



Recovery Curriculum Autumn Term 2020

Intent, Implementation and Impact

Our Intent (What we are trying to achieve)

We recognise that the impact of Covid-19 on our children will be varied and wide-ranging. Every child will have had a unique experience during school closure, lockdown and partial school reopening and so every child will need personal and holistic support to recover emotionally, socially, personally, physically and academically.

Based on research linked to supporting children to recover from mass trauma, it is our intention to support children's emotional recovery by promoting:

- A sense of safety
- A sense of calming
- A sense of self and community efficacy (worth)
- A sense of connectedness
- A sense of hope

Our school values will be the means through which we will promote this emotional and personal recovery so that our children can deepen their sense of being.

Our recovery curriculum will also balance *how* to learn best with *what* to learn. This is summarised from the work of Barry Carpenter, taken from his Recovery Curriculum model:

- **Lever 1: Relationships** – we can't expect our pupils 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.
 - We will reach out to greet them and use the relationships we build to cushion the discomfort of returning.
 - We will use a whole school approach through Thrive to support the mental health and well-being of children and staff.
- **Lever 2: Community** – we must recognise that curriculum will have been based in the community for a long period of time.
 - We will 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 pupils will feel like they have lost time in learning.
 - We will show children how we are addressing these gaps, consulting and co-constructing with our pupils to heal this sense of loss.
- **Lever 4: Metacognition** – in different environments, pupils will have been learning in different ways.
 - We will make the skills for learning in a school environment explicit to our pupils 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.
 - We will put space into our timetable for children to articulate their voice

Through this model we intend to support children’s social and academic recovery alongside their personal and emotional recovery.

Implementation (How we will achieve this)

To work towards personal and emotional recovery and to build pupils’ sense of worth and community we will work closely with parents and carers to understand their child’s needs.

We will ask parents to complete a survey about their child’s return to school and we will talk to parents directly and through See-Saw.

We will also:

- Ensure there are opportunities to reaffirm relationships with familiar or new staff e.g. meet and greet at the start of the day, show an interest in each child and demonstrate that we have kept them in mind. Some children may need a nominated key adult for further support.
- Be mindful that some children and parents will demonstrate separation anxiety. We will be empathetic, patient and understanding.
- Spend time to help children settle on arrival.
- Share anxieties where appropriate and try to normalise worries. We will provide a safe environment for children to do likewise.
- Identify and plan to meet the needs of children with SEND. We will be flexible, particularly with vulnerable or SEN children. The following strategies may help if a child is finding it hard to adapt to the demands of the school environment:
 - Re-wording instructions and offering choices for example
 - Mentally separating the child’s behaviour from the child as an individual and communicating this to them (e.g. by assuring them that you like them as a person, but do not like their behaviour).
 - Modelling expected behaviour more explicitly.
 - Increasing levels of praise and recognition of small steps of progress.
 - Social stories which parents and carers can read through and discuss with their children to prepare for their return.
- Create a visual timetable for the new school day. A carefully considered structure will help lower anxiety and help establish new routines. Our timetables will have flexibility and ‘space’ built into them to help children adjust to the full school day and re-build their stamina.

We will also signpost parents to websites and publications that can be used at home to prepare children for their return to school. For example, **‘Serpentine and the Magic Bubbles’**, the **SWAN Webinar** or the **handy top tips** leaflet from the Royal College of Occupational Therapists.

To work towards academic and cognitive recovery we will adapt our curriculum in Term 1 and 2. We will have an umbrella theme across the school so as to build our sense of belonging and community. We will incorporate time to follow children’s interests and current affairs. We will focus on key skills of literacy and mathematics and the threshold concepts of science, history, geography and RE. We will use The Arts and outdoor learning to tie our topics together across the school and also as a

means to support personal development. Reading will be a whole school priority and will include a week-long project based around the Bath Literature Festival. Additionally themed days such as Harvest will unite the school community together.

We will support children's physical recovery through incorporating a Wake and Shake into our daily routine, alongside our outdoor learning and high-quality PE lessons. Flexi Friday activities will include additional PE sessions. We will provide 10 weekly nurture sessions for children identified as needing additional support.

We will prioritise establishing each child's starting point through careful and detailed baseline assessments. We will use formal assessments alongside teachers' formative observations and conversations with children. We will analyse our assessments to establish gaps in learning or misconceptions that need to be addressed in our planning.

Our planning will be driven by the Threshold Concepts of each subject alongside an understanding of the end of phase milestones. Teachers will use the MNSP Big Ideas and the National Curriculum to ensure they are planning backwards and that children will catch up to age related expectations by the end of the year.

We will, in time, ensure that children in the relevant year groups are well prepared for the national assessments that are due to take place in the summer term of 2021. We will prepare children academically and emotionally for these assessments.

We will review our 2-year cycle of subjects in light of this recovery curriculum so as to ensure every child receives their full entitlement to the National Curriculum by the time they leave primary school.

We will use a whole school approach to ensure children's emotional development and relationship development is incorporated into our planning. We will use our school values and Collective Worship to support children's emotional and spiritual development.

Impact (How we will know what difference we are making)

We will regularly talk to children, parents and carers and ensure we are working in close collaboration to support children through this recovery period.

Regular Circle Times and nurture sessions will allow teachers to regularly assess how well children are recovering emotionally, socially and personally. Changes can then be made to support next steps. Termly Thrive assessments will also allow teachers to evaluate and plan progressive whole class and individual Thrive plans.

Daily feedback to children, phonics checks, daily reading sessions and other formative assessments such as entry and exit quizzes will allow teachers to evaluate and review planning in order to continue supporting children to catch up. Termly summative assessment checks will allow teachers and school leaders to evaluate whole school progress. Pupil Progress meetings will be used as a means to discuss pupil progress and recovery and to plan additional support and catch-up as required. This will help inform a whole school provision map for those children with additional needs. Regular review by school leaders will ensure that our curriculum is having a positive impact on our pupils and is supporting their full recovery from the impact of Covid-19.

July 2020

Useful reading

Sample 5 Lever Planning

<https://docs.google.com/document/d/13z1bRme3j9FBMRSOemKvywCMnKrcSvKnDXvXxVi6tn0/edit>

Think Piece for recovery Curriculum and the 5 Levers

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

Cornerstones: What is a recovery curriculum?

<https://cornerstoneseducation.co.uk/news/what-is-a-recovery-curriculum-and-how-can-primary-schools-implement-it/>