**The recovery curriculum**

In light of the current crisis alongside the school improvement plan we will run a recovery curriculum. This will aim to support children to return to school in a safe and secure way, support their mental and social wellbeing, facilitate the re-establishment of their love of learning and fill gaps in learning which have manifested during this time. Key elements of our recovery curriculum are:

**Bridging learning environments**

We acknowledge that children have spent an extended period in a very different learning environment and that different children will have had different learning experiences during this time. Consequently, we will begin our recovery curriculum by bridging these two learning environments. We will do this by:

* Ensuring that all children are safe and feel safe in their new environment by ensuring that practice is regularly adjusted as government guidance evolves and that such changes are communicated with parents and with children through age appropriate mediums.
* All staff sending home the flat teacher resource to make contact and begin to establish a link between home and school.
* Parents having the opportunity to access online meetings to discuss key concerns that they might have and to discuss children’s experiences at home.
* Allowing an opportunity for those children who have not been able to attend school to have some time in school before then end of the school year with their new teacher. This will involve years 2, 3, 4 and 5 having an afternoon in school on the last day.
* Providing opportunities for children to share their experiences and successes at home through an age appropriate medium.

**Re-establishing relationships**

We establish that after a long period of absence many relationships that were thriving may need to be invested and restored. This includes allowing children to have opportunities to redevelop relationships within their class with peers they may not have seen for a long time and developing trusting and secure relationships with the adults. We will do this by:

* Ensuring opportunities for transition both through the flat teacher resource, opportunities to spend some time with their new teacher before the new term and by a focus on transition style activities early in the first term.
* Use of class google meet sessions towards the end of the term to include meets with new adults to familiarise children with the adults that they will be working with.
* First week to include a range of ‘getting to know me’ activities to support development of relationships and children’s confidence within their new learning environment. This will include a whole school time capsule activity to establish a collective purpose in those early days of school.
* Social and emotional interventions such as thrive and social skills to be used with key children who are struggling to re-establish relationships.
* Focus on development of collaborative skills with collaboration being the first BLP introduced in the Autumn term.
* Ensure that buddy systems are in place to support children who may not be able to play with friends initially due to Covid restrictions.

**Emotional Wellbeing**

We acknowledge that the Covid-19 pandemic is one of the most significant events in living memory. It is likely to impact of different children in different ways. There is likely to be a level of anxiety around returning to school, separation anxiety with parents after being at home for so long in addition to emotional trauma as a result of experiences that children may have had during lockdown. We believe that in order for children to be academically ready to learn, they must me emotionally ready to learn. We will support children by:

* All children who have not been in school, will have the opportunity to
* There will be a whole school time capsule project in the first week which will allow children to express their thoughts and feelings about lockdown through a medium of their choice. This will support children to express and talk about their feelings and will allow their feelings to be validated.
* All staff will receive inset training on supporting children’s mental wellbeing- they will use this training to ensure that they are sensitive to and provide robust support for the emotional needs of children.
* The new PSHE progression will include a focus on developing emotional wellbeing and positive mental health.
* Provision will be made for key children to have thrive support to help them to manage their emotions.
* Worry monsters will be incorporated into all classes. This will be an opportunity for children to express worries and anxieties in a safe and secure way without the worry of judgement from their peers. An assembly on worry monsters will be conducted in the first week at school.

**Curriculum Catch up**

Having spent so long away from school, some children may have developed gaps within their learning. Consequently, we acknowledge that there will need to be a focus on plugging these gaps and supporting children to make accelerated progress.

* There will be investment in a range of proven strategies to promote accelerated progress for pupils from the autumn term. These will include a systematic phonics teaching programme to support development of early reading, investment in an accelerated reader programme and use of visual maths.
* Teachers will make early assessment in the Autumn term to identify gaps in children’s understanding. These will be discussed in pupil progress meetings and appropriate intervention will be utilized to target them.
* As a school, we will place time investment into daily spelling lessons to support children to cover the spelling patterns they might have missed during lockdown.
* We will make additional time in our timetable to teach key mental maths strategies. These sessions will include opportunities to review learning that would have been completed in the summer term.
* For the key children who have missed the most learning time, we will provide morning booster sessions to accelerate their progress.
* For key children, we will invest in additional tuition as appropriate.