



The Coronavirus Covid-19 Pandemic of 2020 has had a significant impact on the lives of everyone. This has meant many different things for different people and this includes children.

Whilst children's experiences have varied massively throughout this period, it is clear that schools have a fundamental role to play in supporting every child's wellbeing and learning in a very different and continually changing context.

The term "recovery curriculum" is one being used in education to describe how schools are going to achieve this and the aim of this document is to explain the approach we are taking at Grange Farm. This approach is rooted in the following principles:

- The Recovery Curriculum is woven into our overall school vision and purpose – the aims and ambitions we have for our children ([see our Aims and Ethos statement here](#))
- High quality teaching and learning within a broad, balanced and engaging curriculum remains central to how well our children achieve
- We do not assume that all children will have a deficit, socially and/or academic as a result of the pandemic – many children may well have experienced positive benefits
- We will assess children carefully over time, mainly through teacher assessment and observation of children in their normal learning and activities in school, to identify strategies to support them
- Where there has been a negative impact, whether that is social or emotional, we want to enable children to recover from this as soon as possible but we will not place an arbitrary timeframe on this – we will take the time needed to support secure progress (the recovery curriculum lasts beyond July 2021)

Along with many schools, we are using the ideas of mental health expert, Professor Barry Carpenter, to structure our approach to the Recovery Curriculum (thinkpiece – "[A Recovery Curriculum: Loss and Life for our children and schools post pandemic](#)"). He recommends five sensible 'levers' that can help schools recover following a 'systematic, relationships-based approach to reigniting the flame of learning in each child'.

Lever 1: Help to build positive relationships with others

Positive relationships are vital for child development. Children may have experienced loss during the pandemic, including the loss of relationships with their peers. They will need help to re-establish friendships, reconnect with staff and work with others.

Children will be supported through:

- Supporting pupils to rebuild relationships and re learn how to interact and build relationships with others including sharing, turn taking, greeting and interacting with others positively, playing alongside and with peers, responding to familiar and new adults, asking for help and support when needed.
- Implementation of a clear curriculum pedagogy. Planning of lessons to ensure effective delivery of content, helping to rebuild relationships by fostering collaboration, empathy, confidence and self-expression.

- Teaching projects that explore relationship themes. Curriculum content sequenced so that children meaningfully revisit and build upon previous learning.
- Regular opportunities for children to work together on purposeful, absorbing and rewarding tasks. Challenges that allow them to innovate and find solutions building resilience and problem-solving skills.
- Revisiting overarching human concepts and themes that run through our curriculum and deepen children's understanding.
- Time given to allow the rebuilding of relationships and development of Protective behaviours so that children know who can keep us safe at school, at home and in the community.
- Supporting pupils to engage with self-regulation strategies and tools which help me to feel safe and calm.

Lever 2: understanding individuals, their communities and their experiences

Children from different communities may have experienced the lockdown in different ways. The curriculum can help children tell their stories, strengthen their sense of self, family, community, and place in the wider world.

Children will be supported through:

- Allowing time for children to tell their lockdown and post-lockdown stories
- Modelling good speaking and listening skills and empowering children with the emotional vocabulary they need to express their thoughts and feelings.
- Learning projects and regular PSHE sessions that cover themes such as identity, personal feelings, similarities and differences and community belonging.
- Exploring the history of our school and consider the significance of school closures as a significant moment in history.
- Engagement with high quality resources, such as stories, games, songs, discussion prompts and videos that reflect cultures within and beyond our community.
- Understanding that not all experiences will have been the same and that pupils will need different levels and types of support.
- Maximising the impact and appropriate deployment of resources through a triage approach which allocates resource based on identified needs of individuals.
- Supporting pupils to understand their emotions and feelings and so that they can 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.
- Listening to and acting on feedback from keyworker staff and parents regarding individual children's needs.

Lever 3: know, acknowledge and address the gaps in learning through a transparent curriculum

Missed learning is a complex issue. Children's needs will vary and not all gaps can – or should – be addressed immediately.

Children will be supported through:

- Identification of significant curriculum coverage missed during lockdown. This will have been reduced through our robust remote learning provision but there will be some children who missed more than their peers. Curriculum gaps will include key concepts and subject aspects that may not ordinarily be revisited in the child's current academic year. These will need to be taught and embedded before moving on.
- Subject leaders and class teachers will add missed coverage to future plans.
- Low stakes and child friendly testing and assessment such as quizzing and higher-level questioning will be used to assess where extra support and intervention is needed for development of key skills such as reading.
- In the short term, less content may covered but coverage of key skills and subject knowledge will be taught in more depth to ensure the building blocks are in place for secure and embedded learning. Teachers will only move on when core learning is established

Lever 4: metacognition – ensure the children continue to develop the skills for learning

‘It is vital that we make the skills for learning in a school environment explicit’. If children are to get back on track and have self-efficacy, they will need to be aware of the skills they need to learn.

Children will be supported through:

- Opportunities to revisit and consolidate key skills.
- Revisiting learning behaviours and the characteristics of learning on the Stivichall Tree. These include planning, identifying how to solve problems, organisation, self-evaluation and creativity.
- Making connections between previous, current and future learning so that children see the bigger picture and understand how their learning pieces together. This will help to keep them motivated, give them hope, and provide a sense of purpose.
- Explicitly teaching the learning approaches that are useful for specific subjects.
- Being prepared to go back so that children can move forward confidently and successfully.

Lever 5: a curriculum that engages and inspires, gives children the space to adjust and minimises any disadvantages

Children deserve to experience joy and to be engaged if they are to feel secure and positive about being in school again. Lockdown may have been a narrow experience for them, but school can lift children’s spirits and provide welcome relief.

Children will be supported through:

- Curriculum delivery that values and promotes curiosity, deep focus, innovation and self-expression.
- Sharing high quality texts that promote a love of reading and develop the skills of reading alongside a stronger understanding of the world around them through inspirational writing.
- A rich and broad curriculum that broadens horizons, sparks the imagination and builds on pupils’ interests.
- A joyful curriculum that includes music, outdoor learning, art and story telling.
- Clear routines supported by visual and clear communication including use of visual timetables so pupils know what is happening each day and at each part of the day.
- The use of social stories and visual resources to help children understand why some structures and boundaries may be different in school because of social distancing and COVID restrictions.

School leaders, including individual subject leaders, will monitor and evaluate systems and approaches in place throughout 2020/21 and beyond. We will amend these systems and approaches to meet the social and academic needs of our learners on an ongoing basis.

For further information on the school’s response to the Coronavirus COVID-19 pandemic (including about Health & Safety, Remote Education and Catch-Up Premium), please see our dedicated website page which can be found by [clicking here](#).