



Our Recovery Curriculum 2020+

What is the rationale:

Children returning to school following lockdown have experienced loss (routine, freedom, relationships, social interaction, structure) and have lived through a collective trauma. For some of our children this will be an Adverse Childhood Experience (ACE) which we know has a long lasting and significant impact on educational development. It is important that we do not just assume that the children will pick up where we left off. We need to plan to recover from this. COVID-19 has changed our lives and our world to a degree and it is important that our children understand that we are aware of this and that we are working collectively to bring them back to the world of learning so we can help reduce children's anxiety and reinstall a love of learning.

The intention of a Recovery Curriculum is to provide opportunities to **rebuild relationships** and a **sense of community**, provide **space** to **establish a sense of [awareness of] self** and to **relearn metacognition and our learner tools**. The focus will be *gently* returning to some resemblance of routine whilst enabling play, outdoor exploration and physical development & mindfulness.

This Recovery Curriculum is based on the 5 Levers:

Relationships - build up/upon these to cushion the anxiety of returning.

Community - listen to what has happened, engage in transition of learning back into the school community

Transparent Curriculum - be explicit about addressing the gaps so they feel secure that something is being done about the lost time in learning.

Metacognition - supporting children to relearn, think, know how they learn best building a sense of awareness – revisit Learner Tools.

Space - provide opportunity to rediscover self, cultivate awareness/mindfulness, find their voice in learning & exploration.

Presumptions:

It is hard to make accurate predictions about the children and where they will be with their learning, as families will have responded to the crisis in different ways. For some of our families they have accelerated their child's learning due to having high levels of parental engagement throughout, for others they possibly have not even picked up a pencil yet. Below I have listed some presumptions that are quite likely for many of our children:



- The children have had a lot of screen time, be it completing home learning on One Note, through to playing games and watching YouTube. Many of our children have probably had much more screen time than they will normally have. We will try not to promote too much screen time as many will have had lots recently.
- Some children will have not picked up a pencil since March 20th
- Our children will have significant gaps in knowledge
- Children have lost routine and structure

What will Our Recovery Curriculum Look Like?

For the first three weeks of term we are delivering a more focused curriculum, rather than the normal broad and balanced curriculum.

The key components of the first three weeks are:

- Text led Topic – linked to a book on ACE
- Maths key skills session
- PHSE / Mental wellbeing work
- Physical learning – outdoor games and activities / PE style lessons
- Other sessions on skills that you feel the children need.

As we discussed before we broke up, we are not jumping back into the full curriculum as normal, instead we are going to start with a three-week mini unit that is book led that is linked to the ideas of Adverse Childhood Experiences, such as anxiety, grief, separation etc. There are many, many books out there which focus on this and it is recommended you use one of these (please see Microsoft Staff meeting team for images). Teachers choose their book and plan accordingly for their class, focusing on key English skills (from previous year's objectives) and promoting reading and writing. Alongside this we want to be looking at key maths skills linked in with previous year's objectives to see the impact COVID-19 has had on maths. The idea of the maths sessions is to help us to identify what additional support is needed and for who. Lots of fun maths sessions, using maths resources/manipulatives to revisit the four operations, place value and number bonds/tables. For core subjects please link learning to ESI's from previous year to help gauge where we need to work moving forward. There will also be a daily PSHE session, the length and timing of this is flexible and at the teacher's discretion – see PSHE section below. In addition to this, I would like to fit in some form of outdoor learning/PE based activity to increase active learning. There are some activities I can send you with some ideas to help you with this.

PSHE – focusing on our recovery:



For the first five weeks of term I would like there to be a daily PSHE input. The time of this session and duration is to be decided by the class teacher, but this is a vital part of our recovery curriculum. Each week there is a different theme linked directly to the 5 key levers of recovery mentioned. I have some key learning objectives and activities for teachers to use to assist with planning to help with this. I will share these during INSET day (week one will be emailed out with this document). You can also download these planning support documents directly beforehand from this website – just click the link for the week you are interested in.

<https://www.compasshub.net/the-recovery-curriculum>

Other learning time:

In addition to all of the above subjects/focuses, teachers are able to bring in any additional areas/subjects that they feel the children need at this point of time. For example, teachers may choose to keep STEAM afternoon if this is something that they think will help engage the children and create fun learning opportunities.

RE:

It is important that we try to link in our Recovery curriculum plan with our RE, our values and our ethos. When we talk about relationships it is really important that we discuss relationships we have with God alongside this and the things that we can learn from the Bible. Where there are biblical stories that we can use to get the message across I would encourage staff to incorporate these. Please speak to Lisa if you need assistance with this.

After 3 weeks:

We will assess the children to identify where gaps are and to identify what additional support is needed. We then return to our broad and balanced curriculum in full, whilst remaining with the PSHE daily focus (until the end of Week 5 when all units have been covered). After half term we will then move from this PSHE focus to the Laughology units of work which will reinforce many of these and ensure coverage of the full curriculum (PSHE & RSE).

We will spend staff meetings discussing and planning the next phase over the first couple of weeks, providing staff with some time to build planning – particularly looking at topics and unit themes.



First 3 weeks - What A typical Day May look Like:



Possible Activity Ideas:

Attached to the email this document came in there are planning ideas for week one for you to look at in advance to INSET day.