

## Recovery Curriculum

We will implement a “recovery curriculum” from September 2020 which acknowledges that during the last six months, children have experienced a period of time where they were unable to see their friends and family whilst their usual daily routine and structure was abandoned. They will have also experienced a range of emotions, both positive and negative, due to the uncertainty of the situation and the unusual circumstances they have found themselves in. Whatever the impact on pupils learning and wellbeing, what matters now is how we respond in the upcoming academic year. At Claremont we are committed to supporting our children’s return to school by helping to restore relationships and vital learning routines to ensure the children and staff have the best chance of success.

Our Recovery curriculum will focus on **six** areas



### Relationships

Supporting pupils to rebuild relationships and re learn how to interact and build relationships with others including sharing, turn taking, greeting and interact with others positively, play alongside and with peers, respond to my familiar and new adults, seek adults to help, support and comfort me when I need them, know which adults help me and can support me to keep safe when I need them.

#### What will this look like?

There will be lots of opportunities for children to play games, talk and experience outdoor learning. There will also be lots of opportunities to talk about keeping safe and who can help them to stay safe.



### Community

Supporting pupils to understand their emotions and feelings and begin to process the experiences they have had. Supporting pupils to relearn some positive behaviour which they may have forgotten being outside of the school environment. Supporting pupils to engage with self-regulation strategies and tools which help me to feel safe and calm. Supporting pupils to understand the world we live in with tools and strategies to help them process what is different and what we can do to help

**What will this look like?**

We will continue to establish clear routines and use visual timetables so that children know what is happening at each part of the day Some structures and boundaries may be different in school because of social distancing and processes related to this so some we will use social stories and visuals prompts to guide and support. The structure will be supportive and provide opportunities within this that enables and allows pupils to express themselves and express the experiences they have had whilst they were not at school. We will do this by being clear with boundaries and using therapeutic approaches to supporting behaviour and emotions



**Curriculum**

Supporting pupils to have moments here they feel success and can engage in moments of enjoyment and achievement which may feel usual to being in school. This will be within pupil’s abilities and easily accessible recognising that when pupils have experienced trauma, their abilities to learn new concepts and be challenged is less. Pupils often use schemas of learning which they are familiar to explore when processing events in their lives and planned provision will focus on what is familiar. Relaxation time, independent learning, circle time and phonics

**What will this look like?**

We will use familiar curriculum type sessions that pupils will be used to that provide children with experiences that feel like “the norm”. Curriculum sessions that provide familiar structures (like phonics, maths, guided reading) Independent learning where provision takes account of schematic learning. ICT songs and learning on whiteboard where these are familiar Outdoor play and Storytime.



**Learning**

Our children will return to school having had a range of learning experiences at home, but inevitably, having spent time out of school, children have missed substantial parts of their education. We are going to be concentrating on improving the quality of learning to help our children bridge the gap. High quality teaching is the most important tool schools have to improve outcomes for pupils. We are taking a long-term approach to supporting the children with their missed learning by focusing on the quality of our curriculum. By identifying the concepts we are teaching and carefully choosing the knowledge and skills we need to teach within these concepts, and how they are sequenced, we will be best equipped to support our children.

**What will this look like?**

Learning will link to previous and current topic learning or children's key interests and motivators. Children will have missed out on many opportunities being at home that they are naturally exposed to at school like peer play, active opportunities and experiences which develop their cognition and learning and these will be built into each day to support children to have a broad range of experience, opportunity and fun.



**Space**

Children will be given the space and time to make links between areas of learning and they will have the opportunities to explain their understanding. They will spend time thinking about the aspect of the curriculum being studied. They will also be given space to build retrieval strength, in other words, they will be given time to practice remembering things they have learned in the past. The more they practice, the easier this will be. Research shows that this practice benefits from being spaced over increasingly long time periods. Our children will also be given the space they need to be independent. Teachers will plan activities that develop independence in our learners.

**What will this look like?**

Children have to be in a positive frame of mind if they are to be ready to learn. Children will be encouraged to talk and think positively about the learning and engage with what is being taught. By being given the time and space to talk about their experiences the relationships with their peers and the teacher will be strengthened and they will be able to give more meaning to their learning and have a sense of accomplishment.



**Health**

We will also support pupils to re-engage with physical health and wellbeing routines as well as learn new routines which will support pupils to keep safe and enable infection control. This will include hand washing, social distancing, understanding of new school routines. We will also support children to be independent and to be physically well through active sessions, use of outdoor space and understanding about keeping physically well.

**What will this look like?**

Daily mile and extra P.E sessions and opportunities for outdoor learning  
Keeping and maintaining social distancing  
Catch it, kill it, bin it messages  
Health and hygiene sessions focussing on washing, being independent and looking after yourself.

