



Recovery Curriculum

Rationale

Wolviston Primary School has put the child's well-being at the centre of their recovery curriculum plan. We acknowledge that the children will have had different experiences during this time. However, the common thread running through all is the loss of routine, structure, friendship, opportunity and freedom. These losses can trigger anxiety in any child. We know that an anxious child is not in a place to learn effectively. So with this in mind, the school community has thought about the most effective way to support all children's ability to learn. This approach will encompass and support the academic expectations of all children.

We want children to be happy, feel safe and able to engage in their learning. We have decided that a way to achieve this is for the children to acknowledge the importance of helping themselves lever back into school life using the following **5 levers**:

- **Lever 1: Relationships** – we can't expect all children to happily return to school; many of the relationships that were thriving may need to be invested in and restored. We need to plan for this to happen and not assume it will. We need to ensure we reach out to greet them and use the relationships we build to cushion the discomfort of returning.
- **Lever 2: Community** – Our curriculum was based heavily around our community for a long period of time. We need to ensure we listen to what has happened in this time, understand the needs of our community and engage them in transitioning back to school and learning.
- **Lever 3: Transparent curriculum** – all of our pupils 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 children and parents to heal this sense of loss.
- **Lever 4: Metacognition** – in different environments, children will have been learning in different ways. It is vital that we make the skills for learning in a school environment explicit to our children to reskill and rebuild their confidence as learners.
- **Lever 5: Re-discovery** – It is only natural that we 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.

How will this look?

Lever	Non-negotiables	Key teaching points
Relationships	<ul style="list-style-type: none">· Class teachers will be available every morning on the classroom door to greet the children.· Class teachers will be available, via telephone at the end of the school day.· Each classroom will have a key safe space available to pupils, which can be accessed throughout the day to ensure children are able to express their feelings and have time that they need.· Regular references will be made to the 5-point scale throughout the day to support children in self-regulating their emotions.· Opportunities to play and interact with each other will be paramount fact within the curriculum. Children will be given a variety of activities throughout their school day which will involve them taking turns, sharing, discussion and positive play.· A daily activity which focuses on re-connecting and engaging· Weekly 'Time for Me' session which dedicates 30 minutes towards a recovery activity	<ul style="list-style-type: none">· Children to explore who they have missed and why.· Children to discuss what they have missed about each other.· Children to explore how we need each other for support.

Community

- Teachers and TAs to model positive relationships through talk, discussion and shared value.
 - Opportunities will be provided for children to discuss feelings and emotions through ongoing PSHE, daily circle time and daily mindfulness sessions.
 - Team building skills will be provided through safe risky play and other outdoor learning experiences.
 - In assembly, opportunities will be provided for achievements to be celebrated and shared, this will enable pupils to observe and aspire to be positive role models within the community.
 - The daily use of the behaviour system and 'Wolf Tickets' House Point system will ensure children understand other communities and teams that they are part of within school.
 - Weekly 'Time for Me' session which dedicates 30 minutes towards a recovery activity
- Re-establish the values that are important to use as a school community.
 - Re-establish a sense of belonging which may have been lost.

<p>Transparent curriculum</p>	<ul style="list-style-type: none"> · Interventions will be in place as soon as possible to ensure any children showing gaps in their learning are being targeted effectively. · Teacher judgements and NTS Assessments will be used to inform where the children are at upon their return to school. · Assessments will be recorded on Target Tracker each term. · Teachers will continue to praise children and develop their growth mindset. 	<ul style="list-style-type: none"> · Consistent delivery of the spiral curriculum ensuring any gaps are plugged from the previous year group. · Maximise the whole school day to plug any gaps by understanding the previous year group and the key gaps which have been missed.
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<p>Metacognition</p>	<ul style="list-style-type: none"> · Daily circle time will be prioritised in order to encourage shared experiences and discussions around goals. · Opportunities for collaborative learning will be explored within planning to encourage talk amongst peers. · Verbal feedback time will be implemented into lesson planning to ensure children have the opportunity to discuss their own targets and aspirations. · Assessment for Learning will be embedded throughout the school through questioning. · Role model pupils will be celebrated throughout the day to encourage high expectations and positivity within the classroom. 	<ul style="list-style-type: none"> · Explore the emotions children have felt while they have been off school. · Explore the emotions the children feel now they are back at school. · Support children to create a tool box of strategies to support them when they have strong feelings of doubt/worry.
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Rediscovery

- Daily exercise will be incorporated into the curriculum. The Skip2BeFit programme will be followed across school.
- All children will aim to complete the 'Daily Mile'
- Teachers will plan additional brain breaks within learning time and allow the opportunity for more talk within lessons.
- PSHE sessions and circle time will incorporate discussions around belonging, togetherness, emotions, self-regulations and coping with change.
- Routines and rules will be shared and re-visited daily to ensure all learners are aware of the expectations.
- Weekly 'Time for Me' session which dedicates 30 minutes towards a recovery activity

- Explore what COVID 19 was about.
- Discuss how it still affects us and why?
- What does it feel like to lose someone and recognise loss?