

## **The EBPS Recovery Curriculum March 2021**

As a school we have been thinking about what the curriculum might look like for our children from 8<sup>th</sup> March 2021. Members of the Curriculum Leadership Team (CLT) have identified the key areas of learning we want the children to be secure in for each year group and how we will assess the security of this learning. In addition to this we have drawn from guidance from education research (The National College, Education Endowment Foundation, 'A New Direction' Schools Students And Teachers (SSAT) and in particular the work of Prof Barry Carpenter and Matthew Carpenter to structure what our curriculum offer from September. Known as a "recovery curriculum" we acknowledge that there have been big losses for some of our children and that these losses can contribute to children's mental health with anxiety, trauma and bereavement playing a large role.

Members of our pastoral team are well prepared and are ready to offer the support the children will need. All staff will be fully briefed before the start of the new academic year and the Head Teacher and Acting Deputy Head Teacher along with other Senior Leaders will lead this.

We have not put a firm timescale against these measures. Instead key staff will continue to meet and review our provision to chart the impact it is having on our children and our families. Changes, amendments and alterations to our provision will be made where and when necessary. This will be informed by our review process which will involve all members of our school community.

Children will perhaps have experienced these aspects all at once and in a sudden and unplanned fashion which can leave children feeling vulnerable. Equally whether intended to or not, children will have been exposed to adults who are anxious and may not be acting in their normal way or maintaining the normal routines which they are used to.

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

### **1. Supporting children to build positive relationships with others**

How this will help them to learn?

What that may look like?

Supporting children 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 when needed, know which adults to ask for help and support to keep safe.

There will be opportunities within the day where the focus can be on rebuilding relationships with peers and adults. This may be in the form of:

- Independent learning to nurture parallel and joint play
- Turn taking games and activities
- Sharing games and activities
- Intensive interaction opportunities using call and response games and songs.
- Time where adults can give sole attention to children's re-building relationships
- Games and activities where children can work together such as board games or outdoor PE games.

- Safety work about who keeps the children safe and who can keep us all safe at school and at home and in the community.
- Safety work about how adults can help.
- Activities that link to children's interests to show we are interested in them.

## **2. Supporting children to manage feelings and behaviour**

How this will help them to learn?

What that may look like?

- Supporting children to understand their emotions and feelings and begin to process the experiences they have had.
- Supporting children to relearn some positive behaviour which they may have forgotten being outside of the school

There will be clear routines which are supported by visuals and clear communication which may include use of visual timetables so children know what is happening each day and at each part of the day. Some structures and boundaries may still be different in school because of social distancing and processes related to this so some tools we will use include social stories and the use of visuals which will guide and support the children.

The structure will be supportive and provide opportunities which will enable and allow children to express themselves and express the experiences they have had whilst they were not at school. We will do this by being clear with boundaries and using therapeutic approaches including creating a supportive and caring learning environment. Support will be given to the children to engage with self-regulation strategies and tools which help them to feel safe and calm.

Supporting 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 to support behaviour and emotions. We will also be using therapeutic tools to support children in communicating with us such as building in regular circle time, therapeutic play times, using tools like additional circle times and use of comic strip conversations.

There will be regular sessions where we explore and express emotions through 'What's in the box?' using carefully planned and resourced discussions about emotions will support children to explore their feelings as well as modelling processing and talking about feelings and emotions linked to their many and varied experiences.

There will be regular opportunities for children to engage in self-regulation activities such as with sensory breaks, active breaks, and use of resources which support individuals and their needs. In addition, there will be lots of opportunities for children to practise their communication so that they have a voice and are able to express their wants and needs.

## **3. Supporting children to enjoy and achieve**

How this area will help them to learn?

What that may look like?

Supporting children to have moments where they feel success and can engage in moments of enjoyment and achievement. This will be within children's abilities and will therefore be easily accessible recognising that when children have experienced trauma, their abilities to learn new concepts and be challenged is less. Children often use familiar schemas of learning to explore and

process events in their lives, planned provision therefore will focus on what is familiar. I.e. play provision that enables schematic exploration, familiar structures in the day like 'What's in the box? Relaxation time, independent learning, circle time, phonics.

We will use familiar curriculum type sessions that children will be used to that provide children with experiences that feel like "the norm". In short, children like routines and when these are missing they miss them. Using what we know about schematic learning and how children process, we will provide familiar structured sessions in the children's day and opportunities to engage in play opportunities. We will facilitate enjoyable activities which provide children with "fun" so that they experience positive feelings and want to engage.

Sessions which are familiar for each class group will include:

- What's in the Box?
- Curriculum sessions that provide familiar structures (like phonics, maths, guided reading)
- Independent learning where provision takes account of schematic learning.
- ICT songs and learning on whiteboard where these are familiar
- Outdoor play
- Storytime

Learning in these sessions will link to previous and current learning or to the children's key interests and 'motivators'. Children will have missed out on many opportunities that they are naturally exposed to during normal school life like peer play, active opportunities and experiences which develop their cognition and learning and these will be built into each day to support children to have a broad range of opportunity, experience and fun.

#### **4. Supporting children's physical health and wellbeing**

How this area will help them to learn?

What that may look like?

Supporting children to re-engage with physical health and wellbeing routines as well as learning new routines which will support children to keep safe and enable infection control. This will include hand washing, social distancing, understanding of new school routines as well as supporting children with their personal care and tolerating differences in these routines such as use of an alternative hygiene room facility or being supported in a different way for eating/ drinking depending upon children's individual needs.

Supporting children to be independent through their own dressing and undressing where needed and supporting children to be physically well through active sessions, use of our outdoor spaces and understanding about the importance of keeping physically well.

We will be planning in lots of time where children can explore and reinvestigate their environments to become familiar with what might be different i.e. one-way systems in school, different markings or signage in school, different access to resources in the classroom, some rooms which are closed and understanding these differences will be supported by explanations, social stories, photos and pictures.

Learning in supporting physical health and wellbeing will focus on managing and coping within new processes for keeping 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 environment and with staff that are not usual.
- Keeping and maintaining social distancing
- Catch it, kill it, bin it messages
- Health and hygiene sessions focussing on washing, being independent and looking after yourself.

The Home Learning Team will plan and provide resources and support for those working remotely at home linked to these key themes and these will be available on the Remote Learning tab on our website. We have created a folder for each these themes on the Remote Learning tab where resources will be added for parents to access.

We recognise that children may require extended support as the local, regional and national picture continues to recover. This recovery curriculum will be in place to support all our children for as long as it is needed.

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Head Teacher

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