



## The Winchcombe School Recovery Curriculum September 2020

We cannot wait to welcome all of our children back. We know that this year has not followed the annual pattern of a school year. Suddenly, daily routines evaporated along with the familiar ways of learning, which all children knew in their daily school life. We understand that not all pupils will be able to return and simply pick up at exactly the same point where they left their education on the day our school closed. Too much has happened. We are very aware that coming back to school may feel like a different experience for many of our children. With all of this in mind, we felt it important to share, with you, the approach we will be taking to welcome each and every one of our pupils back in September.

Our Recovery Curriculum is a systematic relationship-based approach, built around the research by the mental health expert Barry Carpenter. The aim of our Recovery Curriculum is to re-ignite the flame of learning in each and every one of our children, whilst supporting them with their mental health.

### **Relationships**

For most children, their daily goal in going to school is not just to learn but to see their friends and to feel a sense of self-worth that only a peer group can offer. We cannot underestimate the impact the loss of this social interaction has had. Many of the relationships that were thriving such as friendships, teachers and supporting adults may need to be invested in and restored. We will plan for this to happen and not assume that it will.

### **What will this area help our children to learn?**

To understand their emotions and feelings, and begin to process the experiences they have had. They will rebuild relationships and re-learn how to interact positively with others. Children will be supported to engage with self-regulation strategies which will help them to feel safe and calm.

### **What will this look like?**

- Transition letters from class teachers
- Opportunities for structured play
- Circle time
- Professional development for staff on Emotional Support Strategies
- Planned opportunities for collaborative work
- Opportunities for socialisation

## **Community**

We recognise that our families will have had many and varied experiences. We will listen to what has happened during this time, empowering children with the emotional vocabulary they need to express their thoughts and feelings and engage them as they transition back into school. We will understand the needs of our community and engage and offer support.

### **What will this area help our children to learn?**

To understand the world we are now living in and to equip them with tools and strategies to help them process what is different and what we can do to help. To re-learn the routines and structures of the school community.

### **What will this look like?**

- Re-introduce clear routines and procedures into classrooms
- Allow time for our children and families to tell their stories
- Family Support Workers to give time to children and families
- Class assemblies to celebrate the positive aspects of our community
- Use technology to ensure whole school participation e.g. virtual assemblies

## **Curriculum – Enjoyment and Improvement**

We want to help all of our children to continue to learn through ensuring our curriculum has carefully planned opportunities. Families may well feel that their children have lost time with their learning at school and we want to show them that we understand this and that we will help them to become confident learners again. We will identify key gaps in knowledge and provide opportunities within our curriculum to help all our children become secure in what they have missed and minimise any disadvantages. We will listen to our children and parents, working together to offer regular opportunities for all children to engage in purposeful and rewarding tasks. We will stretch and deepen all children's knowledge.

### **What will this area help our children to learn?**

To feel success and know that they can improve with their learning through building connections between prior and future learning. It will re-ignite their enjoyment and curiosity to want to know more.

### **What will this look like?**

- Using a range of assessment strategies to identify gaps in learning
- Planning according to children's specific needs
- Implementation of our improved knowledge-rich curriculum

### Thinking like a learner

In different environments, children will have approached their learning in many different ways and therefore the outcomes will be highly varied. We will give all children the opportunity to rebuild and re-skill themselves as learners.

### What will this area help our children to learn?

To make connections between home-learning and school, partake in deliberate practice, solve problems, organise, self-evaluate, and analyse so that they will learn more, know more and remember more.

### What will this be like?

- Different types of collaborative learning
- Reasoning and problem-solving activities
- Providing context and purpose for learning to motivate all
- Opportunities for talk

### Wellbeing

We acknowledge that, for everyone, the common thread has been one of loss during this time. For our children and families this will have resulted in a loss of friendship, social interaction and the routines associated with daily life.

We will help all our children to explore their feelings, emotions and sense of well-being. This will enable them to acknowledge, accept and feel secure and positive in the world we now live in.

### What will this area help our children to learn?

To help promote self-expression, reflection, curiosity, and innovation which are important for both academic progress, as well as personal growth and fulfilment.

### What will this look like?

- Introduction of the new 'Jigsaw PSHE' curriculum
- Pastoral support
- Social stories
- Mindfulness activities
- Celebration of our school values

