



Elmwood and Penrose Federation Recovery curriculum

The Elmwood and Penrose Federation aspire to achieve the best outcomes for our children and young people. We believe that pupils learn best and enjoy learning when they are actively engaged in practical experiences and are confident in established routines, therefore our ethos directly links with the core aims of the recovery curriculum.

We are committed to...

- Providing a rich, engaging curriculum, which enables all learners to reach their full potential.
- Building collaborative relationships within our local and wider community to benefit our schools and learners.

The recovery curriculum allows our pupils to 'learn how to learn' once again by 'reengaging in learning' through play and engaging activities. Our children will be given the time and space they individually require to transition successfully back into school.

The recovery curriculum is based on the work of Barry Carpenter and the Evidence for Learning team: "A Recovery Curriculum: Loss and Life for our children and schools post pandemic"

These aims are:

- To build trust and relationships
- To learn how to socially interact with adults and peers
- To being to follow a structure and routine
- To learn how to co-regulate or self- regulate emotions and behaviours
- To learn how to manage emotions
- To engage in learning

The recovery curriculum will be through a cross curricular approach, with structured, motivating activities. There will be a focus on children and young people's wellbeing and mental health. English and Maths will be re-introduced in a functional way, using outdoor learning opportunities as much as possible. The recovery curriculum will be for the first term when we return to school. Some children may need a different time scale but we will personalise that experience as necessary.

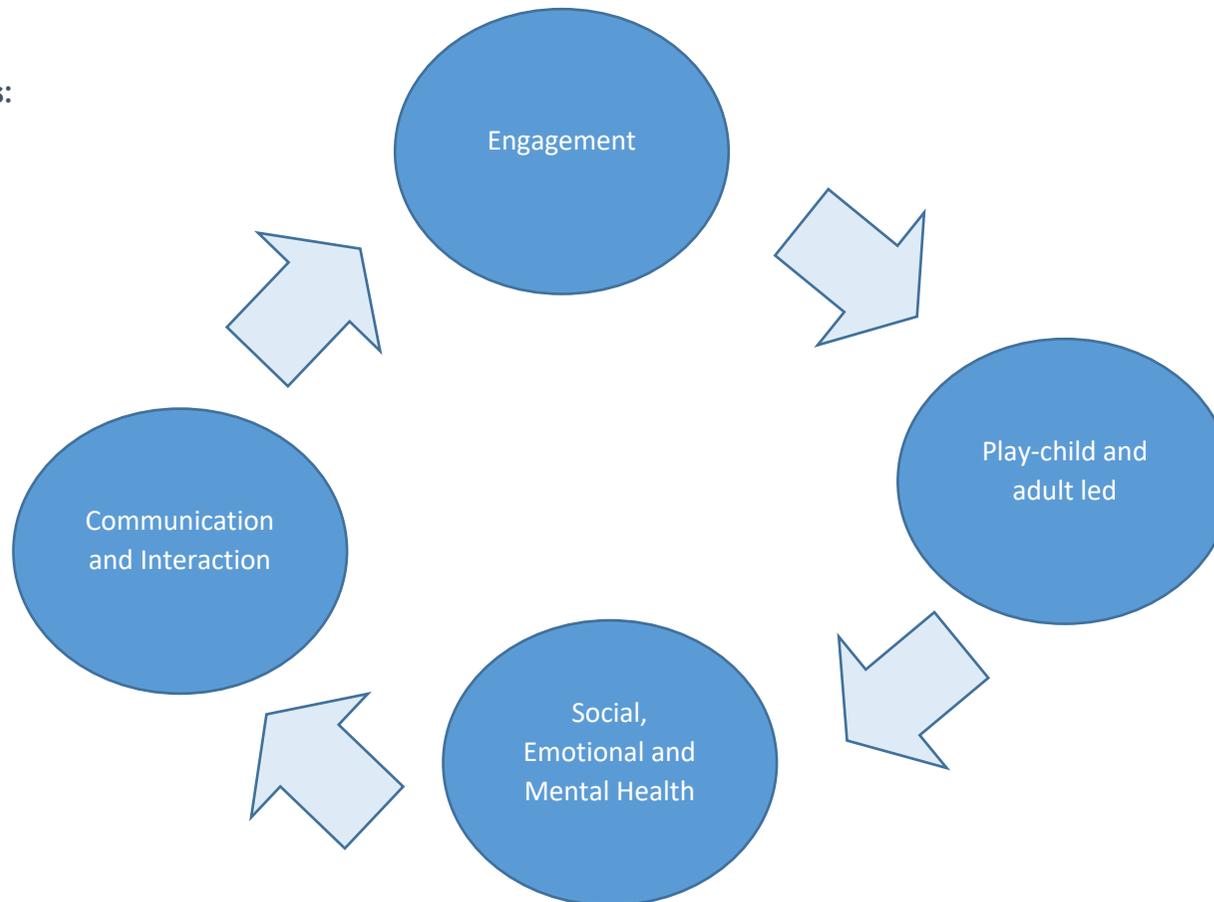
Every individual will have a personal recovery pathway to develop the 5 levers (Relationships, Community, Transparent Curriculum, Metacognition, Space) and THRIVE.

All staff will observe and note what engages learners as individuals and have the flexibility to plan future experiences based on this. In addition to planned opportunities for learning, staff will look for opportunities to support and develop incidental learning in all situations. We know that when children are engaged their learning is deeper and more meaningful.

"Engagement is....a journey which connects a child and their environment....to enable learning and achievement" Carpenter et al. 2011

We need to remember that: "School is no longer the safe, constant place we thought it was. We must be ready to understand, to reframe their perception, and show that we are trustworthy (Barry Carpenter & Matthew Carpenter, 2020)

Curriculum drivers:





We learn through sensory experience and developmentally appropriate activities. All staff work extremely hard to create engaging activities to motivate us all to want to learn.

What, How and Why

“Now is the time to return to more humane approaches concerned with the fundamental wellbeing and secure positive development of the child. Without this there will be no results that have true meaning and deep personal value to the child in terms of preparation for adulthood.”

Barry and Matthew Carpenter, 2020

Lever	What?	How?	Why?	How do we measure impact?
Rebuilding Relationships LEVER 1 RELATIONSHIPS “We can't expect our children to return joyfully, and many of the relationships that were thriving, may need to be invested in and restored” BC & MC	Making contact with children and families. Carefully planned relationships building activities upon return.	Regular interaction by federation staff Phone calls Home School books Email Pick up/drop off Recovery Flightpath Tapestry STAFF TO REMAIN THE SAME AS POSSIBLE IN CLASSES.	Children begin to understand we are still here and haven't abandoned them. They begin to accept school is still here and we will help them get back to school in the safest possible way. Trust begins to be re-established. Listen to parents as this will enable us to understand what support is required.	Engagement of families. Attendance upon return

<p>LEVER 2 COMMUNITY “We need to listen to what has happened, and understand the needs of our community and engage them in the transitioning of learning back into school” BC &MC</p>	<p>Develop sense of belonging to school community again</p>	<p>Observation. Discussion with Parents/ Families. Information from outside agencies and information shared with staff during lockdown. Pupil tracker information</p>	<p>Signpost appropriate intervention and support.</p>	<p>Observations Discussions with all stakeholders</p>
<p>5 Losses: LEVER 3 TRANSPARENT CURRICULUM “All will feel like they have lost time in learning and we must show them that we are addressing these gaps to heal the sense of loss.” BC & MC</p>	<p>Teachers/ Staff to focus on 5 losses</p>	<p>LOSS OF ROUTINE, STRUCTURE, FRIENDSHIP, OPPORTUNITY AND FREEDOM</p> <p>What do these mean for each of our learners? What does it look like? How does it present itself?</p>	<p>Informed planning and interventions required to ensure a successful transition back to school and to facilitate learning. Developmentally appropriate strategies and interventions.</p>	<p>Observations Discussions with staff and parents. Behaviour Watch data</p>

<p>Inquiry based learning LEVER 4 METACOGNITION "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. BC & MC</p>	<p>Learning opportunities which engage and motivates all children. Play and fun practical activities.</p>	<p>Time to observe and be reflective about teaching-coaching (staff) Discovering what really engages each individual. Time to play, build trust and relationships. Time to learn how to be.... Time to rebuild confidence, self-esteem, resilience, how to interact</p>	<p>Reengagement of learners. Co or self- regulation Secure Behaviours managed safely Relationships rebuilt Trust Wellbeing of all considered and supported. Staff confident that they understand the engagement of each child.</p>	<p>Behaviour Watch THRIVE Reflective practitioners</p>
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<p>LEVER 5 SPACE "To be, to rediscover self and to find their voice on learning. 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" BC & MC</p>	<p>Plan-do-review Staff and class team meetings</p> <p>Well-being activities for staff</p> <p>Good understanding of how each child develops. Listen to staff and how they are learning and understanding.</p> <p>Regular communication with parents</p> <p>Questionnaire with staff and parents at the end of term to reflect on the impact of our recovery curriculum</p>	<p>Regular checks with staff that they are all okay</p> <p>Monitoring to ensure all children's needs are being met.</p> <p>Peer to peer coaching</p> <p>Effective communication</p>	<p>Everyone is given the time and space to recover and re-engage. Celebration of successes. Everyone feels valued and understood Everyone feels supported</p> <p>Everyone children, staff and parents are ready to move forward and be effective learners. All individuals' needs are being addressed and interventions are successful.</p>	<p>Reflective and confident staff</p>
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Recovery Curriculum Framework

Suggested Thrive targets

Being

This child's developmental task is to be confident and appropriately trusting.

To be receptive to new experiences and relationships.

To be aware of needs, able to signal distress and ask for help.

Doing

This child's developmental task is to be curious, creative and to take initiative.

To be active and easily stimulated.

To enjoy investigating and getting involved.

Thinking

This child's developmental task is to be able to name, express and handle feelings.

To understand rules and cause and effect.

To think for themselves and can say 'no' with meaning.

Power and Identity

This child's developmental task is to have a positive sense of self and individual identity.

To adapt to different roles and relationships.

To understand consequences and contexts.

Skills and Structure

This child's developmental task is to enjoy diversity, difference and acquiring new skill.

To possess internal/external structures: values; rules.

To develop a confident gender identity.

Interdependence

This child's developmental task is to enjoy individuality and periods of independence.

To develop a confident sexual identity.

To engage with new opportunities and challenges.



Mental Health and Wellbeing Considerations

Mental Health and Wellbeing

I feel included
I feel confident to speak in class
I feel confident to speak to my teachers if I worry about something
I know who my safe person is and I feel confident sharing my problems with that person
There are people in school who like me
I don't have many worries/ or I can use strategies to help me manage my worries
I sleep well / I get enough sleep
I sleep through the night
I feel safe at school
I use strategies to help myself when I feel angry
I am able to manage my anger without losing my temper, hurting others, breaking things
I have tools I can use to manage anxiety
I know what my positive character traits are and I celebrate them
I can identify things I am grateful for
I understand what kindness is and how to show kindness
I have friends in school who play with me
I can work out my problems
I do things at home that make a difference (i.e. make things better)
At school, I decide things like class activities or rules
I do things at school that make a difference (i.e. make things better)
There are many things that I do well (I'm aware of what they are)
I feel bad when someone gets their feelings hurt
I try to understand what other people feel
When I need help, I find someone to talk to
I know where to go for help when I have a problem

I try to work out problems by talking about them

I have goals and plans for the future

I think I will be successful when I grow up

I engage in daily physical activity that makes me feel good

I have a hobby/interest outside of school that I enjoy engaging in

I can use a range of tools that help me relax e.g. yoga, mindfulness, deep breathing, listening to music, physical activity, etc

I have a healthy diet (balanced and acceptable in terms of sensory needs)

I have a range of strategies I can choose from to meet my sensory needs

I can recognise when I need to proactively do something to meet my sensory needs

I know when I need a break, I can ask for it, and I have a safe space I can go to

I have a positive relationship with the adults in my class

I am comfortable with my appearance

I can contribute in a positive way to my class community/school community

I am aware of the different groups I belong to

I can recognise a range of different feelings within myself and name them

I can recognise a range of different feelings in others

I can talk about my feelings

I have personal goals I want to achieve and I have a plan as to how I'm going to reach them



Ideas for each principle of curriculum

Relationships	Trust building games, time to be, play, turn taking, nurture breakfast, class groups, consistent staff, inquiry based learning, choice
Community	<p>Make a flower out of tissue paper and pipe cleaner to give to someone, thanking them.</p> <p>Make a bucket list of things you want to do once lockdown is over.</p> <p>Write a letter to a key worker thanking them.</p> <p>What has everyone missed about The Elmwood and Penrose Federation community? How did it made them feel, how they feel to be back, what they are looking forward to?</p> <p>Draw or write how you managed to stay connected to family and friends</p> <p>Make a time capsule of all the activities you have enjoyed doing while in lockdown</p> <p>Draw around your hand and in each finger write / draw 5 ways you have helped your community since lockdown eg. Clapped for NHS, gave to a food bank, helped around house, food shopping to grandparents. Make time to discuss what children may have learnt outside the curriculum.</p>
Transparent Curriculum	Share timetable with them, where appropriate. Be honest about learning outcomes. Reassure them, there is nothing to worry about if they have forgotten things. Repetitive predictable timetable and activities
Metacognition	<p>Fun quiz – e.g. what are the different ways in which we learn? Name 3 things you can do if you are stuck? What can you look at to see what you will be doing different stages of the day? (visual timetable)</p> <p>Draw around different classroom equipment in chalk on the playground, can children match the items?</p> <p>Listening games- make a sound with a selection of objects, children to guess what it is.</p>
Space	Dance! Be Creative! Workspaces personalised. Student voice. Share thoughts and ideas. Celebration opportunities in school and with the wider community

“Now is the time to address the damage of loss and trauma, so that it does not rob our children of their lifelong opportunities. Now is the time to ensure that we restore mental wealth in our children, so that their aspirations for their future, can be a vision that becomes, one day, a reality” Barry and Matthew Carpenter, 2020.

Acknowledgements: The Mendip School's Recovery Curriculum