

Three Phases of Recovery – to be linked to School Improvement Plan			
<b>Initial Phase</b> – review/ evaluate needs		<b>Interim Phase:</b> recover/ meet vital needs	Final Phase: reflect and renew for the future – ongoing development
<b>Offwell's Vision</b>	How this relates to recovery and renewal	Barry & Matthew Carpenter's Recovery Curriculum*	What we can do
<b>Be Well</b>	<p>Understand and Support mental well-being;</p> <p>Build better Relationships</p> <p>Promote physical activity</p>	<p><b>Lever 1: Relationships</b> – 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.</p> <p><b>Lever 2: Community</b> – 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.</p>	<p><b>Covid-19 Training</b> – Prepare for new ways of working.</p> <p><b>Safeguarding training</b> – Update to KCSIE available from 1.9.20</p> <p><b>Review brain development</b> - Recap on brain and physical and emotional responses to difficulty and how to manage (attachment based). Use ASC friendly approaches as universal provision e.g: 5 Point Scale and Visual Timetable.</p> <p><b>Awareness of own mental wellbeing</b> – check in regularly; ensure trust and openness; share support available.</p> <p><b>Welcome activities</b> – important to give safety cues on return and consistently.</p> <p><b>Rainbow Time activities</b> – for mental health and relationship building</p> <ul style="list-style-type: none"> <li>• Dedicated daily Talking and Listening time</li> <li>• Rebuilding relationships activities</li> <li>• Play and exercise activities</li> </ul> <p><b>Home-School Communication</b> – Start and end of each day - make opportunities to share and listen every day, to prevent and relieve parental anxiety; to learn from parental experience.</p>
<b>Learn Well</b>	<p>Reintegrate metacognition – refresh Growth Mindset approaches</p> <p>Teaching based on what each child needs,</p>	<p><b>Lever 3: Transparent Curriculum</b> – 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</p>	<p><b>Recovery Curriculum</b></p> <p><b>Assessment cycle:</b></p> <p>We have access to PIRA, PUMA and GAPS plus White Rose, to undertake both overall and finely tuned assessments e.g: Single Word Reading Test; Sandwell maths gaps. We need to leave space in our timetable for initial evaluation:</p> <p>a) overall assessment in reading, writing, maths to determine those who have fallen below/behind</p>

	<p>using relevant assessment to identify specific needs;</p> <p>Providing the appropriate support for each child's barriers to learning.</p> <p>Focus on learning to read, so all our children can read to learn for life.</p> <p>Return to broad and rich curriculum by Summer 2021.</p>	<p>of loss.</p> <p><b>Lever 4: Metacognition</b> – 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.</p>	<p>b) assess specific gaps in each lowest child's weakest area. Maths needs must also be assessed and addressed as priority, where reading is not the primary need.</p> <p><b>Address gaps</b> through differentiated class lessons as well as intervention for whichever is child's worst area (in consultation with child, SENCO and parents). Already arranged: additional Teaching Time, training for Phonics (Sounds-Write) and additional hardware. Additional needs to be addressed as they arise.</p> <p><b>METACOGNITION</b> Re-learning how to learn to close the gap; we know from FFT Toolkit that metacognition is a powerful aid to learning, so we need to explicitly share How as well as What we are teaching. Use Claxton/ simplified Bloom's Taxonomy grid for children to note ways they can approach their learning.</p> <p>Adjust Daily timetable – (Initial phase focus on relationships, reading and addressing core skill gaps):</p> <p>a) <b>20 min slot Rainbow 🌈 Time.</b> Suggested activities to restore and develop Mental Health and Relationships</p> <p>b) <b>20 min slot Personal Reading.</b> Suggested activities: to ensure each child is heard; then note for follow up: use single word reading test or running record (see recent KS1 training) with those where reading issues are harder to identify.</p> <p>c) <b>20 min slot Reading Interventions:</b> use phonics approaches e.g: Sounds-Write (all) Toe by Toe (SpLD) -home/school approaches; paired reading; Speed reading (eye can learn). Those whose reading is already at/above can be engaged in guided reading approach (Re-Think Reading)</p> <p>Timings suggested are minimum and must be adjusted according to need.</p>
<p><b>Live Well</b></p>	<p>Enable our children to express themselves creatively</p> <p>Educate to inspire</p>	<p><b>Lever 5: Space – to be, to rediscover self, and to find their voice on learning in this issue.</b> It is only natural</p>	<p>Art, drama and creativity activities should be planned to allow for self-expression about recent experiences. Creative activities will be important and Cornerstones may provide for some of these, however, there will be a focus, in this initial phase, on meeting mental health and core skill needs.</p>

	<p>courageous advocates for equality, diversity and our environment, to build a better future.</p> <p>Review and refresh our values in the light of our experience</p>	<p>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.</p>	<p>PSHE requirements from Sept 2020 are covered in PSHE Association resources, however, there is a general sense that these do not go far enough when compared to previous curricula or the current social changes.</p> <p><b>Equality Curriculum</b> Inequalities have been highlighted by this crisis; systemic discrimination is evident in educational outcomes; earning potential and life chances. If we do not resist and address this, we are accepting and condoning it. We need to build back better through developing awareness: Training (available via Zoom over next two terms); evaluating and adjusting our Curriculum and Pedagogy to reflect diversity.</p> <p><b>Environmental education:</b> We know access to outdoors is important for both mental and physical health and specifically regarding Covid. We must capitalise on our access to our woods and ponds, so this should figure on timetables weekly (check with Offwell Woods Trust and Risk Assess). Activities to be risk assessed regarding safety and Covid, but might include: Orienteering, den-building, art, cooking, habitat identification, habitat restoration and creation etc.</p> <p><b>Spiritual development:</b> Linking all of these is the development of each persons' spiritual development: our mental and emotional wellbeing, as well as our approach to life, is intrinsically influenced by our beliefs and values. Therefore, a review of our values in the light of all we have experienced, should enable discussion of our existing values: why they matter; how they influence us; how they affect our relationship with others and the world.</p>
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\* <https://www.evidenceforlearning.net/recoverycurriculum/> <https://offschool.org.uk/teacher-zone/recovery-curriculum/>