Herbert Thompson Recovery Curriculum

Rationale

We believe in a world where all members of the Herbert Thompson community live with positive values and behaviours and have the aspirations and skills to lead happy and successful futures.

At Herbert Thompson our rationale is to provide a cross curricular, values and skills based curriculum deeply rooted in the Thrive approach and focussed on well-being and achievement for all.

Our pupils leave us at year 6, ready for the challenges that face them in the next stage of their education and fully prepared to contribute to life and work in Wales by fulfilling the 4 core purposes:

- ambitious, capable learners ready to learn throughout their lives
- enterprising, creative contributors, ready to play a full part in life and work
- ethical, informed citizens of Wales and the world
- healthy, confident individuals, ready to lead fulfilling lives as valued members of society.

As we begin the process of returning to normal after another lockdown due to Covid19, we are aware we need to reconnect, repair, reflect and re engage as a community and ensure every child has the opportunity to achieve their best. As Herbert Thompson, we are putting the child's well-being at the centre of our thinking. We acknowledge that the children will have had different experiences during this time. Many children will be feeling anxious about the return to school and will have had differing experiences of the

last lockdown. We therefore accept that our community will need a period of recovery in order to enable our learner to achieve the best they can be.

What is a Recovery Curriculum?

The recovery framework is based upon the work of Barry Carpenter and the Evidence for Learning team, which sets out the importance of recognising the trauma and loss that children will have been through during the Covid-19 pandemic. Successful transition for children to enable them to once again become efficient and confident learners is key.

"Anxiety, trauma and bereavement are powerful forces. For them all to appear at once in an untimely and unplanned fashion is significant for the developing child. Our children are vulnerable at this time, and their mental-health fragile. And on top of that, they are witnessing a sea of adult anxiety, which they unwittingly are absorbing." (Carpenter and Carpenter, 2020).

"You cannot underestimate the impact of the loss of that social interaction. It is as key to their holistic development as any lesson. Human beings are fundamentally social creatures, and the brain grows in the context of meaningful human to human interaction."

The way in which we do this is to acknowledge and accept the losses that we have all been through during the pandemic.

Barry Carpenter identified 5 losses that children have suffered throughout this time

Routine
Structure
Friendship
Opportunity
Freedom

The Herbert Thompson Recovery Curriculum

Aims

Our recovery curriculum aims to restore the mental health and rebuild the resilience of our children and to allow them to become engaged learners again by:

- recognising the experiences had by all restoring trust and relationships with staff
- reconnection of friendships and social interactions
- reestablishing structure and routine
- rebuilding a sense of community
- regulating their emotions and managing behaviours and engaging with right time learning and the Thrive Approach
- re-engaging them in learning

In the Foundation Phase

Phase 1 - RECOVER AND RECOGNISE
In this phase, teachers will spend time with children, fully immersed in wellbeing activities and games to reconnect relationships and re establish basic routines. This will allow children's confidence in the classroom and among their peers to develop and a time for teachers to recognise the areas which will need focusing on to develop key areas of social and emotional development.

Phase 2 - RECONNECT AND REPAIR
In this next phase, pupils will continue to engage in a wealth of social and emotional wellbeing activities relevant to the needs of individual classes, whilst working on basic skills to further develop the structure and routine of the normal school day. They will continue to focus on rebuilding their relationships with friends and teachers.

Phase 3 - RE-ENGAGE and REBUILD
In the final phase, classes will focus on a class goal or theme to work towards while integrating more areas of learning to ensure pupils are academically ready for the next stage of learning, as well as ensuring their emotional wellbeing is still a focus throughout.

In KS2,

Phase 1 - RECOVER and RECOGNISE
In this phase, children will be given opportunity to reflect on their experiences and emotions and recognise what they have learned during the last lockdown. There will be a strong focus on enrichment activities allowing children time to reconnect with their peers, establish routines and structures and begin to settle back into school life.

Phase 2 - RECCONNECT and REPAIR

In this phase, there will be a continued focus on reconnection. Children will be encouraged to work collaboratively to ensure time is given to rebuild these important skills. Children will use expressive arts to explore emotions and feelings. At this stage, we will also begin to explore the learning gaps of the children and begin reparative work.

Phase 3 - RE-ENGAGE and REBUILD

The final phase will be to reengage and rebuild our children's love for learning and ensure all children are able to achieve their full potential by ensuring children are academically and emotionally ready for their next stage of learning. For Year 6, this will be particularly important and there will be a strong focus on transition.