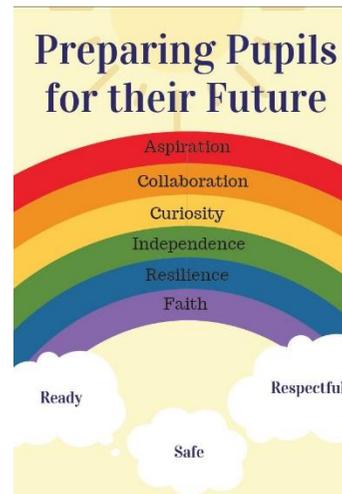




Hooton Pagnell All Saints C of E Primary School



Recovery Curriculum Handbook



A framework for growing the 4Rs – rebuilding, reconnection, resilience and relationship.

The recovery curriculum at Hooton Pagnell All Saints C of E Primary School

Rationale

The COVID-19 pandemic paused 'normal' education for our children on the 20th March 2020. Until September 2020, the majority of our children in school did not access full-time educational provision. We acknowledge that as a result of this, our children will return to us having had very different experiences to each other in terms of formal and informal learning at home. We believe that 'recovery' for all children returning to school will take many forms and happen in many different ways. We strive to provide a curriculum which, first and foremost, ensures that all children are able to access the support that they need on a collective and individual level to feel happy, safe and emotionally ready to learn.

Intent

We aim to deliver a curriculum which covers the 4Rs of the 'Recovery Curriculum' approach, coupled with our curriculum values.



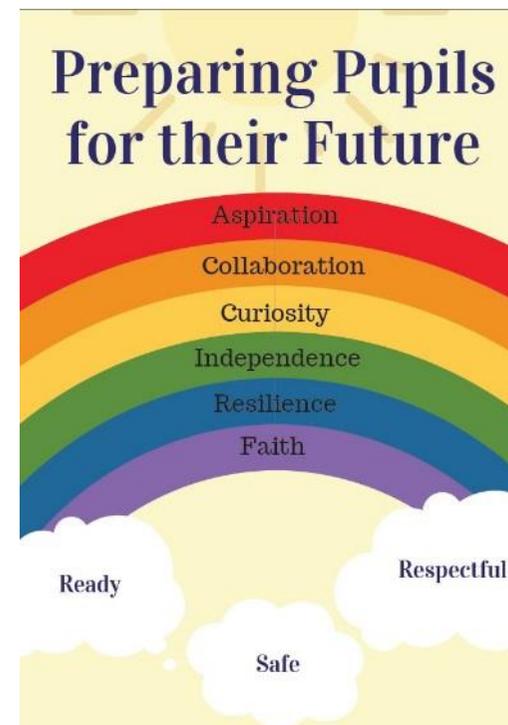
Recovery Curriculum

- Rebuilding
- Reconnecting
- Resilience
- Relationships

Our Curriculum Values

Our curriculum review in 2019-20 led to staff deciding together what we believe our curriculum values were. These have not changed as a result of the pandemic; rather the crisis has strengthened them even further.

The curriculum at All Saints C of E Primary School is centred on the core aim of *Preparing Pupils for Their Future* which permeates every aspect of learning. Whilst we believe core skills like reading, writing and mathematics are essential, we have a rich and broad curriculum that encourages investigation, curiosity, engagement, innovation and the opportunity to work in different ways. We foster a growth mind-set in our children so that they relish challenges and believe they can succeed in every learning opportunity.



Implementation

1. It is important that children reconnect with each other and the staff. There will be a greater focus on PSHE on our return, which will allow us to concentrate on mental health and well-being. There will be lots of opportunities for social interaction within the class bubbles and to reignite friendships.
2. Flexible approach to the school day and the curriculum. This will focus on rebuilding key skills in English and Maths, alongside a curriculum built around enrichment opportunities. Timetabling through the day will help children to gradually adjust back into the routine of the school day.
3. We will use our school values to support children's understanding of learning and behaviour expectations.



When planning and delivering our recovery curriculum, we will:

- ✓ Ask children about how they feel about being at school, what learning at home has been like for them and use the responses to help us to plan.
- ✓ Teach and model rules, routines and boundaries in line with our school values: These expectations have not changed, but we recognise that some children may find them more challenging to stick to immediately on their return to school. Where this is the case, we will plan for success for these children through timely interventions and pastoral support as needed.
- ✓ Plan lessons which match children's attention spans and rebuild resilience in learning as needed, over time.
- ✓ Limit cognitive load by planning in small steps, building effectively on prior learning which will be assessed in a low-stakes manner.
- ✓ Monitor lesson pace to match pupil engagement on a lesson by lesson basis, and allow pupil voice to guide planning and curriculum discussions.
- ✓ Acknowledge the value for being outdoors to enhance well-being.
- ✓ Continue to deliver phonic, reading, writing and maths lessons daily.
- ✓ Use ongoing teacher assessment and the use of retrieval practice will inform each child's learning journey.

Entitlements in our recovery curriculum

We have divided our curriculum into 3 tiers of entitlement as follows:

<p><u>Tier 1</u></p> <p>Holistic recovery – all children will receive</p>	<p>Universal offer</p> <ul style="list-style-type: none">▪ Our values underpinning all learning and behaviour expectations.▪ An enrichment curriculum approach▪ A strong focus of PSHE throughout the curriculum▪ Flexible timetabling to match children’s capacity for learning▪ Daily key skills learning to aid catch-up.▪ Access to outdoor spaces.▪ Access to physical and mental well-being support▪ Allows time and opportunities for social interactions
<p><u>Tier 2</u></p> <p>Some children may need</p>	<p>Identification and delivery of personalised interventions</p> <ul style="list-style-type: none">▪ Focused, school-based interventions in the classroom▪ Access to tutoring programme – government funded▪ Pastoral support and individual pastoral programmes
<p><u>Tier 3</u></p> <p>A few children will need</p>	<ul style="list-style-type: none">▪ Specialist school-based therapeutic interventions▪ A longer and deeper recovery period including multi-agency support.

PSHE

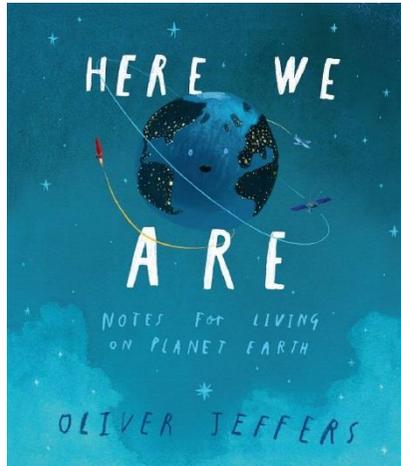
Our recovery curriculum sees PSHE as an imperative part in preparing pupils to be able to access learning effectively in school.

Our universal offer will be as follows:

Weeks	Resources	Theme
1- 2	Jigsaw Recovery Package	<ol style="list-style-type: none">1. Coming together2. Coronavirus – what do we know? Address misconceptions.3. Belonging and feeling safe in school.4. Reconnecting with friends.5. Finding the positive.6. Managing worries and fears.7. Gratitude and appreciation.8. Loss and bereavement.
3-4	Chameleon PDE	<ol style="list-style-type: none">1. How are you?2. Managing disappointment and loss.3. Kindness during lockdown.4. What can we learn from lockdown?5. Getting back on track.
5	The Recovery Curriculum	Relationships
6		Community
7		Transparent Curriculum
8		Metacognition
9		Space

Using picture books and art to support recovery

Picture books and art are engaging and powerful ways to support emotional well-being across all year groups. Across the first half term we will be using picture books as an art and PSHE driver. The following picture book will be used to deliver a mini topic in all classes that lasts for a duration of around two weeks.



Themes

- ❖ Community
- ❖ Diversity
- ❖ Kindness
- ❖ Global awareness

This book is both an overview of Earth and a guide to living well: concepts of kindness, tolerance and environmental responsibility.

Here are some other the other pictures books we have chosen to use to support our learning through the Autumn Term.

