

Hillingdon Manor Recovery Curriculum

September 2020



1.Introduction

We acknowledge that our students will have had different experiences during this time. However, the common thread running through all is the loss of routine, structure, friendship, opportunity and freedom
As a response to the COVID-19 Pandemic our curriculum delivery has been temporarily reshaped to ensure the safety and recovery of our whole school community. It is vital that we focus on individuals' wellbeing and mental health in light of real or perceived trauma caused by recent events.

Before the lock down and the vast majority of pupils began to stay at home, our teachers began to plan for educational life during and immediately after the school's partial closure. Work has continued to build on and develop this framework in to a temporary curriculum. It uses the underpinning principles of Barry and Matthew Carpenter's approach, '**The Recovery Curriculum**'

The COVID-19 pandemic has an impact all our lives. We all have a first-hand 'lived' experiences, that will impact our thoughts, feelings and behaviours. This impact inevitably will be felt within the classroom in how our children deal with the normality of getting back to school and learning.

Many of our pupils will feel like they have lost time in learning and we must show them how we are addressing these gaps, consulting our students to heal any sense of loss. In different places, pupils have been learning in different ways. We will make the skills for learning in our school environment explicit to our pupils to reskill and rebuild their confidence as learners.

2.The Recovery Curriculum

The recovery curriculum is built on five levers, as a systematic, relationships-based approach to reigniting the flame of learning in each child. It will support staff to maintain the continuity of learning and promote reintegration, routine and nurture change.

Lever 1: Relationships – we can't expect our students to return joyfully, and many of the relationships that were thriving, may need to be invested in and restored. We need to plan for this to happen, not assume that it will. Reach out to greet them, use the relationships we build to cushion the discomfort of returning.

Lever 2: Community – we must recognise that 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: Transparent curriculum – all of our students will feel like they have lost time in learning and we must show them how we are addressing these gaps, consulting and co-constructing with our students to heal this sense of loss.

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.

Lever 5: Space – to be, to rediscover self, and to find their voice on learning in this issue. 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.

The above 'levers' should form the foundation of activities that are to be considered when planning activities for your class in all subject areas.

All pupils will respond to the return to school differently. Some will be keen to get back into their normal routine, whereas others will need a longer period of **Recovery**.

Planning should, therefore, be flexible and adaptive in response to pupil needs. Recovery Curriculum activities should be embedded throughout Autumn term planning, especially up to October half term (this could be in the form of regular 10 minute Recovery Curriculum breaks or longer lessons e.g. during the afternoons, whatever works best for your class)

At the end of these first 2 weeks, if you feel the Recovery Curriculum needs to continue for your class, then please continue to plan similar activities which are PSHE based and focus on key areas such as routines, school rules, social skills, sensory and mental health and well-being. If you feel your class are ready to move back to a more 'normal' timetable and style of learning, then please move towards this. Remember that all pupils will recover in their own time so high levels of differentiation and individualised approaches will need to be used, as always.

Lever 1: Relationships-Supporting to build positive relationships

There will be opportunities within the day where the focus is on rebuilding relationships with peers and adults.

This may be in the form of:

- Independent learning to nurture parallel and joint play
- Turn-taking games and activities- My Play & Leisure (Semi Formal)
- Sharing games and activities
- Games and activities where pupils can work together such as board games or outdoor PE games
- Safety work about who keeps us safe at home, school and in the community

Lever 2: Community - Supporting to manage feelings and behaviour

There will be opportunities within the day where the focus is on supporting pupils to understand their emotions and feelings to enable them to begin to process the experiences they may have had, helping them feel safe and calm and adjust to the changes that have taken place.

This may be in the form of:

- Zones of regulation
- Therapeutic approaches, tools and play
- Exploring and expressing emotions and feelings
- Structured communication
- Sensory breaks



Lever 3 & 4: Transparent curriculum & Metacognition

Supporting to enjoy and achieve

Cognition and learning activities will be built into each day, supporting pupils to have moments where they feel success and can engage in moments of enjoyment and achievement.

The curriculum will provide familiar structures during the day such as:

- Phonics
- Maths (Formal)- All Key stages
- Science (Formal) All Key stages
- Computing- All Key stages
- The World about Me (Semi-formal) Key Stages 2 & 3
- Thinking and Problem Solving (Semi-formal) Key Stages 2 & 3
- BTEC & GCSE routes-Key stages 4 & 5
- ASDAN routes (Skills for Life) Key stages 4 & 5

Lever 5 : Space-A Space 'to be' - Supporting physical health and wellbeing

Supporting pupils to re-engage with physical health and wellbeing routines. There will be planned time where pupils will be able to explore and reinvestigate their environment to become familiar with what might be different.

Activities will focus on:

- Hand washing and hygiene measures
- Keeping and maintaining social distancing
- Adapting to using areas of the school that may not be usual
- Outdoor learning (Forest Schools)
- Physical activities e.g. yoga, PE, dance, Wake and Shake

Resources:

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

<https://www.twinkl.co.uk/resources/class-management/recovery-curriculum-classroom-management-key-stage-1-year-1-year-2>

<https://www.anewdirection.org.uk/blog/7-creative-ways-to-teach-a-recovery-curriculum>

https://www.coventry.gov.uk/info/62/coventry_send_support_service/3633/secondary_recovery_curriculum/2

<https://offschool.org.uk/teacher-zone/recovery-curriculum/resource-menu/>

<https://www.egfl.org.uk/elp-services/health-improvement-schools/hit-resources-and-support/health-improvement-recovery>

<https://educationblog.oup.com/primary/five-ways-numicon-can-support-a-recovery-curriculum-for-maths>

<https://www.place2be.org.uk/our-services/services-for-schools/mental-health-resources-for-schools/coronavirus-wellbeing-activity-ideas-for-schools/>

References:

Carpenter, B. et al (2015) 'Engaging Learners with Complex Needs', London, Routledge.

Liberty, K., (2018) 'How research is helping our children after the earthquakes.'
<https://www.healthprecinct.org.nz/stories/how-research-is-helping-our-children-after-the-earthquakes/> (accessed 14th April, 2020.)

Young Minds (2020) Coronavirus; the impact on young people with mental health needs.
www.youngminds.org.uk

