This presentation is our approach to recovery and is based on the latest government recommended research 2020

Our Recovery Curriculum

Well-being and support: Government guidance

Pupils may be experiencing a variety of emotions in response to the coronavirus (COVID-19) outbreak, such as anxiety, stress or low mood. This may particularly be the case for vulnerable children, including those with a social worker and young carers. It is important to contextualise these feelings as normal responses to an abnormal situation. Some may need support to re-adjust to school; others may have enjoyed being at home and be reluctant to return; a few may be showing signs of more severe anxiety or depression. Others will not be experiencing any challenges and will be keen and ready to return to school.

Schools should consider the provision of pastoral and extra-curricular activities to all pupils designed to:

- support the rebuilding of friendships and social engagement

- address and equip pupils to respond to issues linked to coronavirus (COVID-19)

- support pupils with approaches to improving their physical and mental wellbeing

Experiences from Lockdown...

Many positive experiences

LOSS

-routine

-structure

-friendship

-opportunity

-freedom

-safety

Consequences of loss:

-increased anxiety

-attachment issues

-bereavement

-trauma

Well-being and support: key principles

RESET   RESTORE   RECOVER

-safety first: through nurture and using a trauma informed approach
We all need to feel safe in order to function well and socially engage

-understanding and empathy:
- everyone has suffered loss on lots of different levels
   children have experienced loss of:
      -routine   -structure   -friendship   -opportunity   -freedom   *family

- Levels of anxiety will naturally be higher and different from person to person. This lead to increased cortisol which can inhibit our memory and ability to take on board information   *an anxious child will not be a learning child

-adopt a differentiated 'staged' approach-not one model fits all
   majority-holistic approach (quality 1st teaching and nurture-know each child in our class)
      some-a more focussed recovery (e.g. small group support)
         few-a much deeper recovery (targeted intervention/external agencies...)

-self-image after 6 months self-image may be frail, fragile and fragmented depending on their learning and social experiences at home

-positives as well as negatives-acknowledge and celebrate the positives and the good things that have happened
Celebrate learning successes and acknowledge this in the classroom environment

THE KEY TO GREAT RECOVERY IS KINDNESS AND GIVING BACK HOPE

STEPS TO RECOVERY

BELONGING
-celebrate the lovely times
-personalised greeting
-smile!
-lots of visuals around school that remind us of happy and successful learning

RELATIONSHIPS
-building relationships back up
-building new relationships
-empathy and understanding
-kindness-positive psychology
-co-regulation and self-regulation
-model social skills

SPACE
Space and time to interact and adapt to changes and new ways of working and 'being' around school

-physical space-organised, calm, clear exit, some choice

TRANSPARENT CURRICULUM
-what works well?
-what worked well during lockdown? What type of activities did children engage in most?
-what do they need from our curriculum?
-swift identification of gaps in knowledge and understanding
-be clear about our recovery curriculum
-wellbeing and relationships should be at the heart of our curriculum along with creativity

FEELING SAFE
-BELONGING, BEING CONNECTED
-PREDICITABILITY, ROUTINE
-ORGANSATION-BE EXPLICIT
-REGULATION
-DIFFERENTATION (not one size fits all)
-RELATIONSHIPS
-HOW WE ARE: face, tone of voice, body language, own self-regulation

METACOGNITION
-dedicated sessions on what makes a good learner
-different ways we learn
-what can stop us learning and strategies to deal with this
-revisit and teach 'learning powers' especially resilience
-break lessons down into manageable chunks
-Small steps
-Revisit prior learning 'flashback'
-Prompts and scaffolds to build success

COMMUNITY
-re-engage
-clear communication
-listen and understand
-involvement
*pupils, staff, governors, parents, local community

In the classroom…

–clear routines and predictability: communicate clearly, countdown to transitions visual timetables…

–visual reminders of happy memories and learning experiences

–keep things simple to begin with and reduce overload

–keep things calm

–slow things down… break up lessons i.e. 3x 15 min sessions rather than 1hr (workshop approach)

–give some extra time

–provide structure-scaffolds, frameworks, word lists etc

–limit choice-provide some choice but not too much

–provide transition activities i.e. 'brain break', 'mindfulness', 'physical activity'

–organisation-visual reminders, tasks broken down into clear steps, equipment lists etc.

Key points to remember...

–every learner needs to be regarded as potentially vulnerable
that is not saying that everyone is going to be anxious and traumatised but we must be mindful and not underestimate the impact the pandemic has had and is still having

–we need to build trust and relationships and re-connect

–key is to focus on the steps to recovery in the first few weeks
remember: an anxious child is not a learning child. We are not going to close gaps if they are not 'switched on' to learning

–a heavy focus on recovery of lost learning to begin with will not be effective if we haven't addressed emotional recovery

–never judge or dismiss a person who needs more nurture–a differentiated approach will be needed and adults and children need to understand that everyone is different and everyone has had different experience and cope in different ways
rather than seeing negative behaviour, consider what is causing distress-be curious not furious

–our own wellbeing is paramount–if we are not able to self-regulate, how can we support children to do so?
–support each other: we need to feel safe, grounded and regulated and remain so, if we can't, swap with someone else, talk to someone