



Willow/Oak Class Recovery Curriculum 2020

In Willow/Oak Class we have been thinking about what a curriculum might look like for children in this next phase of school, and have used the latest educational guidance* to inform our “recovery curriculum”. This curriculum acknowledges that there have been significant changes for children as they have stayed at home and that these changes can contribute to pupil’s mental health, with anxiety, trauma and bereavement playing a large role. Children have experienced sudden and dramatic changes to their routines, social interactions and learning experiences, and our curriculum must adapt to accommodate the different support that they now may need.

To help us support children with this, our recovery curriculum will focus on four areas:

Supporting me to build positive relationships with others

Learning Focus	What that may look like
<p>Supporting pupils to rebuild relationships and re-learn 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, support and comfort me when I need them, know which adults help me and can support me to keep safe when I need them.</p>	<p>There will be opportunities within the day where the focus is on rebuilding relationships with peers and adults. This may be in the form of: Working collaboratively with others, sharing thoughts and ideas. Opportunities for discussion during circle times. Time where adults can give sole attention to pupils re-building relationships. Games and activities where pupils can work together such as group activities or outdoor PE games. Discussion about who keeps us safe and who can keep us safe at school and at home and in the community. This can be linked to our Here We Are topic. Working together to create a positive classroom atmosphere, ensuring all children feel safe and secure.</p>

Supporting me to manage and understand my feelings

Learning Focus	What that may look like
<p>Supporting pupils to understand their emotions and feelings and begin to process the experiences they have had. Supporting pupils to relearn some positive behaviour which they may have forgotten being outside of the school</p>	<p>There will be clear routines which are supported by clear communication which may include use of visual timetables so pupils know what is happening each day and at each part of the day. Some structures and boundaries may be different in school because of social distancing and processes related to this so some tools we will use clear routines and visuals to guide and support. Use of stories, activities and games to allow pupils to share experiences and feelings in a safe environment. Use of mindfulness exercises to support children when dealing with big emotions.</p>

Supporting pupils 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.	Regular circle time which will support pupils to explore their feelings as well as modelling processing and talking about feelings and emotions linked to this experience. There will be regular opportunities for pupils to engage in self - regulation activities such as with mindfulness activities, active breaks and use of resources which support individuals. In addition there will be lots of 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.
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Supporting me to enjoy and achieve

Learning Focus	What that may look like
Supporting pupils to fill gaps in knowledge, and feel success and a sense of achievement.	<p>Thorough assessment of current knowledge and understanding, taking into account different home learning experiences, and the impact of emotional trauma on the ability to learn and retain skills and knowledge.</p> <p>Curriculum sessions that provide familiar structures (like english, maths, whole class reading) A mixture of collaborative and independent learning. Use of outdoor learning (future forest) and ICT to engage. Learning in these sessions will link to previous and current topic learning or children's key interests and motivators. Children will have missed out on many opportunities being at home that they are naturally exposed to at school like active opportunities and experiences which develop their cognition and learning. Children will be reintroduced to a formal structure of learning, whilst maintaining a fun and inspiring classroom environment.</p> <p>Focus on wellbeing and transition for the first two weeks, before assessing the children and planning accordingly.</p>

Supporting my physical health and wellbeing

Learning Focus	What that may look like
Supporting pupils to re-engage with physical health and wellbeing routines as well as learn new routines which will support pupils to keep safe and enable infection control.	<p>This will include hand washing, catch it, kill it, bin it messages and health and hygiene sessions focussing on washing, being independent and looking after yourself.</p> <p>The focus will be on understanding of new school routines as well as supporting pupils with their personal care.</p> <p>Supporting pupils to be physically well through active sessions, use of outdoor space and understanding about keeping physically well.</p>

	<p>We will be planning in lots of time where children are able to explore and reinvestigate their environments to become familiar with what might be different (i.e. one way systems in school, different markings in school, different access to resources in the classroom etc.)</p> <p>Learning in supporting physical health and wellbeing will focus on managing and coping with new processes to keep us safe. This will include: Understanding what is different about school and how to navigate this environment Hand washing and hygiene measures Adapting to using areas of the school that may not be usual and being in environments and with staff that are not usual. Keeping and maintaining social distancing.</p>
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During the first few weeks of school we will take part in a whole school recovery project based on the book 'Here We Are' by Oliver Jeffers. Our priority is the well-being of our pupils, and ensuring the 'family feel' of our little school offers the security and support that our children need after these unsettling times. Much is still unknown about the long-term impact on our little people, and so we will regularly review and adapt our curriculum accordingly.

*For more information on Recovery Curriculum see the work of Prof. Barry Carpenter CBE, Professor of Mental Health in Education at Oxford Brookes University.

www.recoverycurriculum.org