



Recovery Curriculum

September 2020

Our recovery curriculum will prioritise re establishing routines for school life, learning and behaviours in line with our school ethos and values. We will maintain a focus on delivering high quality learning for all children alongside timely support for all in the school community.

This first half term (Autumn 1) learning will be based around novels and texts that will support the wider needs of the children for a positive return to school. It will be supported by the re visiting to the learning powers that underpin our usual curriculum.

We will be driven to support the whole school community by following our school ethos and rules:

We care for our school

We care for each other

We always do our best

Our priorities will be in the to support the following themes:

- **Relationships: rebuilding**



We will explore the loss of friendship groups and encourage trust and support to forge new positive relationships with those they come across within the school community. We will use the positive building up of relationships to support and cushion the anxieties or worries of returning to the school environment.

This will help rebuild relationships and re learn how to interact and build relationships to include sharing, turn taking, positive interactions, playing alongside peers, responding to adult requests, seeking support from adults for help and reassurance.

This will be supported through the teaching and revisiting of learning powers to include empathy, listening, collaborating and noticing.

- **Community: re connecting and restructure**



We recognise that the wider community has been supporting home learning for an extended period of time. We will seek to explore the different experiences children and families have been through and respond to the strengths and challenges that this brought.

We will work on quickly establishing school routines, rules and boundaries to support the whole family and giving regular and relevant information to all in the community to reassure and inform to ensure everyone feels listened to and engaged with.

This will be supported in school by the teaching and revisiting of learning powers to include: imitating, interdependence, collaboration and noticing.

- **Wellbeing: understanding and support**



Supporting the children to understand the importance of good physical health alongside positive emotional wellbeing will enable them to feel safe healthy and supported. We need to make sure the children and adults feel confident and have the language to express challenges, have the voice heard on what they have learnt and experienced that may include upsets and worries and provide the correct scaffolding to ensure anything that needs to be followed up can be done so safely and in a timely manner. We need to support the children to rediscover self to understand their needs and experiences.

New routines around hand hygiene, meals, playtimes, social distancing rules and respiratory hygiene (catch it, bin it, kill it) and regularly taught and reminded.

We will need to focus and children (especially younger children) have the independent skills to for school life that may include ability to dress / undress themselves, independent toileting and handwashing and being in charge of their own resources.

Learning Powers that will support this include: noticing, perseverance, questioning, making links and capitalising on support available.

- **Learning Behaviours: re focusing**



We know all the children will have been learning in very different ways and in different amounts. We need to refocus the children individually and as classes on the skills needed to learn effectively and build their confidence to re-engage as a learner. We will support the children to re establish positive behaviours within a class environment that they have not had to use whilst at home to include self-regulation strategies. We will support children to experience success, enjoyment and achievements within school and curriculum lessons that are aimed at their own ability levels. We will be mindful that children who may have experienced levels of trauma / anxiety will find processing new information challenging. We will keep to routines and familiarity to support transition back to learning within school. We

will focus on positive achievements with the children rather than what they cannot do whilst reengaging them into school life and ensuring they are happy to return to school each morning.

Learning Powers that will support this include: perseverance, managing their distractions, being absorbed imitation, own learning styles understood and catered for, interdependence, reasoning and imagining.

The above themes will support the children to enable them to reengage in learning as quickly as possible and will support the school ethos moving forward.

- **Curriculum: relevant learning**



The curriculum will need to take account of lost learning from the Summer Term. Children will initially return to their previous class teacher but in their new class learning space. After 4 weeks they will transition to their new teacher. This will support transitioning back into school as a familiar adult and enable a quicker route into re-establishing the curriculum.

Autumn 1

We will cover the Summer Term learning in core areas (phonics, reading, writing, mathematics, key vocabulary) alongside physical activity, wellbeing and creative sessions. We will focus on a key text or novel either weekly or fortnightly to provide a focus to learning.

Early Years will focus on Language, Early Reading, Phonics, physical and social skill.

Autumn 2 onwards

We will continue with the core subjects, physical activities, wellbeing, social interaction and some creative activities using the year group topics to drive this aiming for all subject coverage in the Summer Term.

Catch up sessions for children expected to be on track by the end of Autumn 1 will start from Autumn 2 onwards.