Hemingbrough Community Primary School

Recovery Curriculum March 2021

Rationale:

Children cannot pick up the curriculum where they left off before school closure. They will need to re adapt to classroom learning, its different rules and distractions, to learn again how to maintain focus and work independently from adults and alongside their peers to solve problems.

The impact of the loss of social interaction should not be underestimated. It is as key to their holistic development as any lesson. Human beings are fundamentally social creatures, and the brain grows in the context of meaningful human to human interaction. What will the children be making of this period of non-attendance? What worries will they have because grown-ups stopped them going to school?

The common thread that runs through the current lived experiences of our children, is loss. The loss of routine, structure, friendship, opportunity and freedom. From loss emanates three significant dynamics that will impact majorly on the mental health of our children- Anxiety, trauma and bereavement. These are powerful forces. For them all to appear at once in an untimely and unplanned fashion is significant for the developing child. Our children are vulnerable at this time, and their mental-health fragile

It is therefore important that we address the fundamental wellbeing of our children and secure positive development for them all.

Our Recovery Curriculum is based upon the 5 Levers, outlined in 'A Recovery Curriculum: Loss and life for our children and schools post pandemic' by Barry Carpenter (Professor of Mental Health Studies) as a systematic, relationships-based approach to reigniting the flame of learning in each child. Many children will return to school disengaged. School may seem irrelevant after a long period of isolation, living with a background of silent fear. Our mission as educators, will be to guide our children through a process of re-engagement, which leads them back to their rightful status as fully engaged, enthusiastic learners.

Lever 1: Relationships

Problem	Desired Overall Outcomes	Intervention Description What?	Implementation Activities How?	Implementation Outcomes
Pupils Our children may not return joyfully, and many of the relationships that were thriving, may need to be invested in and restored. We cannot expect this to happen without support.	Pupils Children are fully **supported** to re-build and maintain positive relationships with others	Opportunity within the day to focus on re-building relationships with peers and adults through: • Turn-taking/sharing games and activities • Greeting each other daily, ensuring all feel valued • One to One time with adults • Working together on problem solving activities across the curriculum • Discussion around safety in school and the community – who keeps us safe/helps us? • Listening to children's interests and their experiences over lockdown • Maintaining dialogue with parents/carers	Resources • School resources (games etc) • Jigsaw • See links on school website (under Home learning – wellbeing) • Structured conversations • RESET resource pack • Books: The Colour Monster, Silly Billy. The Day the Crayons Quit	Children will maintain positive relationships and be able to work and play collaboratively

Lever 2: Community

Problem	Desired Overall Outcomes	Intervention Description What?	Implementation Activities How?	Implementation Outcomes
Pupils Children have been disassociated with the school community and behaviours for effective learning within the school community may be lost	Pupils To engage children in the transitioning of learning back into school	• Listen to children and their experiences • Clear routines, boundaries and expectations • Familiar and consistent rewards/sanctions • Use of visual timetables • Circle time/PSHE • Therapeutic tools, strategies, interventions	Resources • Staff expertise in nurture • Jigsaw • Lego therapy • RESET resource pack • Books/poems: The 'Corona Collection', Abracazebra, Monty and the Poodles	Children re engage with classroom learning and the school community

Lever 3: Transparent Curriculum

Problem	Desired Overall Outcomes	Intervention Description What?	Implementation Activities How?	Implementation Outcomes
Pupils Our children will feel like they have lost time in learning and we must show them how we are addressing these gaps	**Pupils** For children to enjoy learning and reach individual/age-related goals	• Quizzes and assessments that identify gaps in learning across the curriculum to inform future teaching and learning including intervention • Revisiting topics/themes • Share what we are doing and why with children • Use of familiar curriculum and structures (phonics, reading, writing, maths) • Enjoyable/fun activities (outdoors where possible) • Story time (all classes) • Opportunity for active learning	**Resources** • Intervention resources • Jigsaw • RESET resource pack • Arts based activities/Premier league stars • Subject LTP's etc • Assessment resources • Subject leaders: Find out from class teachers what learning has been lost/where there are gaps in learning Review/audit teaching and learning – what key objectives need embedding/securing to move forwards Revise LTP's (skills and knowledge) Address SEND needs Update Action Plans	Needs of all children addressed Children begin the journey of recovering lost learning

Lever 4: Metacognition

Problem	Desired Overall Outcomes	Intervention Description What?	Implementation Activities How?	Implementation Outcomes
Pupils Children have been learning in different environments and in different ways	Pupils Make the skills for effective learning in the school environment explicit to re-skill and re-build confidence as learners	- Explicitly teach metacognition skills using our identified Learning Powers - Promote and develop metacognitive talk - Embed Metacognition skills across all areas - Activate prior knowledge - Model metacognition strategies - Practice skills and strategies through appropriate levels of challenge in the curriculum - Allow time for reflection	- Staff re-visit metacognition/growth mindset books and EEF resource - Staff plan lessons to develop skills and strategies - RESET resource pack - Jigsaw - Introduce REST as assessment tool to monitor resilience and engagement, addressing areas of need (individual and class)	Children have the strategies and skills they need to work and solve problems independently

Lever 5: Space

Problem	Desired Overall Outcomes	Intervention Description What?	Implementation Activities How?	Implementation Outcomes
Pupils Children may find returning to the school environment challenging	Pupils To provide opportunity to 'be' and explore physical environments	• • Consider, discuss and explore important places/spaces • Discuss the changes in school environment • Mindful activities	Resources • 60 mindful minutes and other mindful resources • RESET resource pack • PE and outdoor activity • Photos of how school looks now	Children will feel comfortable in the school environment and know where other spaces make them feel safe