

Pilsley CE Primary School

Recovery Curriculum 2020

“When will they actually go back to school?” This is the cry from many parents. But that does not stop us thinking about what it will be like for each and every one of our children, at whatever age, stage or ability level on the day they walk through the classroom door.

It would be naive to think that the child will pick up the curriculum at exactly the same point at which they left it on the day their school closed. Too much has happened. School will look a very different place to when they left it.

Teaching is a relationship-based profession. That has been clearly demonstrated in the response of the teaching profession, supporting children through online teaching during the crisis, and also caring for the children of key workers by keeping schools open. This was not without its inherent risk.

With that in mind, we have provided a summary below of both our approach and the thinking behind it.

We hope that you feel this approach will support your child’s well-being as they begin their re-engagement with learning at school.

A Recovery Curriculum:

Pilsley CE Primary have put the child’s well-being at the centre of our thinking. 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, structure, friendship, opportunity and freedom. These losses can trigger anxiety in any child. Some of you may have experienced this with your own children.

We know that an anxious child is not in a place to learn effectively. So with this in mind, the school community 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.



What is it?

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**.

- **Lever 1: Relationships** – we can't expect our students to 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. Reach out to greet them, use the relationships we build to cushion the discomfort of returning.
- **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 students 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 students to heal this sense of loss.
- **Lever 4: Metacognition** – in different environments, students will have been learning in different ways. It is vital that we make the skills for learning in a school environment explicit to our students 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.

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

Below is a link to his podcast on the Recovery Curriculum.

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

To help us support children with this, there will be a focus on:

Supporting me to build positive relationships with others	
What this area will help me to learn?	What that may look like?
Supporting pupils to rebuild relationships and re-learn how to interact and build relationships with others including sharing, turn taking, greeting and interact with others positively, play alongside and with peers, respond to my familiar adults, seek adults to help, support and comfort me when I need them, know which adults help me and can support me to keep safe when I need them.	<p>There will be opportunities within the day where the focus is on rebuilding relationships with peers and adults. This may be in the form of:</p> <ul style="list-style-type: none"> • Independent learning to nurture parallel and joint play • Turn taking games and activities • Sharing games and activities • Intensive interaction opportunities using call and response games and songs where possible. • Time where adults can give sole attention to pupils re-building relationships □ Games and activities where pupils can work together such as outdoor PE games. • Safety work about who keeps us safe and who can keep us safe at school and at home and in the community. • Safety work about how adults can help us. • Activities that link to children’s interests to show we are interested in them.

Supporting me to manage my feelings and behaviour

What this area will help me to learn?	What that may look like?
Supporting pupils to understand their emotions and feelings and begin to process the experiences they have had. Supporting pupils to relearn some positive behaviour which they may have forgotten being outside of the school environment. Supporting pupils to engage with self-regulation strategies and tools which help me to feel safe and calm. Supporting pupils to understand the world we live in with tools and strategies to help them	<ul style="list-style-type: none"> • There will be clear routines which are supported by visuals and clear communication which may include use of visual timetables so pupils know what is happening each day and at each part of the day. • Some structures and boundaries may be different in school because of social distancing and processes related to this so some tools we will use are social stories and use of visuals to guide and support. • The structure will be supportive and provide opportunities within this that enables and allows pupils to express themselves and express the experiences they have had whilst they were not at school.
process what is different and what we can do to help.	<ul style="list-style-type: none"> <input type="checkbox"/> We will do this by being clear with boundaries and using therapeutic approaches to supporting behaviour and emotions. We will also be using therapeutic tools to support pupils in communicating with us such as building in regular circle time. <input type="checkbox"/> There will be regular sessions where we explore and express emotions through circle time which will support pupils to explore their feelings as well as modelling processing and talking about feelings and emotions linked to this experience. <input type="checkbox"/> There will be regular opportunities for pupils to engage in self - regulation activities such as with sensory breaks, active breaks, and use of resources which support individuals. <input type="checkbox"/> In addition, there will be lots of opportunities for pupils to practise their communication so that they are able to feel like they have a voice and are able to express their wants and needs.

Supporting me to enjoy and achieve

What this area will help me to learn?	What that may look like?

<p>Supporting pupils to have moments here they feel success and can engage in moments of enjoyment and achievement which may feel usual to being in school. This will be within pupil's abilities and easily accessible recognising that when pupils have experienced trauma, their abilities to learn new concepts and be challenged is less. Pupils often use schemas of learning which they are familiar to explore when processing events in their lives and planned provision will focus on what is familiar. I.e. play provision that enables schematic exploration. Relaxation time, independent learning, circle time, and phonics.</p>	<p>We will use familiar curriculum type sessions that pupils will be used to that provide children with experiences that feel like "the norm". Using what we know about schematic learning and how children process, this will look like familiar structured sessions in the pupil's day and opportunities to engage in play opportunities.</p> <ul style="list-style-type: none"> • We will be providing enjoyable activities which provide children with "fun" so that they can rejuvenate with positive endorphins and want to engage. • Sessions which will feel familiar will be different for each class group but ideas will be: Curriculum sessions that provide familiar structures (like phonics, maths, guided reading) Independent learning where provision takes account of schematic learning. Outdoor play Storytime – Class novel time
	<p>□ Learning in these sessions will link to previous and current topic learning children's key interests and motivators. Children will have missed out on many opportunities being at home that they are naturally exposed to at school like peer play, active opportunities and experiences which develop their cognition and learning and these will be built into each day to support children to have a broad range of opportunity, experience and fun.</p>

Supporting my physical health and wellbeing	
What this area will help me to learn?	What that may look like?

Supporting pupils to re-engage with physical health and wellbeing routines as well as learn new routines which will support pupils to keep safe and enable infection control. This will include hand washing, social distancing, and understanding of new school routines. Supporting pupils to be independent and to be physically well through active sessions, use of outdoor space and understanding about keeping physically well.

We will be planning in lots of time where children are able to explore and reinvestigate their environments to become familiar with what might be different (i.e. one way systems in school, different markings in school, different access to resources in the classroom, some rooms which are closed to different classes) and understanding these differences will be supported with social stories and discussion.

Learning in supporting my physical health and wellbeing will focus on managing and coping within new processes keeping safe. This will include:

- Understanding what is different about school and how to navigate this environment
- Hand washing and hygiene measures
- Adapting to using areas of the school that may not be usual.
- Keeping and maintaining social distancing
- Catch it, kill it, bin it messages
- Health and hygiene sessions focussing on washing, being independent and looking after yourself.

We recognise that moving forward children may require extended support as the country continues in this journey of recovery also. This recovery curriculum will be in place supporting learning of all our pupils throughout this time.