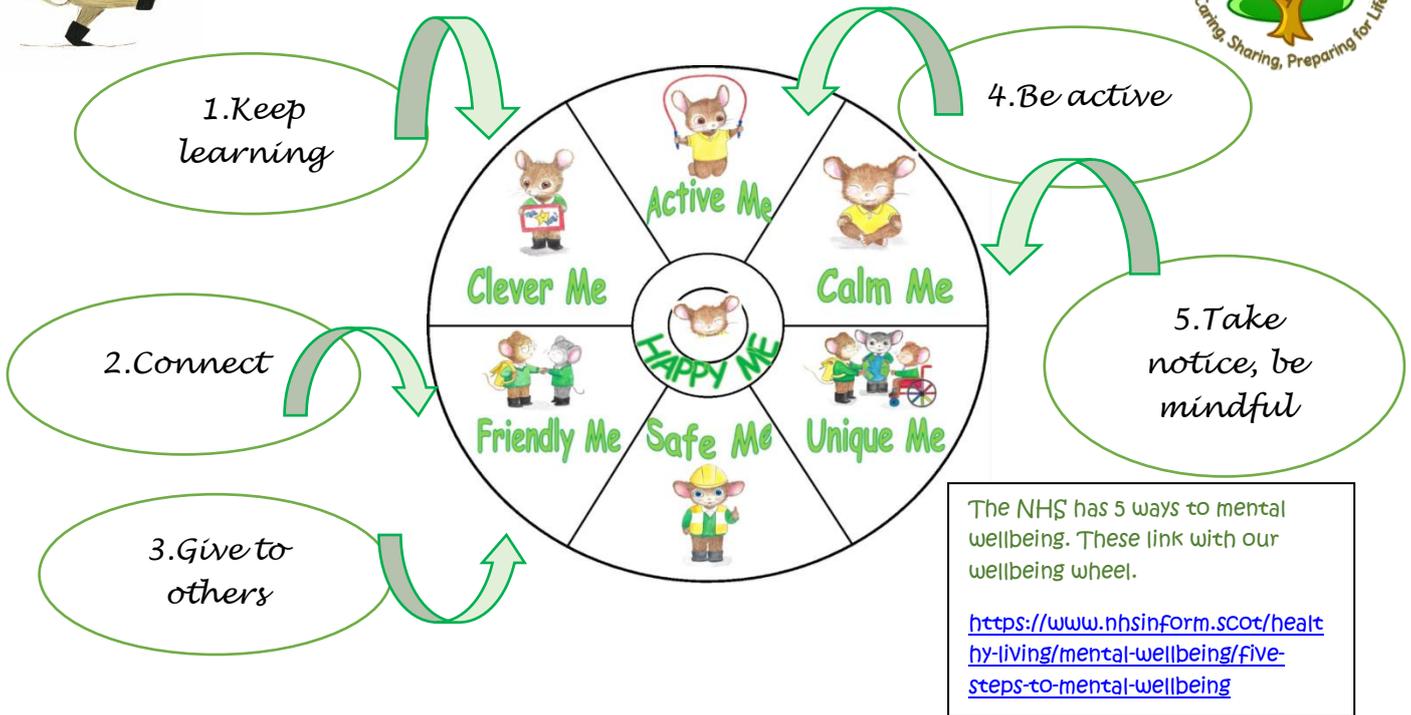




Meadows First School



Our Recovery Curriculum (based on the research by Barry Carpenter)



Our motto of **Caring, sharing & preparing for life** will help our Children adapt to returning to school. We aim to **prepare** children for a return to normality, surrounded by a **Caring**, positive and supportive learning environment, where social and emotional needs are addressed. Our approach will have a strong emphasis on 'learning to learn again' through a cross-curricular curriculum, with wellbeing at its heart. We will encourage children to **share** experiences and challenge their thinking in a nurturing and supportive environment, supported by a loving, caring and dedicated staff team. Our academic focus within the recovery curriculum maintains our approach which always starts with the **holistic child**, acknowledging their **unique needs**, and aims to inspire a **love of learning**, as well as equip children with the **skills and knowledge** necessary for the next stage of their learning journey. We want our children to have no ceiling in their aspirations. The recovery curriculum aims to carefully consider and address the missed learning opportunities of our children. Our Meadows ethos will still be at the heart of our approach to learning and supporting our children's health and wellbeing. We aim to help them recover from their possible 'loss of routine, structure, friendship, sleep, opportunity and freedom' and also learning. we will continue to:



- maintain high expectations of behaviour and attitudes to learning
- have an ambitious curriculum
- revisit and embed learning
- promote independence
- re-engaging them in learning
- recognising the experiences had by all
- restoring trust and relationships with staff
- re-establishing friendships and social interactions
- regaining structure and routine
- rebuilding a sense of community
- regulating their emotions and managing behaviours
- using PACE (see below) as a model for recovery for all children

The recovery framework is based upon the work of Barry Carpenter and the Evidence for Learning team, as well as DfE guidance, which sets out the importance of recognising the trauma and loss that children will have been through during the Covid-19 pandemic.

Road to Meadows First School recovery curriculum:



Review current provision with class teacher
observations within classroom
discussion with SENDco, SLT, class teacher, parents (if needed),
child



Identification of children's needs (academic and pastoral)
through pupil voice and assessment tools:



Pastoral

Jigsaw resilience
Trauma informed

Academic

Baseline assessments, Puma,
phonics, SATS, reading fluency
checks, writing assessments



Universal

A structured morning
which will include:
A coming together time
(assembly) to single
classes, but with a shared
theme.
English, Maths, phonics to
help establish routines
and ease into NC/ EYFS
A focus on phonics and
early reading
A cross curricular themed
afternoon which will
include a focus on an
element from wellbeing
wheel, (e.g friends, being
active, arts, outside
learning, mindfulness
activities, as well as
specific topic/subject
learning)

Targeted

Pastoral support through:

- Nurture room
- Nurture groups for
wellbeing
- Mental health first aid
- Early help and support
- Family conversations and
support
- Meetings with SENDco

Academic support:
closing the gap
interventions

Specialist

Support through outside
agencies and referrals to:
(for example)

- Ed Psych
- Bereavement
- School nurse

Curriculum Focus



Universal

- Focus on high standards and expectations
- A focus on presentation and handwriting (daily handwriting in years R and 1)
- Phonics to be delivered regularly and with rigour, revising sounds. 2 sessions daily YR – Y2
- Regular reading lessons that foster the love of reading and book enjoyment, with a focus on discussion to promote speaking and listening.
- Writing is to be developed across the curriculum. Lots of short-burst writing to promote writing stamina, but also revision of sentence structures.
- Dedicated time to write about an image daily – make use of www.pobble365.com.
- Maths is to focus on number work with a daily arithmetic session. TT Rockstars to be accessed regularly to support automaticity of recall – retrieval practice heavily used also.
- Computing curriculum to focus on online safety and Purple mash
- PE curriculum to focus on fitness – use of outside spaces – daily mile etc
- 'baseline' tests until Step-Up September is complete



Targeted

- SENDCO to contact families to share provision mapping so they know what support their child will be receiving.
- Child voice is to be acknowledged and consideration given to the wishes of the child in terms of pace of learning (SEND) to ensure they are not further disengaged.
- Promote independent learning for those that have become particularly reliant on an adult (through home-learning).
- Ensure that appropriate groups receive curricular support but that scaffolding is withdrawn quickly so that emphasis is placed on children being independent learners.
- Gaps in curriculum to be addressed at the commencement of new topics i.e. where children have missed out on learning about the Romans, they will receive a few lessons on this prior to learning about the Anglo-Saxons.
- Teachers are to identify lessons on Oak National Academy/ BBC Bitesize/ White Rose Hub that could be used to share with parents as pre-learning for non-core.
- September assessments to support identification of starting points and gap analysis – use to identify target groups for support and intervention
- Children who have not engaged in any home-learning to receive specific focus/intervention to support them in quickly returning back to pre-COVID



Specialist

- Learning support & other agencies such as Ed Psych support to identify and focus on specific children. This is to be reflected in the child's provision map/ targeted support and results of which are evident in intervention activities and booster support.
- Appropriate adults to work safely with children, by way of intervention – this is not to occur during core subject time, but through agreement with the Class teacher/ SENDCO about the child's priority learning.

Universal

- Pre-recorded and class teacher led class assembly based on well being wheel to establish the school's values and behavioural expectations.
- Re-visit the school values and wellbeing wheel
- Children to complete the RRS and behaviour class charter
- reinforce message of staff who will help us with concerns and worries
- reinforce hygiene messages to keep us safe (catch it bin it kill it)
- All staff to be responsible for the behaviour and attitudes of all children, whilst also acknowledging an adjustment period.
- Use of MY CONCERN to alert staff to safeguarding concerns
- Communications with parents (class emails)

Targeted

- Regular reminder for those struggling to distance and follow hygiene procedures. Again, this is everyone's responsibility.
- Specific group conversations or assemblies (distanced) as required if there are pockets of children that are not following expectations.
- HIVE support if needed (go through Behaviour Manager Juliet Ness or SENDco) – monitor this support
- Quickly identify groups of children that are not attending as regularly as expected and notify attendance officer
- regular communications with parents (class emails/ personal phone calls)

Specialist

- Provide additional support materials
- Louise Slack (attendance officer) to conduct regular phone calls for those children with low attendance.
- If individuals stand out as struggling, contact with parents is to be made and a behaviour tracker drawn up if needed
- Specific praise needs to be given to those children that have adapted well
- This praise can be awarded in class, through virtual assemblies or through messages to parents.
- At all stages, we must acknowledge that some children will need more time than others to adjust and 'return as normal'.

Further Reading and resources:

<https://www.nottinghamshire.gov.uk/fanotts/parenting/pace>

PACE stands for: (or PLACE – insert love)

Playfulness

Using a light-hearted, reassuring tone - similar to parent-infant interactions - to creating an atmosphere of safety and reassurance where no one feels judged and your child feels able to cope with positive feelings

Acceptance

Acceptance is about actively communicating that you accept the feelings, thoughts and internal struggles that are underneath the child's outward behaviour. It is not about accepting the behaviour itself but helping to teach the child to not feel ashamed by their inner turmoil.

Curiosity

Curiosity, without judgement, is how we help children become aware of their inner life. It's about wondering out loud without necessarily expecting an answer in return. Phrases like "I wonder if..." will help the child to put a name to their emotions and thoughts.

Empathy

Feeling a child's sadness or distress with them, being emotionally available to them during times of difficulty shows the child that they are not alone and that the adult are strong enough to support them both through it.

(Sometimes 'L' for Love is included, making PLACE)

You can find out more below via selected videos from the Nottingham Adoption Annual Conference March 2013, which was led by Kim Golding.

Further Resources and reading:

<https://barrycarpentereducation.com/2020/04/23/the-recovery-curriculum/>

Behaviour as Language - a PDF that explains the language of a child's behaviour and the technique of PACE
Everyday Parenting with Security and Love: Using PACE by Kim Golding - a book offering practical guidance on using PACE

Daniel Hughes Website - Dan Hughes created the PACE model. His website provides more information on the practice of PACE, his theory and his works

PACE Poster - This one page PDF helps explain the principles of PACE

<https://www.annafreud.org/what-we-do/schools-in-mind/resources-for-schools/mental-health-toolkit-for-schools/>

<https://www.kindl.org/english/information/>