



## Halstead Community Primary School

### Recovery Curriculum

Halstead Community Primary School is committed to ensuring routines, expectations, standards, relationships and values are quickly re-established after lockdown. Our priority is to get the children back on track both emotionally and academically.

Professor Barry Carpenter has developed the Recovery Curriculum\*, as a response to the losses described above. It is a way for schools to help children come back into school life, acknowledging the experiences the children have had. We want children to be happy, feel safe and able to be engaged in their learning. We have decided that a way to achieve this for the children is to acknowledge the importance of helping them lever back into school life using the following 5 Levers.

#### 5 levers of Recovery

**Lever 1: Relationships** – 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.

**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.

**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.

**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.

**Lever 5: 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.

\*Professor Barry Carpenter, CBE, professor in Mental Health in Education at Oxford Brookes University, Recover Curriculum: <https://www.evidenceforlearning.net/recoverycurriculum/>

The following information outlines our aims and actions that will be taken by staff at various levels. Each lever will be implemented in a tiered approach:

**Universal Support** – Elements of provision that are applicable and appropriate to all children in school

**Focused Support** – Additional measures for groups of children that can be delivered through class provision or additional family contact

**Targeted Support** – Specific support for individuals or families, often involving external agencies

**Lever 1 – Relationships**

Our understanding	Universal Support	Focused Support	Targeted Support
<p>We do not expect all children to return joyfully, although many children will be keen to return to school, some will find the separation from their parents and carers challenging.</p> <p>Prior to the pandemic, the children had well-established relationships with a range of staff, however these relationships that were thriving, may need to be invested in and restored.</p>	<p>All staff members will make a conscious effort to reach out to greet children positively and work alongside children to reaffirm the relationships we had to cushion the discomfort of returning.</p> <p>Class teachers will be available every morning in the classroom to greet the children as well as ‘meet and greet’ at the gate by a member of staff.</p> <p>The children will be given opportunities to play and interact with each other. They will be given a variety of activities throughout their school day which will involve turn taking, sharing, discussions, and positive play.</p> <p>PSHE lessons.</p> <p>Informal observation of children, noticing any difference.</p> <p>Majority of staff have been trained in YMHFA and can apply the training.</p> <p>The Wheel of Wellbeing will be on display and promoted through the school day.</p> <p>Whole school assemblies to promote well-being.</p>	<p>Each class will have a key safe space available to children, which can be accessed throughout the day to ensure children are able to express their feelings and have the time that they need.</p> <p>Reference to the 5-point scale will be made throughout the school day to support children in self-regulating their emotions.</p> <p>Provide children with mindfulness activities.</p> <p>Active listening to the children with a conscious effort to allow talk.</p>	<p>Specific social interventions.</p> <p>Children who demonstrate changes in behaviour referred to DSL/SLT/Senco.</p> <p>Maintain connection with parents via telephone call, emails and conversations at the gate.</p> <p>Time in staff meetings to discuss individual concerns.</p> <p>Counselling support for identified children/families</p> <p>Referrals to external agencies where concerns have been identified.</p>

## Lever 2 – Community

Our Understanding	Universal Support	Focused Support	Targeted Support
<p>As a staff team, we will recognise the importance and values that we have for our community and how these need to be re-established.</p> <p>The importance of re-developing our inclusive culture 'Everybody different, everybody equal' needs to be made paramount.</p> <p>The PRIDE values need to be re-established through communicating them in correspondence with the children.</p>	<p>All staff will offer time to talk and be available for all children to have the opportunity to share their 'lockdown experiences'.</p> <p>Within class bubbles, teachers and teaching assistants will model positive relationships, through talk, discussion and shared values.</p> <p>There will be opportunities to discuss feelings and emotions through ongoing PSHE, circle times and mindfulness sessions.</p> <p>Celebration assemblies will provide the opportunity for achievements to be celebrated and shared, enabling all children to observe and aspire to be positive role models within their class community.</p> <p>Whole school assemblies to re-establish the PRIDE values and promote well-being.</p> <p>The use of a house-point reward system will ensure children understand the other communities and teams that they are a part of within our school.</p> <p>Language around the PRIDE values will be regularly used in the classroom.</p> <p>Good attendance will be regularly celebrated.</p> <p>Bubble integrity, social distancing and hygiene procedures will be modelled and reinforced and children encouraged to understand that it is the responsibility of the whole school community to keep us all safe.</p> <p>There will be clear and relevant signage around the school.</p>	<p>Some children may need visual reminders to socially distance from staff and follow hygiene procedures.</p> <p>Groups of children who are not attending as regularly as expected will be identified.</p> <p>Positive reinforcement to foster good learning and attitudes to one another.</p>	<p>Contact parents via telephone calls, emails and conversations at the gate if children are finding routines and expectations hard to follow and/or not complying with behaviour expectations.</p> <p>Time in staff meetings to discuss individual behaviour concerns.</p> <p>Provide social stories to make expectations clear.</p> <p>Families to be contacted if children have poor attendance.</p>

### Level 3 – Transparent Curriculum

Our Understanding	Universal Support	Focused Support	Targeted Support
<p>As a staff we are mindful that children have not had full control of their learning during lockdown so drops in learning are not deliberate.</p>	<p>Class Teachers will be constantly assessing children using their subject knowledge and observations within lessons to diminish any differences that may have developed during lockdown.</p> <p>Teacher Assessment as well as summative assessments will be used to make assessments of the children upon their return to school. Assessments will be made using SIMs and reference will be made to the previous year group to ensure progress is made.</p> <p>Teachers will continue to praise children and develop their 'growth mindset' in order to be; Happy, Positive, Successful, Life-long Learners.</p> <p>Our curriculum timetable will include:</p> <ul style="list-style-type: none"> <li>Daily phonics/spelling</li> <li>Daily guided reading</li> <li>Daily whole class story at the end of the day</li> <li>Daily handwriting to re-establish high standards</li> <li>Regular writing across the curriculum</li> <li>Daily maths lesson in which mental arithmetic and automaticity of recall of facts is heavily promoted</li> <li>Sessions to increase activity levels such as Daily Mile, Maths of the Day, English of the Day lessons</li> <li>Focus on language throughout the school day</li> </ul>	<p>Promote independent learning via tight scaffolding for those that have become particularly reliant on an adult through home learning with the scaffolding then reduced so that the emphasis is placed on children being independent learners.</p> <p>Provide appropriate curricular support in core subjects.</p>	<p>Interventions will be in place as soon as possible to ensure any children showing gaps in their learning are being targeted effectively.</p> <p>Provision maps to be shared with families.</p>

#### Lever 4 – Metacognition

Our Understanding	Universal Support	Focused Support	Targeted Support
<p>We understand that children have had different and varied experiences of education throughout the pandemic.</p>	<p>Class Teachers will use a range of multi-sensory teaching styles to ensure all children are able to learn and make progress within a lesson.</p> <p>Teachers will make every effort to combine the interests of children into their lessons to engage and encourage pupils' involvement.</p> <p>Discussions and 'circle times' (Covid safe) to encourage shared experiences and discussions around goals.</p> <p>Opportunities for collaborative learning will be planned for to encourage talk amongst peers.</p> <p>Children's work will be celebrated throughout the day to encourage high expectations and positivity within the classroom.</p> <p>Use of the outdoor environment and school facilities will be utilised, offering flexible learning.</p> <p>Knowledge organisers will be used to focus learning and vocabulary.</p> <p>Using the approach of 'know more, remember more', the children will be encouraged to recall information in Knowledge Organisers.</p> <p>At the end of the school day the children will be encouraged to say something related to 'What have I learnt today?'</p> <p>Curriculum maps and non-negotiables have been shared.</p> <p>Children are encouraged to challenge themselves at an appropriate level using the 3 chilli challenges and lessons are carefully differentiated. The children also choose their challenges as part of their Power Project homework.</p> <p>Children are encouraged to reflect on their own learning and assess their own progress against LOs at the end of each session.</p> <p>Children encouraged to take ownership of their learning by using their target bookmarks.</p>	<p>Staff aware of the materials/resources available on the Kent Resilience Hub which can be used for groups of children to rebuild learning skills.</p> <p>Growth Mindset language is reinforced – children are reminded that mistakes help us to improve</p>	<p>Targeted effective interventions will be put in place for children to rebuild their confidence.</p>

## Level 5 – Space

Our Understanding	Universal Support	Focused Support	Targeted Support
<p>We understand that children have had varied experiences of lockdown and some will be excited to return to school, whilst others will need a little extra support.</p> <p>We acknowledge that children thrive in predictable, stable environments with clear boundaries.</p>	<p>There will be a clear structure and routine to the school day, set out by the visual timetable at the beginning of the day.</p> <p>Daily exercise and outdoor learning has a proven benefit for children’s mental health. We will utilise our outdoor spaces for this purpose.</p> <p>Teachers will plan for the opportunity for more talk within lessons.</p> <p>PSHE sessions and circle times will incorporate discussions around belonging, togetherness, emotions, self-regulation and coping with changes.</p> <p>Routines and rules will be shared and re-visited frequently to ensure all children are aware of the classroom expectations.</p> <p>Opportunities to share new skills and talents that have been discovered in lockdown will be planned for and celebrated</p>	<p>Teachers will be mindful of the need for some children to have additional time for mindfulness and socialising.</p> <p>Target the use of positive reinforcement to foster good learning behaviours and attitudes to one another, related to the PRIDE values.</p> <p>Provide regular visual reminders for those struggling to distance from staff and follow hygiene procedures.</p> <p>Quickly identify groups of children who are not attending as regularly as expected.</p>	<p>Provide time for children to talk 1:1 with familiar adults should they wish to share their emotions.</p> <p>Effective interventions will be put in place to encompass a range of gaps that may have developed throughout lockdown.</p> <p>Children who demonstrate changes in behaviour referred to DSL/SLT/SENCo.</p> <p>Time set aside during staff meetings to discuss children who are not following expectations and identify strategies to help them.</p> <p>Referrals to STLS/external agencies where concerns have been identified.</p> <p>SLT to contact families if individuals are unable to comply with behaviour expectations in line with the Behaviour Policy.</p> <p>Specific praise to be given to those children who have adapted well.</p> <p>Have conversations with families of children not adhering to new routines.</p>