



# Recovery Curriculum

## *Our School Plan*

English Martyrs Catholic Primary School

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# Recovery Curriculum Overview

## Rationale:

Following the global pandemic of COVID-19, schools have a critical part to play in ensuring children's well-being and education is supported as they return to school full time.

This document has been created to help highlight the key actions we as a school intend to take to prioritise this during the academic year 2020-2021.

It will underpin the School Development Plan and be reviewed on a weekly cycle for the first half-term and then fortnightly to the end of the autumn term 2020.

## Background:

The concept of the 'Recovery Curriculum' is attributed to Barry Carpenter. The main theme is one of 'loss.' The Recovery Curriculum model encourages us to focus on 5 main areas or 'levers': Relationships, Community, Transparent Curriculum, Metacognition & Space. For more information, follow the link:

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HELP CENTRE

**Recovery Curriculum**

**Think Piece**  
A Recovery Curriculum: Loss and Life for our children and schools post pandemic.

Barry Carpenter, CBE, Professor of Mental Health in Education, Oxford Brookes University, UK  
Matthew Carpenter, Principal, Baxter College, Kidderminster, Worcestershire, UK

"When will they actually go back to school? This is the cry from many parents, as we write and there is no answer. But that does not stop us thinking about what it will be like for each and every one of our children, at whatever age, stage or ability level on the day they walk through the classroom door."

It would be naive of any Headteacher/Principal to think that the child will pick up the Curriculum at exactly the same point at which they left it on the day their school closed. Too much has happened. Listen to what the children are saying. Look at what the children are experiencing. None of this follows the usual pattern of a school year with all of the annual cycle of events. It feels like a period of true social disorder. Compassionate Leadership is crucial at this time.

<https://www.evidenceforlearning.net/recoverycurriculum/>



# Recovery Curriculum Action Plan

Aim	When?	Who?	Success Criteria?
To welcome all children back to school safely and happily.	September onwards	All staff	Children are settled; happy & positive.
To identify and address gaps in children's knowledge.	Daily	All staff	Gaps identified and supported.
To consolidate core skills in Maths & English. All curriculum subjects will be taught - no narrowing of the curriculum for any child.	Daily	All staff	Maths & English focus on core skills evident. Evidence of all curriculum subjects.
To explore and recognise children's experiences of lockdown and time away from school.	Morning check-in. Reflection/Space end of the day.	All staff, EN, MB	Children have time to explore and express their experiences.
To support children re-establish friendships, build trust and support social interactions.	Daily embedded through the recovery curriculum, supported by class teachers.	All staff, EN, MB	Friendships are re-established successfully.
To help children regulate their emotions and manage their behaviours through self awareness and awareness of others.	Daily embedded through Zones of Regulation plus 'The Present' activities led by Mrs Naisbett.	All Staff, EN	Children demonstrate good understanding of the zones and their self awareness.

# Lever 1 - Relationships

## Actions we will take:

*"we can't expect our students to return joyfully, and many of the relationships that were thriving, may need to be invested in and restored. We need to plan for this to happen, not assume that it will. Reach out to greet them, use the relationships we build to cushion the discomfort of returning."*

- Staff to be warm and welcoming and key focus on nurture to help children settle back in safely and happily. *(e.g. member of staff from each year group to meet & greet on playground & entrance points daily)*
- Focus upon **Zones of Regulation** daily through the use of stories and discussions (we are creating a shared library collection of books which will support recognition of emotions and regulation practices).
- Children to complete their My Thoughts, Feelings and Whole Body booklets every week.
- All children to be given the opportunity for self-reflection relating their feelings to the **Zones of Regulation**. There may be practices which the teachers or children choose to do from the mindfulness hub.
- Refresh our classroom expectations and agree a class code of conduct to "how we are with each other" to include adults and children within school.
- Daily Circle Time sessions to reflect on relationships with family members and friends in school.

# Lever 2 - Community

*"We must recognise that curriculum will have been based in the community for a long period of time. We need to listen to what has happened in this time, understand the needs of our community and engage them in the transitioning of learning back into school."*

## Actions we will take:

- Through the use of the **My Thoughts & Feelings** booklets with the children and conversations with parents, ensuring we listen and respond to the needs of the school community.
- Support children and families that are feeling the sense of loss (not only through the loss of loved ones, but loss of employment, loss of friendships, loss of experiences and opportunities).
- Each pupil produce own version of the School Mission statement, linking home, school and parish.
- Daily class collective worship using *Gather, Listen, Respond, Go Forth* format including prayers of intercession for those in the community. Weekly collective worship themes set for whole school related to family, feelings, belonging, community and church calendar.
- Weekly phase group assembly planned by teacher on rota for other teachers to deliver in class - linking to theme of the week.
- Teachers/pupils to plan class based rejoice celebration for at the end of each RE topic. Staff to share *Go Forth* message with parents (e.g. bookmark, prayer card, video).

# Lever 3 - Transparent Curriculum

*"All of our students will feel like they have lost time in learning and we must show them how we are addressing these gaps, consulting and co-constructing with our students to heal this sense of loss."*

## Actions we will take:

- Key focus on **consolidating basic skills** for first half term in Maths & English. All curriculum subjects will be taught and there will be no narrowing of the curriculum for any child.
- **Mathematics** - Adapted schemes developed by White Rose Maths. Amended year group schemes for 2020/21 to: highlight key teaching points; recap essential content that children may have forgotten; flag any content that may not have been covered during the school closures period.

Lesson videos will continue to be available throughout the Autumn term. Lesson-by-lesson overviews will be available which will be useful if blended learning becomes a key feature of school life next year, There will be a weekly plan with linked content and videos.

PowerPoint presentations that are used in the videos, are now available for front-of-class use from September onwards.

- **English** - Catch up units by The Literacy Company- Keep Believing. Y1 to Y6. These Pathways to Write units are designed to address the gaps in learning our pupils may have. The theme of the units is 'Keep Believing' with a range of texts celebrating the achievements of inspirational people in response to Black Lives Matter. The focus of each unit is the recap of basic key skills from previous learning and the opportunity to apply these skills across a range of short writing tasks. Skills that have not yet been embedded from spring 2 and the summer term have been built into the units. There are 6 individual units based around 3 engaging texts:

Year 1 and Year 2 - Look Up! By Nathan Bryon

Year 3 and Year 4 - Counting on Katherine by Helaine Becker

Year 5 and Year 6 - Of Thee I Sing by Barack Obama

# Lever 4 - Metacognition

*"in different environments, students will have been learning in different ways. It is vital that we make the skills for learning in a school environment explicit to our students to reskill and rebuild their confidence as learners."*

## Actions we will take:

- Daily focus on mindfulness & yoga practices, linked to **Zones of Regulation** & led initially by Mrs Naisbett.
- Focus on metacognition approaches - e.g. growth mindset within the classroom context - *having an 'I can' approach to their learning.*
- Mrs Naisbett to deliver and support all staff in The Present - a mindful approach to life throughout the day in school. Building in opportunities for reflection (*e.g. mindfulness practices when hand washing*).
- Teachers to deliver lessons through a variety of teaching styles to take into account the children's learning preferences.
- Provide resources that support learning and promote independence.
- Teachers to reflect carefully on the best use of display spaces and learning walls.

# Lever 5 - Space

*"Space to be, to rediscover self, and to find their voice on learning in this issue. It is only natural that we all work at an incredible pace to make sure this group of learners are not disadvantaged against their peers, providing opportunity and exploration alongside the intensity of our expectations."*

## Actions we will take:

- Activities in afternoons to include mindful art & painting sessions, craft making, clay modelling to give children time and space to reconnect and explore with each other in a low anxiety environment.
- Weekly reflective time for the children to voice any concerns, share moments of joy, share moment of appreciation for each other and any 'take aways' from the week.
- All children to do daily check-in -'My mind feels...My body feels...I'm in the ...zone.'
- Have time at the end of each day to talk about any experiences the children would like to discuss, acknowledging and validating all feelings and emotions.
- Weekly class stories from the mindfulness/well-being library (planned by EN/MB) which will explore different themes and open up responsive conversations. This book will be read throughout the week and will support any circle time or daily check in sessions.