



Brampton 'The Ellis' C of E (Aided) Primary School
Recovery Curriculum Handbook



July 2020

A framework for growing the 4Rs – rebuilding, reconnection, resilience and relationship.

The recovery curriculum at Brampton 'The Ellis' C of E (Aided) Primary School

Rationale

The COVID-19 pandemic paused 'normal' education for our children on the 20th March 2020. Until September 2020, the majority of our children in school did not access full-time educational provision. We acknowledge that as a result of this, our children will return to us having had very different experiences to each other in terms of formal and informal learning at home. We believe that 'recovery' for all children returning to school will take many forms and happen in many different ways. We strive to provide a curriculum which, first and foremost, ensures that all children are able to access the support that they need on a collective and individual level to feel happy, safe and emotionally ready to learn.

Intent

We aim to deliver a curriculum which covers the 4Rs of the 'Recovery Curriculum' approach, coupled with the schools 3Rs values.

Recovery Curriculum

- Rebuilding
- Reconnecting
- Resilience
- Relationships

Our Curriculum Values – the 3 R's

Our curriculum review in 2018-19 led to staff deciding together what we believe our curriculum values were. These have not changed as a result of the pandemic; rather the crisis has strengthened them even further.

We are clear that we want our children to leave us having gained knowledge and experience of, and also believing that the following are important:

- Respect – we are kind, polite and respect others.
- Resilience – we try our best and never give up.
- Responsibility – we take responsibility for taking care of the world around us.

Our curriculum content will reflect the school's values (the 3Rs). Whatever subject content we build upon the framework of our 3Rs, we can be confident that we are holding strong the values and ethos of our school, and we are supporting children in the best ways we can to be the very best they can be,

Implementation

1. It is important that children reconnect with each other and the staff. There will be a greater focus on PSHE on our return, which will allow us to concentrate on mental health and well-being. There will be lots of opportunities for social interaction within the class bubbles and to reignite friendships.
2. Flexible approach to the school day and the curriculum. This will focus on rebuilding key skills in English and Maths, alongside a curriculum built around enrichment opportunities. Timetabling through the day will help children to gradually adjust back into the routine of the school day.
3. We will use the schools 3Rs to support children's understanding of learning and behaviour expectations.

When planning and delivering our recovery curriculum, we will:

- ✓ Ask children about how they feel about being at school, what learning at home has been like for them and use the responses to help us to plan.
- ✓ Teach and model rules, routines and boundaries in line with our school values: These expectations have not changed, but we recognise that some children may find them more challenging to stick to immediately on their return to school. Where this is the case, we will plan for success for these children through timely interventions and pastoral support as needed.
- ✓ Plan lessons which match children's attention spans and rebuild resilience in learning as needed, over time.
- ✓ Acknowledge the value for being outdoors to enhance well-being.
- ✓ On –going teacher assessment and the use of retrieval practice will inform each child's learning journey.

Entitlements in our recovery curriculum

We have divided our curriculum into 3 tiers of entitlement as follows:

<p><u>Tier 1</u></p> <p>Holistic recovery – all children will receive</p>	<p>Universal offer</p> <ul style="list-style-type: none">▪ The 3Rs (our values) underpinning all learning and behaviour expectations.▪ An enrichment curriculum approach▪ A strong focus of PSHE throughout the curriculum▪ Flexible timetabling to match children's capacity for learning▪ Daily key skills learning to aid catch-up.▪ Access to outdoor spaces.▪ Access to physical and mental well-being support▪ Allows time and opportunities for social interactions
<p><u>Tier 2</u></p> <p>Some children may need</p>	<p>Identification and delivery of personalised interventions</p> <ul style="list-style-type: none">▪ Focused, school-based interventions in the classroom▪ Access to tutoring programme – government funded▪ Pastoral support and individual pastoral programmes
<p><u>Tier 3</u></p> <p>A few children will need</p>	<ul style="list-style-type: none">▪ Specialist school-based therapeutic interventions▪ A longer and deeper recovery period including multi-agency support.