

Blakeney, Pillowell and Walmore Hill Community Schools' Federation



Recovery Curriculum

Aims for the Blakeney, Pillowell and Walmore Hill Community Schools' Federation:

To build trust and relationships

To learn how to socially interact with adults and peers

To begin to follow a structure and routine

To learn how to co-regulate or self-regulate emotions and behaviours

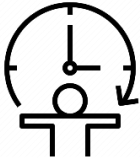



To engage in learning

A Recovery Curriculum: loss and life for our children and school post pandemic

Blakeney, Pillowell and Walmore Hill Community Schools' Federation have put the child's well-being at the centre of our thinking. We acknowledge that the children will have had different experiences during this time. However, the common thread running through all is the loss of routine, structure, friendship, opportunity and freedom. These losses can trigger anxiety in any child. Some of you may have experienced this with your own children.

We know that an anxious child is not in a place to learn effectively. So, with this in mind, the school community has thought about the most effective way to support your child's ability to learn. This approach will encompass and support the academic expectations for your child.

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	Key Aspects of the 'R'	What the 'R' looks like in practice	Taking ownership of the 'R'
<p>ROUTINE</p>  <p>Routine to re-engage learners</p>	<p>1. Routine to re-engage learners</p> <ul style="list-style-type: none"> • A clear structure to the day • High expectations • Safe 'meet and greet' • Clear instructions • Clear and relevant signage around school 	<ul style="list-style-type: none"> • Guidance based routines, good health & hygiene, in line with RA • High expectations remain – some children will need a bespoke routine but not all. Many will cope with the return to school and will benefit from structure and routine again. 	<ul style="list-style-type: none"> • New systems and routines regarding hygiene to be given priority on restart to school • SLT to clarify who the known 'vulnerable' and 'newly vulnerable' children are – clear POA in place. • SLT to consider how the timetable will adapt to balance the 20-21 curriculum.
<p>RELEVANCE</p>  <p>Relevance to develop active learners</p>	<p>2. Relevance to develop active learners</p> <ul style="list-style-type: none"> • Consider advice from the National perspective • Ensure the 'right' curriculum is being taught – with clear meaning • Personal Development, including through faith • Academic, Physical & Creative development taking precedence 	<ul style="list-style-type: none"> • What do the children want to learn? How will this be gathered? • Big focus on language – what is the non-negotiable vocabulary each half term? • Back to basics – Reading (and read some more), arithmetic, phonics, spelling & grammar, handwriting • Sports will continue to take priority, as will the opportunity to be creative 	<ul style="list-style-type: none"> • Use of curriculum systems to gather what children already know and what they want to learn • Vocab on display, on working walls, vocab games to be played • A clear focus on the core curriculum remains • Afternoons likely to run differently, linked to theme but allowing more creativity.
<p>RELATIONSHIPS</p>  <p>Relationships to learn in innovative ways</p>	<p>3. Relationships to learn in innovative ways</p> <ul style="list-style-type: none"> • Community – how can our community offer support in school? • How can school offer support and rebuild links with our community? • Staff Expertise • Behaviour, friendships, and rebuilding trust 	<ul style="list-style-type: none"> • Focus on speaking & listening to create opportunities to share • Chances for children to work together on purposeful tasks • Who might need additional support? 	<ul style="list-style-type: none"> • Afternoons to explore purposeful, team driven opportunities for learning. • SENCO and Class teachers team to create specific, individualised plans to meet high needs.
<p>REFLECTION</p>  <p>Reflection to support expression</p>	<p>4. Reflection to support expression</p> <ul style="list-style-type: none"> • Encouraging positive emotions • Supporting challenging choices • Supporting emotional well-being • Creating purposeful opportunities • Celebrating accomplishment and achievement 	<ul style="list-style-type: none"> • Developing the skills of metacognition • School based celebration events – how can we celebrate what we have achieved (Facebook, Tapestry and Zoom for example) • What have I accomplished this week? • Reconsider the Behaviour Management Policy – meeting individual needs 	<ul style="list-style-type: none"> • Achievement in every classroom – added to every week. • Teamwork gives children the chance to explore emotions and life skills. • Behaviour Management Policy is updated to include increased staff responsibility and individualised plans for high need children.

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