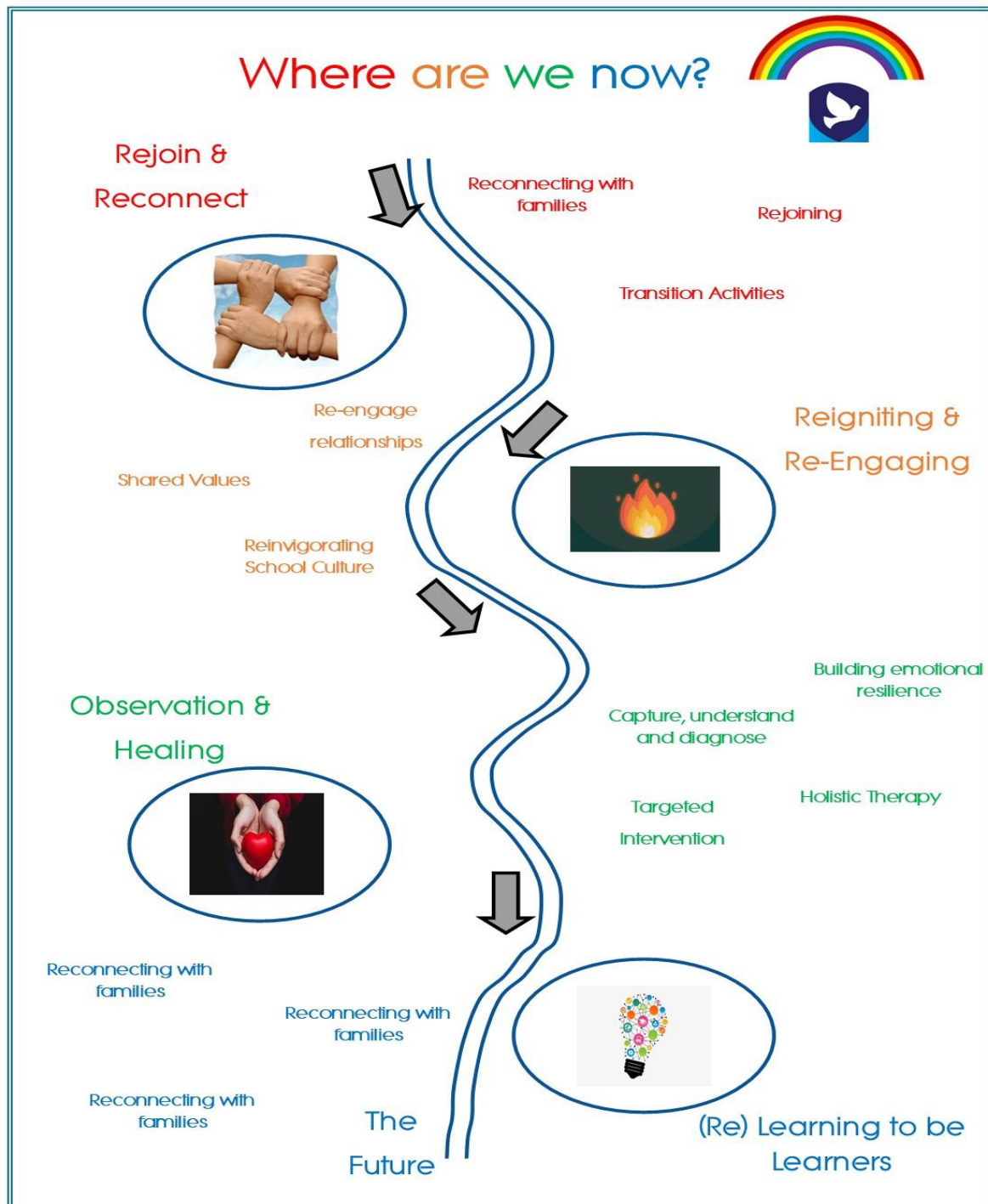




St Paulinus Catholic Primary School

Our Shared River 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'


'Commit to the Lord whatever you do, and your plans will succeed.'

Proverbs 16:3



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Aspect	Action
<p>Rejoin & Reconnect</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 & MC</i></p> 	<ul style="list-style-type: none">★ Continue to connect with families and pupils not attending: welfare calls, social media, google classrooms, parentmail.★ 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, cooking, fires, sports day, Y6 letter, leavers celebration and leavers awards)★ Transition arrangements: Shoebox idea, Transition workbooks, pupils write to teacher to share experiences. (Acknowledge loss)★ Parent and pupil questionnaires to share experiences of lockdown and plan for return and inform transition.★ (If possible) Arrange a return to school opportunity for each year group: to come together: picnic, social time, circle games (weather dependant)★ Opportunity for parent/teacher consultation where required in Autumn Term. Parents are able to contact school before the Summer if required.★ Transition material shared for new parents and pupils online and through social media.★ Review staffing for next academic year to ensure effective transition : pupils still have connection to familiar staff members.★ Updates with pupils regarding September opening and routines etc shared beforehand.★ Enhanced transition for SEND pupils, social stories, visuals etc.★ Vulnerable children identified and where possible brought to school before the summer break.
<p>Impact:</p>	

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Aspect	Action
<p>Reigniting & Re-Engaging</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 & MC</i></p> 	<ul style="list-style-type: none"> ★ Celebrate school community- reflect on shared collective experience, celebrate positive contributions. Pupils share work from lockdown, collective display for pupils to celebrate. ★ 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? ★ Share Calendar of events and revisit themes : School Values, Secrets to Success, Golden Rules, Special Person idea for first half-term. ★ Welcome for new members to our community - welcome liturgy/mass? Online or using Church ★ Welcome for new Parish Priest ★ Welcome meeting; time for parents to meet new staff, discuss concerns , pupil needs. ★ Time to meet with vulnerable/ worried/anxious parents/families with teachers or Head Teacher. ★ 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) ★ PLACE 2 BE We'll meet again ideas ★ Shared school project : ??????- themed work/collaborative art pieces from each class based on individual stories ★ Rainbow of Hope or the like.
<p><i>Impact:</i></p>	

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Aspect	Action
<p>Observation & Healing</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 & MC</i></p> 	<ul style="list-style-type: none"> ★ 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? ★ Open and honest discussion and approach to the way losses have affected us. ★ Discuss the pandemic and what children already know and help them to understand what happened. Discuss lockdown experiences (positive too) e.g. children write playscripts/stories/drama/poetry /treasure box of memories ★ Activities built into the day to explore feelings and emotions.. Time to talk with individuals ★ Opportunities to build emotional resilience: Happiness Box, Colours of my heart, jar of wishes, emotion clouds. (Staff create a resource bank). ★ Book of Hopes activities Identify pupils for pathways of support: Universal, Targeted and Specialist . ★ Jigsaw curriculum shared with staff and pupils and SWAN Approach adopted. ★ 1: 1 support for individuals within school with Kath Parsons. ★ Training for staff related to emotional needs: creating a safe space, anxiety, attachment, mental wealth. ★ Training for staff using Rainbows bereavement programme. ★ Individual plans and intervention pathway support for pupils requiring targeted and specialist support.
<p>Impact:</p>	
Aspect	Action

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Re-Learning to be Learners

Lever 4 Metacognition

"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 & MC



- ★ Pupils identify their learning strengths and areas to develop. 1:1 learning conversations to take place with pupil in first half term;
- ★ Growth Mindset recap focus on what we can do.
- ★ Meta cognition training delivered for all staff .
- ★ Initial baseline assessment carried out in first term.
- ★ Reconnect, review and remember activities/quiz etc integral to lesson design.
- ★ Core subject leaders (Maths, English, RE) to support staff and review structure of curriculum in order to adapt for pupils:

We must acknowledge that these have been strange time 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.

We acknowledge that concentration may have been affected but this can and will be re-developed.

- Avoid re-teaching previous work
- Do revisit, practice and refresh
- Do start the curriculum where the pupils should be
- Don't let tests drive the curriculum

Pupil leadership opportunities, wider curriculum , enrichment activities, class buddy system rather than Paulinus Pals in first instance.

Impact:

Aspect

Action

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Lever 5 Space

Time and space to rediscover self and find their voice .



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.

- ★ *Give time and space to recover and re-engage*
- ★ *Outdoor and sensory activities prioritised in curriculum*
- ★ *Share time as a class; class walk .*
- ★ *SMILE activities (google them)*
- ★ *60 sensory minutes -Nurture UK (google them)*
- ★ *Mindfulness activities /yoga*
- ★ *Well being journals / Jigsaw curriculum for PSHE*
- ★ *Strategic space as a staff team.*

Impact:

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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