



The Recovery Curriculum at Oak Hill

There is a need to plan for the return to school for all children in September. Due to the changes and experiences that our pupils and families have undergone due to Covid-19 and the closure of schools, there are a number of factors that we need to build into our curriculum, particularly in the first few weeks. These include:

- Recognising children's social and emotional needs (particularly for children who have been out of school for almost 6 months)
- Identifying gaps in learning
- Re-building resilience in learning and re-establishing routines
- Supporting children who find it hard to cope with coming back. This may exhibit itself in challenging behaviour

The basis of our 'recovery' approach is founded in the work of Barry Carpenter and Matthew Carpenter, 2020.

We aim to focus on:

- Securing relationships and supporting communication
- Adapt our approach around the needs of our community
- Achieving curriculum balance
- Identifying and addressing curriculum gaps
- Re-discovering and rebuilding learning resilience (metacognition)
- Re-building well-being

Children will have the opportunity to engage in a range of '**recovery**' activities from the following:

- regular discussions and speaking and listening/ exploring activities about their experiences, hopes and worries
- I wish my teacher knew ... What did your lockdown boat look like? Draw it, describe it, etc.
- Back to school journal – time capsule, our classroom, life lessons, changes, what I've enjoyed / missed
- Discussing and carrying out tasks based around: reconnecting and re-engaging; managing change; being challenged; hearing not listening and applying new skills
- Different games to build resilience – involving fun challenges, team work, frustration - accuracy challenges
- Time challenges to build stamina and concentration
- Activities to strengthen fine motor skills
- Cosmic yoga
- 5-a-day / time to chill
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APPROACHES

- Coaching – including our Aspirations future skills and the six strands of our Wellness policy
- Brain breaks in the middle of lessons – scheduled each day or used as required
- Re-teaching children how to learn – in small steps
- Showing children that we are addressing the gaps – they are not behind; we are all in this together!



Recovery Curriculum

3 Waves of Recovery

Wave 1

Holistic Recovery

Key focus:

Re-connecting with children, sharing their experiences, implementing routine, re-establishing school as being a safe environment

Use of strategies/approaches and resources included in the guidance and summary of interventions table

Careful monitoring of children's emotional reactions and ability to adjust to school life and the community

Wave 2

Focused Recovery

Use of pastoral support staff and mental health first aiders, in order to establish the level of support required

Communication with parents

Information gathering and implementation of time limited group interventions

Wave 3

Focused Recovery (targeted)

Based on knowledge and understanding of child's individual, social care and/or special educational needs

Use of resources from appropriate agencies (signposted in the summary of interventions table)

Consultation with agencies

Wave 3

Deep Recovery (specialist) Agree to request direct agency involvement, such as CAMHS, Social Care, EPS, Behaviour Specialist....