Recovery Curriculum Policy

Committee:	Trust Board
Approved on	July 2020
Next review date:	July 2021
Updated/Reviewed on:	

ESPRIT
MULTI ACADEMY TRUST

Teaching and learning Recovery Curriculum Policy

Context

From 20th March 2020, schools were closed for all except critical key worker and vulnerable children because of the worldwide pandemic of Coronavirus. This left parents and carers home educating their children with the support of school.

This has had an emotional impact on your children and we aim to do what we do best and provide a MAGIC recovery curriculum, which will support us to get your child back on track. All of our children have suffered some form of loss whether this be through loss of social interaction with their friends, extended family or loss of their usual routines.

ESPRIT will address this through the development of a recovery curriculum, which is based on the work of Barry Carpenter and the Evidence for Learning team: "A Recovery Curriculum: Loss and Life for our children and schools post pandemic".
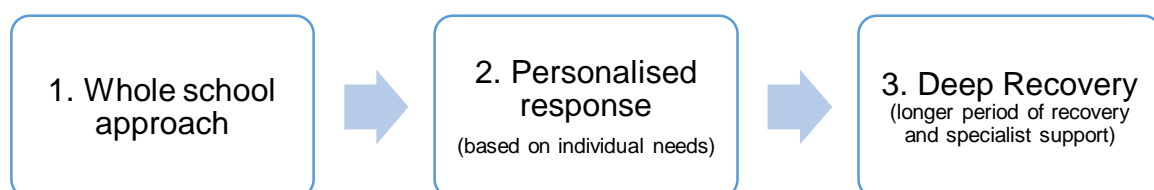
Aims

Our recovery curriculum aims to restore the mental health and rebuild the resilience of our pupils to allow them to become learners again by:

- recognising the experiences had by all
- restoring trust and relationships with staff
- re-establishing friendships and social interactions
- regaining structure and routine
- rebuilding a sense of community
- regulating their emotions and managing behaviours
- re-engaging them in learning
- preparing them for transition

How to support pupils:

There will be a three tiered approach:

1. Whole school approach → 2. Personalised response (based on individual needs) → 3. Deep Recovery (longer period of recovery and specialist support)

1. Whole school approach

This will encompass the main curriculum upon our return. For most pupils, this will be sufficient to meet the aims set out above, although their journeys will happen over different time frames. From the activities planned, staff will be able to identify those who need more support in their recovery, which will lead to a personalised response.

2. Personalised response

Where pupils are unable to engage in the holistic curriculum, further work will be undertaken by school staff such as the wellbeing worker and SENDco to enable them to meet the above aims.

3. Deep recovery

For pupils who have experienced severe trauma or bereavement, specialist support may be required in their recovery.

Whole school approach

Recognising the experiences had by all:

We will create time to share our experiences of lockdown. Some pupils will be more open to share, whereas for others it will take some time or require anonymity. We will create space within our day to allow for these conversations. It is important to note that although lockdown has caused losses, it will have been a positive experience for some, allowing for more quality family time and child led learning. We will encourage discussions around learning, play, relationships and more. This can be facilitated through circle time, 1-1 conversations, increased free-time, social stories and worry boxes.

Restoring trust and relationships with staff

Children, especially young children, will have felt a level of abandonment from school staff, through no fault of the school. It will take time to build up their trust and restore relationships. Staff will continue to nurture and support through positive words and role modelling the school values. Within the day there will be plenty of opportunity to talk, learn and play together, allowing time for 1-1 conversations.

Re-establishing friendships and social interactions

Taking into consideration the safety procedures put into place, pupils will be given opportunities for playtime and structured games in which they can re-establish their friendships. Daily circle time will allow for thoughtful discussion surrounding the value of friendship. Shared activities, like daily exercise will bring the pupils back together into teams.

Regaining structure and routine

The process of returning to a 'normal timetable' will be a phased one. At the beginning, there will be more child-led, hands-on learning experiences. A visual timetable will be used to create structure to the day. There will be elements of the timetable that will be consistent, like exercise, mindfulness, circle-time, English, Phonics and Maths. These will be included in short bursts. The timetable will be re-evaluated on a regular basis to ensure that all pupils within the group are coping with the transition back to school.

Rebuilding a sense of community

Communication between school and home will be maintained through letters, texts, social media and Class Dojo. Parents will be encouraged to communicate through Class Dojo, to limit the physical interactions with staff. Pupils will have the opportunity to take part in enrichment projects that promote life skills. Through communication, we will all develop a shared understanding of each others experiences in lockdown and we will support each other.

Regulating their emotions and managing behaviours

PSHE lessons and circle time will focus on managing emotions and behaviours. The school rules will be re-established with the pupils, through our new Behaviour Policy. We will emphasise the school values that run alongside them. Pupils will be given space to explore their feelings and seek out help to manage them. School needs to be a safe and happy place before learning can begin.

Re-engaging them in learning

Once the children feel safe and happy, they can begin to engage with their learning again. To help transition, focussed learning will be kept to short bursts in the beginning. Enrichment and story based learning will aim to re-engage the pupils with their learning. The Maths, English, Phonics and Topic based learning will meet your child's learning needs. (Home learning will mirror this, where appropriate).

Preparation for transition

Transition back to school will be aided through a robust process. Staff will review each child's GAPs in learning and curriculum deficit to ensure a seamless transition back to school. Staff will re-assess children's early Phonics skills. Our staff at ESPRIT will do what they do best and cater for every child in their class in order to meet their social, mental, emotional and academic needs. Our staff will be here for your children. Behind the scenes, teachers will continue with their normal transition procedures ensuring all information about your child is shared. Larger transitions (into nursery, reception and year 3) will be a focus for those pupils within PSHE time. Pupils will be given time to adjust to their new routines, spaces and adults.

Further reading and resources:

Thinking and research

Think piece. A Recovery Curriculum: Loss and Life for our children and schools post pandemic. https://www.evidenceforlearning.net/recoverycurriculum/

How we plan for the return to the classrooms, playgrounds and corridors of schools. https://restoreourschools.wordpress.com/

Support a Safe & Successful Return to School using the SWAN framework https://elearning.creativeeducation.co.uk/courses/support-a-safe-successful-return-to-school-using-the-swan-framework/

Five ways to help children heal after the pandemic https://www.tes.com/news/five-ways-help-children-heal-after-pandemic

Reducing Anxiety in Kids Returning to School After Isolation https://www.teachstarter.com/podcast/reducing-anxiety-kids-returning-

Resources to use in school:

Posters to use in school https://www.griefrecoverymethod.co.uk/schools/

How can we best support children and young people with their worries and anxiety? https://emergingminds.org.uk/supporting-children-and-young-people-with-worries-and-anxiety-coronavirus/

Worksheets and workbooks https://www.yesfutures.org/resources-for-parents

Books beyond words https://booksbeyondwords.co.uk/coping-with-coronavirus

Supporting staff to support children:

Supporting Parents and Children Emotionally https://rockpool.life/course/space-supporting-parents-and-children-emotionally/

How to start a conversation with children about mental health https://www.mentallyhealthyschools.org.uk/getting-started/how-to-start-a-conversation-with-children-about-mental-health/

Tips on various issues regarding mental health during the pandemic: https://www.headstogether.org.uk/60-second-support/

How to have difficult conversations with children https://learning.nspcc.org.uk/safeguarding-child-protection/how-to-have-difficult-conversations-with-children

Talking to a child worried about coronavirus (COVID-19) https://www.nspcc.org.uk/keeping-children-safe/childrens-mental-health/depression-anxiety-mental-health/