



St Therese of Lisieux Catholic Primary School 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 '

For I know the plans I have for you . Plans to give you hope and a future.



Jeremiah 29:11



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Aspect	Suggested Activities
<p>Rejoin and 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. (retreat, liturgy, virtual mass, picnic, pod sports day, Y6 letter , video montage) ★ Transition arrangements: teacher to write letter to pupils, 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. ★ Arrange a return to school opportunity for each year group:to come together: ★ Opportunity for parent/teacher consultation where required. ★ Transition material shared for new parents and pupils (videos, telephone contact, parent online presentation) ★ Updates with pupils regarding September opening and routines etc shared beforehand. ★ Enhanced transition for SEND pupils, social stories, visuals etc.
<p>Reigniting and 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 Rainbow Calendar of events and revisit themes : School Values, Secrets to Success, Golden Rules, Special Person. ★ Celebrate school 20 year opening and school journey :proud to belong..... ★ Welcome for new members to our community - welcome liturgy/mass? ★ Welcome meeting; time for parents to meet new staff, discuss concerns , pupil needs. ★ Additional SENDco/SLT time to meet with vulnerable/ worried/anxious parents/families. ★ 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 : Book of Hopes - themed work/collaborative art pieces from each class based on individual stories ★ Rainbow of Hope.

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<p><i>Observation and Healing</i></p> <p>Lever 3 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: SMILE curriculum shared with staff and pupils. ★ 1:1 support for individuals within school (Drawing and Talking therapy) ★ Training for staff related to emotional needs: creating a safe space, anxiety, attachment , mental wealth. ★ Individual plans and intervention pathway support for pupils requiring targeted and specialist support.
<p><i>Re-Learning to be Learners</i></p> <p>Lever 4 Metacognition</p> <p><i>"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</i></p> 	<ul style="list-style-type: none"> ★ Secrets to Success shared and promoted across all classes. ★ 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 ★ Reconnect, review and remember activities/quiz etc integral to lesson design. ★ Core subject lead to support staff and review structure of curriculum in order to adapt for pupils: <p><i>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.</i></p> <p><i>We acknowledge that concentration may have been affected but this can and will be re-developed.</i></p> <ul style="list-style-type: none"> ● Avoid re-teaching previous work ● Do revisit, practice and refresh ● Do start the curriculum where the pupils should be ● Pupil leadership opportunities, wider curriculum , enrichment activities
<p>Lever 5 Space</p> <p><i>Time and space to rediscover self and find their voice .</i></p>	<ul style="list-style-type: none"> ★ 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 ★ 60 sensory minutes -Nurture UK ★ Mindfulness activities /yoga /black spot thinking ★ Well being journals /Jigsaw curriculum

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*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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