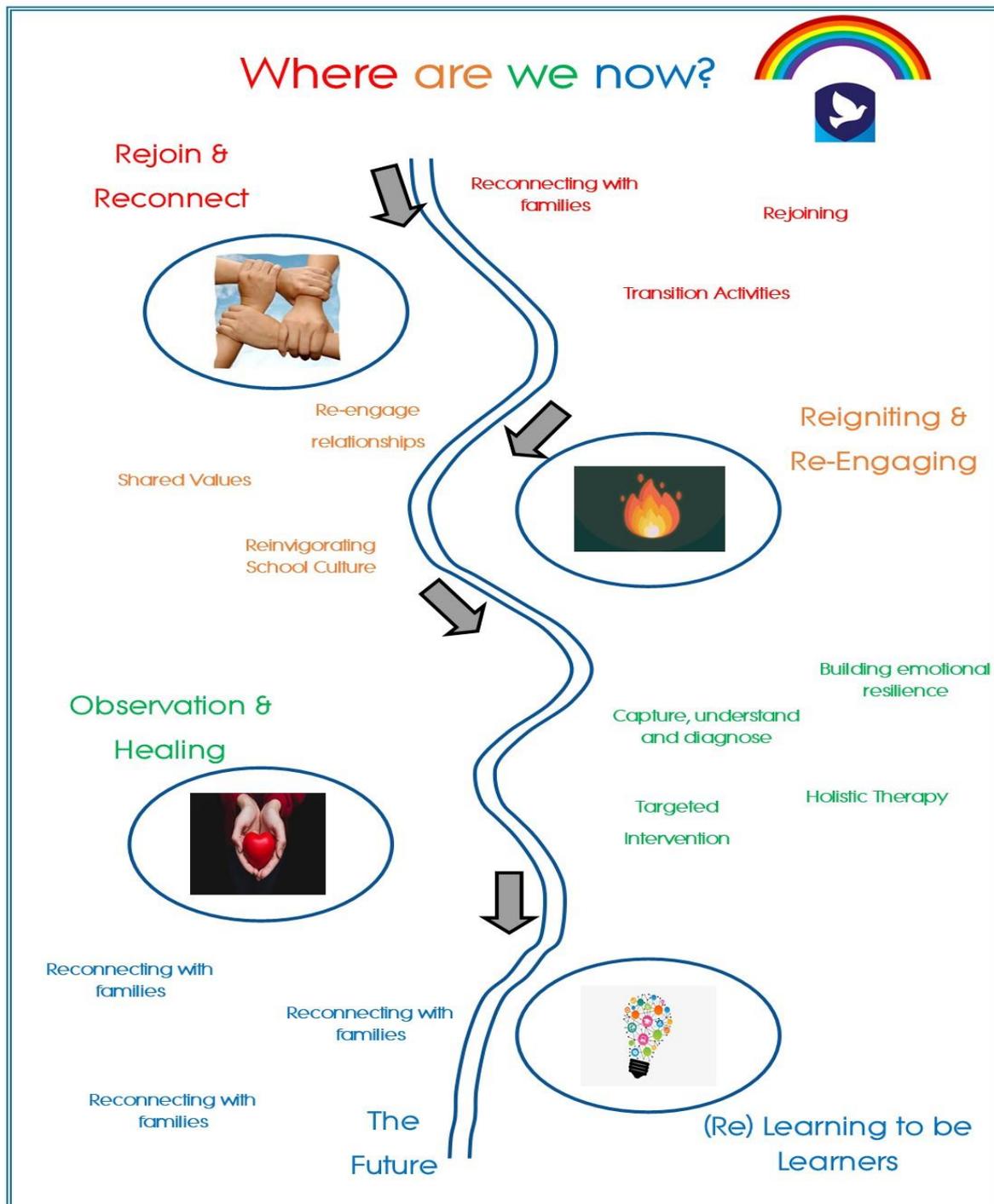




# St Joseph's Catholic Primary School Our Shared Road to Recovery



*Continue to the Lord wherever you go, and your plans will succeed.  
Proverbs 16:3*



# St Joseph's Catholic Primary School

## Our Shared Road to Recovery

The following document outlines the action planning to support the successful return of pupils to school life. The Recovery Planning is based on a think piece created by Barry Carpenter 'A Recovery Curriculum: Loss and Life for our Children and Schools Post Pandemic'

Aspect	Action
<p><b>Rejoin &amp; Reconnect</b></p> <p>Lever 1</p> <p>Re- establishing Relationships</p> <p><i>"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" BC &amp; MC</i></p> 	<ul style="list-style-type: none"> <li>★ Continue to connect with families and pupils not attending: welfare calls, social media, google classrooms, parentmail.</li> <li>★ Plan activities for Year 6 pupils so they can experience a 'happy ending' and have the opportunity to celebrate as a group and individuals. (outdoor learning, sports day, Y6 letter, leavers celebration and leavers awards)</li> <li>★ Transition arrangements: meetings and phone calls , videos on website</li> <li>★ (If possible) Arrange a return to school opportunity for each year group to come together: picnic, social time, circle games (weather dependant)</li> <li>★ Opportunity for parent/teacher consultation where required in Autumn Term. Parents are able to contact school before the Summer if required.</li> <li>★ Transition material shared for new parents and pupils via Marvellous Me</li> <li>★ Review staffing for next academic year to ensure effective transition</li> <li>★ Updates with pupils regarding September opening and routines etc shared beforehand. Letter to be sent out in July</li> <li>★ Enhanced transition for SEND pupils, social stories, visuals</li> <li>★ Vulnerable children identified and where possible brought to school before the summer break.</li> </ul>
<p>Impact:</p>	

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<p><b>Reigniting &amp; Re-Engaging</b></p> <p>Lever 2</p> <p>Community</p> <p><i>'We need to listen to what has happened, and understand the needs of our community and engage them in the transitioning of learning back into school' BC &amp; MC</i></p> 	<ul style="list-style-type: none"> <li>★ Celebrate school community- reflect on shared collective experience, celebrate positive contributions. Pupils share work from Here we Are theme</li> <li>★ Focus on school mission and values, what makes our community special? How were our values and mission reflected in our time away from each other?</li> <li>★ Share Calendar of events and revisit themes : School Values, School Rights and Responsibilities, Here we Are theme for first half-term.</li> <li>★ Welcome for new members to our community - welcome liturgy for new starters</li> <li>★ Welcome meeting; time for parents to meet new staff, discuss concerns , pupil needs.</li> <li>★ Time to meet with vulnerable/ worried/anxious parents/families with teachers or Head Teacher.</li> <li>★ Change to timetable structure/small chunks/ school day to allow for daily social interaction. Time for talk/ social games/team building /circle time activity built into all planning. (share school resources with staff/training for staff )</li> <li>★ Hope and a Future theme explored throughout the autumn term</li> <li>★ Mental Health Day celebrated</li> </ul>
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<p><b>Observation &amp; Healing</b></p> <p>Lever 3</p> <p>Transparent Curriculum</p> <p><i>"All will feel like they have lost time in learning and we must show them that we are addressing these gaps... to heal the sense of loss." BC &amp; MC</i></p> 	<ul style="list-style-type: none"> <li>★ Staff training to explore the five losses and how this may have affected pupils. What does this look like? How does it present in the child?</li> <li>★ Open and honest discussion and approach to the way losses have affected us.</li> <li>★ Discuss the pandemic and what children already know and help them to understand what happened. Discuss lockdown experiences during circle time</li> <li>★ Activities built into the day to explore feelings and emotions.. Time to talk with individuals</li> <li>★ Opportunities to build emotional resilience: Happiness Box, Colours of my heart, jar of wishes, emotion clouds. (Staff create a resource bank).</li> <li>★ Book of Hopes activities Identify pupils for pathways of support: Universal, Targeted and Specialist .</li> <li>★ Jigsaw curriculum shared with staff and pupils</li> <li>★ 1:1 support for individuals within school with HLTAs</li> <li>★ Training for staff related to emotional needs: creating a safe space, anxiety, attachment, mental wealth.</li> <li>★ Training for staff using Rainbows bereavement programme.</li> <li>★ Individual plans and intervention pathway support for pupils requiring targeted and specialist support.</li> </ul>
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Aspect	Action
<p data-bbox="108 521 560 566">Re-Learning to be Learners</p> <p data-bbox="108 607 459 651">Lever 4 Metacognition</p> <p data-bbox="108 685 419 958">"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" BC &amp; MC</p> 	<ul style="list-style-type: none"> <li>★ Pupils identify their learning strengths and areas to develop. 1:1 learning conversations to take place with pupil towards end of first half term;</li> <li>★ Growth Mindset recap focus on what we can do.</li> <li>★ Meta cognition recap for all staff .</li> <li>★ Initial baseline assessment carried out in first term.</li> <li>★ Reconnect, review and remember activities/quiz etc integral to lesson design.</li> <li>★ Core subject leaders (Maths, English, RE) to support staff and review structure of curriculum in order to adapt for pupils:</li> </ul> <p data-bbox="592 1155 1422 1290">We must acknowledge that these have been strange times but believe that pupils can have academic success and should not block any routes to that success by prolonging the delivery of an academic curriculum.</p> <p data-bbox="592 1328 1417 1395">We acknowledge that concentration may have been affected but this can and will be re-developed.</p> <p data-bbox="592 1431 1449 1498">Pupil leadership opportunities may have to be postponed until later in the term/year.</p> <p data-bbox="592 1534 1449 1601">The wider curriculum and enrichment activities will be introduced in a slow and steady way.</p>
<p data-bbox="108 1776 185 1798">Impact:</p>	

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<p>Lever 5 Space</p> <p><i>Time and space to rediscover self and find their voice .</i></p> 	<p>The following suggestions are all ideas of what can be achieved in well being time as a class and as individuals. Please also check the shared resources for more information on the Google Drive.</p> <ul style="list-style-type: none"><li>★ Give time and space to recover and re-engage</li><li>★ Outdoor and sensory activities prioritised in curriculum</li><li>★ Share time as a class; class walk, story, circle time .</li><li>★ SMILE activities (google them)</li><li>★ 60 sensory minutes -Nurture UK (google them)</li><li>★ Mindfulness activities /yoga</li><li>★ Well-being journals / Jigsaw curriculum for PSHE</li><li>★ Prayer journals</li></ul>
<p>Impact</p>	

The more healthy the relationships a child has, the more likely he will be able to recover from trauma and thrive. Relationships are the agents of change and the most powerful therapy is human love.

Bruce D Perry

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