



Recovery Curriculum

What is it?

How do we achieve it?



Recovery Curriculum – Children’s Wellbeing

Dear Parents/Carers,

You will all have heard the phrase ‘recovery curriculum’ mentioned in the media. This document aims to provide you with more information on what this actually means and more importantly what this will look like at St Joseph’s Catholic School.

The curriculum has been co-constructed with all members of staff to ensure a well rounded perspective and input could be achieved.

We hope you find it helpful and encourage your thoughts and feedback.

Best wishes,

Miss Cashier



Recovery Curriculum – Children's Wellbeing

Starting Point:

School opens in September for all pupils. These pupils will all be returning with their own story of the past 6 months. The experiences, the understanding and the perception of these will be unique for each and every pupil.

Some pupils will require high levels of support to transition back into school life whilst others will need little to no additional support. We need to ensure we get this right for each child.

First things first, before we start teaching our curriculum again we need to ensure all our children are emotionally settled and feel secure at school.

This is where our Recovery Curriculum enters Phase 1...



Recovery Curriculum – Children’s Wellbeing

Phase 1:

As practitioners working with children, regardless of our job title, our **number 1** role is to:

“Create a psychologically safe environment”

How do we achieve this?

By consistency around rituals and routines

Rituals – putting someone in an emotionally safer place

Routines - a sequence of actions



Recovery Curriculum – Children's Wellbeing

Phase 1:

What does this mean and what does it look like in the classroom?

Due to the current guidelines there are certain changes to routine and rituals that have to change. Our aim is to ensure these changes are positive changes and make the most of them.

All staff have created and agreed to follow the same classroom routines at the beginning and end of the day.

** Please note these routines and rituals stand aside from the washing hands and cleaning routines in line with the government guidance.*

Why these times?

These times are the biggest transition points in a child's day and in their return to school. It is also these points that can have the biggest impact on a child. If you watch a film you remember the beginning and the end vividly. This translates to the children in their reflection of their whole school day.



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Phase 1: **What does this mean and what does it look like in the classroom?**

All staff input to create and agreed to use the below strategies each morning in class in all classrooms across the school.

Staggered entry – Children will be entering the classroom between 8.45am and 9.10am . When they enter each child will:

- Be greeted by their class teacher by name with a smile
- Wash/sanitise their hands
- Take part in an enjoyment of reading activity
- Listen to calm music playing in the background (the same songs in the same order to ensure consistency)

This allows the children to know exactly what to expect each and every morning. It alleviates any fear of change or the unknown.

At the end of each day after the children have completed their daily reflections they will sing a song together as a class. Each class teacher has chosen a song. The children will sing this same song together before going home. This helps the children feel a sense of belonging. This songs belongs to their class and they are a part of this.

Singing also has many positive psychological effects. The act of singing releases endorphins, the brain's "feel good" chemicals. Any form of singing helps build confidence, which has broad and long-lasting effects on general well-being.



Recovery Curriculum – Children’s Wellbeing

End of day class songs:

Nursery – Goodbye song

Reception – Cauliflowers fluffy

Year 1 – He’s got the whole world in his hands

Year 2 – Mambo sawa sawa (translation: Everything will be just fine, fine)

Year 3 – You can count on me (Bruno Mars)

Year 4 – We are the world (Collaboration of artists)

Year 5- Stuck with you (Justin Bieber and Ariana Grande)

Year 6- Say a little prayer (Aretha Franklin)



Recovery Curriculum – Children’s Wellbeing

We then looked closely at the 5 steps to wellbeing (WHO):

- 1) Connect → Socialise
- 2) Be active → Move
- 3) Take notice (mindfulness) → Interest (be interested)
- 4) Learn → Learn
- 5) Give back/give to others → Engage





Recovery Curriculum – Children’s Wellbeing

We then took this further and focussed on the following 5 levers which cover the key areas to which the 5 steps of wellbeing (WHO) can be applied. We asked ourselves the questions below:

Lever 1: Relationships

How will we build on the connections that we have made with our pupils/ parents/carers prior to lockdown and during the summer through the online learning and virtual classrooms?

Lever 2: Community

How will we support individual members of our community; pupils, parents and staff all of whom have their own experience of lockdown and thoughts about the return of school?

Lever 3: Transparent Curriculum

How will we ensure this curriculum is co-constructed with pupils AND parents/carers?

Lever 4: Metacognition

How do we ensure that metacognition is deeply embedded within the curriculum and not delivered at a superficial level?

Lever 5: Space

How will we create the space for everyone to share/tell their narrative of the past 6 months?



Recovery Curriculum – Children's Wellbeing

We discussed the 5 levers in depth and applied them to our school setting. We thought carefully about what we need to do in each of these areas.

We considered each area in relation to the school routines and then separately for the school rituals.

We then created the following....



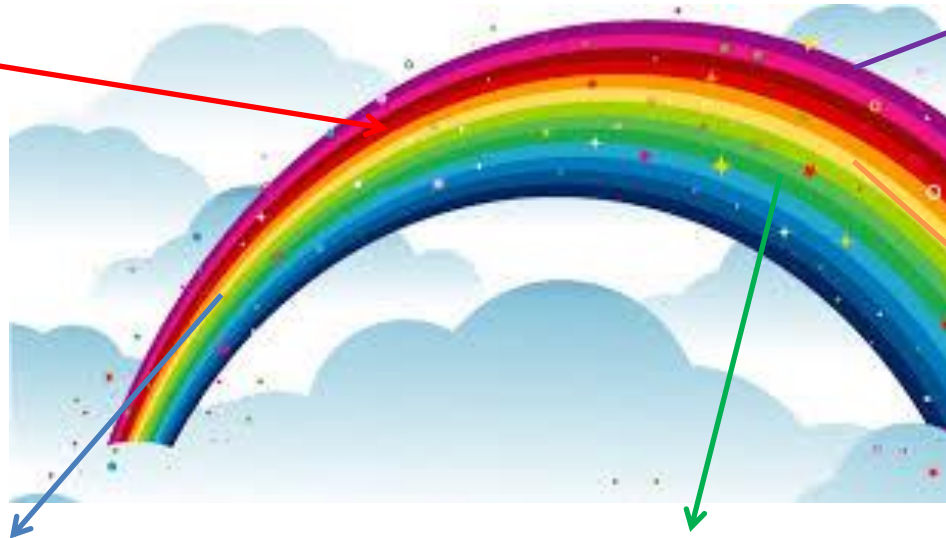
Recovery Curriculum – Rituals

“Create a psychologically safe environment”

A ritual is putting someone in an emotionally safer place

Metacognition

- Awareness of how individual children learn
- Understanding the tools on offer to support learning and wellbeing
- Develop confidence through reassurance
- Higher order questioning to extend thought processes



Space

- Opportunity to share feelings on arrival to school and throughout the day
- Opportunities for reflection
- Strategies for self regulation shared

Transparent Curriculum

- Communicate a clear outline of what can be achieved.
- Wellbeing prioritised
- Modelling the school charter (Growth mindset)

Relationships

- A smiling face at every opportunity
- Greet each individual child on entry to the classroom
- Welcome children by their name
- Always be facing the children
- Regular check ins ‘How are you?’
- Expectations clear and based on our School Attitudes

Community

- Class buddy system for peer on peer support
- Each child choose their ‘Go to’ adult in their bubble
- Ensure parents feel involved and supported
- Open communication and transparency for all
- Increased opportunities for collaborative learning



Recovery Curriculum – Routines

“Create a psychologically safe environment”

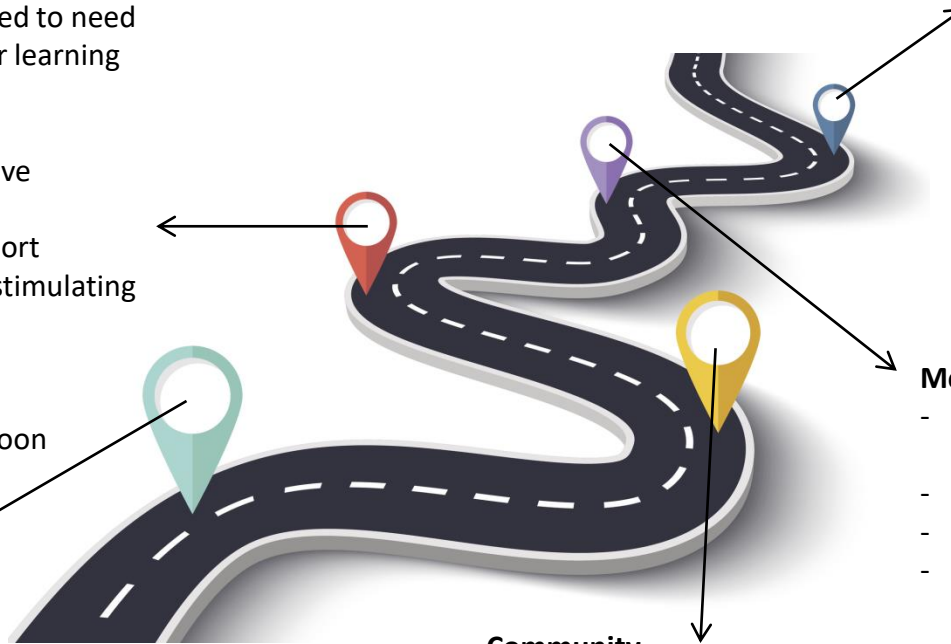
A routine is a series of actions

Transparent Curriculum

- Daily assessment for learning to underpin all provision
- Small steps teaching adapted to need
- Increased focus on outdoor learning
- Brain gym activities
- Breathing exercises
- Displays to support a positive transition
- Targeted intervention support
- Scenario based learning – stimulating discussions
- Drama based activities
- Mindfulness breaks
- Consistent morning/afternoon routines

Relationships

- Collaborative activities
- Worry Box
- Call and response songs/games
- Circle time
- Social stories and videos



Space

- Create the opportunity for each child to tell their story of the last 6 months
- Provide opportunities for children to share their dreams
- Reflection areas for sharing prayers
- Intervention support

Metacognition

- Higher order questioning (Blooms taxonomy)
- Critical thinking tasks
- Learning to learn activities
- Enquiry based learning

Community

- Opportunities for links to the community e.g. writing letters to the elderly, Key Workers
- Positive engagement with parents at the start and end of the day
- Ensure parents are kept informed (academically/wellbeing)
- Teamwork to support each other



Recovery Curriculum – Children's Wellbeing

From these ideas and discussions we have created a 'bank' of activities to support the children when appropriate. We need to remember not to pathologize but at the same time ensure each child receives the correct level of support.

- **These activities may therefore be completed as a whole class, in small groups and/or on a one to one basis.**
- **These activities are not scheduled into the timetable. If a child doesn't need this form of activity they do not need to take part in it.**
 - **Teachers have the flexibility to adapt their timetable to incorporate these activities when needed to meet the needs of each individual child.**
- **All these activities are in addition to the intervention support groups that the school had previously to support children's mental health.**



Recovery Curriculum – Children’s Wellbeing

Phase 2: Curriculum

Once each child is settled and feeling secure in school the teachers are using their teacher assessments to identify any gaps in the children’s learning.

At St Joseph’s we have the curriculum mapped out for the year and within this each year group has specific objectives to teach each half term to ensure coverage.

During lockdown we covered each of these objectives through the google classrooms remote learning.

We are therefore in a position whereby we know exactly at which point the children stopped completing the objectives in school (due to lockdown) and can incorporate these into this years learning. Therefore the children will not have missed out on any part of the curriculum.

The teachers assessments which they are currently undertaking over the first few weeks back will also inform specific areas requiring more support at a whole class, group and/or individual level. Adjustments to teaching will be made accordingly to allow each child to make good progress.

We are currently in the early stages of this phase and the curriculum, its content, delivery and strategies will be monitored and reviewed accordingly as we continue into the term. We are aware there may be many more challenges to come but we are ready for them and the children’s enjoyment of learning, happiness at school and academic progress will as always be our driving force.



Recovery Curriculum – Children's Wellbeing

Consistency around rituals and routines

In summary; these are the basics for wellbeing as we work on **re-entry and re-engagement** into school life

Belonging

Aspirational

Safe

Identity

Connect

Success