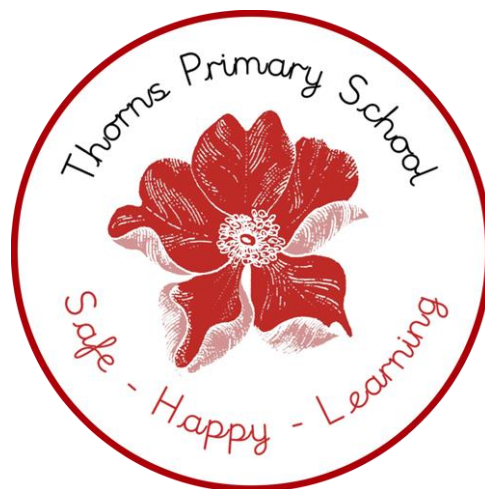




# Recovery Curriculum

**Thorns Primary School**  
**Autumn 2020**



# What is a Recovery Curriculum?

During this period of lockdown due to COVID-19, many changes have taken place in our lives. For all of us, this has been an unprecedented time, and we have worked hard to ensure that we have done, and continue to do, our best to support our families and children and respond to what is needed.

## What did we offer from March to July?

During the period of lockdown from Spring to the Summer 2020 for those children who remained at home, we supported the children's learning in the following ways:

- Use of weekly themed units to unite families across school and give parents with children of different ages a common theme.
- Daily work uploaded to the website for each year group through School Closure Work tab.
- Opportunities to share work through email of photographs or written work which have been celebrated in online galleries on the school website or display walls in school. Where work was requested for return and received, feedback was given to the children.
- Older children in Year 6 had email access via Purple Mash to contact their teachers directly in a safe and secure environment.
- All families received regular phone calls to check on well-being and respond to any work-related issues.
- Some families received more frequent calls for support and home visit, where needed.
- The office was open daily for phone contact and for collection of work packs where online access was problematic.
- SEN children received packs with additional activities to support specific targets.

Should local or national lockdown be imposed again, it is our plan to continue to deliver the curriculum as planned for the phase or year group, rather than using the common themes approach (as per the guidance from the Department for Education), from the end of September 2020 onwards. We will deliver any remote learning work using our website as it is an accessible system where parents can support their children to access the work and gain feedback. Sections of the website will have secure log in to enable a wider range of school-based materials to be shared.

Further information on how and when to access Home Learning will become available shortly.

We are now entering another new phase of wider school return and have used [guidance from research in education](#) for children to help us implement a 'recovery curriculum'.

At Thorns Primary School, we have always sought to **deliver safe, happy learning**. As we plan for the wider return of all children, it is important that we continue to focus on what provision will provide our community with safe and happy learning. We need to acknowledge that children will have had many different experiences at this time. However, one element unites all of us on different levels: **the loss of relationships, social interaction, freedom, routine and structure**. Some may have found this harder to deal with than others. Not least, others will also have experienced loss through bereavement and illness.

At Thorns Primary School, we want children to know that we have planned for this and have ways in which we can continue to support and respond our children's ability to learn as they return to school.

This approach will encompass and support the academic expectations for your child.

**1. Build positive relationships with others:**

*Whilst it has been our experience that many of those that returned during the Summer did so with enthusiasm, we need to plan for this to happen, not assume that it will. (Lever 1 Relationships)*

**2. Manage feelings and behaviour:**

*Most of our children have spent a long period away from the school building. 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 2 Community)*

**3. Enjoy and achieve in learning:**

*All of our children will feel like they have lost time in learning and we must show them how we are addressing these gaps to heal this sense of loss. In different environments, children will have been learning in different ways, so 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 3 and 4 Transparent Curriculum and Metacognition)*

**4. Support physical health and well-being:**

*We will be ensuring that children are familiar with new routines and layouts that keep them safe. It will also be vital that we give children time and space to reflect and build confidence in themselves. (Lever 5 Space)*

**A Phased Approach:** Our approach will enable all children to rebuild and recover their lives in school. **Some children** will respond quickly and may not need much time to readjust. **Others** may need additional time to re-engage for many different reasons. **A few** may require more sustained support. It will also be important that we build in review opportunities in the short and longer term for all.

The following sections detail more about each area of support and what this will look like in school.



# Build positive relationships with others

## Why is this important?

Children may need time to rebuild relationships. Loss of relationships can be through disagreement, conflict, time apart, virtual relationships or break down. They will need to relearn how to interact and build relationships with others including sharing, turn-taking, greeting and interact with others positively, play alongside and with peers, respond to familiar and new adults, seek adults to help, require support and comfort when needed, know which adults will be able to support them with this.

## What might this look like?

Greeting at the door/ on the gate/ in the playground to welcome every morning.

Independent learning to nurture parallel and develop joint play.

Turn taking opportunities.

Opportunity to discuss.

Safety work about who keeps us safe and who can keep us safe at school and at home and in the community.

Safety work about how adults can help us.

Activities that link to children's interests and focus on what they enjoy.

## When will this happen?

Depending on the age of the child, some of these activities may be daily, some may be weekly. In order to plan for this, we intend to dedicate a good deal of time in the first week to support children to begin this journey with us.



# Manage feelings and behaviour

## Why is this important?

Children will need to understand their emotions and feelings and begin to process the experiences they have had. Some may have some positive experiences that should be capitalised upon. Other children may need help with the following:

- To understand what is different in the world today.
- To understand the need for changes to routines and layouts in school and support to follow them.
- To relearn some positive behaviours which they may have forgotten by focus back on some of Habits of Mind areas such persistence and manage impulsivity.
- To engage with self-regulation strategies and tools to feel safe and calm.

## What might this look like?

Clear routines supported by visual resources and clear communication and reminders.

Use of visual timetables so pupils know what is happening at each part of the day.

Tools available such as 'social stories' used to explain changes to routines, where needed.

Time for supportive discussion to express themselves and express the experiences or concerns about the future, being clear with boundaries to supporting behaviour and emotions.

Regular circle time.

Regular sessions where we explore and express emotions.

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.

Time to listen to identify what children feel is important to them.

Time to celebrate achievements or new skills or interests acquired.

## When will this happen?

Depending on the age of the child, some of these activities may be daily, some may be weekly. In order to plan for this, we intend to dedicate a good deal of time in the first week to support children to begin this journey with us.



# Enjoy and achieve in learning

## **Why is this important?**

Some children may have had a positive learning experience using remote learning and this needs recognising. Some have found this much more difficult for many reasons, so it is important that we bring success and enjoyment in learning back to them. Children's ability to succeed with new concepts and be challenged is less successful when they have had adverse experiences. Children also make more progress when they engage with the process of learning. This means that 'how' they learn is also as important as 'what' they are learning which have been addressing through our Habits of Mind Curriculum. Our plans for provision will focus on what is familiar whilst also addressing gaps in learning.

## **What will this look like?**

EYFS, Year 1-5 remaining with their previous class teacher for the first few weeks and re-establishing relationships and routines, assessing progress and supporting transition to the new year group teacher.

Sessions which will feel familiar will be different for each year group but will include the following:

Curriculum sessions that provide familiar structures (like phonics, maths, guided reading)

Outdoor learning

Outdoor play

Storytime

Subject specific content not able to be covered will be repositioned in the first term and later units in the year highlighted as requiring some additional work.

Some subjects will benefit from additional time.

Relaunch of 'how we learn' through Learning Powers, with a focus on the areas we have previously introduced that has enabled positive engagement with the curriculum such as persistence and managing impulsivity.

Continue to celebrate positive steps through familiar whole -school and class- based rewards systems such as 'Choc Stars', sticker charts and Praise certificates, adjusted for social distancing needs to be class/ bubble-based.

## **When will this happen?**

At the beginning of term, our focus will begin with preparation for learning and assessing where the children are. Familiar sessions will begin also and for the first three weeks, there will be subject - themed weeks to build enthusiasm and enjoyment for learning. Gaps in learning have been realigned for the Autumn term and other areas will have been readjusted for the remainder of the year.

# Support physical health and well-being

## Why is this important?

It will be important to re-engage with physical health and well-being routines as well as learn new routines which will support pupils to keep safe and enable infection control. This will include hand washing, social distancing, understanding of new school routines as well as supporting pupils with their personal care and understanding differences in these routines such as being supported in a different way for eating/ drinking. Supporting pupils to be independent through their own dressing and undressing where needed and supporting pupils to be physically well through active sessions, use of outdoor space and understanding about keeping physically well.

## What will this look like?

Time for the children to become more familiar with their classroom and what might be different (i.e. different entrances to the site, one way systems in school, different markings in school, different access to resources in the classroom, some rooms which may be closed) and understanding these differences will be supported with signs, social stories, photos and pictures.

Understanding what is different about school and how to navigate this environment.

Understand why these processes are now important (at an age appropriate level).

Relearning hand washing and hygiene measures, including 'Catch it, kill it, bin it' messages, building independence, food and drink hygiene routines.

Adapting to using limited areas of the school that may not be usual.

Keeping and maintaining social distancing, where possible.

Physical activities through outdoor play and PE sessions that can be safely undertaken and understand the benefits of regular exercise.

Understanding of the need for balanced diets and the benefit of this on health.

## When will this happen?

It will be important to establish safe routines from the outset, but depending on the age of the child, some of these activities may need revisiting and reminding of more regularly. Other sessions will be part of active PE lessons or focus in PSHE or Science lessons.

**If you have any further questions, please contact the school.**