

Fairburn View Primary School

Recovery Curriculum

At Fairburn View Primary School we put each pupil's well-being at the centre of our thinking. We acknowledge that our children will have had different experiences throughout lockdown. However, the common thread running through all is the loss of routine, structure, friendship opportunity and freedom. These losses can trigger anxiety within children and an anxious child is not in a place to learn effectively.

Our recovery curriculum aims to restore the emotional well-being of our pupils and rebuild the resilience of pupils to allow them to become learners again.

- We need to restore trust and relationships with staff
- Re-establish friendships and social interaction
- Regain structure and routine
- Re-engage their learning

(Professor Barry Carpenter CBE, Professor of Mental Health in Education at Oxford Brookes University has developed the Recovery Curriculum as a response to the losses described above)

There are 5 principles which the 'Recovery curriculum' will be based on.

1. Relationships

Children have been away from school, from each other and from teachers for a long time. The return to school must recognise this and lessen any discomfort children may feel.

- a) We will start and finish each week with a positive assembly experience for the children using zoom. Children can see all the other classes and be part of recognizing the work of each class.
- b) The new house points system which works across the school allows children to work for points across the school with children they are not seeing regularly
- c) Playtime and lunchtime take place with members of staff who know the children and they feel safe with. Taking into consideration safety measures, play time gives children the opportunity to re-establish relationships and friendships
- d) Staff are meeting children at entry and at exit of each day. Staff will be kept as consistent as possible so there are no mixing of adults within the groups

- e) Medal in the Pedal bin has been reinstated as a way of children recognising their academic progress from the beginning of term.

2. Community

For a considerable amount of time, learning has taken place at home delivered by parents and carers. We know how much children have engaged in learning and who returned to school in June to be part of the learning for the last few weeks.

- a) All children were set a project for over the summer period to bring back to school. These are being collated and will be seen on the school website. Such projects give togetherness and rebuilding of the school community
- b) Shared activities including Talk 4 Writing to commence straightaway in the learning to give pupils the chance to work together and learn from one another quickly
- c) Transition days were organised for all pupils in July to meet their new teacher and classroom in preparation for September

3. Transparent Curriculum

Pupils may feel they have lost time with their learning and we must show them that we understand this and we will help them to become confident learners once again

- a) Each day for the first month pupils will follow literacy and numeracy each lesson in order to rebuild the pupil's confidence that they can achieve in those core skills
- b) Staff have worked with colleagues to ensure there has been a good transition of information about the children and their ability when school shut in March 2020 and what engagement there has been with the children during lockdown
- c) Inset day on 2nd October staff will have an opportunity to reflect on the month of teaching literacy and numeracy and start to incorporate other foundation subjects into the curriculum.
- d) Baseline of pupils may take place after a month of intense teaching of numeracy and literacy
- e) High expectations are set for all pupils irrelevant of how much school they may have missed. Work must be age related and not dumbed down due to concerns around how much time the children have missed at school.
- f) Rewards and positivity must be seen by the children in all settings – classroom, playground, assemblies in order to rebuild self confidence in their ability and acknowledge how well they are working in school.

4. Metacognition

Pupils will have been learning in many different ways and in many different environments during lockdown. Pupils need to be reskilled to learn in the school environment giving them confidence and the understanding of how they learn most effectively

- a) The whole school approach of numeracy and literacy intense lessons for the first month will be sufficient to help the pupils recommence their school journey again after so long and in different learning environments
- b) Staff will begin to recognise those pupils who need more support in their recovery
- c) When a pupil is unable to re-engage with the curriculum further work and support may be given by the SENco or learning mentor
- d) If a child has experienced significant trauma or bereavement, specialist support must be requested
- e) The timetable will be re-evaluated at the end of September and then at the end of half term to ensure that all pupils are coping with the transition into school
- f) PSHCE and circle times are important to focus on well-being and keeping safe.
- g) School needs to remain a safe and happy place before learning can begin

5. Space

As well as an overwhelming desire to help the pupils catch up, pupils need space, time and opportunities to be themselves.

- a) Temporary staff to be employed to allow pupils to help children catch up and build confidence in their ability to learn again
- b) The freedom to play again when possible
- c) To develop a love a learning again
- d) Although unable to go on visits or use visitors in school, teaching staff to look creatively for resources for pupils to engage in eg. Yorkshire Wildlife Park virtual visits – so pupils can still enjoy but also are learning at the
- e) same time.

The lockdown months have given pupils very different experiences and involvement in life. These 6 months are a time which they will probably never forget. Returning to school had its positives and negatives for pupils, parents and staff. Our main aim of recovery is to return to the Fairburn View Primary School which all our pupils know and value. This we believe we are doing within the constraints of covid guidelines and social distancing requirements.

Attendance is good

Pupils are engaging

Behaviour is excellent

School is valued and welcomed as children arrive early each day for school and are all reading and settling to work by 8.40am at the latest.

This positive return needs to be maintained and any future changes must be brought in carefully and with the full understanding of each pupil.

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