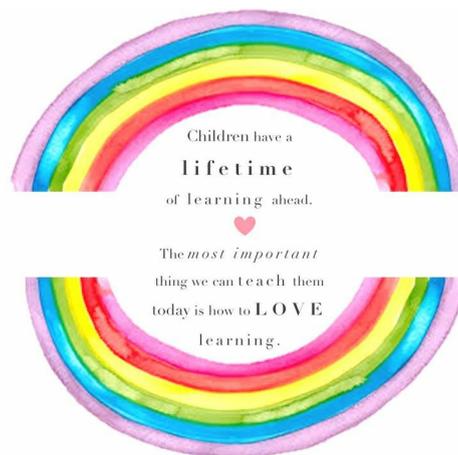


Recovery Curriculum 2020-2021

At Burlington we have been working on a 'recovery' curriculum that focuses on gently returning the children to the curriculum. We have been following some guidance from a researcher of education, Professor Barry Carpenter, to ensure the curriculum is not just picked up where it was left as too much has happened for the children and their learning.



Our recovery curriculum acknowledges that children returning to school will have experienced some form of loss and they will need support to re-engage with school to support their mental health either from anxiety, trauma or bereavement. This could be the loss of routine, structure or friendship which can contribute to a child's mental health.

The aims of our recovery curriculum are to address how lockdown has affected children, to rebuild relationships and to support children to be effective, resilient and confident learners again. Talking to the children, sharing anxieties and worries and listening to what the children need will be our priority in the Autumn term.

Barry Carpenter supports children with their transition through these 5 levers:

The 5 Levers of Recovery

THE 5 LEVERS OF RECOVERY

LEVER 1: RELATIONSHIPS

We will not necessarily expect our children to return joyfully. Many of the relationships that were thriving, such as with friends, teachers, supporting adults may need to be invested in and restored. We will plan for this to happen, not assume that it will.

LEVER 2: COMMUNITY

We will recognise that your child's curriculum will have been based at home for a long time. We will listen to what has happened in this time, understand the needs of our community and engage them in the transitioning of learning back into school.

LEVER 3: TRANSPARENT CURRICULUM

Our children may well feel they have lost time with their learning at school and we want to show them that we understand this and that we will help them to become confident learners at school.

LEVER 4: METACOGNITION

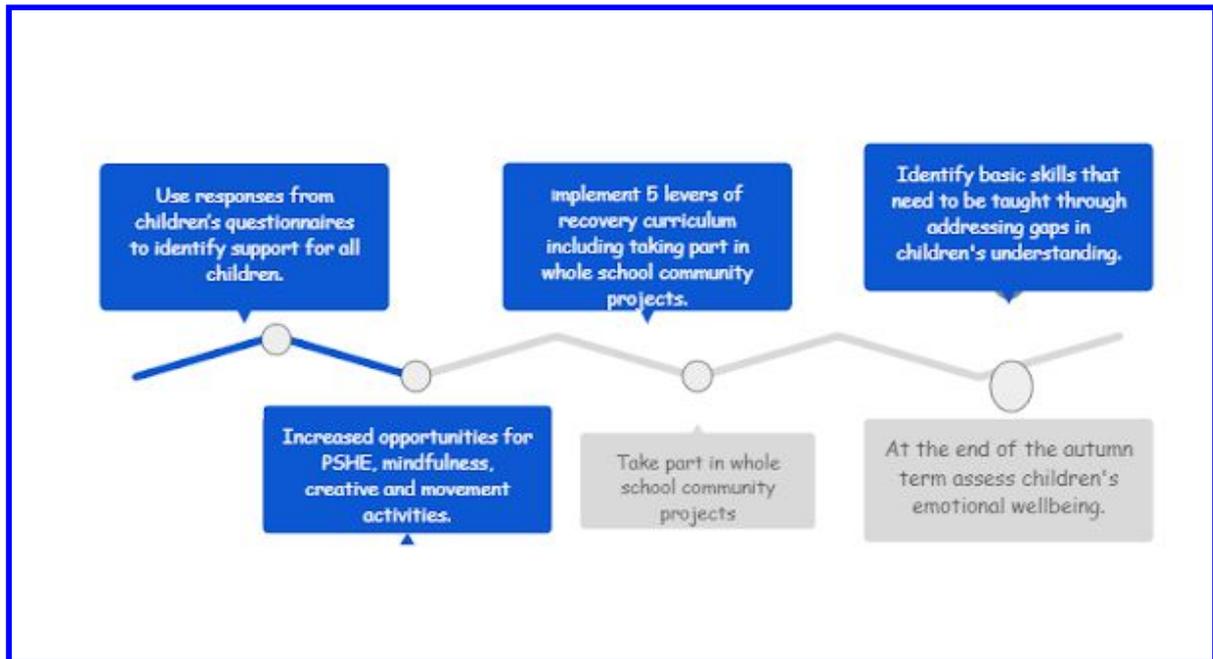
In different environments, children will have been learning in different ways and may have developed different styles of learning. It is vital that we acknowledge this.

LEVER 5: SPACE - TO BE, TO REDISCOVER SELF, AND TO FIND THEIR VOICE ON LEARNING IN THIS ISSUE

It is only natural that we all work at an incredible pace to make sure this group of learners are not disadvantaged against their peers, providing opportunity and exploration alongside the intensity of our expectations.

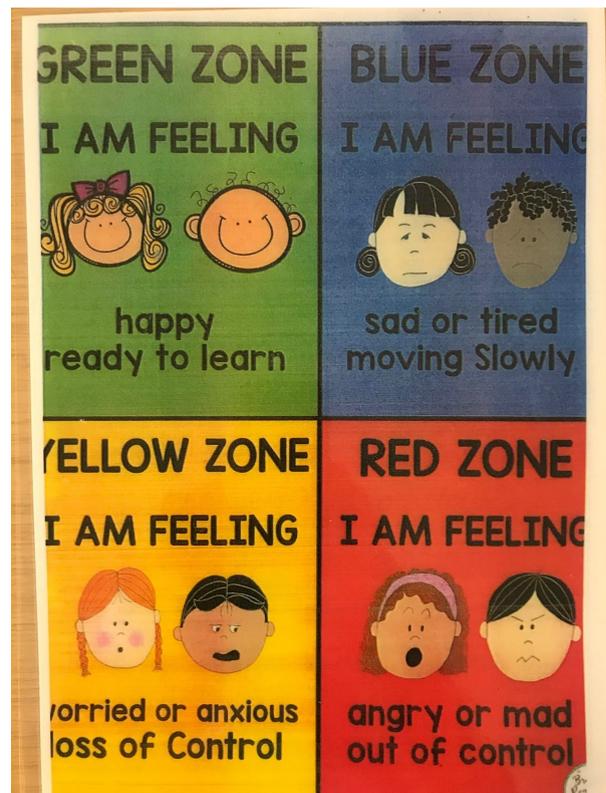
We know that an anxious child is not a learning child and a child who is disengaged because of their mental health is not a child who is ready to learn. We want to make sure children are ready to fully engage in learning. Making children feel safe, emotionally secure, happy and ready to re-engage in learning is our focus in the Autumn term.

Below is our recovery curriculum map:



A feelings chart (see right) will be visible in all classrooms for children to verbalise their feelings and circle times will be used to discuss and explore feelings as well as for rebuilding relationships. Children will have regular breaks from lessons as well as three playground slots - one in the morning, one at lunch and one in the afternoon. All activities planned will be used to reduce anxiety, build resilience and promote a sense of togetherness.

Learning will be revisited and we will be responsive during teaching to what the children need. If children have not understood a concept, teachers will break lessons into smaller steps, re-engage children by stopping lessons and re-address learning so that the learning



needs of all children are met. Teachers will respond in the moment to misconceptions and make necessary adjustments.

We hope that you feel this approach will support your child's wellbeing as they begin their re-engagement with learning at school. Please do speak to your child's class teacher if you would like to discuss anything further.