

## Recovery Curriculum Approach

Our Recovery Curriculum has 2 key strands:

- 1. Supporting positive mental health and lower anxiety**
- 2. Encouraging positive re-engagement with learning and accelerated progress**

As with all elements of Penkford School, the curriculum is built around the concepts of attachment and positive relationships. All of our pupils have an EHCP for Social, Emotional and Mental Health difficulties and we therefore recognise that the pandemic will have had a significant effect on the mental health of all. Each pupil will be treated as an individual with specific needs and who will have had different experiences in lockdown. The child is at the centre of all.

Barry Carpenter and the Evidence for Learning team (A Recovery Curriculum: Loss and Life for our children and schools post pandemic, 2020) identified the following levers to support a relationship based- systematic approach to a recovery curriculum.

### **Lever 1: Relationships**

At Penkford our relationships with pupils are a significant strength. There is time within the school day for pupils and staff to bond and re-build their relationships. It is essential to re-establish human contact and meet the attachment needs of pupils. The school pedagogy and curriculum intent is child centred and focuses on meaningful collaboration. Furthermore, human concepts are threaded throughout the curriculum and there is time for reflection. The school has invested in relationships with families throughout, making regular phone calls and visits. This will continue.

### **Lever 2: Community**

The parent and carer community continues to share their experiences with our family liaison team. The PSHE curriculum and time in class covers emotional literacy, resilience, mental health, identity etc. We continue to hold events such as safer internet day and children in need to unite the school community.

In line with the transformative pedagogy at Penkford School 'learning is achieved as a result of relationships within communities as expressed through the principles of co-agency, trust and everybody' (Husbands and Pearce, 2012, P11). These principles were developed by Florian and Linklater (2010).

### **Lever 3: Transparent Curriculum**

We will share the plans to support lost learning with pupils so they understand their learning journey. By being transparent about learning we will support pupils to understand how we are taking control and addressing any gaps in their learning. The learning objectives are always clear to pupils. The curriculum builds knowledge and skills. Every subject will identify how the curriculum

is being adapted to meet the needs of learners. Subjects plan to use low-stakes quizzing and assessment for learning to assess where pupils are and what their next steps need to be. The focus is around knowledge and skills develop to aid content retention.

#### **Lever 4: Metacognition- Ensure pupils continue to develop the skills for life and learning**

We need to support pupils to re-learn how to be successful learners in school. Students who have not been in school will have been learning in different ways. We need to make learning skills explicit to our students to make them feel more confident and to rebuild their skills.

The pedagogy of the school has at the heart of it be building of knowledge and skills. We adhere to constructivist theory that learning is a social experience. The curriculum intent focuses on developing key personal characteristics. In line with Florian and Linklater's (2010) principles of 'co-agency and trust', both pupils and teachers are responsible for learning at Penkford. We believe learning is about shared communication. Pupil voice impacts on our practice. The balance of power and responsibility is shared between staff and pupils. All collaborate to build positive learning experiences. Pupil self-assessment is built into lessons so pupils are at the core of assessing their own progress.

#### **Lever 5: Space**

Our curriculum has opportunities for pupils to develop, be creative and grow. The PSHE curriculum gives opportunities for pupils to explore identity and mental health. Mental Health education is a feature of curriculum planning across all subject areas. The EHCPs of all pupils identify the holistic needs of pupils which we meet as a school. Some pupils have a bespoke curriculum which supports their anxiety and mental health. Furthermore, our well-being and therapeutic interventions give pupils targeted individual support. Reading is a focus in school and this supports pupils to access all aspects of the curriculum. There are targeted interventions for pupils who need support with reading and pupil progress is carefully tracked.