

**Recovery Curriculum**

**A Framework for Recovery**

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**Wolviston Primary Curriculum**

Article 29

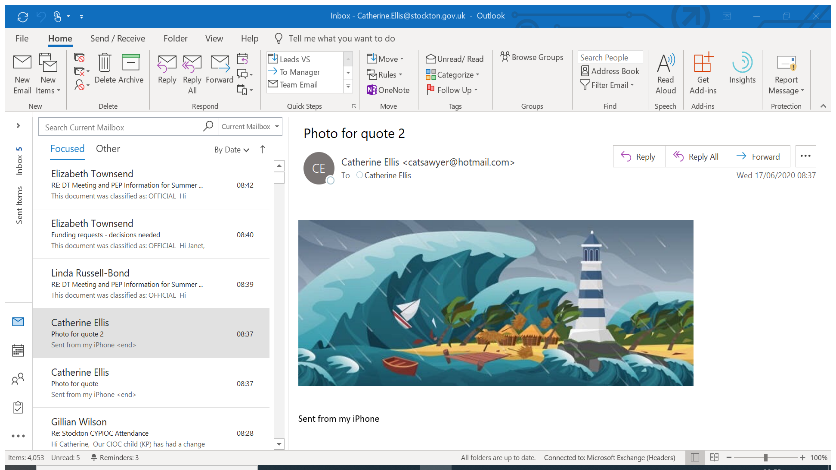
Education must develop every child’s personality, talents and abilities to the full. It must encourage the child’s respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.





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**“**The greatest hope for traumatized, abused, and neglected children is to receive a good education in schools where they are seen and known, where they learn to regulate themselves, and where they can develop a sense of agency. At their best, schools can function as islands of safety in a chaotic world...” Bessel van der Kolk

**Values & Vision**

At Wolviston Primary School, we have a strong set of values set out for our children, staff and the wider community to achieve. It is essential that we continue to focus on fostering relationships with a personalised approach to reintegration back into the life of school, delivered through the school curriculum intent and reintegration pathway of support.

We encourage and celebrate a love of learning with high aspirations for each and everyone of our school community. We are proud to be a Rights Respecting School and as duty bearers, we help our pupils to grow into confident, caring and responsible young citizens both in school and within the wider community. By learning about their rights, our pupils also learn about the importance of respecting the rights of others.

Wolviston Primary School is one where:

* Everyone treats each other with respect and care
* All children succeed and develop their ability to think independently
* All our staff go above and beyond expectations to make a difference
* Children are actively encouraged to make choices, knowing that they are in a safe and supportive environment
* We celebrate achievement and understand the importance of rules

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**Curriculum Intent**

Although we may be a small school, we want our pupils to have big ambitions and high expectations of themselves. We are an outward looking school, with a strong sense of community and we aim to create a curriculum that truly meets the needs of our children. It is our children’s voices that we want to drive and shape that curriculum, a rich, exciting and balanced curriculum, which enables each individual child to develop academically, emotionally, creatively, socially and physically. Our curriculum will enable the children to share ideas, express their opinions and apply knowledge and skills learned in a wide range of meaningful contexts. It will offer opportunities for all children to investigate, question, debate and challenge. It will enable all children to flourish and to be the very best they can be.



We want to ensure that children gain a deeper level of understanding of who they are, how the world works and how they fit into this world. In light of recent global events, this is now more important than ever and must continue to be developed through the recovery curriculum.



There is a deep desire in the school that all children gain a sense of self and a sense of place to develop resilience and an understanding of heritage. Skill development such as oracy, reading, writing, critical thinking and reasoning skills across the curriculum are a key focus to enable children to access knowledge so they can grapple and debate. Children need to understand that they can make a real difference. In addition, they need to know what matters now, locally, nationally and internationally.



Without any time in school, many children may have been exposed to unfiltered adult conversation and inappropriate news media, which could have been bias. Our school needs to ensure that teachers can provoke debate an offer objective view points; we must ensure that teachers don’t panic due to the enormity and controversial nature of these issues that may be viewed as emotive, political and divisive. Wolviston Primary School will need to ensure that we provide support and training to empower our leaders to be compassionate leaders and experts. We must develop our curriculum recovery at Wolviston by asking ourselves what it means to be a human. What does it mean to be in the world right now and how can children shape the future?

Due to the closure of schools for the majority of children during the global Covid-19 pandemic, it has been necessary to re-evaluate our approach to the provision on offer for our children when they return. This will ensure all children have the level of support that they will need to become ‘effective’ and ‘engaged’ learners who are able to access all that school has to offer. The approach we will take is formed from theoretical perspective of the ‘recovery curriculum-think piece’ from Barry Carpenter and the trauma recovery model of Louise Bomber.



All pupils study the full curriculum; a broad range of subjects are taught including English, Maths, Science, Physical Education, Computing, Design and Technology, Art, History, Religious Education, Geography and PSHE. Many of these subjects are delivered through a topic-based approach, where relevant, to make learning meaningful and to provide opportunities to transfer skills across the curriculum. In the first few weeks we will need to address gaps in Maths and English but will aim to continue to teach a broad and balanced curriculum.

Global Learning, Eco values and Rights Respecting School Award engenders a whole school culture of local and global responsibility. We instill confidence, provide regular opportunities to debate, and discuss local, national and international issues through critical thinking and verbal reasoning. It is our aim to ensure children make informed, safe choices and lead healthy lifestyles.

Leaders promote ongoing engagement in physical activity. Research shows that there is a direct correlation between physical confidence and academic progress. Regular physical activity including the Daily Mile promotes growth and development and has multiple benefits for physical and mental health that undoubtedly contribute to learning; if children achieve well in physical education this will positively impact on their progress in other subjects.

The approach to the delivery of the curriculum will have strong emphasis on reengaging learning through a thematic cross-curricular approach, which will encourage children to share experiences and challenge their thinking in a nurturing and supportive environment, supported by regulated adults. It is vital for our children to move forwards within the recovery model that engagement is the key to success.

**Online Offer and Harnessing Parent/Carer Support**

Teaching is a relationship based profession and community is key. It was imperative that all schools in the trust maintained a strong sense of ‘community’ and maintained relationships from the start of school closures and this continues to be a focus. We have led a raft of strategies to ensure all children and their families were connected to school throughout lockdown through the use of Social Media, weekly emailed updates from the Head teacher and daily contact via the Seesaw app.

Online and paper based home-learning is of an extremely high standard, which has included daily marking and feedback, online regular tutorials, story times and zoom quizzes. We been relentless in ensuring the disparity between children in school and children learning from home was as minimal as possible. We wanted staff to remain visible and prominent in the children’s lives.

SEND children with EHCP had the opportunity for personalized 1:1 learning through zoom sessions and individual recorded lesson on Seesaw. Individual children were targeted for support with their mental health and had the opportunity to participate in an online programme via weekly Zoom sessions, ‘We Eat Elephants’ led by the Trailblazer team. We would plan to implement such strategies again at Wolviston if there were further lockdowns and we will engage with training to further the development of this provision, should the need arise.

Every child was given the opportunity to meet with his/her class teacher if they were not in school. We sent home a voluntary ‘holiday pack’ of work to address any gaps or reinforce basic skills during the Summer holidays. In response to some parents, we also sent home the expected standards for each year group. We have continually reassured parents that we will support their child when they return in September and will put in place any interventions to enable their child to ‘catch up’ if necessary.

It will be necessary to re-evaluate our school-based approach to the provision on offer for our children as and when they all return to school. This will ensure all children have the level of support that they will need to become ‘effective’ and ‘engaged’ learners who are able to access all that school has to offer.

Dr. Bruce D. Perry has been a clinician, researcher and teacher for over 30 years. One of his great quotes underpins the rationale for the focus of this curriculum recovery.

**“The more healthy relationships a child has, the more likely they will be able to recover. Relationships are the agents of change and the most powerful therapy is human love.”**

**Dr. Bruce D. Perry**

**What is a recovery curriculum?**

The recovery framework is based upon the work of Barry Carpenter and the Evidence for Learning team, which sets out the importance of recognising the trauma and loss that children will have been through during the Covid-19 pandemic.

Successful transition for children to enable them to once again become efficient and confident learners is key. The way in which we do this is to acknowledge and accept the losses that we have all been through during the pandemic.

* **Loss of routine** means that we are likely to have at some point had disrupted sleep patterns, change in coping mechanisms, worried or become confused at lack of routine.
* **Loss of structure** would indicate that we may not have been following the same structures for learning that we have previously been accustomed to, we may have worries over lack of control and in particular change, we may have lost out on our right to carryout important transitions in our lives such as SATS, secondary school visits, end of year parties, moving onto the next year group when Y6 and 11 leave school.
* **Loss of friendship** whilst we have not lost friendships and those people still remain in our lives we will not have been able to interact with them in the way we were previously used to, we grieve for the deeper social interaction and connectedness that friendship and relationships bring.
* **Loss of opportunity** many children and adults do not understand why school was closed, why we were no longer able to meet up with our friends and had to remain at home and indoors for most of the day. We do not understand fully why the decisions were made and for children in particular, they do not have the understanding that the Government made the decisions to partially close schools and that it wasn’t their teachers or other school staff who took those decisions. For this reason, it is vitally important that we help children to understand that their safety was and is our primary concern.
* **Loss of freedom** for some children and adults school offers a place of escape, somewhere that they can be who they want to be and allows a sense of freedom to explore, make mistakes and to learn from them

The primary focus of the recovery curriculum is to ‘**help children to recover from their loss of routine, structure, friendship, sleep, opportunity and freedom’** [https://www.evidenceforlearning.net/wp-content/uploads/2020/04/Recovery-Curriculum-Loss-](https://www.evidenceforlearning.net/wp-content/uploads/2020/04/Recovery-Curriculum-Loss-and-Life-for-our-children-and-schools-post-pandemic-3.pdf) [and-Life-for-our-children-and-schools-post-pandemic-3.pdf](https://www.evidenceforlearning.net/wp-content/uploads/2020/04/Recovery-Curriculum-Loss-and-Life-for-our-children-and-schools-post-pandemic-3.pdf)

**Recovery Plan**

The future is unpredictable, in regards to COVID-19 and further school closures. We have planned the following Recovery Curriculum Framework in anticipation of government plans to welcome all children back to school in September 2020. The following timescale will be followed, with a degree of flexibility, to ensure gaps are closed at pace while simultaneously supporting children back to school after a considerable break and ensuring emotional wellbeing is a priority.

2.9.20- 11.9.20

Holistic recovery

Community rejoin and reconnect

Establishing routines

Baseline assessments

14.9.20 – 23.10.20

Key priorities refined in light of baseline assessments

Timely referrals to agencies

Focused intervention and specialist support deployed

2.10.20 – 7.12.20

Formal assessments

Recovery curriculum framework review

Focused intervention and specialist support continues

**Wolviston Primary Recovery Framework**

The way in which Wolviston Primary intends the recovery framework to be used is through the initial identification of need using the pathway of support, which is aimed at joint recovery working closely with parents and carers to assess the appropriate level of provision for individual pupils. The pathway of support makes explicit the three main levels of support and intervention at the varying levels from:

**Universal Whole School Approach**

**All** of our pupils will need a holistic recovery.

**Targeted personal small group/individual**

**Some** children will need a focused intervention programme personalised to their needs.

**Specialist Support**

**Others** will need a deeper longer lasting recovery period, enabling a fuller exploration of the severity of their trauma.

**Aims**

Our recovery framework aims to restore the mental health and rebuild the resilience of our children to allow them to become engaged learners again by:

* recognising the experiences had by all
* restoring trust and relationships with staff
* re-establishing friendships and social interactions
* regaining structure and routine
* rebuilding a sense of community
* regulating their emotions and managing behaviours
* re-engaging them in learning
* preparing them for transition

When considering the element of the five levers, it allows us to consider the approach we need to take towards recovery that places the child at the centre of the recovery journey, acknowledging the importance of their lived experiences with a focus on instilling felt safety, security and stability.

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| --- | --- | --- | --- |
| **Lever** | **How?** | **Why?** | **Key Performance Indicators** |
| Lever 1 – Rebuilding relationships | Greet each morning with a smile, a relaxed body language that shows the child that they matter and that you are genuinely pleased  to see them. | This can be achieved through attuned, positive and purposeful over exaggerated interactions, that help our pupils feel that they are  important. | Children will be happier to come into school, reduced levels of anxiety |
| Lever 2 – re- establishing community | Assess children’s individual needs, allow them to share their experience of lockdown and the pandemic, this may  be done through  discussion, drawings, stories and other creative mediums that allow for exploration in a safe and supportive way. Acknowledge and validate their  feelings | Children will have experienced lockdown very differently to one another, through creating an  atmosphere of  openness and honesty the children will begin to reconnect with their environments and redevelop their sense of belonging within the school  community | Ensuring the pathway of support identifies the child’s needs at an individual level and appropriate  provision is put in place. |
|  |
| Lever 3 – Transparent curriculum | Being open and honest about the way in which the losses have affected us as adults will help children understand the internalising emotions that they too may have been carrying since school closed.  Seek to understand what the children already know and help them to find the facts to questions like:  Why did school close so quickly?  Why is school so different now?  When will I see my friends?  Why am I allowed to return to school and some of my friends aren’t.  Along with all of the questions that children want to share and discuss | Children will have heard a lot about the pandemic in the media and by overhearing discussions within the environment at home/shops etc. and some will be factual whilst others will be someone else’s interpretation of a situation. They may have heard about somebody dying or have had to deal with the death of a close family member/family friend. It is important that as adults we offer the children the real facts and use open and honest dialogue to help them to problem solve. | Children will be confident to share what they know and understand.  They will use the relationships that they have with adults to support them. |
| Lever 4 – Metacognition (thinking about thinking) | Children will have been learning in different ways through home schooling, it is essential that we re-teach the way in which we learn at school. We can do this by setting out the routine of the  day, encouraging opportunity for | It is vital that children learn to love learning once again and can begin to recall the passion that was instilled in them before the lockdown. Children will naturally feel safe and secure  within a classroom environment, if they | Children will be curious, inquisitive; they will ask questions that require higher order thinking.  They will have FUN and will demonstrate an eagerness to keep going. |
|  | thinking, reflecting and evaluating.  Children will respond to a thematic approach where they can become fully immersed in a topic of interest that can be explored through each subject and using both the indoor and outdoor environment, learning becomes embedded when  we use the whole body. | are enthused by the well planned teaching and learning that takes place with an emphasis on the way it is delivered by the adult through the use of PACE Playfulness Acceptance Curiosity  Empathy |  |
| Lever 5 Space Time and space to rediscover self and to find their voice | Ensure children are provided with time and space to readjust to the new classroom layout, adult they are working with and changes that have been made.  Carefully explain and offer reasons for the change.  Explore a whole pod agreement and share stories of being in a pod and what that means  Ensure time is planned in for movement breaks and sensory  circuits | Children will need time and space to readjust and to begin to trust in the safety, stability and security of the classroom environments. As adults we can support our children by firstly regulating, acknowledging and validating feelings and emotions which will the support us in beginning to re- establishing safe and trusting relationships | Children who are settled to learn within their classroom environment and confident to share thoughts, feeling and ideas freely. |

Children may commence their recovery journey at the universal stage and as they return to school adults may identify that needs differ from how they presented within the home environment. Through assessment and further discussion with the SENDCO it could be necessary to move a child onto a targeted or specialist pathway of support, this support will be discussed and agreed with parent/carers. We will conduct a Family Wellbeing Questionnaire before the children return to school to ensure we have up to date information enabling us to address any needs swiftly.

**Recovery pathway of support – Family Wellbeing Questionnaires**



Concerns raised from questions 4, 6, 7, 10, 12 indicate a more targeted approach

Concerns raised from questions 3,4,6,7,9,11,12 indicate a more targeted approach

Concerns raised from questions 1,2,3,4,9,11, 12,14 indicate a universal approach

1. Has anyone in your family tested positive for Covid-19?
2. Has anyone in the family had to isolate at this time?
3. Has anyone in your family been hospitalised with Covid-19?
4. Have you had any bereavement with immediate/extended family or friends during this period?
5. If yes, please specify the relationship to your child?
6. Have you or your partner been made redundant during this period?
7. Has your family hard significant financial concerns during this time?
8. Has anyone in your family been working as a key worker?
9. Has your child become withdrawn during this period?
10. Has your child become more physically or verbally aggressive during this period?
11. Has your child struggling giving up a particular club/activity, e.g. sports, music, etc.?
12. Has your child conveyed any anxiety about returning to school?
13. If yes, please give details?
14. Has your child been able to connect with friends during this period?

**Universal** offer includes a thematic cross curricular approach to learning that supports children to reconnect with their environment, re- establish relationships, share experiences of lockdown in a safe and supportive environment and re-discover a love of learning through an inclusive, play based curriculum which fosters creativity and enjoyment.

Parents will be supported to contact school to discuss their anxieties of school re-opening and staff will work hard to allay fears and instill confidence in the parent/carers decisions.

**Targeted** offer may include

* CPWP(Children’s psychology well-being practioner) referral
* Parental support
* Risk assessment of need for children who meet 4 on the funding ranges/EHCP

**Specialist** offer may include

* Play therapy – Circles Counselling (via video link)
* CAMHS referral
* 1:1 MHST referral
* Bereavement support
* EP referral
* Early Help Referral – CAB, Harbour, etc.

**Leuven Scale**

As a tool to assess the children’s wellbeing and engagement for learning we intend to use the Leuven scale which looks at how well the children engage with learning tasks and how they present in terms of their emotional wellbeing. This assessment will take place at the end of their first week in school and will be compiled using the Leuven scale through teacher observations throughout the week. We do not expect that these are written observations; they will be based upon what you have noticed about the child during their everyday interactions with peers, adults and family members. They will also take into account the child’s ability to stay focused, how attentive they are within lessons, are they keen to have a go at a task. By assessing the children in this way we will be able to track noticeable changes in their presentation and will ensure that the right level of support is provided at the most appropriate time.

The Leuven Scale for Well-being

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| Level | Well-being | Signals |
| 1 | Extremely low | The child clearly shows signs of discomfort such as crying or screaming. They may look dejected, sad, frightened or angry. The child does not respond to the environment, avoids contact and is withdrawn. The child may behave aggressively, hurting him/ herself or others. |
| 2 | Low | The posture, facial expression and actions indicate that the child does not feel at ease. However, the signals are less explicit than under level 1 or the sense of discomfort is not expressed the whole time. |
| 3 | Moderate | The child has a neutral posture. Facial expression and posture show little or no emotion. There are no signs indicating sadness or pleasure, comfort or discomfort. |
| 4 | High | The child shows obvious signs of satisfaction (as listed under level 5). However, these signals are not constantly present with the same intensity. |
| 5 | Extremely high | The child looks happy and cheerful, smiles, cries out with pleasure. They may be lively and full of energy. Actions can be spontaneous and expressive. The child may talk to him/herself, play with sounds, hum, sing. The child appears relaxed and does not show any signs of stress or tension. He/she is open and accessible to the environment. The child expressed self-confidence and self- assurance. |

The Leuven Scale for Involvement

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| --- | --- | --- |
| **Level** | **Well-being** | **Signals** |
| 1 | Extremely low | Activity is simple, repetitive and passive. The child seems absent and displays no energy. They may stare into space or look around to see what others are doing. |
| 2 | Low | Frequently interrupted activity. The child will be engaged in the activity for some of the time they are observed, but there will be moments of non-activity when they will stare into space, or be distracted by what is going on around. |
| 3 | Moderate | Mainly continuous activity. The child is busy with the activity but at a fairly routine level and there are few signs of real involvement. They make some progress with what they are doing but do not show much energy and concentration and can be easily distracted. |
| 4 | High | Continuous activity with intense moments. They child’s activity has intense moments and at all times they seem involved. They are not easily distracted. |

**Nurture**

Nurture is at the heart of our school practice and provision for our children, their families and the staff community. It is essential as we move forward we thread the principles of nurture into all interactions and connections made with children, their families and the staff team.

This principle requires staff to accept children at their age and stage of development. We need to remember that all children have had their own individual experiences of lockdown and when they left us may have presented as more able both academically, socially and emotionally but on return to school it is possible that some will have regressed socially and emotionally. It is also highly likely that academic levels will have taken a dip, which is something we can focus on once the individual child is settled and ready to learn. It is essential we meet the child where they are at and use the pathway of support to identify additional interventions that will ensure progression in their recovery journey is dealt with swiftly and effectively.

**How?**

* In contrast to the notion of catching up, we may have to repeat and reinforce previous concepts and skills that have been disrupted by trauma. This might involve revisiting past topics and reminding children of their success. We need to ensure that the building blocks are secure before expecting children to leap ahead to unfamiliar and novel learning experiences.
* We may need to initially focus on providing positive and fulfilling experiences. One of the most enriching is play. Children young and old thrive when they smile, laugh and engage in games and activities that help them to recognise and appreciate their personal strengths. First and foremost, the return to school should be enjoyable.
* For new learning activities, we should aim to provide meaningful, practical and multi-sensory experiences. Tasks may need to be initially broken down into smaller steps, with clear and simple instructions and active modelling from key adults.
* Those who are reluctant at first to engage with adults may need tasks, which they can work on independently, so they can develop a gradual tolerance of an adult’s presence. Those who are preoccupied with being connected to key adults may require learning tasks to be time-limited, with more regular feedback and reassurance.

**Classroom Environment**

It is essential with all of the changes to the school environment that children are offered time to readjust and realign themselves with the new structures and routines in place. The adults will need to ensure that they initially are the secure base from which children will begin to explore, it is essential that we remain consistent in routines and expectations to reduce the levels of anxiety. We will need to ensure the behaviour policy is reinforced, so that children work within safe and secure boundaries.

**How?**

* It will be important to post a virtual walkthrough explaining the changes within the school environment to the school website and social media pages so that the children can familiarise and connect with the environment before they return, this will ensure there are no surprises.
* The use of social stories that can be used by parents/carer and the adults in school to share returning to school, social distancing, transition.
* Structure and predictability will be essential. Visual timetabling can inform the children of what is happening now and next. Seating plans and classrooms that children will be accessing may have changed both in physical appearance and in location, since the children left and therefore it is essential that on the first morning new routines, seating plans and structures are established to support in redefining the classroom as a safe base.
* Decorating a wall with photographs of each child and key staff in the classroom and playground can create a sense of belonging; especially if the children are acclimatising to a different peer group or different members of staff for the foreseeable future. Reassurance can be provided through positive messages such as “You are safe here”, “We remember you”, “You can talk to me any time” and “All of your feelings are ok”.
* Children will still need to be able to access safe spaces and as they have been removed for the initial period, children can be directed to use the space directly under their table/reading corners, etc. It must be discussed as part of your class agreement and the expectations of its use identified and agreed.

**Communication**

Ensuring children have a voice and that their ideas, thoughts and feelings are celebrated and validated will help the child to feel valued and that they are an important member of their group, it helps them to understand that their contributions matter. Helping children to put their feelings into words is of vital importance. As adults we need to place an emphasis on what we say, what we do and how we act in front of our children, they pick up on the verbal and non- verbal cues.

Our children require us to become the storytellers of our own lives so that they can see we are human and have the same feelings and anxieties in life that they do. We worried about when school would be open to see our friends and the children, we felt anxious going to the supermarket for the first time. We can use the power of storytelling to help them to not only share their worries and feelings but also to provide opportunities to talk through a situation leading to a specific action and label the emotion. For example, we could wonder how a child might be anxious about being in the same room as other people or confused about why their class is smaller than usual. We can support the child in narrating the experience, keeping to their pace and asking what happened next at different intervals. Our calm brains help them to connect the dots and allow the fight/flight/freeze response to subside.

We can encourage them to communicate their feelings and consider what to do about them through emojis, short scripts or role-plays – for example, “I am feeling \_ because” and “When I feel , I can ”. There should be explicit methods of asking for help. Some children may benefit from a Social Story, which can talked through with a key adult. Others may need a more concrete and discreet method of asking for a break, such as a coded phrase that only their teacher recognises or an exit card on their desk, which can be flipped over. As adults, we can use the help script from within the mental health and behaviour policy, which guides us to reflect back what we are seeing, labelling it and offering supportive strategies to deal with the situation/feeling/emotion.

We will also need to think about the language we use. Whether it is a child who is anxious about coming back to school or one who actually preferred being at home, we need to be welcoming and show that they have been thought of fondly. For example: “I’m so happy to see you again”, “I’ve missed seeing your smile” and “When I saw on TV, it reminded me of you and made me wonder what you were up to at home”. Being held in mind is of vital importance for our children to feel valued, important and to understand that they matter, even when you are not together. It would be helpful for class teachers/teams to create videos to all of their children particularly as not all children will have returned to the same class, teacher or group that they were in pre-lockdown.

Some of our pupils will not only have experience the five losses discussed earlier but they may also have suffered bereavement of a close family member, friend or pet. It is essential that we support the child to come to terms with their grief and deploy support where necessary in line with school policies.

**Behaviour**

This is a well-known perspective, which is not exclusive to nurturing provision. It emphasises the importance of looking underneath a behaviour and asking “What is the child trying to tell me?” In the current context, we need to be open-minded. The child who throws equipment or swipes items off their desk may be anxious about being in proximity to other children and adults; after months of being told to avoid contact as far as possible with the outside world. The child who refuses to follow instructions or comply with new routines may be feeling hurt or abandoned by a key adult, given the sudden experience of separation and loss when the restrictions were introduced at short notice. Remember we first must:

1. Regulate 2. Relate 3. Reason 4. Repair

Dan Hughes highlights the need for connection before correction and his formula of PACE can be applied to our work in a post-lockdown world.

**How?**

* Playful interactions with children in the early stages of returning to school will help to create a sense of safety and belonging, reduce stress and defuse situations before they escalate. We might achieve this through personalised greetings in the mornings, sharing jokes and learning topics through physical action or musical rhythm. We could turn new routines into a game to diminish the strangeness and have fun rehearsals to make them easier to remember. Our new greeting could include a thumbs up, an air five, self-hug.
* Acceptance is about being non-judgmental and showing the child that we understand what they are going through validation. For example, “I know you’re scared about being here, let’s work through this together” or “It must be hard not to think of your parents at home. You loved spending so much time with them every day and it’s sad to leave them”.
* Curiosity is important in putting aside our own presumptions and eliciting the child’s views by wondering aloud – “I’ve noticed you’ve been quiet since coming back. I am wondering if you might be worried about something”.
* Empathy is our way of stepping into the child’s shoes and showing them that “we get it”. We might say, “I know this is really tough for you. The classroom looks so different from the last time you were here” or “You are so upset that your friend has not returned to school yet. You miss seeing him every day like you used to”.

**Transition**

Simply being in lockdown has been a major transition in children’s lives. Many have been at home. Some have been in school whilst their parents continue to function as keyworkers. Whether a child is going back to school for the first time in months or coping with the return of friends/peers after experiencing a very different kind of school since March, our students will be faced with yet more change and uncertainty.

**How?**

* Virtual zoom meetings with each new class teacher were held in last week of term.
* Y6 had two sessions via Zoom led by MHST to help with transition to secondary school.
* Eliciting the views of children about the impending return to school –using the family well-being questionnaire and ‘all about me’ surveys - asking the key questions within the pathway of support. Some may be scared to leave their homes or worry about being separated from their parents. Others have previously found school very challenging– they’ve enjoyed being at home and the prospect of returning may fill them with dread.
* It will be important to communicate in advance via video and discussion with parents/carers what the children will be going back to. Will they be in the same classroom as before? How many will be in their class? Which staff will be there?
* There will likely need to be new routines for arriving to school, beginning and finishing activities and moving between areas. Initial modelling of such routines (as part of the virtual tour outlined above) will be beneficial and we can consider verbal/visual countdowns, rhythm or music to help them anticipate these routines.
* The nurture principles are ultimately about supporting children who have missed out on key developmental experiences in their early lives. They are also a useful guide for helping them to recover from an unprecedented change in their daily routine. We will be asking them to cope with this strange and stressful disruption and adapt to a “new normal” in the coming weeks and months. Applying a nurturing approach in children’s return to school-based education enables us to focus on the factors which foster healing and resilience in the face of trauma. Factors such as felt safety, security, understanding, wellbeing and inclusion.

**Early Years Autumn 2020**

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| **Focus** | **Action** |
| Separation Anxiety – children will have spent all their time with their primary caregivers and starting/returning to the setting may cause increased anxiety or distress. | * Phased start for Nursery children new to the setting. They will have an afternoon visit the week before they begin to familiarise themselves with the setting and adults. Staggered start for new starters into Nursery –utilizing afternoon sessions initially to enable staff to maximise the time they can spend settling the children in. * Photo display in cloakroom areas of children at home. * Gathering information about children’s lockdown from carers. * Increased time establishing / re-establishing routines and expectations. * Lots of familiar play experiences to be provided in order to develop confidence. * Staff to spend time playing alongside children to establish / re-establish strong bonds and relationships. * Social story about starting / returning to school to be shared with parents on website * Zoom story sessions in Summer term to establish familiarity with teaching staff. |
| Listening skills –Reception children’s listening skills may have decreased during lockdown due to them not attending a setting. | * Nursery will (as usual) build in short carpet sessions each session to increase listening skills. * Phase 1 phonics activities to be planned into weekly timetables. * Reception children who need to access Phase 1 again will be given the opportunity to do this. * In Reception, children will take part in several short carpet time sessions each day focusing on stories, songs, games and circle time, which will explore feelings and emotions. |
| Behaviour – some children may struggle to interact appropriately with other children if they have not mixed socially during lockdown. | * Modelling of behavioural expectations throughout the setting from the outset especially around issues involving sharing, aggressive / rough play / inappropriate or aggressive language. * Involve children in establishing the rules for the setting. * Positive re-enforcement of our expectations from every adult – lots of praise for children who are being good role models. * Increased integration of Reception with Nursery throughout the day to assist in the modelling of behavioural expectations. |
| Increased number of children working below age related expectations – due to lockdown Reception children may not have been given the learning experiences to enable them to continue to progress in line with their age related expectations. New Nursery starters may present with below age related expectations due to lockdown restrictions. | * Baseline assessment of all children in the setting to be completed within the first 4 weeks. * Gap analysis to identify areas of the curriculum with the most number of children working below age related expectations – Objective Led planning to reflect these gaps throughout the Autumn term with children across the setting grouped according to needs. * Children identified with specific / significant needs to begin small group /1:1 intervention. * Reception children will be grouped for phonics following assessment in the first 2 weeks. |

**Class 2 Autumn 2020**

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| Focus | Action |
| Anxiety – children have spent a lot of time at home and returning to school may cause increased anxiety or distress. | * Daily PSHE lessons in class for first two weeks. * We will use the ‘Stepping back into school’ pack from Lancashire County Council. These lessons focus on mindfulness, feelings, caring for others, being kind, coping with anxiety and self-esteem. * A well-being questionnaire will be given to all children in the first few days at school. * Any children we are concerned about will work with an adult in an intervention group. |
| Behaviour – some children may struggle to cope with keeping distance from their peers and remembering the school rules as they have been away from school for so long. | * Clear explanation of class rules – display in class and reinforce regularly. * School rules – reinforce regularly – why have some of these rules changed? MR and AB will support children with new lunchtime routines. * Routines – keep class in daily routine as this helps children who struggle with their behaviour. Explain daily timetable to class. |
| Learning and assessment– children have done different amounts of schoolwork during lockdown. Assessments will need to be carried out. | * Focus on teaching basic skills and catching up with summer term objectives. * Emphasis on handwriting, phonics, reading and mental maths skills. * We will carry out reading age and phonics assessments and in the second week using the PUMA and PIRA tests for the previous Summer term. * Children who have slipped behind expected standards will work with an adult in an intervention group. |
| Outside learning – children may struggle to concentrate after a formal morning in school, as they may not have sat for prolonged periods of time during lockdown. | * Focus on using outdoor learning where possible, e.g., maths and English inputs. * Outdoor learning opportunities planned in the afternoon (based on Outdoor learning – 100 ideas for Primary School teachers by Adam Bushnell and Sam Jackson) and work on the school field. |

**Class 3 Curriculum Autumn 2020**

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| **Focus** | **Action** |
| Anxiety – Children returning to school may be anxious for a number of reasons: separation, starting a new class, interacting with peers, to do work, being in more populated areas, etc. | * Mental health and wellbeing survey completed upon returning to school. * Daily PSHE sessions centered initially based around responses to survey. * Mindfulness sessions. * Initial focus on core skills and revising skills from previous year group. * Explain cleaning routines and measures in place to keep children safe and healthy in school. * Link with Mental Health Support Team to identify and support any children requiring additional support. |
| Behaviour – Most children will not have been in a structured setting since March, with many having reduced opportunities to interact with their peers. | * Clear expectations with regards to behaviour in the classroom: minimal movement around the classroom, hands up not shouting out, etc. * Reintroduce classroom charter linked to school behaviour policy. * Positive reinforcement – Wolf Tickets * Roles of responsibility – Playground CREW. |
| Increased number of children working below age related expectations – Due to lockdown, children may not have been given the learning experiences to enable them to continue to progress in line with their age related expectations. | * Assessments to take place from previous year in September (e.g. Year 3 complete Year 2 Summer Assessment) * Accelerated Reading baseline Star Test. * Planning adapted to identify gaps in core skills. * Daily handwriting planned into English lessons. * Daily SPaG planned into English lessons. * Daily opportunity for reading – Weekly 1:1 reading and guided reading. * Any children requiring additional support or intervention to be identified. * Daily mental maths and times tables. |
| Increased reliance on adult support – Children will have been working to a smaller adult: child ratio at home than they are used to in school. | * Encourage children’s independence in their learning – 4 Bs (board, book, buddy boss). * Ensure displays and working walls are relevant and support current work. * Purposeful and supportive worksheets adapted and differentiated. * Use of BBC Bitesize, Oak National Academy and White Rose Maths to ease the learning transition from home back into the classroom setting. |
| Decreased physical activity – Some children may not have had the opportunity to be physically active during lockdown. | * Timetabled Daily Mile * Individual equipment for PE lessons * Active equipment for break times |

**Class 4 Curriculum Autumn 2020**

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| **Focus** | **Action** |
| Anxiety/Loss of social skills – Children returning to school may be anxious for a number of reasons: separation, starting a new class, interacting with peers, to do work, and/or being in more populated areas. They may have also had less interaction with children of a similar age and may struggle to adapt to building new relationships. | * Mental health and wellbeing survey completed upon returning to school. * Daily PSHE and mindfulness afternoon sessions for the first two weeks, centred initially around responses to survey. * Discussions about social media, ‘group chats’ and use of consoles, which has been increased due to lockdown, built into PSHE sessions. * Link with Mental Health Support Team to identify and support any children requiring additional support. |
| Behaviour/Expectations/Rules – Some children may struggle to cope with keeping distance from their peers and remembering the school rules. They may also have experienced reduced structure in routine and behavioural expectation during their time away from school | * Clear expectations with regards to behaviour in the classroom: minimal movement around the classroom, hands up not shouting out, etc. * Reintroduce classroom charter linked to school behaviour policy and resilience * Positive reinforcement – Wolf Tickets * Roles of responsibility for Y6 – prefects/head boy/head girl etc. |
| Increased number of children working below age related expectations – Due to lockdown, children may not have been given the learning experiences to enable them to continue to progress in line with their age related expectations. | * PUMA/PIRA Assessments to take place from previous year in September (e.g. Year 5 complete Year 4 Summer Assessment) * Tailored interventions for children who have slipped behind * Mock SATs Assessment to identify strengths and weaknesses across Year 6 cohort * Planning adapted to identify gaps in core skills. * Daily mental maths and times tables * Daily handwriting (quality over quantity initially) and SPaG planned into English lessons. * Daily opportunity for reading – Weekly guided reading sessions. * Reading Plus and Accelerated Reader Baseline Assessments to take place in first week back |
| Increased reliance on adult support – Children will have been working to a smaller adult: child ratio at home than they are used to in school. | * Encourage children’s independence in their learning – 4 Bs (board, book, buddy, boss). * Ensure displays and working walls are relevant and support current work. * Purposeful and supportive worksheets, adapted and differentiated * Use of Oak National Academy and White Rose Hub learning platforms as a way to ease the learning transition from home, back into the classroom setting |
| Decreased physical activity – Some children may not have had the opportunity to be physically active during lockdown. | * Timetabled Daily Mile * Individual equipment for PE lessons * Active equipment for break times |

**RRSA Recovery Curriculum**

Given the impact of the coronavirus on children and young people, we want to ensure the ‘UN Convention on the Rights of the Child (CRC)’ are at the heart of our school recovery curriculum.

The following six articles relate to **safeguarding, pupil voice, health, wellbeing, safety, play, learning and education**. Focusing on a small number of key articles will help to inform our thinking and shape our priorities over the coming weeks and months. *Children’s rights are indivisible* but by highlighting these six key areas, we can respond and provide a clear recovery plan for our school community.

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| **Focus** | **Action** |
| **ARTICLE 12:** Respect for the views of the child.  ***Unicef knows that the voices of children and young people are not being heard by decision makers in this crisis.*** | * Consider how we enable pupil voice to influence planning for a safe return. * Dedicated staff/team meeting time allocated in the summer term. * Consider and assess children’s worries and priorities, fears and hopes. * Download UNICEF pupil survey guidance and template: unicef.uk/article12\_guidance to support in creating a survey for both pupils and staff to assess key priorities linked to health and wellbeing. **SPACE, VOICE, AUDIENCE, and INFLUENCE.** |
| **Articles 31:** Leisure, play and culture. | * Support children to re-learn what play is and adjust to play in a socially distant context. *This will be of key priority.* * Provide opportunities to support/model to children appropriate play during playtimes and lunchtimes. Training for Lunchtime supervisors * Build in collaborative speaking and listening opportunities in class to develop team building as a whole school community. * Dedicated time, both daily (initially) to address class issues linked to the pandemic as they arise. * Be responsive to issues and reference rights to explore issues. * Use support staff to engage one to one with children to address personal issues. Work alongside A Wilcox to provide support plans for individual/groups of children. |
| **ARTICLE 24:** Health and health services  This article is the stimulus for all your work around social distancing, hand washing and cleaning. | * Use of class assemblies to focus on wellbeing and, particularly mental health and other emotional support. C Allred to create assembly plans. * To monitor training for staff/parents where needed to support groups/individual children. * Use stories to engage younger to respond to issues linked to the pandemic and other issues. See Coronavirus story. * See UNICEF Website – ‘Busting Myths on Coronavirus!’ quiz. * Key stage 2 to use reliable and age appropriate news - ‘First News’ and ‘Newsround’. * Weekly class session allocated to interrogate and deepen understanding of Global issues. |
| **ARTICLE 19:** Protection from violence, abuse and neglect | * To build clear and effective communication to parents. Website, Facebook and twitter referencing articles and links. * Review safeguarding procedures to ensure support while children are away from school. Welfare calls/emails. * To monitor individual children of concern. To use CPOMS to ensure safeguarding lead is aware of issues and together provide actions to support the individual child/family. * Consider actions and implement early intervention – see SENDCO and A Wilcox. |
| **Articles 28 & 29:** The right to education and the goals of education  ***The Attendance, access, engagement, the dignity of the child and fulfilment of their potential are at the heart of these rights.*** | * Work in partnership with families to ensure regular attendance. * To review how to adapt our curriculum in the event of a change in guidance. Online learning and face-to-face sessions. * To review curriculum needs to ensure all children (including children with additional needs) have their right to best education met. * To be aware of barriers to learning and to respond to these to ensure no child is disadvantaged (should the school be closed/child unable to attend school). * Ensure medium Term planning incorporates links to CRC Rights – highlighted on planning. * Respond to issues to ensure stereotypical views/discrimination/inequality of all forms are challenged. * Children to be active campaigners for change! * To ensure equality is at the heart of our school ethos. * Curriculum work, both planning, books and displays ensure rights are at the heart of our school ethos and are used to respond to local and global issues. |

**CHECKLIST**

1. Be explicit about rights. To reassure children, their families and carers and colleagues to know that your response is founded on the Convention.

2. Be clear how coronavirus has impacted upon children’s rights and that it is your duty (as a team) to address this.

3. Be reassuring and optimistic. Keep everything in perspective and draw out positives wherever possible.

4. Be bold in quoting the CRC and asserting children’s rights when advocating for your children with local and national authorities.

5. Be child-centred in your thinking, planning and communication. Seek out and listen to their voices.



**P.E.**

Wolviston Primary School recognises the value of Physical Education (P.E). We fully adhere to the aims of the national curriculum for physical education to ensure that all children:

* develop competence to excel in a broad range of physical activities
* are physically active for sustained periods of time
* engage in competitive sports and activities
* lead healthy, active lives.

Pupils will be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups, and contact sports avoided.

All P.E. lessons will be outside. This is particularly important because of the way in which people breathe during exercise. Children will be required to come to school dressed in their P.E. kits on the days they have P.E. lessons.

Children will still be given opportunity to participate in the Daily Mile but will follow social distancing guidelines and only one ‘bubble’ at a time.

A separate Risk Assessment for P.E. has been completed and shared with all staff.

