



## OUR RECOVERY CURRICULUM

### Rationale:

The wellbeing of our children is always at the centre of our thinking. We know that an anxious child is not in a place to learn effectively. With this in mind, our school is continually thinking about the most effective ways to support our children's ability to learn whilst maintaining high academic expectations.

We acknowledge that our children and their families will have had different experiences during this time. For many this will have been earlier this year; for some the difficulties will be ongoing or indeed yet to manifest themselves. However, the common thread running through all experiences is the loss of routine, structure, friendship, opportunity and freedom. These losses can trigger anxiety in any member of our school community, which may present at any time and in different ways.

Our Recovery Curriculum aims to restore and maintain high levels of mental health and resilience among our children, supporting them in being effective and engaged learners who are able to access all the opportunities that school has to offer. This is always done within the context of our Christian values, which are the foundation of our teaching and our ethos.

### What does this look like in school?

Our day-to-day practice takes into account the developmental process of learning. We accept that children will return where they are. Many are likely to have regressed either academically, socially or emotionally. As a school we do not refer to being 'behind' or 'catching-up'. Our focus is on building learning skills, ensuring that building blocks are secure before expecting brand new learning to take place. It will be necessary to repeat and reinforce previous learning, reminding children of their successes as we provide positive, fulfilling learning experiences.

As a school, we do not let tests drive our curriculum. Our children are assessed in a variety of ways as part of the teaching and learning cycle. Nor will we judge children on what they have or haven't achieved academically during home-learning. Furthermore, we will start the curriculum from where the children should be – teaching sequences will provide opportunities to revisit, refresh and practise previous curriculum content. We are also mindful that children may have little stamina initially, for example when listening to teaching, when working independently for any length of time or even with motor-skills such as writing.

As always, we aim to provide a safe space with secure boundaries. This involves clear routines and structured timetables. Any new rules and routines are modelled. We explain and model any changes due to current situation (e.g. sharing equipment, staying in playground zones) and these are shared with families to aid reinforcement. We are explicit about new safety precautions (at an age-appropriate level) and emphasis is placed on our priority to keep everyone safe within a positive learning environment. We continue to follow normal school rules and our expectations regarding behaviour remain high.

We acknowledge that children may have pre-existing or new emotional issues. As a school we recognise the need to support children in this area and in addition to the ongoing availability of support from all school staff, our ELSA (Emotional Literacy Support Assistant) is equipped to support children and their families in dealing with more complex emotional needs.

Though all of the steps outlined above, we want our children to feel that they recognise the school to which they are returning, regardless of the length or timing of their absence. We want them to once again immerse themselves in our whole curriculum, which includes those aspects of school they have missed such as our varied programme of Collective Worship, our School Council activities, visitors supporting learning opportunities, extra-curricular opportunities and so on. Children will be able to increasingly re-engage with the broader curriculum over time, with much of it in place within the first few weeks of the new school year.

Disruption to everyday life outside school is likely to continue for some time. Our Recovery Curriculum and the measures we have in place in school (including remote support) aim to provide as much continuity and stability as possible for our children and their families during this ever-changing situation.