



SHOBNALL PRIMARY & NURSERY SCHOOL

RECOVERY CURRICULUM

A framework for recovery

“Happy Children, Inspired Learners”



JULY 2020

Review:
December 2021

FOREWORD

Due to the closure of schools for the majority of children during the global Covid-19 pandemic, it has been necessary to re-evaluate our approach to the provision on offer for our children. This will ensure all children have the level of support that they will need to become 'effective' and 'engaged' learners who are able to access all that school has to offer and 'catch-up' on essential knowledge necessary to acquire. The approach we will take is formed from the theoretical perspective of the 'recovery curriculum-think piece', the principles of nurture that our school aims and values are based upon and the trauma recovery model of Louise Bomber.

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VISION, AIMS AND VALUES

Shobnall Primary & Nursery School has a strong set of values set out for our children, staff and the wider community to achieve. It is recognised that the vision, aims and values set out for us as a school are as important now, as ever. It is essential that we continue to focus on fostering relationships with a personalised approach to reintegration back into the life of school, delivered through the school curriculum drivers and reintegration pathway of support.

VISION

Our vision is to be an excellent school, where outstanding practice, equality, independence and well-being are at the heart of all that we do – our school has happy children who are inspired learners. We endeavour to ensure that our young people are independent and fully prepared for life in the 21st century.

RATIONALE

At the heart of our vision is the desire to provide our children with the best experiences and outcomes, so outstanding practice is a key aspect of our work. Our vision promotes excellent teaching and learning to ensure that outcomes are the best that they can possibly be for our pupils.

Education for us is not just about embedding the fundamental skills of English and Maths in children, although these skills are essential in the world today. Education is also about preparing pupils fully for life in the 21st century, so our vision encompasses the whole child and one which nurtures and develops all talents through a rich and varied curriculum. Our curriculum allows pupils to be original, imaginative, innovative and creative and provides them with memorable experiences to positively impact on their well-being.

Our school is dynamic, harmonious and values-led. The values underpinning our vision support our children in being happy and self-confident individuals, with strong morals and a 'can do' attitude. We encourage all stakeholders to encourage our pupils to respect the rights of others, aspire for success, aim for excellence and achieve their full potential as a vision we can all live.

MISSION STATEMENT

Happy Children, Inspired Learners

AIMS AND VALUES

At Shobnall Primary & Nursery School, we aim to:

- ❖ Ensure our pupils are highly confident, effective communicators who hold well balanced views and opinions
- ❖ Create a curriculum that is broad, balanced, relevant, inclusive and differentiated: that is challenging, active and involving for all children and which awakens in them a love of learning and encourages them to be independent learners
- ❖ Designed learning opportunities to encourage all children to achieve excellence within their ability
- ❖ Celebrates all children's achievements and identify and support any difficulties that children may be encountering
- ❖ Celebrates and respect everyone's individual identity and promote equality of opportunity for all
- ❖ Provides constant opportunities for children to develop their sense of self-worth and self-confidence and actively encourage their development socially, morally, culturally and spiritually so that they meet the challenges and opportunities of adolescence and adult life in today's ever changing 21st century society
- ❖ Have full liaison and communication with other schools, within and outside the JTMAT

As a member of the JTMAT, Shobnall Primary & Nursery School is committed to upholding and promoting the core values and objectives for the Trust. It is the responsibility of all employed and associated with the organization to work towards the achievement of these objectives:

- ❖ Children are well-prepared for the next stage in their lives through experiencing the best learning opportunities, teaching and support, and access to high quality resources and provision in and beyond the classroom
- ❖ Children achieve more, and make better progress, by attending a JTMAT academy than would otherwise be expected; we add value
- ❖ Our academies are full and always oversubscribed as a result of their popularity, reputation and success
- ❖ Our academies are staffed with high-performing professionals, exhibiting passion and taking pride in their work, in a context of effective support and challenge
- ❖ Accommodation and premises are safe, well-maintained, and with facilities that are constantly improving
- ❖ Infrastructure is both effective and efficient, underpinned by sound financial management practices whereby value for money is always given due regard

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- ❖ Management systems are coherent and cohesive, and staffed by colleagues who are innovative, adaptable, and capable of absorbing new initiatives
- ❖ Our academies, and the Multi-Academy Trust, are held in the highest regard by others within and beyond the education sector, and our work and its impact is validated by external accreditation and inspection

CURRICULUM VISION

At Shobnall Primary & Nursery School, our ethos and purpose is to provide a broad and balanced curriculum for our children, with high aspirations for all. We believe in developing pupils' understanding of British values and celebrating our unique and diverse community. We promote ambition, high aspirations and foster pupils' capacity to see the possibilities within the world today. We encourage our pupils to make the right choices in order to stay safe, healthy and happy.

CURRICULAR GOALS AND AIMS

<p><u>DIVERSITY</u> We believe in developing pupils' understanding of British values and celebrating our unique and diverse community.</p>	<p><u>DREAMS</u> We promote ambition, high aspirations and foster pupils' capacity to see the possibilities within the world today.</p>	<p><u>DECISIONS</u> We encourage our pupils to make the right choices in order to stay safe, healthy and happy.</p>
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The approach to the delivery of the curriculum will have strong emphasis on re-engaging learning through a thematic cross curricular approach, which will encourage children to share experiences and challenge their thinking in a nurturing and supportive environment, supported by regulated adults. It is vital for our children to move forwards within the recovery model that engagement is the key to success. As a school the curriculum model is there to support us to ensure the very best for all children, with the child being central to all that we do.

WHAT IS A RECOVERY CURRICULUM?

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

Successful transition for children to enable them to once again become efficient and confident learners is key. The way in which we do this is to acknowledge and accept the losses that we have all been through during the pandemic.

Loss of routine means that we are likely to have at some point had disrupted sleep patterns, change in coping mechanisms, worried or become confused at lack of routine.

Loss of structure would indicate that we may not have been following the same structures for learning that we have previously been accustomed to, we may have worries over lack of control and in particular change, we may have lost out on our right to carry out important transitions in our lives such as SATS, secondary school visits, end of year parties, moving onto the next year group when Y6 and 11 leave school.

Loss of friendship whilst we haven't lost friendships and those people still remain in our lives we will not have been able to interact with them in the way we were previously used to, we grieve for the deeper social interaction and connectedness that friendship and relationships bring.

Loss of opportunity many children and adults do not understand why school was closed, why we were no longer able to meet up with our friends and had to remain at home and indoors for most of the day. We do not understand fully why the decisions were made and for children in particular, they do not have the understanding that the Government made the decisions to partially close schools and that it wasn't their teachers or other school staff who took those decisions. For this reason, it is vitally important that we help children to understand that their safety was and is our primary concern.

Loss of freedom for some children and adults school offers a place of escape, somewhere that they can be who they want to be and allows a sense of freedom to explore, make mistakes and to learn from them.

The primary focus of the recovery curriculum is to '**help children to recover from their loss of routine, structure, friendship, sleep, opportunity and freedom**'.

RECOVERY FRAMEWORK

The way in which the school intends the recovery framework to be used is through the initial identification of need using the pathway of support which is aimed at joint recovery working closely with parents and carers to assess the appropriate level of provision for individual pupils. The pathway of support makes explicit the 3 main levels of support and intervention at the varying levels from:



AIMS

Our recovery framework aims to restore the mental health and rebuild the resilience of our children to allow them to become engaged learners again by:

- 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
- re-engaging them in learning
- preparing them for transition
- using PACE as a model for recovery for all children

When considering the element of the five levers, it allows us to consider the approach we need to take towards recovery that places the child at the centre of the recovery journey, acknowledging the importance of their lived experiences with a focus on instilling felt safety, security and stability.

LEVER	HOW	WHY	MEASURE OF SUCCESS
Lever 1 – Rebuilding relationships	Greet each morning with a smile, a relaxed body language that shows the child that they matter and that you are genuinely pleased to see them.	This can be achieved through attuned, positive and purposeful over exaggerated interactions that help our pupils feel that they are important.	Children will be happier to come into school, reduced levels of anxiety.

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<p>Lever 2 – Re-establishing community</p>	<p>Assess children’s individual needs, allow them to share their experience of lockdown and the pandemic, this may be done through discussion, drawings, stories and other creative mediums that allow for exploration in a safe and supportive way. Acknowledge and validate their feelings.</p>	<p>Children will have experienced lockdown very differently to one another, through creating an atmosphere of openness and honesty the children will begin to reconnect with their environments and redevelop their sense of belonging within the school community.</p>	<p>Ensuring the pathway of support identifies the child’s needs at an individual level and appropriate provision is put in place.</p>
<p>Lever 3 – Transparent curriculum</p>	<p>Being open and honest about the way in which the losses have affected us as adults will help children understand the internalising emotions that they too may have been carrying since school closed. Seek to understand what the children already know and help them to find the facts to questions like: Why did school close so quickly? Why is school so different now? Along with all of the questions that children want to share and discuss.</p>	<p>Children will have heard a lot about the pandemic in the media and by overhearing discussions within the environment at home/shops etc. and some will be factual whilst others will be someone else’s interpretation of a situation. They may have heard about somebody dying or have had to deal with the death of a close family member/ family friend. It is important that as adults we offer the children the real facts and use open and honest dialogue to help them to problem solve.</p>	<p>Children will be confident to share what they know and understand. They will use the relationships that they have with adults to support them.</p>

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<p>Lever 4 – Metacognition (thinking about thinking)</p>	<p>Children will have been learning in different ways through home schooling, it is essential that we re-teach the way in which we learn at school. We can do this by setting out the routine of the day, encouraging opportunity for thinking, reflecting and evaluating. Children will respond to a thematic approach where they can become fully immersed in a topic of interest that can be explored through each subject and using both the indoor and outdoor environment, learning becomes embedded when we use the whole body.</p>	<p>It is vital that children learn to love learning once again and can begin to recall the passion that was instilled in them before the lockdown. Children will naturally feel safe and secure within a classroom environment, if they are enthused by the well planned teaching and learning that takes place with an emphasis on the way it is delivered by the adult through the use of PACE: Playfulness Acceptance Curiosity Empathy</p>	<p>Children will be curious, inquisitive, they will ask questions that require higher order thinking. They will have FUN and will demonstrate an eagerness to keep going.</p>
<p>Lever 5 – Time and space to rediscover self and to find their voice</p>	<p>Ensure children are provided with time and space to readjust to the new classroom layout, adult they are working with and changes that have been made. Carefully explain and offer reasons for the change. Explore a whole</p>	<p>Children will need time and space to readjust and to begin to trust in the safety, stability and security of the classroom environments. As adults we can support our children by firstly regulating, acknowledging</p>	<p>Children who are settled to learn within their classroom environment and confident to share thoughts, feeling and ideas freely.</p>

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	<p>bubble agreement and share stories of being in a bubble and what that means. Ensure time is planned in for movement breaks and sensory circuits.</p>	<p>and validating feelings and emotions which will the support us in beginning to re-establishing safe and trusting relationships</p>	
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RECOVERY PATHWAY OF SUPPORT

All discussions about children's experiences with parents/carers will start here and must be completed prior to their return

Parents/carers

We need to find out what their lockdown experience has been

1. Have they suffered bereavement?
2. Have they interacted with anyone outside of the family home?
3. Have parents/carers sought help from other agencies/professionals? if so who and why?
4. Has there been a change in emotional and social presentation? What and reasons?
5. How have parents/carers coped?
6. Has there been a routine/structure in place?
7. Have they managed to engage in curriculum tasks?
8. How do parents/carers feel about their child's return to school?
9. How does the child feel about returning to school?

Concerns raised from questions 2,6,7,8,9 indicate a universal approach

Concerns raised from questions 1, 3, 4, 5 indicate a more targeted approach

Concerns raised from questions 1, 3, 4, 5 indicate a more targeted approach

Universal offer includes a thematic cross curricular approach to learning that supports children to reconnect with their environment, re-establish relationships, share experiences of lockdown in a safe and supportive environment and re-discover a love of learning through an inclusive, play based curriculum which fosters creativity and enjoyment.

Parents will be supported to contact school to discuss their anxieties of school re-opening and staff will work hard to allay fears and instil confidence in the parent/carers decisions.

Targeted offer may include

- ELSA support
- MHST as a whole group – managing anxiety, fear
- Parental support
- Risk assessment of need for children who meet 4ii on the funding ranges/EHCP

Specialist offer may include

- Play therapy (via video link)
- CAMHS referral
- 1:1 MHST referral
- Bereavement support
- EP referral

Leuven Scale

As a tool to assess the children's wellbeing and engagement for learning we intend to use the Leuven scale which looks at how well the children engage with learning tasks and how they present in terms of their emotional wellbeing. This assessment will take place at the end of their first week in school and will be compiled using the Leuven scale through teacher observations throughout the week. We do not expect that these are written observations; they will be based upon what you have noticed about the child during their everyday interactions with peers, adults and family members. They will also take into account the child's ability to stay focussed, how attentive they are within lessons, are they keen to have a go at a task. By assessing the children in this way we will be able to track noticeable changes in their presentation and will ensure that the right level of support is provided at the most appropriate time.

The Leuven Scale for Wellbeing

Level	Wellbeing	Signals
1	Extremely low	The child clearly shows signs of discomfort such as crying or screaming. They may look dejected, sad, frightened or angry. The child does not respond to the environment, avoids contact and is withdrawn. The child may behave aggressively, hurting him/ herself or others.
2	Low	The posture, facial expression and actions indicate that the child does not feel at ease. However, the signals are less explicit than under level 1 or the sense of discomfort is not expressed the whole time.
3	Moderate	The child has a neutral posture. Facial expression and posture show little or no emotion. There are no signs indicating sadness or pleasure, comfort or discomfort.
4	High	The child shows obvious signs of satisfaction (as listed under level 5). However, these signals are not constantly present with the same intensity.
5	Extremely high	The child looks happy and cheerful, smiles, cries out with pleasure. They may be lively and full of energy. Actions can be spontaneous and expressive. The child may talk to him/herself, play with sounds, hum, sing. The child appears relaxed and does not show any signs of stress or tension. He/she is open and accessible to

		the environment. The child expressed self-confidence and self-assurance.
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The Leuven Scale for Involvement

Level	Wellbeing	Signals
1	Extremely low	Activity is simple, repetitive and passive. The child seems absent and displays no energy. They may stare into space or look around to see what others are doing.
2	Low	Frequently interrupted activity. The child will be engaged in the activity for some of the time they are observed, but there will be moments of non-activity when they will stare into space, or be distracted by what is going on around.
3	Moderate	Mainly continuous activity. The child is busy with the activity but at a fairly routine level and there are few signs of real involvement. They make some progress with what they are doing but don't show much energy and concentration and can be easily distracted.
4	High	Continuous activity with intense moments. They child's activity has intense moments and at all times they seem involved. They are not easily distracted.

EMBEDDING THE PRINCIPLES OF NURTURE IN SUPPORTING RECOVERY

Nurture is at the heart of our school practice and provision for our children, their families and the staff community. It is essential as we move forward we thread the principles of nurture into all interactions and connections made with children, their families and the staff team.

Learning is understood developmentally

This principle requires staff to accept children at their age and stage of development, we need to remember that all children have had their own individual experiences of lockdown and when they left us may have presented as more able both academically, socially and emotionally but on return to school it is possible that some will have regressed socially and emotionally, it is also highly likely that academic levels will have taken a dip, which is something we can focus on once the individual child is settled and ready to learn. It is essential we meet the child where they are at and use the pathway of support to identify additional interventions that will ensure progression in their recovery journey is dealt with swiftly and effectively.

How?

- In contrast to the notion of catching up, we may have to repeat and reinforce previous concepts and skills that have been disrupted by trauma. This might involve revisiting past topics and reminding children of their success. We need to ensure that the building blocks are secure before expecting children to leap ahead to unfamiliar and novel learning experiences.
- We may need to initially focus on providing positive and fulfilling experiences. One of the most enriching is play. Children young and old thrive when they smile, laugh and engage in games and activities that help them to recognise and appreciate their personal strengths. First and foremost, the return to school should be fun.
- For new learning activities, we should aim to provide meaningful, practical and multi-sensory experiences. Tasks may need to be initially broken down into smaller steps, with clear and simple instructions and active modelling from key adults.
- Those who are reluctant at first to engage with adults may need tasks which they can work on independently, so they can develop a gradual tolerance of an adult's presence. Those who are preoccupied with being connected to key adults may require learning tasks to be time-limited, with more regular feedback and reassurance.

The classroom offers a secure base

It is essential with all of the changes to the school environment that children are offered time to readjust and realign themselves with the new structures and routines in place. The adults will need to ensure that they initially are the secure base from which children will begin to explore, it is essential that we remain consistent in routines and

expectations to reduce the levels of anxiety. We will need to ensure the mental health and behaviour policy is reinforced, so that children have safe and secure boundaries to work within.

How?

- It will be important to post a virtual walkthrough explaining the changes within the school environment to the school website and social media pages so that the children can familiarise and connect with the environment before they return, this will ensure there are no surprises.
- The use of social stories that can be used by parents/carer and the adults in school to share returning to school, social distancing, transition.
- Structure and predictability will be essential. Visual timetabling can inform the children of what is happening now and next. Seating plans and classrooms that children will be accessing may have changed both in physical appearance and location, since the children left and therefore it is essential that on the first morning new routines, seating plans and structures are established to support in redefining the classroom as a safe base.
- Decorating a wall with photographs of each child and key staff in the classroom and playground can create a sense of belonging; especially if the children are acclimatising to a different peer group or different members of staff for the foreseeable future. Reassurance can be provided through positive messages such as “You are safe here”, “We remember you”, “You can talk to me any time” and “All of your feelings are ok”.
- Children will still need to be able to access safe spaces and as they have been removed for the initial period, children can be directed to use the space directly under their table. It must be discussed as part of your class agreement and the expectations of its use identified and agreed.

The importance of nurture for wellbeing and self-esteem

Children need to feel that they are valued, thought about and held in positive regard. The return to school will be a stressful time for both parts/carers and the children, it is important for us that we boost their wellbeing at every given opportunity, ensuring that they know how important they are to the adults who are currently caring for them and also by their own class teacher/team.

How?

- Parents and carers have been asked to share photos and videos of what their children have been doing at home via email. These might include rainbow paintings for the NHS, workouts with Joe Wicks, dens made from duvets and pillows, Lego constructions, etc. It is vitally important that we acknowledge the learning and development of new skills that has taken place whilst the child has been at home, all accomplishments no matter how big or small should be recognised and celebrated. Children should be given opportunity to share this through drawing, role play, rhyme, story writing about what they have achieved, personalised books or boxes filled with evidence of their achievements, their effort and tangible feedback from staff.

- Finding ways to provide them with choice and control in a task or routine can help them to feel “held in mind” and promote autonomy. We should also schedule time during the new school day for them to indulge in special interests and preferred activities. This could be a great way to help them feel competent and successful.
- When they encounter more challenging tasks, we can give them hope by commenting on what they are doing well, complimenting their effort and persistence and emphasising that they are making progress and getting better. This is important in challenging negative beliefs and putting setbacks into perspective. Emphasising the notion of learning through practise and taking small steps will help to prevent shame.

Language is a vital means of communication

Ensuring children have a voice and that their ideas, thoughts and feelings are celebrated and validated will help the child to feel valued and that they are an important member of their group, it helps them to understand that their contributions matter. Helping children to put their feelings into words is of vital importance. As adults we need to place an emphasis on what we say, what we do and how we act in front of our children, they pick up on the verbal and nonverbal cues.

How?

- Our children require us to become the storytellers of our own lives so that they can see we are human and have the same feelings and anxieties in life that they do. We worried about when school would be open to see our friends and the children, we felt anxious going to the supermarket for the first time. We can use the power of storytelling to help them to not only share their worries and feelings but also to provide opportunities to talk through a situation leading to a specific action and label the emotion. For example, we could wonder how a child might be anxious about being in the same room as other people or confused about why their class is smaller than usual. We can support the child in narrating the experience, keeping to their pace and asking what happened next at different intervals. Our calm brains help them to connect the dots and allow the fight/flight/freeze response to subside.
- We can encourage them to communicate their feelings and consider what to do about them through emojis, short scripts or role-plays – for example, “I am feeling _____ because” and “When I feel _____, I can _____”. There should be explicit methods of asking for help. Some children may benefit from a Social Story which can talked through with a key adult. Others may need a more concrete and discreet method of asking for a break, such as a coded phrase that only their teacher recognises or an exit card on their desk which can be flipped over. As adults we can use the help script from within the mental health and behaviour policy, which guides us to reflect back what we are seeing, labelling it and offering supportive strategies to deal with the situation/feeling/emotion.
- We will also need to think about the language we use. Whether it’s a child who is anxious about coming back to school or one who actually preferred being at

home, we need to be welcoming and show that they have been thought of fondly. For example: “I’m so happy to see you again”, “I’ve missed seeing your smile” and “When I saw _____ on TV, it reminded me of you and made me wonder what you were up to at home”. Being held in mind is of vital importance for our children to feel valued, important and to understand that they matter, even when you are not together. It would be helpful for class teachers/teams to create videos to all of their children particularly as not all children will have returned to the same class, teacher or group that they were in pre-lockdown.

- Some of our pupils will not only have experience the five losses discussed earlier but they may also have suffered bereavement of a close family member, friend, pet. It is essential that we support the child to come to terms with their grief and through the use of the school bereavement policy offer the support required as it is required.

All behaviour is communication

This is a well-known perspective which is not exclusive to nurturing provision. It emphasises the importance of looking underneath a behaviour and asking “What is the child trying to tell me?”. In the current context, we need to be open-minded. The child who throws equipment or swipes items off their desk may be anxious about being in proximity to other children and adults; after months of being told to avoid contact as far as possible with the outside world. The child who refuses to follow instructions or comply with new routines may be feeling hurt or abandoned by a key adult, given the sudden experience of separation and loss when the restrictions were introduced at short notice. Remember we first must:

1. Regulate
2. Relate
3. Reason
4. Repair

Dan Hughes highlights the need for connection before correction and his formula of PACE can be applied to our work in a post-lockdown world.

How?

- Playful interactions with children in the early stages of returning to school will help to create a sense of safety and belonging, reduce stress and defuse situations before they escalate. We might achieve this through personalised greetings in the mornings, sharing jokes and learning topics through physical action or musical rhythm. We could turn new routines into a game to diminish the strangeness and have fun rehearsals to make them easier to remember. Our new greeting could include a thumbs up, an air five, self-hug.
- Acceptance is about being non-judgemental and showing the child that we understand what they are going through validation. For example, “I know you’re scared about being here, let’s work through this together” or “It must be hard not to think of your parents at home. You loved spending so much time with them every day and it’s sad to leave them”.

- Curiosity is important in putting aside our own presumptions and eliciting the child's views by wondering aloud – "I've noticed you've been quiet since coming back. I am wondering if you might be worried about something".
- Empathy is our way of stepping into the child's shoes and showing them that "we get it". We might say "I know this is really tough for you. The classroom looks so different from the last time you were here" or "You are so upset that your friend has not returned to school yet. You miss seeing him every day like you used to".

The importance of transitions

Simply being in lockdown has been a major transition in children's lives. Many have been at home. Some have been in school whilst their parents continue to function as keyworkers. Whether a child is going back to school for the first time in months or coping with the return of friends/peers after experiencing a very different kind of school since March, our students will be faced with yet more change and uncertainty.

How?

- Eliciting the views of children about the impending return to school – teachers will be contacting the children in their class prior to re-opening and will be asking the key questions within the pathway of support. Some may be scared to leave their homes or worry about being separated from their parents. Others have previously found school very challenging– they've enjoyed being at home and the prospect of returning may fill them with dread.
- It will be important to communicate in advance via video and discussion with parents/carers what the children will be going back to. Will they be in the same classroom as before? How many will be in their class? Which staff will be there?
- There will likely need to be new routines for arriving to school, beginning and finishing activities and moving between areas. Initial modelling of such routines (as part of the virtual tour outlined above) will be beneficial and we can consider verbal/visual countdowns, rhythm or music to help them anticipate these routines.
- We may also need to think of transitional objects which allow the young person to feel "kept in mind" by a parent/carer or key adult when going to and from school. This could be as simple as a photograph, a toy, a key ring or a scented tissue – something personal and comforting, small enough to be kept in their tray throughout the day. There may need to be consideration of how these can be cleaned.

The nurture principles are ultimately about supporting children who have missed out on key developmental experiences in their early lives. They are also a useful guide for helping them to recover from an unprecedented change in their daily routine. We will be asking them to cope with this strange and stressful disruption and adapt to a "new normal" in the coming weeks and months. Applying a nurturing approach in children's return to school-based education enables us to focus on the factors which

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foster healing and resilience in the face of trauma. Factors such as felt safety, security, understanding, wellbeing and inclusion.

ENGLISH AND THE RECOVERY FRAMEWORK

Our English recovery curriculum aims to bridge pupil's personal, social, and emotional development with the academic curriculum. Whilst these have been strange times we believe that pupils can have academic success and we should not block any routes to that success by prolonging the delivery of an academic curriculum. We acknowledge that concentration may have been affected but this can and will be re-developed.

Specialist advice:

- Avoid re-teaching previous work
- Do revisit, practice and refresh
- Do start the curriculum where the pupils should be
- Don't let tests drive the curriculum
- In Year 1 don't take the pupils back to phase 3 or 4 phonics
- Use lots of stories, rhymes and talk

Key learning outcomes

In order to effectively ensure learning continues to build on children's attainment at age-related expectations and supports transition into the next year group, as much as possible, teachers will need to be aware of both prior attainment and current attainment when making decisions on how to focus learning and identify gaps.

Phonics and early reading

The government recognise the importance of early reading and have recommended a focus on children catching up when they return to school. Children in reception and year 1 have had a significant break in their systematic synthetic phonics-teaching programme and when they return to school, it is probable that GPCs that had been taught but not yet stored in the long-term memory will appear forgotten.

In order to ensure that catch-up is effective and does not further impact on their long term success in reading we will prioritise the following points:

- teach set 3 phonemes daily as a whole class speed sound session
- provide additional catch-up outside of the phonics session if needed
- use revisit/review sessions to recap GPCs that have been previously taught but appear forgotten
- where children's progress is a concern, act quickly to try to identify what their difficulty is

Although we are unable to stream Phonics according to ability, children still need to be reading decodable books in order to support the development of fluency. During individual reading, adult and child will have different copies of the same book so that children are supported during the session whilst adhering to regulations set out in the school risk assessment. Where possible, individual reading should happen daily.

Targeted support should be given to any children who are working below age related end points as set out in school policy. Use assessment to inform the content of one to one/group tuition and use videos on portal to support the delivery of the sessions.

Recommended books list

Ruby's Worry by Tom Percival (*worry*)

The Building Boy by Ross Montgomery (*bereavement*)

Jabari Jumps by Gaia Cornwall (*fear*)

On a Magical do Nothing Day by Beatrice Alemanga (*the world around us*)

The Tiger who came to Tea by Judith Kerr (*core text*)

Hairy Maclary by Lynley Dodd (*core text*)

Good Little Wolf by Nadia Shireen (*core text*)

Matilda's Cat by Emily Gravett (*core text*)

The Heart and the Bottle by Oliver Jeffers (*grief/dealing with emotions*)

Handwriting

The key learning outcomes focus on the importance of forming letters and writing at speed for the specified year groups retuning. To ensure children build up their fine and gross motor skills, sizing, formation and spacing of letters each bubble will allocate time to practise and tighten up on key handwriting outcomes. This can be done as an isolated session or part of outdoor sessions. It would also be useful to integrate time into the day to develop fine motor skills and visual sequential memory.

Support for planning and assessment

Ongoing evaluation of the children and where they sit within the recovery framework will be pivotal when planning for English when returning to school. It might be that some children are ready for more academic focuses than others.

Reading for pleasure

Opportunities for teacher read aloud need to be embedded into the timetable in order to continue the momentum of reading for pleasure for the children. Children will also have a reading book which will be kept in school.

MATHEMATICS AND THE RECOVERY FRAMEWORK

Our Maths recovery curriculum aims to bridge pupil's personal, social, and emotional development with the academic curriculum. Whilst these have been strange times we believe that pupils can have academic success and we should not block any routes to that success by prolonging the delivery of an academic curriculum. We acknowledge that concentration may have been affected but this can and will be re-developed.

Specialist advice:

- Avoid re-teaching previous work
- Do revisit, practice and refresh
- Do start the curriculum where the pupils should be
- Don't let tests drive the curriculum

Key learning outcomes

In order to effectively ensure learning continues to build on children's attainment at age-related expectations and supports transition into the next year group, as much as possible, teachers will need to be aware of both prior attainment and current attainment when making decisions on how to focus learning and identify gaps. Teachers will use the White Rose Home Learning materials to revisit, practice and refresh their understanding of learning that has already been covered. This will be carried out in short bursts. In addition to this, teachers will build in time for children to access times table rockstars. New learning will be taught as per the school's regular timetable.

EYFS AND THE RECOVERY FRAMEWORK

The reality of returning to schools and settings following lockdown is something we must be well prepared for. The situation is often now being referred to as 'the new normal' but this situation is far from normal and to protect our emotional well-being we should recognise it as such and accept that resuming the regular routines of our lives will be a challenge, for our children, parents and staff alike.

No two families will have had the same experiences during this time and therefore everyone returns to life outside of lockdown with different perspectives, attitudes and emotional resilience.

We all have a wealth of experience about the importance of smooth transitions across any stage of education, we know that change is challenging to the human brain and any points of transition have the potential to trigger uncertainty, anxiety and even fear, this is never more so than in the current climate. The extent to which that happens will depend on how well we develop our support systems and work in partnership with families, each other and relevant professionals.

At Shobnall Primary & Nursery School, we have remained open during the pandemic and many teachers and practitioners have continued to work providing education and support from home, often while caring for and engaging in home learning with their own children. This means many staff will not have had a break. General life in lockdown has not been a holiday, routine tasks such as cleaning and shopping have been more time consuming and separation from families and friends has been stressful. People will be tired and returning to early mornings, school and work will take a period of adjustment, we will need to be kind to ourselves as we re-set the rhythm of life.

Many children of key workers have remained in schools and settings, but those experiences will have been different, they may have been at an alternative setting, they will almost certainly have experienced a variety of staff, change of routine, and peer group. We must recognise that these children may also be aware of the additional risks their parents have been exposed to and may be experiencing fear and anxiety around this. They may have been separated from their parents in order to keep them safe and will therefore find it very difficult to separate again on return to school or nursery.

And for those children who have been in lock down at home we must not assume that all have had rich collaborative family experiences, though for some that will be the case.

Equally we must not assume children have been traumatised by the lockdown experience and the variety of challenges it has brought...but don't assume that they haven't. Be aware, be informed and continually tuned into the changing landscape of the children, families and colleagues.

There will also be stark divisions between children's access to home learning and experiences. Some will have been in continual contact with school and followed home learning programmes to the letter, some nothing at all, most will fall somewhere in between.

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We must reassure parents that no child will now be 'behind'. We will use our superpowers as Early Years teachers and practitioners to draw the learning from the different experiences children have had and establish a starting point for each child on which we can build and progress.

School readiness is so important now at all ages and stages, but readiness is a complex construct, which must take into account where our children have been and the experiences they have had in these difficult weeks/months. **We** as practitioners must be ready for our children in whatever emotional and cognitive state they come to us, we must not expect them to be ready for us.

Positive relationships will be our strongest tool in the first weeks of reintegrating into schools and settings. Ensuring that children and families are introduced to the key people in school and that those first meetings are the beginning of close, consistent relationships, allowing trust and confidence to be built or rebuilt. Familiarity, where possible, will reinforce a sense of security.

With the absence of face to face transition meetings for parents and carers, the importance of effective communication in all its possible forms is crucial to support parents and children in their understanding of their personal transitional journey, whether that be from home to setting or across a year group.

Clear information about our children, their experiences, families, friends, their likes, dislikes, fears, comforters, talents and fascinations will support teachers and practitioners to build on what they know and support them to make progress.

We may also feel under enormous pressure to increase teaching and learning to make up for the lost time and ensuring children are ready for the educational milestones that await them and us as teachers. We must remember our strengths, everything we know about being a teacher we still know. Picture the all familiar Maslow's Hierarchy of needs pyramid, we must take care of our basic safety, comfort and emotional security before we will be in a place to think and learn, if we get that right progress will come.

Below are some practical ideas and key considerations to support us with the beginning of a supportive transition across EYFS after lockdown.

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Key consideration	Why this is important	Strategies to help
<p>Establishing positive relationships</p>	<p>Children’s early sense of security comes from few but strong positive relationships with whom they feel attached and safe. Making this a priority in transitions gives us a strong foundation to build on. Identify and introduce key people and lines of communication with these people building reliability, trust and a strong bond between home, school, child/teacher and teacher/parent. Make parent/carer/teacher relationships as important as child teacher relationships, children will trust who their parents trust. Know your children and families.</p>	<ul style="list-style-type: none"> • Create a video introducing the different staff members and a virtual tour of our Early Years setting, showing key areas such as entrances, cloakrooms, the classrooms, toilets and lunch areas. Add this to our school website. • Create an annotated power point, giving parents important information that will be required prior to their child started nurse/school. Add this to our school website. • Provide a homework activity in preparation for the return in September, allowing children to tell their new teacher all about themselves, show them their favourite toys, pets etc. Add this to our school website. • Ensure staff are placed consistently with children with as little movement as possible. • Introduce the children and families to a mascot for the setting. • Record a ‘hello’ message for the children and add to the school website.

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Key consideration	Why this is important	Strategies to help
Building familiarity with the environment	To support children's sense of self, who they are and where they fit, which may have become unstable in recent weeks.	<ul style="list-style-type: none">• Encourage parents to provide transitional objects from home, a comfort toy or object, a box with familiar things, photo's etc. Create family books or a family wall with pictures and information about the child and their family.• Support children to talk about their previous setting, where possible, allowing children to close one door before entering another.• Create a transition book for the children to share with parents/carers at home. Add this to our school website.

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Key consideration	Why this is important	Strategies to help
Establishing an enabling learning environment	We must still provide a secure, safe and stimulating environment that complies with the requirements of the EYFS under the additional government guidance during this time.	<ul style="list-style-type: none">• Make a virtual book of the EYFS environment, including pictures of key learning zones and resources.• Begin to identify and plan for potential modifications such as spacing seating and marks on the floor for waiting in line. Consider alternatives to collaborative physical activities.• Substitute ideas for messy play and activities where resources are shared.

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Key consideration	Why this is important	Strategies to help
<p>Emotional well-being</p>	<p>Don't pretend that everything is normal, acknowledge and refer to our situation, provide time, space and trusted adults for children to talk to who are ready to listen to them and are ready to respond to them effectively or know where to go for support to do this. Give children the language and means of communication to support them to express their feelings.</p> <p>Be ever mindful of all that children may now worry about, illness, death, separation, fear of people, fear of touch, open spaces etc. Remember that children can take time to react to trauma and it may present itself through changes in behaviour and not be readily communicated. We will need to recognise and allow for this by being patient and kind to each other and ourselves. Managers and leaders must be mindful of the additional stresses their staff are under and make provision to stay aware, informed and connected.</p>	<ul style="list-style-type: none"> • Plan 'Circle Time sessions to create a platform for children to share their thoughts and feelings. • Introduce strategies to encourage children to share their feelings e.g. worry monster, worry pebbles/bubbles, social stories, playing out scenarios with puppets and small world. • Build relaxation activities into the daily routine, such as breathing activities and children's yoga. • Ensure there is time for children to be physically active each day, to access play and learning outdoors and connect with nature where possible. • Plan regular 1-1's to ensure staff are seen, heard and supported as they support their families and children. • Plan down time and time to talk into staff rotas. • Upskill staff members to respond appropriately to children through research, training etc.

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Key consideration	Why this is important	Strategies to help
Safeguarding	Safeguarding is everyone's responsibility. All adults working with the children in the setting need to be able to identify the vulnerable and be vigilant about children who may have witnessed or experienced abuse during lockdown. Recognition and support for those who may have become vulnerable is key. It is important that all staff understand the practicalities for safeguarding and that policies and procedures are fit for purpose, understood and implemented. It is important to give careful consideration to online safety, being aware that some children may still be accessing learning digitally at home.	<ul style="list-style-type: none"> • Know your children and families. • Plan regular pupil updates and information sharing sessions for all staff to increase ongoing awareness of changing needs. • Increase communication with families that you know or believe to be vulnerable. • Review safeguarding policies and procedures. • Review and update staff knowledge and skills in safeguarding requirements and expectations. • Support DSL's acknowledging that the demand for their time could be high.

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Key consideration	Why this is important	Strategies to help
Health and Hygiene	<p>We will all have to respond to the changing situation, and this will include ongoing compliance with updated recommendations and advice. Much of the practice in early years involves sensory experiences and sharing resources and equipment. It will be crucial for us to consider practical implications such as respecting social distancing, frequent cleaning of equipment, substituting some messy play activities and organising higher levels of hygiene. Policies and procedures should be reviewed and updated accordingly.</p>	<ul style="list-style-type: none"> • Review policies and procedures with regards to health and hygiene including storage of cleaning materials and equipment. • Refer to government guidance and COSH regulations when selecting cleaning products. • Ensure all staff are clear about the procedures if a child or staff member becomes COVID symptomatic. • Create a rigorous cleaning rota for toys and equipment. • Follow government guidelines for handwashing. Establish routines for children to support this, such as introducing a handwashing song.

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Key consideration	Why this is important	Strategies to help
Starting points	We will not be able to wholly rely on previous learning and development information and data. We will need to establish where children are now and meet them there physically, cognitively and most importantly emotionally.	<ul style="list-style-type: none"> • Encourage the creation of all about me journals with the children, including memories of previous setting, people I care about, people I miss etc. • Review the information gathering processes ensuring that we reach all families. • Ensure there is a shared understanding of each child's individual starting points.

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Key consideration	Why this is important	Strategies to help
<p>Establishing routines and expectations</p>	<p>For many the re-establishment of routines will be difficult. This will not just be for school and setting routines; it will also be for those basic daily life routines, such as sleep, getting up and mealtimes. We will need to allow a period of adjustment and be aware of the impact of re-establishing these routines for staff, parents and children.</p>	<ul style="list-style-type: none"> • Ensure parents are aware of transition arrangements, staggered start and end times, and that children must come to nursery/school in September wearing their school uniform. • Give children time to establish relationships, don't rush to move the day on. • Give yourselves time as teachers and practitioners to get to know your children, feel your way and establish working routines together, don't begin with a framework and try to fit yourselves and the children into it, build the framework around you. • Consider our children with special needs, routines can often be their mainstay, their needs may have escalated, the setting or parents may need further support. Communicate with parents and previous carers, try to re-establish or reinvent important routines where possible.

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Key consideration	Why this is important	Strategies to help
<p>Managing feelings and behaviour</p>	<p>Boundaries will have been stretched and broken during this time, new expectations must be set, children feel safe when they are clear about what's happening and expected of them, this sense of security needs to be re-established. Clarity and consistency are key. Share expectations with parents and support them to re-establish rules and boundaries.</p> <p>Physical contact is also vitally important to humans and especially our youngest children, it's the beginnings of communication and relationship building. Therefore, we must find alternatives and safe ways to do this when needed.</p>	<ul style="list-style-type: none"> • Build talking about feelings into every day, across all areas of the setting. • Talk about behavioural expectations positively, reward wanted behaviour with continuous positive reinforcement. • Ensure all staff have a clear and shared viewpoint about expected behaviour in the setting. • Be very aware of the messages behind changes or challenges in children's behaviour, don't be critical be curious, now more than ever we must wonder what the behaviour is telling us. • Create non-contact games with an emotional message, allowing children to connect with each other without hugging and kissing. e.g. Blowing bubbles for blowing a kiss/ hoop hugs /friendship message tree etc. • Use PPE when nothing but a cuddle will do.

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Key consideration	Why this is important	Strategies to help
Communication	<p>Clear communication is a key factor to success in all walks of life. Timely and supportive transition arrangements communicated clearly to parents will be essential. Gathering information about the children and families is also vital. Maintaining clear lines of communication will help to reassure and ease transition for everyone involved in the process.</p>	<ul style="list-style-type: none"> • Prepare and share induction packs and information. • Organise strategies and methods for collection of the information. • Plan systems for on-going communication e.g. School websites, EyLog, newsletters, email and text etc. • Share ideas with parents/carers about activities to prepare children for school and setting such as, practicing serving themselves, pouring drinks, fastening own shoes, getting dressed etc. • Support children to be confident to ask for things that they want or need rather than parents 'just knowing' and practice talking about how we feel. • Share titles and links of books and stories for families to share such as, I'm too small for school, the invisible string etc.