

Recovery Curriculum Intent Statement (School Reopening September 2020)

Mission									
“And the child grew and became strong; he was filled with wisdom...” Luke 2:40									
Vision									
We strive, with God’s grace, to enable every child to grow academically, socially, morally, spiritually and culturally in the knowledge they are loved by God and are safe and valued within our school community. Our core Christian values are woven throughout our curriculum and wider school ethos to fully prepare each of our children to achieve the highest holistic outcomes.									
Values									
Hope	Thankfulness	Wisdom	Collaboration	Compassion	Dignity	Friendship	Creativity	Empathy	Resilience
Objectives									
To reintroduce children to the tools to enable them to thrive and flourish, embracing both success and challenge, prepared for ‘Life in all its Fullness’ (John 10:10)	Share experiences to develop children to gain understanding, knowledge and empathy to become confident, caring and active members of society ‘Love your neighbour as yourself’ (Mark 12:31)	Develop children’s confidence, independence and readiness to embrace a challenging, deep curriculum	Actively re-engage children to be fully immersed in experiences and opportunities for deeper learning	Ensure that, while maintaining integrity of bubbles might limit our usual extra-curricular offer, (lunchtimes and after school) our recovery curriculum is accessible to all, and responsive to children’s needs, interests and aspirations					
Strategy									
Ensure that learning is understood developmentally by all: <ul style="list-style-type: none"> Take time to revisit previous learning and concepts, rather than rush to ‘catch up’ Prioritise opportunities for play and activities which 	Ensure that the classroom and school environment offers a secure base: <ul style="list-style-type: none"> Share whole school social story which acknowledges the difficulties of lockdown, welcomes the children back to school and 	Recognise the importance of nurture for well-being and self-esteem: <ul style="list-style-type: none"> Highlight the strengths and creativity shown through home-learning and shared on Seesaw or in other 	Recognise language as a vital means of communication: <ul style="list-style-type: none"> Encourage children to talk through difficult situations and identify fears /worries /solutions Use emojis, short consistent phrases and 	Understand that all behaviour is communication: <ul style="list-style-type: none"> Ensure that class is a fun, upbeat place to be – develop fun daily routines and/or greetings to foster sense of belonging 	Recognise the importance of secure transition: <ul style="list-style-type: none"> Maintain communication between child and teacher through period of lockdown using Seesaw Teachers send 				

<p>evoke laughter, enjoyment and security</p> <ul style="list-style-type: none"> • Provide meaningful, practical and multi-sensory learning experiences – broken down into manageable, actively modelled steps • Consider attachment needs – requirement for regular reassurance and approbation from staff 	<p>shows how things will be different and why</p> <ul style="list-style-type: none"> • Emphasise structure and predictability – consistent seating plan, clear labelling of resources, visual timetables, specific areas for resources and possessions • Identify designated areas for reflection, prayer, safe play, and calming sensory input • Daily mental health check-ins initially (previously weekly) 	<p>ways</p> <ul style="list-style-type: none"> • Offer child-led choice and direction in new routines and tasks to maximise engagement and ownership • Celebrate and constantly remind children of their successes – keep visual evidence of effort and achievements to refer back to • Praise effort, persistence and resilience to give hope during more challenging tasks – focus on ‘Thrive in 5’ concepts 	<p>role play to recognise and regulate emotions</p> <ul style="list-style-type: none"> • Use warm and welcoming language – “I’ve missed seeing your smile;” “Each time I saw.... it reminded me of you because” • Use simple, concise, factual statements about loss – particularly loss of relatives or loved ones. Acknowledge the loss and recognise grief and coping methods. • Listen to children – don’t try to solve their problem, but acknowledge its importance and help them explore possibilities • All staff to be very aware of language used to children – acknowledge changes in behaviour and seek to unearth the underlying cause by asking open-ended questions such as “What’s happened to you?” rather than “What’s wrong...” 	<ul style="list-style-type: none"> • Accept and acknowledge children’s thoughts and feelings – “You loved spending every day with your parents and you feel sad/worried to leave them” • Demonstrate gentle curiosity to help elicit child’s views – “I noticed you’ve been very quiet...” • Empathise with children – “I know this is really tough for you; I understand that you prefer to be sitting in groups” but reassure reasons for change • Respond to changes in child’s behaviour positively and don’t take it personally – Avoid phrases like “Look at me when I’m talking” and try to reach out to find out what has happened to affect the child’s feelings and behaviour 	<p>‘Welcome’ message to children in new class</p> <ul style="list-style-type: none"> • Week 1 in September – all children to return to previous classroom and previous teacher to enable familiarity and security • Plan for teacher/parent information and transition telephone calls (first 3 weeks of term) • Children will be offered a range of class/year bubble-based meditation, mindfulness and physical activities in place of usual lunchtime clubs
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Success Criteria – What Will Our Children Look Like?

<p>resilient; proactive; spiritual;</p>	<p>knowledgeable; engaged; respectful;</p>	<p>inquisitive; creative; dependable;</p>	<p>reflective; content; thriving;</p>	<p>challenged; articulate; forgiving;</p>	<p>aspirational; generous; honest;</p>	<p>confident; self-sufficient; secure;</p>	<p>compassionate; kind; adaptable;</p>
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