

# Beckstone Primary School Recovery Curriculum 2020



We have been thinking about what our curriculum might look like for children in this next phase of school. We will be implementing a “recovery curriculum” which acknowledges that there may have been big losses to children as they have stayed at home and that these losses can contribute to pupil’s mental health with anxiety, trauma and bereavement playing a large role. Children will perhaps have experienced these aspects all at once and in a sudden and unplanned fashion which can leave children feeling vulnerable. Equally whether we have intended to or not, children will have been exposed to adults who are anxious and may not be acting in their normal way or maintaining the normal routines which they are used to. Also some children may have had very positive and bonding experiences during their time away from school and may require help and support to reintegrate into school routines. We have used Barry Carpenter and Tina Rae’s recovery research to guide us in our planning.

To help us support children with this, our recovery curriculum will focus on four areas incorporating the levers described by Barry Carpenter:

## Lever 1 : Relationships

### Supporting me in building positive relationships with others

How will this help me?	What will that look like?
 <p>This area will support me to rebuild relationships and re learn how to interact and build relationships with others including: sharing, turn taking, greeting and interacting with others positively, playing alongside and with peers, responding to familiar and other adults, seeking adults to help, support and comfort me when I need them, knowing which adults help me and can support me to keep safe when I need them.</p>	 <p>There will be opportunities within the day and the term where the focus is on rebuilding relationships with peers and adults. This will be in the form of:</p> <ul style="list-style-type: none"> <li>• Debbie’s Circle time taking place in each class over the first half term.</li> <li>• Class based assemblies using our PSHE Autumn focus of Relationships and Respect as a starting point.</li> <li>• Personalised greetings for every child on entry to the classroom.</li> <li>• Leading the children in the planning of <u>kind acts</u> at the start of the day to proactively promote and plan for positive behaviour</li> <li>• Independent learning to nurture parallel and joint play</li> <li>• Turn taking games and activities</li> <li>• Sharing games and activities</li> <li>• Intensive interaction opportunities using call and response games and songs.</li> <li>• Time where adults can give sole attention to pupils re-building relationships</li> <li>• Games and activities where pupils can work together such as board games or outdoor PE games.</li> <li>• Safety work about who keeps us safe and who can keep us safe at school and at home and in the community.</li> <li>• Safety work about how adults can help us.</li> </ul>

## Lever 2 : Community

### Supporting in managing my feelings and behaviour in my school community

How will this help me?



This area will support me in understanding my emotions and feelings and begin to process the experiences I have had.

It will support me in relearning some essential school behaviours which may have forgotten being outside of the school environment.

It will enable me to engage with self-regulation strategies and tools which help me to feel safe and calm.

It will help me to understand the world we live in with tools and strategies to help me process what is different and what my community can do to help.

What will that look like?



- Class Charters will be established in every class which make clear expectations and school rules.
- There will be clear routines which are supported by visuals and clear communication which will include use of visual timetables so pupils know what is happening each day and at each part of the day.
- Some structures and boundaries may be different in school because of social distancing and processes related to this so some tools we will use are Tapestry/Seesaw notices to parents so they can also share information with their children, regular texts and letters and use of visuals to guide and support. The structure will be supportive and provide opportunities within this that enables and allows pupils to express themselves and express the experiences they have had whilst they were not at school. We will do this by being clear with boundaries and using an ordered, calm and well-resourced environment so children have clear routines and the correct equipment.
- We will also be using therapeutic tools to support pupils in communicating with us such as :  
  
Regular circle time, golden time, discussion groups, mindfulness activities, active breaks such as Go Noodle or additional playtime also planned activities for children to share their experiences in a safe way. These activities will support pupils in exploring their feelings as well as modelling processing and talking about feelings and emotions linked to this experience. In addition, there will be lots of opportunities for pupils to practise their communication so that they are able to feel like they have a voice and are able to express their wants and needs
- Calm boxes will be available for children who may need time out of learning in order to self soothe and regulate their emotions
- Display boards in shared corridors will show photographs of children in positive learning situations, celebrating our school community and enjoying time in class.

## Levers 3 and 4: Curriculum and Metacognition

### Supporting me in enjoying and achieving in my learning

**How will this help me?**



This area will support me to have experiences where I feel successful and can engage in moments of enjoyment and achievement. These experiences will be familiar to ones I have had in school before.

These will be within my abilities and easily accessible recognising that when children have experienced trauma, their abilities to learn new concepts and be challenged is reduced.

I will use schemas of learning which are familiar to explore events and learning.

i.e. In EYFS (and KS1 for the first half term), play provision will enable schematic exploration, familiar structures in the day like planned continuous provision, relaxation time, independent learning, lots of story and circle time and phonics will be in place.

**What will that look like?**



We will use familiar curriculum type sessions that pupils will be used to so that we are providing children with experiences that feel like “the norm”. Using what we know about learning and how children process, this will look like familiar structured sessions in the pupils’ day. We will be providing enjoyable activities which provide children with “fun” so that they can rejuvenate with positive endorphins and want to engage.

Sessions which will feel familiar will be different for each Stage bubble and class group but ideas will be:

- Curriculum sessions that provide familiar structures (like phonics, maths, guided reading)
- Independent learning where provision takes account of schematic learning.
- Use of ICT learning and songs on the whiteboard where familiar. i.e familiar software to support whole class learning or learning school songs. Outdoor play
- Storytime
- Learning in these sessions will link to previous and current topic learning or children’s key interests and motivators.
- Children will have missed out on many opportunities being at home that they are naturally exposed to at school like peer play, active opportunities and experiences which develop their cognition and learning and these will be built into each day to support children to have a broad range of opportunity, experience and fun.

In order to identify gaps in knowledge and understanding, staff will use formative assessment, children’s work and peer and self -assessment to create a ‘Catch Up Action Plan’ to address whole class and individual learning needs. This plan will be discussed at Pupil Progress meetings with the Head, Deputy Head and Stage Leaders at the end of September.

Interventions will be established in October and monitored throughout the year to ensure children are accelerating towards their age related expectations. Successes will be shared with parents and children through our usual celebration assemblies either in class or over the school tannoy system.

A Parents Evening will be held in Autumn Term and will focus on wellbeing and inform parents of any catch up interventions that are in place for their child.

## Lever 5: Space

### Supporting my physical health and wellbeing

How will this help me?



This area will help me to re-engage with physical health and wellbeing routines as well as learn new routines which will support me in being safe and enable infection control.

This will include hand washing, social distancing, understanding of new school routines as well as supporting me with personal care and tolerating differences in these routines such as use of different facilities and being supported in a different way for eating/ drinking.

I will be supported to be independent through dressing and undressing for PE if I am in EYFS and given experiences to help me be physically well through active sessions, use of outdoor space and understanding about keeping healthy.

What will that look like?



We will be planning in lots of time where children are able to explore and reinvestigate their environments to become familiar with what might be different (i.e. one way systems in school, different markings in school, different access to resources in the classroom) and understanding these differences will be supported with social stories, photos and pictures.

Learning in supporting physical health and wellbeing will focus on managing and coping within new processes keeping safe.

This will include:

- Understanding what is different about school and how to navigate this environment
- Hand washing and hygiene measures
- Adapting to using areas of the school that may not be usual and being in environment and with staff that are not usual.
- Keeping and maintaining social distancing
- Catch it, kill it, bin it messages
- Using cough pockets to sneeze or cough into
- Health and hygiene sessions focussing on washing, being independent and looking after yourself.