religious.</li> <li>• At Vernon, we feel it is appropriate to concentrate teaching on two religions, in depth, to ensure children have a sense of the diversity of religions, as well as non-religious worldviews such as Humanism.</li> <li>• We continue to work with the Cheshire East SACRE (Standing Advisory Council for religious education) to ensure coverage and progression of skills and knowledge throughout the school. Our RE subject leader has recently become a key member of this Local Authority steering group to ensure the school’s full involvement in future planning developments and initiatives for the subject.</li> </ul>
<p><b>Languages</b></p>	<ul style="list-style-type: none"> <li>• We recognise that knowledge and development of skills in phonics, vocabulary and grammar is essential for language acquisition. Therefore, our Languages Subject Leaders have developed a concepts and grammar progression map to ensure that</li> </ul>

	<p>these key areas are developed as a focus throughout Key Stage Two, as children begin to learn French at Vernon.</p> <ul style="list-style-type: none"> <li>• A cultural emphasis has also been highlighted in each unit of work and will be overseen by subject leaders to ensure that children experience and learn about the cultural aspects of the country or countries who speak languages they are learning.</li> <li>• A French-speaking specialist will be teaching the language lessons for all Key stage two children, so that weekly, every class experiences quality-first language teaching and to ensure a consistent and progressive approach. Units of work will ensure repetition and consolidation of grammatical concepts, as well as vocabulary and spelling patterns in French, and will be taught consistently for accuracy by the school's language specialist.</li> <li>• Vocabulary books will be developed for each child to emphasise the importance of mastering spelling in language acquisition.</li> </ul>
<p><b>PSHE</b></p>	<ul style="list-style-type: none"> <li>• The law requires schools to provide relationships and health education to all primary-age pupils in the academic year 2020/21, Schools are also required to publish a Relationships and Sex Education (RSE) policy and to consult parents on it – this is in place and has been embedded across the school.</li> <li>• The PSHE curriculum to be a focus for all classes within specific chosen Vernon themes (to be decided by the end of the Summer term to allow time for teachers to plan appropriate activities) – these themes will be related to pupil's wellbeing and emotional health during and after this unprecedented time and will take children's individual needs/attitudes/behaviour into account.</li> <li>• We will be prioritising the following themes: mental wellbeing, physical health and fitness, respectful relationships and being safe.</li> <li>• The school's Emotional wellbeing website page is updated to reflect updated resources and support available during and following covid-19 lockdown.</li> <li>• The whole-school 'Rainbow Rules' that were created during lockdown to be rolled out to all classes on full reopening in September to encourage a smooth transition back into a changed school environment and to encourage safety, hygiene and social distancing.</li> </ul>

### 5. Basic Skills through the curriculum

A key part of our curriculum is to deliver and re-embed basic skills. To enable us to do this, we have and will be investing in initiatives such as: new laptops and iPads to enable children to complete daily activities and interventions, such as TT Rock Stars, Numbots, Nessy; a fully embedded Big Cat Collins e-library access by all children both in school and at home to enable regular reading, as well as phonics reinforcement; a revised systematic synthetic phonics programme 'Little Wandle Letters and Sounds Revised' taught throughout EYFS and Key Stage One; and an innovative Reading Hub in school to promote a love of reading and a passion for literature. Basic skills will also be identified and implemented through AFL. AFL is an important method of assessment at Vernon Primary School and will ensure that where basic skills are needed, instant feedback is provided in the moment to fill any gaps children may now have. Pre and post assessments will allow teachers to identify gaps in basic skills, such as our Feedback and Improvement Tasks (FIT activities) in English and Mathematics. Teachers can then build on the knowledge they have retained and revisit any knowledge they may not have been secured due to the pandemic.

### 6. Supporting Early Career teachers

We recognise that teachers that are early on in their career have been impacted by the pandemic. This is either by having their training year cut short or their NQT year interrupted. We acknowledge the importance of high-quality mentoring and coaching to support teachers as they begin their teaching career and as a result, we have taken the decision to increase the support for teachers that are early in the profession. Early career teachers have been allocated additional time out of class to spend with an experienced member of staff to focus on key aspects of teaching that has been highlighted as an area of improvement for the individual teacher. Providing bespoke CPD that targets the individual needs of the early career teacher will help to ensure high quality teaching and learning at Vernon Primary School.