



## **Simonside Primary School**

### **Recovery Curriculum**

#### **Introduction**

It is important that we support our children and young people to experience a positive and successful return to Simonside following the period of lockdown, recognising that this will be a process and not a single event. Simonside have put the child's well-being at the centre of our thinking. We acknowledge that 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 adult or child.

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 children.

#### **Culture and Environment**

The cultural approaches that are going to be helpful for a happy, safe and settled return to Simonside, at a very basic level will be to:

1. Keep them safe
2. Lower their anxiety about the current situation
3. Make them laugh
4. Make them feel loved

#### **A Curriculum for Recovery**

Professor Barry Carpenter has developed the Recovery Curriculum, as a response to the losses described above. It is a way for schools to help children come back into school life, acknowledging the experiences the children have had. A way to achieve this for the children is to acknowledge the importance of helping them lever back into school life using the following 5 levers.

##### ***Lever 1:***

Relationships – many children may not return joyfully. There will need to be an investment in building and restoring relationships. We will plan for this to happen, not assume that it will.

***Lever 2:***

Community – we will recognise that your child’s curriculum will have been based at home for a long time. We will 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.

***Lever 3:***

Transparent Curriculum – our children will feel like they have lost time in learning and we must show them how we are addressing these gaps, consulting with them to support them to become confident learners.

***Lever 4:***

Metacognition – in different environments, students will have been learning in different ways and have developed different styles of learning. It is vital that we acknowledge this and rebuild their confidence as learners.

***Lever 5:***

Space – to be, to rediscover self, and their voice on learning. We must work together to make sure this group of learners is not disadvantaged against their peers, providing opportunity and exploration whilst managing our high expectations.