

Claypole C.E. Primary School

Recovery Curriculum

We strongly believe that a 'recovery curriculum' is essential for our thinking and planning as we move into the 2020-21 academic year. We intend to fill this curriculum with content that we believe is best for the children of our school community, informed by the knowledge and understanding we have of all our pupils and families. We will use the aims and values of Claypole C of E Primary School to guide our judgements and build a personalised response.

Our approach will focus on re-establishing relationships, well-being and secure positive development of all of our children.

Our recovery curriculum is based on **Carpenters' five levers**, as a systematic, relationships-based approach to reigniting the flame of learning in each child and has been adapted into our '4 R's.' [Barry Carpenter Professor of Mental Health in Education, Oxford Brookes University](#)



Lever 1: Reconnect

Some will arrive joyfully having enjoyed extended family time, others may not. We accept there will be a mixed experience. Relationships that were thriving, may need to be invested in and restored – this needs to be planned for.

Our Aim

To use our knowledge of the PSHE curriculum and draw on the resources from our pastoral provision at Claypole C of E Primary School to support opportunities in the classroom. We will allow pupils time to enjoy peer interaction, reconnect and reignite relationships.

- Pastoral support was in place throughout lockdown. We used online conferencing (weekly Pastoral Sessions), Google Classroom accounts and regular telephone calls to stay in touch with our pupils & families, reaching out and checking in (*learning about family positions*). Groups moved seamlessly online and continued as they would have in school.
- The school worked hard to bring its pupils back as quickly as it could for the expected deadlines.
- Our EYFS team contacted parents to manage transition and held a 'Teddy's Bear Picnic' afternoon to support both parents and our new pupils, followed by a morning (plus lunch) on their first day with the option to speak to the EYFS team in the afternoon. Parents were added to school communication systems earlier than usual.
- Videos of school shared with families.
- A 'Preparing for Learning' questionnaire is asked rating their feelings on a range of aspects of school (on day 1, day 10 & again before half term).
- PSHE units have been selected for each individual class and are being delivered. Our units cover such elements as feelings, emotions & mental fitness.
- Time to have conversations.
- Additional pastoral support in place should any child need it and access. Currently, two members of staff have Mental Health First Aid training.
- Continue to reach out to families.
- We are planning for the emotional well-being of our pupils in the event of a further school closure with every class planning for live sessions with their classes. Pastoral support for those who need it will also move online again.
- Classes continue to use Google Classroom platforms for homework.
- Safe place in classroom/school.

Lever 2: Relationships

The summer term curriculum was based in the community and for a long period of time. We now 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.

Our Aim

We will continue to communicate regularly with our school community with clear, consistent messages. Celebrate our successes of lockdown both individually and as a collective, sharing our memories – recognising it happened and recognising things are different. We will provide collective strength, collaboration, reflecting on this period as a family – sharing our principle of kindness & positivity.

- Hampers were provided to FSM initially and vulnerable members of our community. This then adapted into purchasing our own supermarket vouchers before government decision was made.
- During lockdown we communicated with our families using Google Classroom which is the system we used to deliver distance learning. We had 100% of our families signed up in KS1 & KS2 and this was supportive in managing daily practicalities.
- Staff created a 'TIKTOK' style movie which was shared via ParentMail to connect in an upbeat way with our families. Further videos were made to connect with current and future parents.

- Training for teachers and support for parents and pupils is ongoing.
- Playground game training (provided through inspire+).
- MOKI fitness trackers introduced for fitness, collaborative activities and sharing successes across and classes.
- The school continues to reach out to parents & vice-versa... carrying on the good work during lockdown.
- Flowcharts & FAQ grids regarding 'what to do if' has been shared with families as guidance is updated.
- Newsletters and individual messages have increased in order to build our relationships (sharing information and promoting successes in school).
- Information sent home regarding the eventuality of a 'bubble' being sent home (or more) to support them should a closure take place so that they can access live lessons, pastoral care, and provide meals.

Lever 3: Re-discover (transparent curriculum)

There may be a feeling of 'lost time' in learning and we must show them how we are addressing these gaps - consulting and co-constructing with our children to heal any sense of loss.

Our Aim

We will: share with our whole school community how we are helping our pupils to recover their learning. We will build upon what our pupils know and talk openly about their next steps. Ensuring their learning needs are personalised and addressed individually. Continuing to share our principle of kindness & positivity ('Believe & Achieve').

- This Recovery Curriculum has been shared on our website.
- Teachers have created and shared with parents their learning intentions for the term ahead through 'knowledge organisers,' end-of-year expectations & curriculum letters.
- Class teachers have been getting to know their classes both personally and academically. They have begun to identify gaps in pupils' learning. These will be shared and discussed at our next Parents' evening. Target sheets will be provided for parents. Exemplification materials for each year group provided.
- Support for handwriting (pride & commitment), fitness, fatigue and pace.
- Catch-up sessions are currently being considered for pupils who have identified gaps – small group sessions.
- Assessment and its impact on planning for teachers will be a focus for staff in our new School Development Plan.

Lever 4: Rising Strong: Metacognition

In different environments, pupils will have been learning in different ways. It is vital that we make the skills for learning in a school environment explicit to our pupils to reskill and rebuild their confidence as learners.

Our Aim

We will: work with our pupils to re-establish our class routines and learning habits, providing our pupils with consistency and a sense of security. Apply strategies in the classroom that regenerate their focus and re-engage them in learning.

- All of our pupils were given support in learning the new routines associated with the ongoing threat posed by Covid-19 and is recapped regularly.
- Building learning routines is an essential part of our return to school in September. It has been even more vital this year. All class teachers have worked on establishing carefully created structures and where appropriate these have been shared with parents such as a return to sharing reading books, homework, and PE days.
- Timetables to support routines should a school closure take place are currently being constructed. This will support parents in managing distance learning.
- The school is considering each of our usual traditions and celebration one by one and arranging for them to take place wherever it is safe to do so.

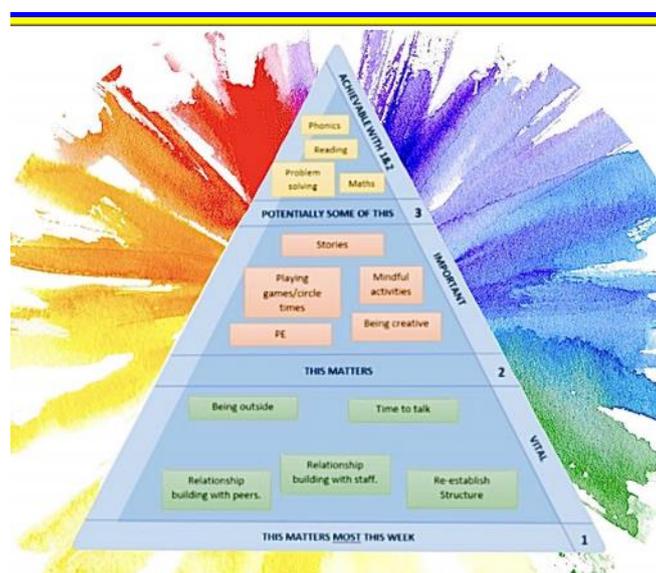
Lever 5: Rising Strong: 'Being'

To be, and to find their voice on learning again. 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.

Our Aim

We will: provide our pupils with opportunities to share their experiences and feelings. We will support their emotional resilience going forward, as they have to adapt to change. We will work with them to re-build their self-esteem and self-confidence in the school environment.

- Reviewed curriculum and created a 5-year thematic plan with greater opportunities for holistic links, progression across years/themes with aims to focus on deep learning and not simply covering a lot only to do it in a shallow way.
- External PSHE curriculum support helping us to address the emotional and social learning needs of the vast majority of our pupils. The units have been selected for each individual class and are being delivered. Our units cover such elements as feelings, emotions, mental fitness... These units will allow time for pupils to express themselves about the current situation.
- Emotional resilience is hugely important for these pupils. A whole range of virtual collective worship are currently being created to address the issue directly.
- Class teachers will continue to develop growth mindset in their classrooms.
- Goal: mental wealth! Help children to identify their feelings; teach them how to use what makes them happy; how to self-regulate; create and nurture positive relationships (a protective factor).



At Claypole Church of England Primary School, our Christian values, skills wheel and principles will help strengthen all of the above-mentioned levers. Our existing methods and tools will help to speed up the recovery process.