



RECOVERY CURRICULUM & PLAN 2020 - 2021

positive mind.
positive vibes.
positive life.



Overview and Aims

Families and school staff have provided extraordinary support to help children learn at home to the best of their abilities during the Covid 19 pandemic.

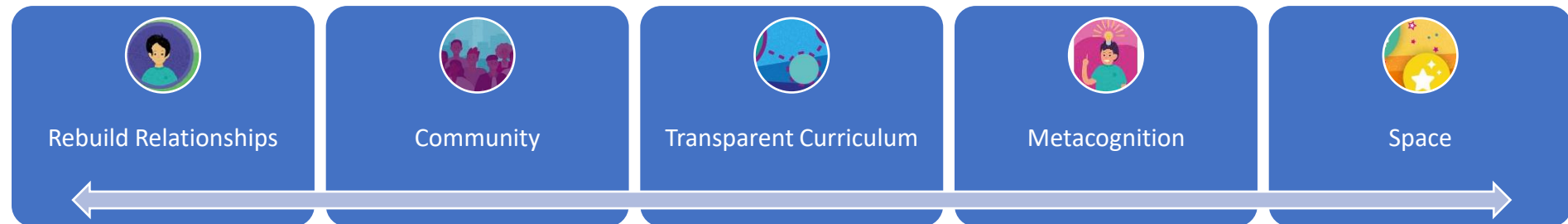


It is essential that we work rapidly and in partnership to ensure that all our children can return to school not only for vital learning opportunities but for social interaction and well-being support. For some children this period of time will have had a greater impact on their education and mental health.

We have considered the needs of our school community to design and plan a recovery curriculum and plan to enable our school community to continue to thrive. This plan will be reviewed and updated to reflect the current situation and needs of our children.

Evidence suggests that globally, children and their families felt a great sense of loss. A loss of friendship, of social interaction, routine, structure and opportunity and freedom. These losses can trigger anxiety in a child. We know that an anxious child is not in a place to learn effectively. So, with this in mind, the school has thought about the most effective way to support your child's ability to learn. This approach will encompass and support the academic expectations for your child.

Professor Barry Carpenter 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 want children to be happy, feel safe and able to be engaged in their learning. We have decided that a way to achieve this for the children is to acknowledge the importance of helping them lever back into school life using the following 5 Levers and adapting for our school.



<https://www.evidenceforlearning.net/recoverycurriculum>

There is a phased approach for our recovery curriculum. During the initial stages, the focus will be put on recovering children's relationships with school - with the emphasis put on children's wellbeing. The second phase will include gradual implementation of the curriculum, closing the gaps in learning and consolidation, followed by moving on to new learning.



Lever 1: Rebuild Relationships

Positive relationships are vital for child development. Children may have experienced loss during pandemic, including the loss of relationships with their peers. They will need help to re-establish friendships, connect with staff and work with others.

Having strong, positive relationships and bonds with our families has been a priority throughout the pandemic. We have welcomed back into school as many children as possible in a full-time routine.

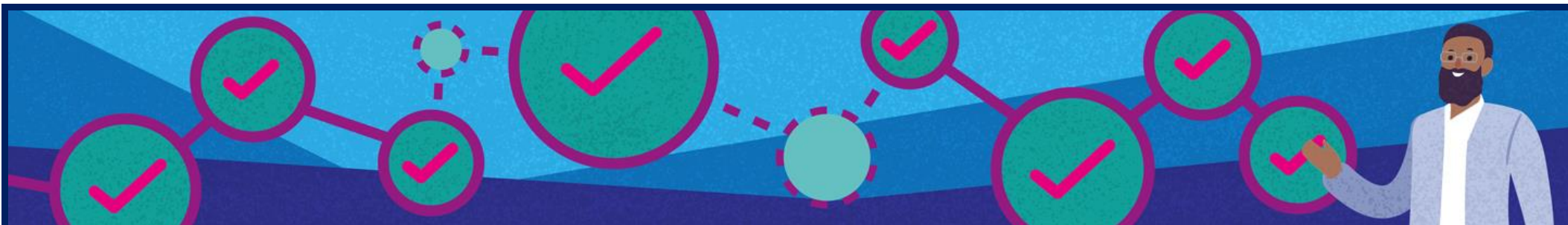
- Staffing has been organised to ensure children have multiple adults allocated to bubbles to support relationship building.
- Door stop home visits take place for all children starting Nursery or Reception for the first time.
- 1:1 transition visit to take place on site mid-year for child, allowing families to see first-hand their learning environment and meet staff.
- Staffing will remain consistent across the school day.
- Parentmail and the school website have been utilised to re-establish connections with children and families.
- Member of SLT available at start and end of day on school playground.
- Year group email contacts to remain for parents.
- The focus on staff wellbeing and positive relationships will continue throughout the year through teambuilding activities and shared support.
- Classes will have daily circle time opportunities to rebuild connections and talk about feelings as well as brain breaks and mindfulness.
- PSHE opportunities will focus on past, present and future concerns that children may have.
- Food parcels will be provided to all vulnerable families of children/families self-isolating.
- Focused on individual and individual family need.
- Focus on building class identity within the first half term
- Golden Assembly to return on a Monday on a Monday from Term 2. Website will celebrate achievements.
- Parent/pupil connections will be established through online platforms – Microsoft teams and New Parent Consultation Cloud
- Opportunities for children to reconnect with each other through play and learning will be provided.
- Shared experiences will be promoted and celebrated.
- Mental Health and Wellbeing is a School Development Priority.
- Parent learning opportunities will commence through webinars / Live Sessions
- Vulnerable children will have specific tailored support provided by consistent adults.
- Children who may have additional difficulties in establishing friendships will be offered specific support.



Lever 2: Understanding the Individual Child and their Community

Children from different communities may have experienced the lockdown in different ways. The curriculum can help children tell their stories, strengthen their sense of self, family, community, and place in the wider world. Throughout the pandemic, we have remained a point of contact for the community; enhancing links. We have remained open throughout term-time and contactable throughout the holidays for those in need of support as well as signposting families for any support they require. The current emerging threats for the community are financial instability, a decline in mental health and impact upon family structure and routine.

- Re-establish relationships with community groups and individuals who visit the school e.g. PCSO, Bridgebuilder, Parish Council.
- RE-opening guidance shared with school community.
- Seek clarification from the local community upon how the school community can provide support e.g., foodbank.
- Having a focus on increased parental engagement and learning support.
- Opportunities for children and their families to share positive learning experiences during lockdown.
- Home learning focused upon shared, fun activities within the home.
- Provide opportunities for nurture throughout the school timetable e.g., milk and fruit, enrichment clubs, story time, circle time, relax kids etc.
- Times to celebrate successes.
- Following risk-assessment provide face-to-face meetings for families when necessary.
- Staff support and signposting.
- Family drop-in sessions with school nursing team to support with toileting, sleep and bedtime routine.
- Mental-health for all will be a School Improvement priority.



Lever 3: Know, acknowledge and address the gaps in learning through a transparent curriculum

Missed learning is a complex issue. Children's needs will vary and not all gaps can – or should – be addressed immediately. Our sequenced knowledge and skills curriculum will be adapted to meet the needs of children.

- Structured routines to allow children the security they need to progress with their learning experience.
- The curriculum will also include new teaching for social distancing, hygiene and behaviour measures.
- Behavioural expectations will be reviewed and established collaboratively within each bubble and each class.
- Ongoing assessment will underpin next steps in learning and will be essential in identifying and supporting gaps in learning.
- In EYFS, the emphasis in the first term will be on enhancing learning behaviours which may have been missed during time out of nursery. There will also be a considered focus upon communication and language.
- The EYFS assessment will be based on observational activity to support reintegration.
- In KS1 there will be a broad and balanced curriculum which is adapted from initial assessments. However, the emphasis of recovery in the first term will be on Reading, phonics, writing and maths. Interventions, additional sessions and parent support/information will focus upon these areas.
- In KS1, individual intervention will be tailored to individual need and may take the form of short, intensive 1:1 support, small group work or post-teaching activities. Teaching Assistant's will be allocated in each bubble to support this strategy.
- Curriculum will be broad and balanced with a range of learning experiences including visits and trips.
- Contingency plans will reflect the adaptations that have been made within the curriculum.
- The individual needs of all children are recognised, but careful consideration is given to those children with SEND or additional vulnerabilities.

(See Revised Long Term Plan)

My curriculum

1.



Lever 4: Metacognition – ensure our children continue to develop the skills for learning.

Professor Carpenter states that ‘it is vital that we make the skills for learning in a school environment explicit’. If children are to get back on track and have self-efficacy, they will need to be aware of the skills they need to learn.

- Opportunities to build independence will be evident and promoted throughout learning within the school.
- Children will have sessions which focus upon metacognitive behaviours and approaches using steps to success. Building Learning Power will be re-introduced.
- Children will be appropriately challenged through careful assessment and identification of appropriate next steps.
- Staff will have a clear understanding of the progression of skills in order to reignite past skills and knowledge to help address gaps in learning.
- The importance of play and development of self-regulation and independence skills will be addressed for Year 1 through regular, specific and appropriately challenging child-initiated play for the first term linked to areas of learning / curriculum missed during lockdown.



Lever 5: Space – a curriculum that engages and inspires, and gives our children the space to adjust.

Our children need to experience joy and to be engaged if they are to feel secure and positive about being in school again.

- Mental Health and Wellbeing will be a School Improvement Priority for the school community.
- Mindfulness activities will form part of the curriculum on a regular basis to help address mental health and sensory issues
- Staff awareness of mental health will be developed over the year and will continue to play an important part of identifying and addressing need.
- Additional support will be in place as a graduated response in the classroom and through external agencies.
- Part-time arrangements are in place for children where required and individual attention and support will be given to families alongside individual risk assessments, where necessary.
- Physical development will remain a priority with a recognition of the importance of physical wellbeing relating to overall wellbeing, mental health and learning behaviours.
- Sensory Room (The Burrow) developed and utilised to support where required.
- There is a shared understanding of the importance of creative activities in order to support communication, overall wellbeing and a sense of self.
- A range of after school clubs on offer for at least three evenings per week to promote physical activity, wellbeing and the arts.
- Breakfast club hours extended to support the community.