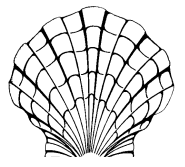




Ask, Achieve, Aspire



Nazeing Primary School Recovery Curriculum Post Pandemic

Introduction

As all the children begin returning to school, we felt it was important for you to be aware of the approach that we are taking as a school.

With that in mind, we have provided a summary below of both our approach and the thinking behind it. We hope that you feel this approach will support your child's well-being as they begin their re-engagement with learning at school.

Please do not hesitate to contact us if you have any questions or would like more information.

Nazeing Primary have put the child's well-being at the centre of our thinking. We acknowledge that the children will have had different experiences during this time. However, the common thread running through all is the loss of routine, structure, friendship, opportunity and freedom. These losses can trigger anxiety in any child. Some of you may have experienced this with your own children.

We know that an anxious child is not in the right place to learn effectively. So with this in mind, the school community has thought about the most effective way to support your child's ability to learn. This approach will encompass and support the academic expectations for your child.

What is it?

Professor Barry Carpenter has developed the Recovery Curriculum, as a response to the losses described above. It is a way for schools to help children come back into school life, acknowledging the experiences the children have had. We want children to be happy, feel safe and able to be engaged in their learning. We have decided that a way to achieve this for the children is to acknowledge the importance of helping them lever back into school life using the following **5 Levers**.

- **Lever 1: Relationships** –relationships that were thriving, such as with friends, teachers and supporting adults, may need to be invested in and restored. We need to plan for this to happen, not assume that it will. Reach out to greet them, use the relationships we build to support their return to school.
- **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 like they have lost time with their learning at school. We want to show them that we understand this and that we will help them to become confident learners once again.

- **Lever 4: Metacognition** – in different environments, our 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.

Professor Barry Carpenter, CBE is Professor of Mental Health in Education at Oxford Brookes University.

Below is a link to a document regarding Supporting Pupils' Mental Health and Wellbeing:

<https://www.pshe-association.org.uk/system/files/CORONAVIRUS-WELLBEING%20final.pdf>