

CROUGHTON ALL SAINTS CE PRIMARY SCHOOL RECOVERY CURRICULUM 2020

In order to meet the needs of our school population in this next phase of a return to the full opening of our school, we have recognised the need for a Recovery Curriculum. Children will not be able to pick up the curriculum exactly where they left it on the day the school closed. We have also identified the need for all staff to be compassionate leaders to support this return to school.

The Recovery Curriculum is an essential construct for our thinking and our planning. We will keep our Christian values at the heart of all we do to guide our judgements, to build a personalised response to each child who has suffered loss of connection, loss of structure and routine, loss of opportunity and loss of freedom. These losses experienced during this pandemic will have caused trauma and issues around attachment – in their relationships in school that they forged over years but without the daily interactions, will have become fragile. We will therefore focus on restoring these connections through engagement and motivation.

Our unwritten relationships curriculum must restore the damage of this virus; it must be a Curriculum of Recovery. We need to address the damage of loss and trauma, so that it does not rob our children of their lifelong opportunities. We must ensure that we restore connections and build resilience so that their future aspirations can become a reality.

To help us support children with this, our recovery curriculum will focus on five areas:

| Fostering a sense of safety | |
|---|---|
| Issues we will consider | What this will look like |
| There will be new routines in place with a staggered start and end to the day, separate bubbles for break and lunchtimes and regular handwashing. | Each class will set their class rules to include keeping each other safe. Posters are displayed in each classroom and shared areas. |
| The timetable will be very different with no whole school events, assemblies and breaks and lunchtimes will feel different. | Re-establish familiar routines and introduce brain breaks and shorter lessons to help punctuate the school day. |
| Not knowing when restrictive measures will end may create uncertainty. | Provide regular opportunities for pupils to talk and ask questions. Each classroom will have a worry box/monster. |

| Creating a calm environment | |
|--|---|
| Issues we will consider | What this will look like |
| Staff and pupils may feel anxious to return to school. | Support networks required for staff. Social stories and visuals used with children. Grounding activities at the start of the day and after break times. Adults will greet children at the door. A feelings checker, news, circle time activities will be implemented along with calming measures. |

| | |
|---|---|
| <p>The classroom lay out may be different and there will be restrictions on areas they can access during the school day.</p> <p>Staff may need to be deployed as necessary once children are in school and additional needs are identified.</p> <p>Risk assessments required for staff working in different classrooms.</p> | <p>Some structures and boundaries will be different due to social distancing and our bubble system. Pupils will not be able to mix with other bubbles during the day.</p> <p>Health and Safety procedures will be rigorous when staff move between bubbles.</p> <p>Risk assessments are in place and reviewed on a weekly basis including those provided by outside agencies.</p> |
|---|---|

| Building connections | |
|---|--|
| Issues we will consider | What this will look like |
| <p>Supporting pupils to rebuild relationships and relearn how to interact with others including sharing and turn taking.</p> <p>Learning how to play alongside and with peers.</p> <p>How to respond to new adults as children may not have access to adults they had a strong bond with.</p> <p>Know how to seek help, support and comfort when they need it.</p> <p>Cooperative play may be limited.</p> <p>Staff will need to be vigilant for bullying, which may look different after time apart.</p> | <p>There will be opportunities during the day to rebuild relationships, reconnect with friends, and play collaboratively.</p> <p>Turn taking games and activities.</p> <p>There will be time when adults need to offer 1:1 support to rebuild relationships.</p> <p>Keeping safe at school, at home and in the community, including online safety will be delivered through RSE/ PSHE curriculum lessons.</p> <p>PE lessons including tennis, golden mile, rabble activities, skills based sports and our new gym equipment will be accessed.</p> <p>1-2-3 will be revisited to support behaviour.</p> |

| Promote Self Efficacy | |
|---|--|
| Issues we will consider | What this will look like |
| <p>Being in the school environment may take some getting used to.</p> <p>Pupils may need to relearn positive behaviour which they may have forgotten outside the school.</p> <p>Pupils may have experienced trauma during lockdown resulting in the need to engage in self-regulation strategies to feel safe and calm.</p> | <p>Complete work on the importance of using the learning spaces wisely, making good choices and following new rules.</p> <p>Structure will be supportive and provide opportunities for children to express their feelings. Sensory breaks.</p> <p>Stories with positive messages will be shared including First News.</p> <p>Where necessary, therapeutic approaches may be needed to include Jogo Behaviour Support, EP, OT and Ellie Collar.</p> |

| Offering hope to enjoy and achieve | |
|--|---|
| Issues we will consider | What this will look like |
| <p>Pupils will be at different stages when they return. Some have been in school before full opening, some embraced home learning fully, others did not.</p> | <p>We will use familiar curriculum type sessions to provide pupils with a feeling of 'normality' in school. We will provide 'fun' practical learning to motivate pupils, taken from our new Curriculum Maestro scheme so they can experience positivity and want to engage in learning.</p> |
| <p>Pupils may not be ready for formal teaching and learning.</p> | <p>Planning will be based on the previous summer term objectives to revisit learning before moving on. Assessment will be carried out in the same way once pupils are settled back into school.</p> |
| <p>Physical health and wellbeing routines will need to be supported in line with infection control measures.</p> | <p>Pupils will change footwear for PE. Equipment will remain in the bubble and not shared. Outdoor gym equipment and trim trail will be timetabled. Catch it, kill it, bin it messages followed.</p> |
| <p>After school activities curtailed.</p> | <p>Offer Breakfast and After School Club with a variety of activities. Reinstate school swimming lessons. Employ a sports coach for NQT support and staff CPD. Extend offer of after school provision once we are settled into the new norm.</p> |
| <p>There might be a loss of engagement, in and motivation for, the learning on offer.</p> | <p>Gems in the jar for Christian Values and House Points and recognition for achievements re-established. Rewards will be celebrated in each bubble. New gold tokens issued at lunchtimes to exchange for gems introduced.</p> |

We recognise that once school is fully open some children may require extended support as the country continues to manage Covid-19. This recovery curriculum will be in place supporting learning of all our pupils throughout this time. As a school team, our priorities are to support children with these five themes and to ensure the health and safety of our school community.