

A Recovery Curriculum:

As children begin returning to school, we felt it was important for you to be aware of the approach that we are taking to our curriculum. 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.

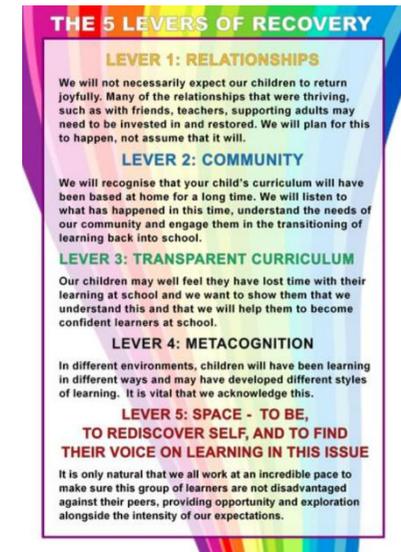
Introduction

Roundwood Primary has put the child's well-being at the centre of our rationale. We acknowledge that the children will have had different experiences during this time of disruption caused by the coronavirus pandemic. However, the common thread for all children 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 socially and emotionally and in turn, to support their 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 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.



THE 5 LEVERS OF RECOVERY

LEVER 1: RELATIONSHIPS
We will not necessarily expect our children to return joyfully. Many of the relationships that were thriving, such as with friends, teachers, supporting adults may need to be invested in and restored. We will plan for this to happen, not assume that it will.

LEVER 2: COMMUNITY
We will recognise that your child's curriculum will have been based at home for a long 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
Our children may well feel they have lost time with their learning at school and we want to show them that we understand this and that we will help them to become confident learners at school.

LEVER 4: METACOGNITION
In different environments, children will have been learning in different ways and may have developed different styles of learning. It is vital that we acknowledge this.

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.

<p>Lever 1: Relationships – we can't expect our children 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.</p>	<p>We will support pupils to:</p> <ul style="list-style-type: none"> • rebuild relationships and relearn how to interact and build relationships with others (including sharing, turn taking, greeting others) • interact with others positively, play alongside and with peers • respond to familiar and new adults, seek adults to help, support and comfort them when they need them, • know which adults help them and can support them to keep safe when they need them <p><i>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:</i></p> <ul style="list-style-type: none"> • <i>Parallel and joint play</i> • <i>Extended child-initiated learning in KS1</i> • <i>Turn taking/sharing games and activities</i> • <i>Time where adults can give sole attention to pupils re-building relationships</i> • <i>Games and activities where pupils can work together such as board games or outdoor PE games</i> • <i>Activities that link to children's interests in order to engage fully with the curriculum and each other</i> • <i>Nurture and well-being groups for identified pupils</i> • <i>Internal and external clubs, including football, netball, tag rugby, tennis, chess, French, Spanish, musical theatre, cello, art and wildlife explorers.</i> <p>We will support pupils to:</p> <ul style="list-style-type: none"> • understand their emotions and feelings and begin to process the experiences they have had • relearn some positive behaviour which they may have forgotten as a result of being outside the school environment • engage with self-regulation strategies and tools which help them to feel safe and calm • understand the world we live in with tools and strategies to help them process what is different and what we can do to help <p><i>There will be:</i></p> <ul style="list-style-type: none"> • <i>clear routines which are supported by visuals and clear communication (visual timetables so pupils know what is happening each day and at each part of the day)</i> • <i>social stories tailored to individual needs as they arise</i> • <i>clear boundaries and the use of therapeutic approaches to support behaviour and emotions</i> • <i>assemblies to promote connectedness, linked to our school rules (Ready, Respectful and Safe) and our values (5 Ways to Well-being)</i> • <i>opportunities to grow emotional literacy with regular Jigsaw sessions where we explore and express emotions, using zones of regulation, to open up discussions about feelings</i> • <i>weekly Jigsaw PSHE sessions which will:</i> <ul style="list-style-type: none"> - <i>provide children with relevant learning experiences to help them navigate their world and to develop positive relationships with themselves and others. With strong emphasis on emotional literacy, this scheme will build resilience and nurture mental and physical health</i> - <i>support pupils to explore their feelings as well as modelling processing and talking about feelings and emotions linked to this experience. Children will be given time and space to discuss their feelings towards what has happened, rediscover themselves and transition to the new normal.</i> • <i>regular opportunities for pupils to engage in self-regulation activities such as sensory breaks, active breaks, brain breaks and use of resources which support individuals</i> • <i>built in regular time, to complete an activity e.g. mindfulness, relaxation activity, allowing children to advance their emotional awareness, concentration and focus</i> • <i>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</i>
<p>Lever 2: Community – we must recognise that the curriculum will have been based in the community for a long period of time. We need to listen to what has</p>	<p>We will support our community to:</p> <ul style="list-style-type: none"> • reengage and transition back into school life

<p>happened in this time, understand the needs of our community and engage them in the transitioning of learning back into school.</p>	<p>There will be:</p> <ul style="list-style-type: none"> • clear communication with all stakeholders (pupils, teachers, parents, governors and the wider local community) • weekly communication via the school newsletter • contact with Friends of Roundwood PTA to plan for future fundraising and events • consistent messages to parents encouraging clear communication with the member of staff best able to help them • staff presence outside at the beginning and end of every day, providing opportunities for further communication • continuation of support for vulnerable families and personalised timetables where needed for specific individuals • clear communication with parents about how remote learning will work if or when it is needed • an updated Home School Agreement that headlines our 3 core rules (ready, Respectful and Safe) as well as outlining our school expectations and positive behaviour policy • engagement with local community e.g. collection for the local foodbank, local places of worship • adaptations to parents evening, allowing teachers and parents to build working relationships and to share information on how their child is settling in and engaging with the curriculum (these will be via Zoom). One pride piece, identified by the child, to be photocopied per term and sent home to engage with parents
<p>Lever 3: Transparent curriculum – all of our children 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.</p>	<p>We will support pupils to:</p> <ul style="list-style-type: none"> • have moments where they feel success and can engage in moments of enjoyment and achievement which may feel usual to being in school • use schemas of learning with which they are familiar to explore and help process events in their lives. • planned provision will focus on what is familiar. i.e. play provision that enables schematic exploration, familiar structures in the day, relaxation time, independent learning, hello and circle time, phonics. <p>We will:</p> <ul style="list-style-type: none"> • 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 pupils days. These will be different for each age-phase bubble and class group and there will be continuous opportunities to provide consolidation. • use Continuous Provision in EYFS and Year One. This may be needed for a short time further up the school depending on children’s needs • ask teachers to identify gaps in: (Repeat diagnostics end of aut 2) <ul style="list-style-type: none"> - Spelling /phonics - Reading and writing in KSI – There will be 1:1 reading with all children to assess fluency and understanding. In writing, units of work will be broken up with target weeks, identifying gaps e.g phonics and handwriting. Planning adapted for each unit according to needs in age-phase meetings. - Reading and Writing in KS2 – There will be weekly opportunities for children to read and discuss extracts from age appropriate books (fiction and non-fiction). Explicit links will be made between reading and writing to deepen the children’s knowledge and understanding of different writing genres. Regular opportunities will be built into teaching sequences to revisit core skills and to address any identified needs of the age phase. Planning will be adapted by class teachers to address any gaps, Class teachers will meet regularly to discuss provision and agree next step for individual classes. - Maths – staff are aware of topics not fully taught last year and will track back at the beginning of each of those units in this current academic year e.g. Y1 time objectives will be taught before Y2 time objectives in the Y2 maths groups. • catch up groups will be identified on year group provision maps • speaking and listening activities will be included within sessions -some children will not have had the opportunity to develop these skills whilst at home • continue to teach a broad and balanced curriculum to ensure children are experiencing learning within a range of foundation subjects, ensuring core skills are taught from topics lost due to COVID-19 • reduce lesson times according to the needs of the class, building up children’s stamina and pace, their attention span and ability to focus for a period of time

	<ul style="list-style-type: none"> • extend <i>Our Recovery Curriculum</i> until it is no longer needed for the majority of the pupils within a class/cohort. • provide further intervention or support for SEMH, for those children who are not yet ready to return to the full curriculum (detailed on year group provision maps).
<p>Lever 4: Metacognition – in different environments, children will have been learning in different ways. It is vital that we make the skills for learning in a school environment explicit to our children to reskill and rebuild their confidence as learners.</p>	<p>We will support pupils to:</p> <ul style="list-style-type: none"> • build independence and learn/relearn skills of self-regulation • feel confident to articulate their learning and progress • develop stamina, resilience and the ability to work at a pace that is appropriate for their age group <p>We will:</p> <ul style="list-style-type: none"> • model and encourage good behaviours for learning, in order to develop independent learners • teach children to be self-aware and the actions they can take to positively celebrate or change their feelings (zones of regulation, Jigsaw curriculum, rewards for positive behaviour linked to our school rules -Ready, Respectful and Safe and our values - 5 Ways to Well-being) • provide scaffolded opportunities for children to reflect on their own progress (feedback activities, talks with teacher, paired talk with partners)
<p>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 children are not disadvantaged against their peers, providing opportunity and exploration alongside the intensity of our expectations.</p>	<p>We will support pupils to:</p> <ul style="list-style-type: none"> • 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, understanding of new school routines as well as supporting pupils with their personal care) • be independent through their own dressing and undressing where needed and supporting pupils to be physically well through active sessions, use of outdoor space and understanding about keeping physically well. <p>We will be:</p> <ul style="list-style-type: none"> • planning in 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) and understanding these differences will be supported with social stories, photos and pictures • We will be supporting pupil's physical health and wellbeing which will focus on managing and coping within new processes of keeping safe. This will include: <ul style="list-style-type: none"> - 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 and being in an environment and with staff that are not usual and make adjustments to seating plans, carpet areas and clearly marked areas - keeping and maintaining social distancing (Catch it, kill it, bin it messages) - daily reminders about the importance of health and hygiene on washing, being independent and looking after yourself. - regularly updating risk assessments according to government guidelines and practicality of school life