

The Recovery Curriculum

at Purley C of E Primary School – 2020 - 2021



As school reopens fully to all pupil's, staff and governors will be focussing on ensuring all children are (well) supported to catch up on any 'lost' learning as well as supported mentally and physically in order to be able to return to a learning environment. We believe that our approach will support your child's well-being and their re-engagement with learning in school.

Each person, adult and child, will have their own unique experiences and emotions related to lock-down and Covid-19. We will keep individual circumstances in mind as we welcome children and staff back to school. It will be important to view this time as a transition period, which we recognise as a process rather than a single event

With that in mind, we will be following principles developed by Professor Barry Cater in our approach and the thinking.

A Recovery Curriculum

Introduction: The Recovery Curriculum - What is it?

Professor Barry Carpenter developed the Recovery Curriculum, as a response to the coronavirus pandemic. It is a way for schools to help children come back into school. By doing this, children will be supported to be happy, feel safe and therefore able to engage in their learning.

Our thoughts and beliefs as a school:

At Purley Primary school, the staff have always endeavoured to put children's well-being at the centre of their thinking. The common thread running through all is loss.

The loss of routine, structure, friendship, opportunity and freedom. We have decided that the best way to achieve this for our children is to acknowledge the importance of helping them 'lever themselves' back into school life. To do this we will be using the following 5 Levers.

The 5 Levers of Recovery

Lever 1: Relationships – we can't expect all pupils to return joyfully, and many of the relationships that were thriving, will need to be restored. We need to plan for this to happen rather than assuming it will. As a school we will need to support children building those new relationships to cushion the discomfort of returning. We will use ideas from colleagues in the Educational Psychologist department, ELSA and PSHE resources to plan activities and opportunities for children to build friendships. Additional support for children who may struggle at the beginning of the term will be provided by our ELSA (Mrs Smith) and Emotional Health Academy staff (Mrs McDowell) as well as classroom teachers and support staff.

Lever 2: Community – we must recognise that for the majority of children their curriculum will have been based in the community for a long period of time. We 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.

Lever 3: Curriculum – our children will feel like they have missed out in some of their learning. As a school we will help them to see how any gaps will be addressed through a carefully planned curriculum so that children do not feel they have lost out. Teachers have planned all aspects of the curriculum carefully, allowing extra time to complete activities – a less is more approach. As far as possible, the topic work will follow the school's planned schemes of work to provide normality. However, these will be adapted when needed to include more discussion and art based activities.

In English and Maths, staff will assess informally in the first instance, to identify what learning has been achieved. Some children will have had a very rich learning time with individual parental support which needs to be recognised, while others have found engaging with school work challenging and will need support to re-engage.

We have registered interest with the National tutoring service and the Early Years Language programme.

Lever 4: Metacognition – in different environments, students will have been learning in different ways. It is vital that we make the skills for learning in a school environment explicit to our students to reskill and rebuild their confidence as learners.

We will revisit our values of love, courage and wisdom and their related learning skills of collaboration, resilience, risk taking (having a go) researching and reflecting.

Lever 5: Space – to be, to rediscover self, and to find their voice on learning in this issue. We will do our best to make sure that all pupils do not feel that they have been disadvantaged providing a range of learning opportunities for all with high expectations.

Additional information can be found

- In this podcast on the Recovery Curriculum.

<https://www.evidenceforlearning.net/recoverycurriculum/#mentalhealth>

- The Educational Psychology service. Wellbeing and Recovery document.
- Purley school Welfare Action plan

28.9.20

Blended learning

Should there be a local outbreak and there is temporary school/class closure, remote teaching will resume.

If a child has to self-isolate and is well enough to access learning, remote learning will be provided.

Google classroom will be the main vehicle for delivering education.

There will be -

- daily contact with between pupils and teachers.
- assignments set so that pupils have work to do each day in a number of different subjects,
- monitoring of pupils' engagement with assignments
- Teachers will provide frequent explanations of new content, through video clips and curriculum resources.
- monitoring of pupils' progress through the curriculum, using questions and other suitable tasks,
- a clear expectation on how regularly teachers will check work
- teachers will adjust the pace or difficulty of what's being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding
- an avoidance and over-reliance on internet research activities

28.9.2020