



Recovery Curriculum English Martyrs CVA



Statement of Intent

At English Martyrs we are building our Recovery Curriculum on the 5 threads shown below as a systematic, relationships-based approach to reuniting our school community and reignite the flame of learning in each child. It is based on reconnection, recovery and resilience. Children may return to school disengaged and school may seem irrelevant after a long period of isolation. The loss of routine and structure will be traumatic for some as well as the loss some will feel around missed opportunities for social interaction and friendships. Some children will find it difficult to leave parents and family members behind to return to school and others may still feel anxious and worried about the possibility of catching the virus.

Our quest, our mission as educators, should be to journey with that child through a process of re-engagement, which leads them back to their rightful status as fully engaged, authentic learners. We will need to support children to understand their emotions and feelings and begin to process the experiences they have had. We will need to support children to relearn some positive behaviour which they may have forgotten being outside of the school environment and adopt a daily routine again. We will need to support children to engage with self-regulation strategies and tools which help them feel safe and calm. We will need to support children to understand the world we live in with tools and strategies to help them process what is different and what we can do to help. All of our learners will need a holistic recovery, some may need a focused recovery intervention programme, personalised to their needs; others may need a deeper and longer lasting recovery period.

Thread 1: Relationships – we can't expect all our children 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.

Thread 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.

Thread 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 children to heal this sense of loss.

Thread 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.

Thread 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.

Implementation

How this will work in our school :

Thread 1: Relationships –

- Transition - getting to know a new space and teacher. Transition activities to take place in first 4 days of term.
- Building and re-establishing friendships.
- Ensuring the children feel safe with the adults in school and identify adults they can talk to.
- Any new school routines explained clearly supported by visuals where necessary and clear communication which may include use of visual timetables so pupils know what is happening each day and at each part of the day.
- Class based activities to establish relationships and understand relationships through the daily PSHE sessions. Bank of activities to be compiled for staff to use.
- Class teachers identifying individual children they feel will need additional support , information passed to SENDCO and ELSA for targeted work if necessary.
- Rebuilding staff relationships

Thread 2: Community –

- Re establish school values and mission.
- Introduce across the whole school community the NHS 5 steps to happiness . Passport based on this for children to complete in term 1.
- Supporting children to re-engage with physical health and well being routines.
- Celebrate creativity of learning seen on home learning platform and build on this. Please see separate plan for further development.
- Continue to develop our use of class dojo to harness the positive relationships between school and home and develop this further.
- Develop further our remote learning and be prepared to use it again.

Thread 3: Transparent Curriculum –

- Full week on transition activities from previous year grp getting to know the team.
- Whole school topic we are all in this together. Please refer to year group overviews
- We will use familiar curriculum type sessions that pupils will be used to that provide children with experiences that feel like “the norm”.
- Staff knowledgeable on previous year objectives as a starting point for core subjects to identify gaps through learning and any intervention needs.
- Agreed assessment for year groups as part of teaching – please refer to table at the bottom.
- No formal testing to take place in term 1.
- Staff will be clear on identified gaps in learning by the end of term 1 and interventions will be in place if necessary.
- PP champion identified and intervention actioned immediately.

Thread 4: Metacognition –

- Rebuild children’s confidence as learners.
- Provide enjoyable activities which provide children with “fun” so that they can rejuvenate with positive endorphins and want to engage.
- Route to Resilience techniques re-established, vocabulary in place for learning throughout the curriculum
- Support children to engage with self-regulation strategies and tools which help them feel safe and calm.
- Dojo points awarded for home learning and house points for achievement and resilience in school.
- PSHE / mental health – programme in place for term 1 with set activities for year groups to support children’s mental health and well being.
- Regular opportunities for children to express how they are feeling through a range of activities.

Thread 5: Space – to be, to rediscover self, and for children to find their voice on learning.

- Topic child led term 1 - consulting children on what they want to learn about.
- Whole school topic – we are all in this together, common question set for open ended task in the Summer holidays.
- Focus on art and creativity as whole school project for self expression and emotional resilience.
- Forest school opportunities provided on school site, member of staff identified as possible forest school leader for longer term project.

Impact

By the end of term 1 the majority of our children will feel safe, happy and reconnected with their learning able to express emotions and feelings in an age appropriate way and ready to continue on their learning journey into term 2 with renewed resilience and clear purpose.