

***Tanworth-in-Arden Church of England
Primary School and Nursery***



Recovery Curriculum

*"In God's family learning, loving, growing to be our very best"
I have come that they may have life, and have it to the full. John 10:10*

Tanworth-in-Arden Recovery Curriculum 2020

The staff at Tanworth have been thinking about what a curriculum might look like for children in this next phase of school. As the children return to school in the new academic year 20/21, we will be implementing a “Recovery Curriculum” to help transition all children back to school. The “Recovery Curriculum” acknowledges that there have been big losses to children as they have stayed at home and that these losses can contribute to pupil’s mental health with anxiety, trauma and bereavement playing a large role. Children will perhaps have experienced these aspects all at once and in a sudden and unplanned fashion which can leave children feeling vulnerable. Equally whether we have intended to or not, children will have been exposed to adults who are anxious and may not be acting in their normal way or maintaining the normal routines which they are used to

To help us support children with this, our “Recovery Curriculum” will focus on five key areas:

- Positive Relationships
- Enjoyment and Achievement
- Managing Feelings and Behaviour
- Our own Physical Health and Wellbeing
- Academic Success for all

From the start of the autumn term, Tanworth will teach an ambitious and broad curriculum in all subjects. The timetable for the first 3 weeks will focus on supporting the children’s return to school with allocated time slots for daily reading, writing, phonics and maths. The time allocated to daily reading, writing, phonics and maths will increase after 3 weeks to ensure the curriculum reflects the academic and educational needs of the children.

Curriculum planning will be informed by an assessment of children’s’ starting points and addressing the gaps in their knowledge and skills by making use of assessment (for example, quizzes, observing pupils in class, talking to pupils to assess understanding, looking at children’s work). This assessment will take place from the beginning of the term and in the class environment. Following the assessment of all children, targeted and rigorous intervention will be put in place for identified children.

Here is further information about the five areas:

POSITIVE RELATIONSHIPS: Supporting children to build positive relationships with others

What this area will help the children to learn?

“Relationships are at the heart of creating environments which support good mental health and wellbeing for our children and young people” (Barnados, 2020).

For our children, it will be important for them to feel listened to and to process their emotional experiences of lockdown; discussing what happened, how it affected them, what sense they made of it and how they managed it. Talk time with a trusted person and in a safe environment will therefore be a crucial element of the recovery. In addition, the children will complete activities to connect with the children and staff in their class.

What that may look like?

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:

- Independent learning to nurture parallel and joint play
- Turn taking games and activities
- Sharing games and activities
- Intensive interaction opportunities using call and response games and songs.
- Time where adults can give sole attention to pupils re-building relationships
- Games and activities where pupils can work together such as board games or outdoor PE games.
- Safety work about who keeps us safe and who can keep us safe at school and at home and in the community.
- Safety work about how adults can help us.
- Activities that link to children’s interests to show we are interested in them.

ENJOYMENT AND ACHIEVEMENT: Supporting children to enjoy and achieve

What this area will help the children to learn?

It is important for the children to have moments where they feel success and can engage in moments of enjoyment and achievement which may feel usual to being in school. This will be within the children's abilities and easily accessible. We recognise that when children have experienced loss or trauma, their abilities to learn new concepts is harder so lessons will be planned with this in mind, to enable the children to feel success in their learning.

What that may look like?

- We will use familiar curriculum type sessions that pupils will be used to that provide children with experiences that feel like "the norm".
- We will be providing enjoyable activities which provide children with "fun" so that they can rejuvenate with positive endorphins and want to engage.
- Children will have missed out on many opportunities being at home that they are naturally exposed to at school like peer play, active opportunities and experiences which develop their cognition and learning and these will be built into each day to support children to have a broad range of opportunity, experience and fun.

MANAGING FEELINGS & BEHAVIOUR: Supporting children to manage feelings and behavior

What this area will help the children to learn

Time will be allocated in the daily timetable to support children's emotional development and equip them with the tools for a secure stress-regulation system. These tools should enable the children to settle, to feel safe, to concentrate, to be curious and to be willing to work alongside their peers and work in collaborative ways. Through these Well-Being sessions, we aim to develop children's resilience and enable them to talk about their feelings.

What that may look like?

- There will be clear routines which are supported by visuals and clear communication which may include use of visual timetables so pupils know what is happening each day and at each part of the day.
- Daily and regular circle time for opportunities to talk and share
- There will be regular sessions where we explore and express emotions and circle time which will support pupils to explore their feelings as well as modelling processing and talking about feelings and emotions linked to this experience.
- There will be regular opportunities for pupils to engage in self - regulation activities such as with sensory breaks, active breaks, mindfulness and yoga sessions.
- Lots of 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.

PHYSICAL HEALTH AND WELLBEING: Supporting children's physical health and wellbeing

What this area will help the children to learn?

Physical activity is key to supporting stress management and emotional regulation. The children will be supported to re-engage with physical health and wellbeing routines as well as learn new routines which will support children to keep safe and enable infection control.

What that may look like?

- We will be planning in lots of 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, staggered break and lunch times, no whole school assemblies) and understanding these differences will be supported with social stories, photos and pictures.
- Hand washing and hygiene measures
- Adapting to using areas of the school that may not be usual and being in environment and with staff that are not usual.
- Keeping and maintaining social distancing
- Catch it, kill it, bin it messages Health and hygiene sessions focusing on washing, being independent and looking after yourself.
- Additional physical activity time in school each week which will vary for the different year groups but could include; work outs with Joe Wicks, Boogie Beebies, Go Noodle, Comic Kids, learning outdoors or PE.

ACADEMIC SUCCESS:**What this area will help the children to learn**

Time will be allocated in the daily timetable to teach an ambitious and broad curriculum in all subjects which will enable all children to learn new knowledge, skills and to catch up.

What that may look like?

- Children in all year groups will have the opportunity to catch up on all previously missed National Curriculum objectives for the year group they left as part of Quality First Teaching
- Assessment for all children to identify gaps and to establish in class interventions and catch up programmes
- Focus on key skills
- Daily reading, writing, phonic, maths and wider curriculum lessons
- Intervention groups in class for identified children in need of enhanced 'catch up'

The first three weeks will have a different format to 'normal' to allow for children and staff to settle back into school. Each day there will be allocated time for circle time to discuss feelings etc. There will also be time to play games to re-establish friendships and belonging to part of a class i.e. pass the clap, stand up if..., If I had a superpower it would be... etc. There will also be daily physical activities. During the first week, class routines etc. will be shared and created. Reading (including phonics), writing and maths will be the key teaching areas during the first 3 weeks. We appreciate that for some children stamina for learning is going to have to be established.

Towards the end of week three staff will discuss next steps and gradually build up pace and productivity for learning.

Attendance continues to be one of our whole school priorities and this will continue for the new academic year. We recognise that due to the Covid-19 school closures, children and families may be anxious about returning to school for a variety of reasons. We are hoping that our "Recovery Curriculum" will ease children's anxieties about returning to school.