



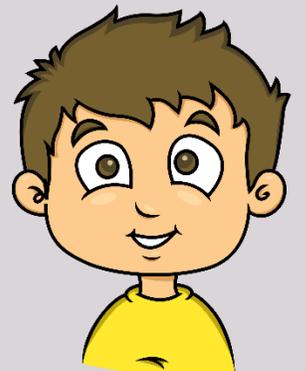
# St Michael's Easthampstead C of E Primary School

## Recovery Curriculum 2020



# Loss and Life for our children post pandemic

- We have been thinking about what a curriculum might look like for our children when they return to school after Lockdown.
- We have used some guidance from a Professor of Mental Health in Education to help us with this.
- We will be implementing, for the autumn term, a Recovery Curriculum which acknowledges that there have been big losses to children as they have stayed at home and that these losses can contribute to mental health problems with anxiety, trauma and bereavement playing a big role.



# 5 Areas of Recovery

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

1. Relationships
2. Community
3. Curriculum
4. Metacognition
5. Space



# Relationships



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:

- a) Using 'Jigsaw' – our new PSHE (personal, social and health education) scheme – for circle time and, in particular, their Covid-19 recovery sessions, where appropriate
- b) Games and activities where pupils can work together such as board games or outdoor PE games
- c) Safety work about who can keep us safe at school, at home and in the community plus how we can keep each other safe
- d) Activities that link to children's interests to show we are interested in them as individuals
- e) Tolerance of differences between people; valuing everybody's contribution and thanking others when they have helped us

# Community



There will be time built into the day for children to reflect on and discuss their feelings about what has happened within their community and what anxieties they have about transitioning back into school. This will include:

- a) Time to express the experiences they have had whilst they were not at school
- b) Allocated sessions for mindfulness activities
- c) Reinforcement of school routines with resources such as visual timetables, social stories, class charters, rewards and incentives, where required
- d) Lessons which focus on the impact of Covid-19 and how, in a positive way, it has brought communities closer together – linked to our School Values and ‘Good Samaritan’ ethos

# Curriculum



All of our pupils will have lost time in learning and we must show them how we are addressing these gaps. We will do this by:

- a) Arranging for them to return to their former teacher, for the first two weeks, to rebuild confidence and for formative assessments to take place with a teacher who knows them well
- b) Identifying children for 'Catch-up' and organising appropriate booster sessions for them, in small groups, as and when needed
- c) Teachers continuing to plan differentiated and enjoyable activities that all children can access to ensure an enjoyment of learning and working together after time away
- d) Linking learning to previous AND current topic work so there is a chance to revisit, consolidate and make links
- e) Continuing to use quality texts to teach cross-curricular lessons so that reading skills/development of vocabulary can be accelerated in everyday learning
- f) Building in plenty of Oracy work (speaking and listening skills), so children can ask questions and clarify learning

# Metacognition

(Reflecting on our own thoughts and learning from them)



In different environments, children will have been learning in different ways. We will support them to teach each other new strategies for approaching a task, hence reskilling and rebuilding their confidence as learners. We will do this by:

- a) Using a 'Think out Loud' approach, when planning how to approach a task, and welcoming all contributions
- b) Presenting children with a variety of strategies for solving a problem and allowing them to choose their preferred option
- c) Teaching children how to self-assess/ evaluate their own progress and make adaptations along the way
- d) Revisiting all our Growth Mindset characters and reinforcing the message that it's okay to make a mistake – this is how we learn new things!

# Space



Children will find it strange getting used to the pace and routines of school life once again. We will give them time, in the busy day, to rediscover themselves and to find their voice on learning. We will:

- a) Encourage them to re-investigate the school environment and how it has been adapted to keep them safe, e.g. one-way systems/different markings – how does this make you feel?
- b) Allow time in each day for movement breaks which will support their general health and wellbeing
- c) Build in some still/reflection time for calming their thoughts
- d) Provide extra interventions for those children who need a bit of additional support