



Our recovery curriculum

“Now is the time to address the damage of loss and trauma, so that it does not rob our children of their lifelong opportunities. Now is the time to ensure that we restore mental wealth in our children, so that their aspirations for their future, can be a vision that becomes, one day, a reality.”

(Barry Carpenter & Matthew Carpenter 2020)

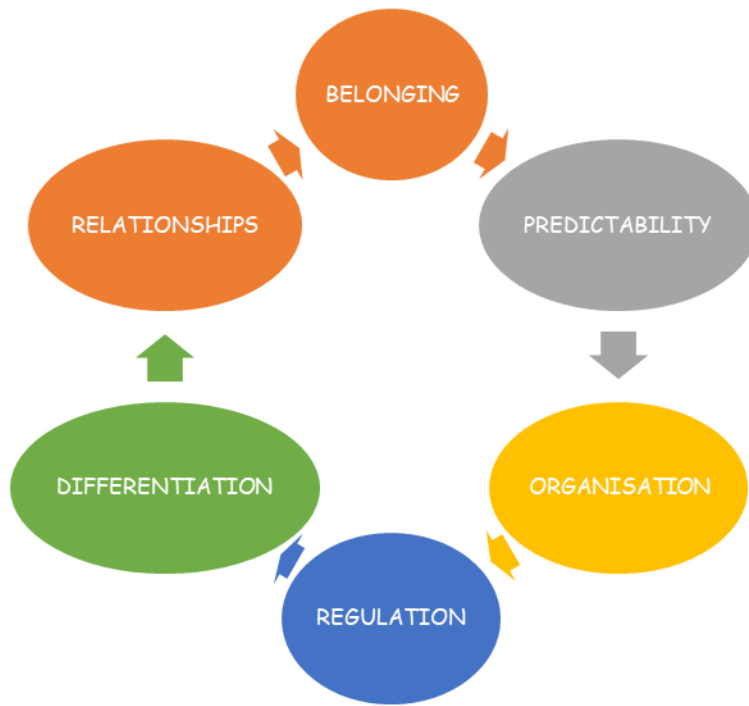
Our aims

- To rebuild trust and relationships
- To develop independence
- To follow a structure and routine
- To know how to co regulate or self-regulate emotions and behaviours
- To know how to recognise and manage emotions
- To develop strategies to understand self-care and wellbeing
- To feel and celebrate success
- To allow everyone in the Rawthorpe family +-space to reconnect, recover, engage and build resilience
- To re-engage in learning effectively

Our curriculum will provide a high challenge, low threat environment with engaging, motivating and bespoke activities made available. Staff will observe children and note what engages them and will plan future experiences based on what they see engages the children. We know that when children are engaged their learning is deeper and more meaningful therefore looking for engagement is crucial to the process of recovery.

At the foundation of our curriculum is Social, Emotional and Mental health and Wellbeing. Appropriate mental health support and interventions will depend on what level each individual is at when they return to school.

We will make school a safe place for all of us. These principles will help us consider how we will do this.



What has lockdown been like for children, staff and families?

- All weekly communication by staff with families to be logged on CPOMS
- MHST lead to follow up any necessary referrals
- DSL contact Education safeguarding – children arrived on refugee programme – check support
- Attendance officer and DSL = identify any CMA and follow up
- SENCo to continue with EHCP applications and liaise with MHST regarding any recent referrals and check pathways
- SLT to contact any absent families on the return to school

Routines and environment

- Explain how the day will look – information sent to parents in holidays and at start of school
- Transition slot in July for new classes – meet new staff and see where their seat and tray is
- PPE – children shown the equipment and when it will be used and discussions about what will happen if someone becomes ill
- Visual timetables in classrooms including start and end times of day and their entry and exit playground
- Behaviour expectations shared and reasoning why – keeping everyone safe
- Teachers plan for social stories, stories without words to be used in early weeks of return.
- Daily wellbeing time to focus on COVID and impact on lives and thoughts and feelings.
- Daily physical activity for all children – social interaction promoted
- Question boxes in each classroom and learning mentor room
- Environments are decluttered, low arousal, clean and tidy to help sense of order and calm
- Class Dojo used daily by classes to promote daily learning and development with families

Our initial baseline as SLT and then as staff must be that everyone will be anxious and worried, but that will present differently in everyone. We will listen, understand, empathise and help everyone thrive. Relevant themes and activities will be delivered before returning to school and will continue as we continuously monitor and review what impact lockdown has had on our Rawthorpe family.

Staff have all carried out online learning and CPD across various themes. The CPD record will allow us to have the tools to support or know the pathways available to help support:

- Loss
- Bereavement
- Anxiety
- Attachment
- Emotional regulation and challenging behaviours

Staff will promote kindness, be active listeners, be positive role models including their own self-regulation and self-care.

Logistics – (see also September letter to parents, risk assessments)

- Class bubbles within year group bubble
- Classes remain with same staff throughout day – no streaming.
- Assembly in year groups with classes sat apart
- Break and lunch in year groups with no high contact activities
- Staggered start and end of day times
- Staggered break and lunch times
- Increased cleaning regime
- Handwashing and catch it, bin it, kill it verbal and visual reminders around school
- No visitors on site without prior appointment

Lessons, activities and learning

- Wellbeing activities daily
- Physical activity daily
- Morning and afternoon wellbeing check ins and necessary follow up to support
- Maths and Literacy – high challenge and low threat. Learning is broken down into sequenced, small chunks of time to allow children to focus and rebuild resilience and confidence in their abilities.
- Reading books and listening and story telling focus
- CLICK - engagement, structured independency and modelled work to scaffold – time to learn not time to complete a task

Assessment for learning

- Ongoing priority – emotional health and wellbeing – observations on engagement and interaction is key
- Considering topics and activities based on daily need of group or individual- recognise key times in day e/g returning from break and lunch and consider calming and restorative learning
- Pupil voice and learning walks from QA cycle to be focussed in first instances on engagement and how children are recovering
- Plans are based upon starting with prior knowledge to ensure that children regain confidence in Maths and Literacy. All learning is broken down into small steps to ensure that progress is visible to all learners.
- Learning is assessed through whole class questioning and also in response to children editing their work. Gaps in knowledge can be addressed regularly and reinforced during the next teaching input.

SEND

- Re-integration of pupils with EHCPs into full time education – use of part-time transitional timetables to be agreed with parents/carers – regularly reviewed and increased until successfully full time
- All staff to be aware of need for regular 'check ins' with SEND pupils to monitor their readiness for learning – alternative Thrive activities to be used to support as and when needed
- Teachers to review and update ANPs/MSPs by end of Autumn 1 to reflect current needs of individual pupils and plan how to support them to succeed
- SENDCo to regularly liaise with staff and support them through pupil observations, meeting with parents/carers, useful resources, external agencies, interventions

- SENDCo to work closely with MHST lead to identify and support pupils SEMH needs

MHST

- All staff to monitor all children and identify any that may need additional support
- MHST lead to discuss and show all teachers the referral process and how to complete the form
- Parents and Carers to be given information about the MHST and the service they provide
- The referral process to be discussed with all parents and how to access support from school
- MHST lead to monitor any children that have received support from MHST during Covid 19 break and get feedback from them
- MHST lead to work closely with SENDCo to support all pupils

Safety

- Campus risk assessment
- Staff individual risk assessment and support for vulnerable staff e.g BAME
- Occupational health referrals made where necessary and staff made aware of process for self-referral
- LA procedures followed – guidance and flowcharts used and shared
- Staff wellbeing and check ins completed

Digital learning plans – see remote learning

- Staff will use Class Dojo and Purple Mash
- Online links to useful sites will also be used e.g Oak Primary

This outline is based on the 5 levers of recovery – information and research from a think piece by Barry Carpenter CBE, {Professor of Mental Health in Education at Oxford Brookes University and Matthew Carpenter, Principal at Baxter College, Kidderminster}

Lever 1: Relationships – we can't expect 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.

Lever 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.

Lever 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 students to heal this sense of loss.

Lever 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.

Lever 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

“Now is the time to return to more humane approaches concerned with the fundamental wellbeing, and secure positive development of the child. Without this there will be no results that have true meaning and deep personal value to the child in terms of their preparation for adulthood.”

	What?	How?	Why?	How do we measure impact?
Rebuilding Relationships LEVER 1 RELATIONSHIPS “We can't expect our students to return joyfully, and many of the relationships that were thriving, may need to be invested in and restored” BC & MC	Making contact with the children and families	Videos sent home weekly, staff team, SLT. – use of class dojo Letter sent home in the post. Whole school activities posted Weekly summary from Teachers. Parent questionnaire	Children begin to understand that we are still here and haven't abandoned them. They begin to accept school is still here and we will help them to get back to school in the safest possible way. Trust begins to be re-established	Engagement of families through email, text, class dojo Parent questionnaire - September 2020 Review interaction on class dojo – contact 'missing' families directly Whole school activities FUN, ENGAGING – lift spirits. Increased engagement but other ways need to be explored.

<p>JUNE 2020</p> <p>CHILDREN AND FAMILIES</p> <p>STAFF</p>	<p>All children to have face to face contact and visits before they return to school</p> <p>To reconnect and rebuild relationships</p> <p>To ensure School is welcoming for all</p> <p>Staff involved in home visits.</p> <p>Staff requesting specific remote training.</p>	<p>Staff to remain with own classes – no streaming</p> <p>Transition day for all classes.</p> <p>Follow up calls to those unable to make it.</p> <p>Class messages, class videos, class zoom meetings with those children it is appropriate for.</p> <p>Displays with photos, positive moments – rainbow theme, mix of work from ‘lockdown’ and environment ready for Sept</p> <p>Emails, texts etc. sent asking for input and ideas.</p>	<p>Listen to parents as will enable us to understand what support is required to support</p> <p>Rebuilding trust, relationships.</p> <p>Judge impact of Lockdown on child and families.</p> <p>An individualised transition plan can be developed with the family</p> <p>Wellbeing of staff, children and families can be monitored.</p> <p>Reconnection with the children and Team. Feeling wanted, valued and needed again.</p> <p>Whole Staff wellbeing</p> <p>Clear and open communication</p>	<p>Parents continue to ask for support through email, phone calls and text messages – we ensure support is put in place and the relevant agencies involved.</p> <p>Vulnerable children or families causing concern are visited at least once a week. DSL available at all times and Deputy DSL on standby.</p> <p>Questionnaires completed and analysed – actions put into place.</p> <p>Bespoke Transition plans</p> <p>Reassured and supported families.</p> <p>Debrief conversations with staff to support their wellbeing</p> <p>Mental health and wellbeing. Listening and talking about their experiences of the visits.</p> <p>Regular checks from staff teams – to check everyone is okay as staff will engage in various ways</p> <p>Staff recognising and feeling confident to talk, be honest and challenge.</p> <p>CPD log of online training completed – mandatory course completed by all</p>
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	<p>To reconnect TEAMS and ensure everyone is okay.</p> <p>To provide reassurance and support to anxious and worried staff</p> <p>To look after staff and their wellbeing.</p>	<p>Official weekly meeting to restart – Staff teachers, whole school training</p> <p>Staff sent regular texts, emails and invited to meeting to discuss procedures and risk assessments etc.</p> <p>To continue activities and group zoom meetings and quizzes. Ensure contact is made with staff who aren't engaging to check they are okay.</p>	<p>Empowering staff</p> <p>Staff understanding that we are all vulnerable and we need to be kind and understanding.</p> <p>Friday night Quizzes</p> <p>Zoom wellbeing meetings led by Alice</p> <p>Regular whole staff emails/text just a general quote, positive quote or letting them know that it is okay to be finding this tough!</p>	
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	What?	How?	Why?	How do we measure impact?
Initial Baseline LEVER 2: COMMUNITY “We need to listen to what has happened, and understand the needs of our community and engage them in the transitioning of learning back into school” BC & MC	Baseline children	Observation and usual baselines for basic skills Discussion with Parents/Families Information from outside agencies and information shared with staff during Lockdown.	Appropriate intervention for individual children. Signpost appropriate interventions and support.	Observations Discussions with all stakeholders. Parent’s questionnaire, cpoms and class dojo has helped us get a basic understanding of our families and their experience of lockdown. Weekly year group meeting effective in discussing those who are struggling and the strategies that need to be put in place. Include SENCo and MHST Ongoing conversations with Social workers and outside agencies ensuring needs are being met. Children and staff successfully transitioned to their new class or school. Children and staff have the correct support and strategies to enable a focused or deeper recovery.
	June 2020 To begin to understand how each child has coped with Lockdown and rebuild those relationships	Class messages and purple mash engagement Transitions to new classes and new school need to be planned effectively Online Training, Whole Staff training. Consider themes:	Everyone needs to be listened to and understood Some children, families and staff need the time and the gradual drip feed approach to life beyond COVID 19	Shared understanding and professional language All staff are using recovery language Culture of evidence based/Inquiry based learning Wellbeing questionnaires
	To ensure a successful transition for all.	Recovery Curriculum Emotional Regulation Engagement Bereavement Attachment/PDA	Children, families and staff can be identified as intervention and support they will need and the	Staff attendance Staff managing an effective work life balance Happy, motivated and engaged Staff

		<p>Behaviour Mental Health and Wellbeing Transitions to new classes and new school need to be planned effectively</p> <p>Whole school activities to promote wellbeing.</p> <p>Open door policy</p> <p>Supervision and Well-being meetings</p> <p>Wellbeing board</p> <p>Random acts of kindness</p>	<p>appropriate support is put in place.</p> <p>Effective transitions mean reduced anxiety and stress for all.</p> <p>Signposts to further support can be advised</p> <p>Through understanding of staff needs and compassion for all.</p>	
STAFF	<p>To understand the impact of COVID 19 on our Rawthorpe family</p> <p>To ensure a successful transition for all</p> <p>To ensure staff emotional health and wellbeing is prioritized.</p>	Staff leading sessions for staff and children	Everyone needs to be a positive role model – own self-regulation and self-care	

	What?	How?	Why?	How do we measure impact?
<p>5 Losses</p> <p>LEVER 3: TRANSPARENT CURRICULUM</p> <p>“All will feel like they have lost time in learning and we must show them that we are addressing these gaps... to heal the sense of loss.” BC & MC</p>	<p>Teachers/Staff focus on 5 losses</p>	<p>LOSS OF ROUTINE, STRUCTURE, FRIENDSHIP, OPPORTUNITY AND FREEDOM....</p> <p>WHAT do these mean for EACH of our children WHAT DOES IT LOOK LIKE..., HOW DOES IT PRESENT IN THE CHILD?</p> <p>STAFF TO REMAIN THE SAME AS POSSIBLE IN CLASSES.</p> <p>Parents who are struggling with routine will be identified and support will be put in place ... weekly zooms, text messages, visits</p> <p>For those children returning to school clear visual and schedules will be sent or given to parents to prepare them for regaining structure and routine.</p> <p>CLEAR STRUCTURE AND ROUTINES ARE ESSENTIAL WHEN CHILDREN RETURN TO SCHOOL.</p> <p>Part time schooling and reduced hours will be freely available.</p> <p>School refusers or those who struggle will need a careful</p>	<p>Inform planning and interventions required to ensure a successful transition back to school and to learning.</p> <p>Developmentally appropriate strategies and interventions.</p> <p>Reduce anxiety and stress and challenging behaviours.</p> <p>Preventing shutdown or meltdown</p> <p>Supports self-care and wellbeing</p>	<p>Observations</p> <p>Discussions with staff and parents.</p> <p>Clear routines and structure established.</p> <p>Behaviour data and cpoms</p> <p>Engagement and classroom management</p>

<p>June 2020</p>	<p>Loss of routine and structure</p>	<p>transition plan working together with parents.</p> <p>Compassionate Leadership recognising that staff will have difficulties regaining structure and routines especially if they have a child with additional needs or vulnerable family member.</p> <p>See Relationships and community</p> <p>Home visits, class messages, letters, photos, phone calls, class dojo, purple mash,</p> <p>Ensuring home/school communication is priority.</p> <p>Activities in school that allow for friendships to reform, outdoor play, lots of free play time, mixing classes, whole school activities</p> <p>YEAR 6 must have an opportunity to say goodbye and have closure for some children this maybe the parents that need this and it will not be appropriate for those with high anxiety and challenging behaviours.</p> <p>Parents need the opportunity to be listened to, involved and consulted.</p>	<p>Increasing engagement with parents</p> <p>Staff can use the evidence to plan activities when returning to school.</p>	<p>Peer to peer coaching and SLT/MHST support</p> <p>Increased engagement in class dojo and purple mash</p> <p>Parents informed and less anxious</p> <p>Successful transitions working closely with families.</p> <p>Staff feel supported, valued and less anxious.</p> <p>HAPPY CHILDREN, PARENTS AND STAFF!</p>
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	FRIENDSHIP	High challenge-low threat curriculum	<p>We all need to feel wanted, loved, valued and cared for.....</p> <p>Parents need that grieving process as some of our parents have been part of our family for many years. We have been their support network.</p>	<p>Staff engaged in training and able to apply their knowledge.</p> <p>Behaviour data</p> <p>Levels of Engagement</p>
	OPPORTUNITY		<p>Staff must be valued and feel confident they have the understanding of what our children will need.</p> <p>Empowering teachers, feeling of valued and respected.</p>	
	FREEDOM		<p>Many of us haven't step foot out of the house... returning to the freedom to do venture out will be daunting and scary for most (Shutdown) but for some will be overwhelming and that may produce challenging behaviours (Meltdowns)</p>	

	What?	How?	Why?	How do we measure impact?
<p>Inquiry based learning</p> <p>LEVER 4: MEGACOGNITION</p> <p>“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” BC & MC</p>	<p>Themed based topic that engages and motivates all children.</p> <p>Play and fun practical activities.</p>	<p>Time to observe and be reflective about teaching – coaching (staff)</p> <p>Peer to Peer support</p> <p>Discovering what really engages each individual.</p> <p>Time to play, build trust, relationships.</p> <p>Time to learn how to be ...</p> <p>Time to rebuild confidence, self-esteem, resilience, how to interact.</p> <p>Time to understand emotions</p>	<p>Reengagement of learners</p> <p>Professional development for staff</p> <p>Co or self-regulation secure</p> <p>Behaviours managed safely</p> <p>Relationships rebuilt</p> <p>Trust</p> <p>Wellbeing of all considered and supported.</p> <p>Staff confident that they understand the engagement of each child.</p>	<p>Baselines repeated where necessary/Milestones assessment – VSK maps and class profiles of progress</p> <p>Updated EHCP where relevant</p> <p>Termly report completed showing progress in Kingsbury Rainbow Framework.</p> <p>Inquiry and evidence based learning culture</p> <p>Collaborative learning community – developed through peer to peer support</p>
<p>LEVER 5 SPACE</p> <p>“To be, to rediscover self, and to find their voice on learning. 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</p>	<p>Good understanding of how each child develops.</p> <p>Listen to staff and how they are learning and understanding</p>	<p>Staff and Team meetings weekly – review learning and plans – be confident to make changes</p> <p>Regular checks with staff that they are all okay.</p> <p>Daily wellbeing activities for children and staff</p>	<p>Everyone is given the time and space to recover and reengage.</p> <p>Celebration of successes.</p> <p>Everyone feels valued and understood</p> <p>Everyone feels supported</p> <p>Everyone children, staff and parents are ready to move forward and be effective learners.</p>	<p>Readiness to proceed on the appropriate individual pathway with highly skilled, reflective and confident staff</p>

<p>intensity of our expectations” BC & MC</p>	<p>Well Being activities for staff and children</p> <p>Regular contact with Parents</p> <p>Questionnaire for staff and parents at the end of the term to reflect on the impact of our recovery curriculum</p>	<p>Classes to have a whole class wellbeing Journal ?</p> <p>Maximum opportunities to form good habits – mindfulness, self-soothing, exercise etc.</p> <p>School environment to be welcoming and inviting and celebrate our amazing children.</p> <p>MAXIMUM OPPORTUNITY TO BUILD RESILIENCE “ARMOUR FOR LIFE” (BC)</p> <p>Peer to Peer support –</p> <p>Effective communication with staff, parents, governors and children if appropriate</p>	<p>All individuals SEMH needs are being addressed and interventions are successful.</p>	<p>Feedback in weekly cpd sessions</p>
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Resources and research

www.youngminds.org.uk

Toolkits and activities to help support the transition back into school

<https://www.youtube.com/watch?v=CGs2AqNlxww> - A Recovery Curriculum: Reconnection, Re-igniting and Resilience. A webinar led by Barry Carpenter discussing impact on lockdown and themes to consider to have a positive impact on recovery. (Chartered college of teaching)

engagement4learning.com - resources to target neural pathways

<https://booksbeyondwords.co.uk/coping-with-coronavirus> - booksbeyondwords - Lenny and Lucy in lockdown and books for dealing with grief - free to download

Wellbeing toolkit for mental health and wellbeing leads (Alice has the copy)

Schools Helping Schools platform to support the Recovery Curriculum

This site provides practical resources for classroom activities and whole-school approaches to support the Recovery Curriculum. It is a peer-sharing platform where schools can upload and download resources freely. The site is managed by the **SDSA** with a core remit to support schools in Derby and Leicester, but there are no restrictions upon schools anywhere contributing to the site. (<https://offschool.org.uk/teacher-zone/recovery-curriculum>)

Acknowledgements

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Barry Carpenter and Matthew Carpenter – the think piece that helped trigger the necessary research to help produce a recovery curriculum

Kingsbury Primary School - producing a rigorous Rainbow experience curriculum

Diane Rochford – The Rochford Review and Engagement Model

Learning shared podcasts – Episode 1 - 8: The Recovery Curriculum

Child Bereavement UK

Engagement 4 Learning <https://engagement4learning.com/>